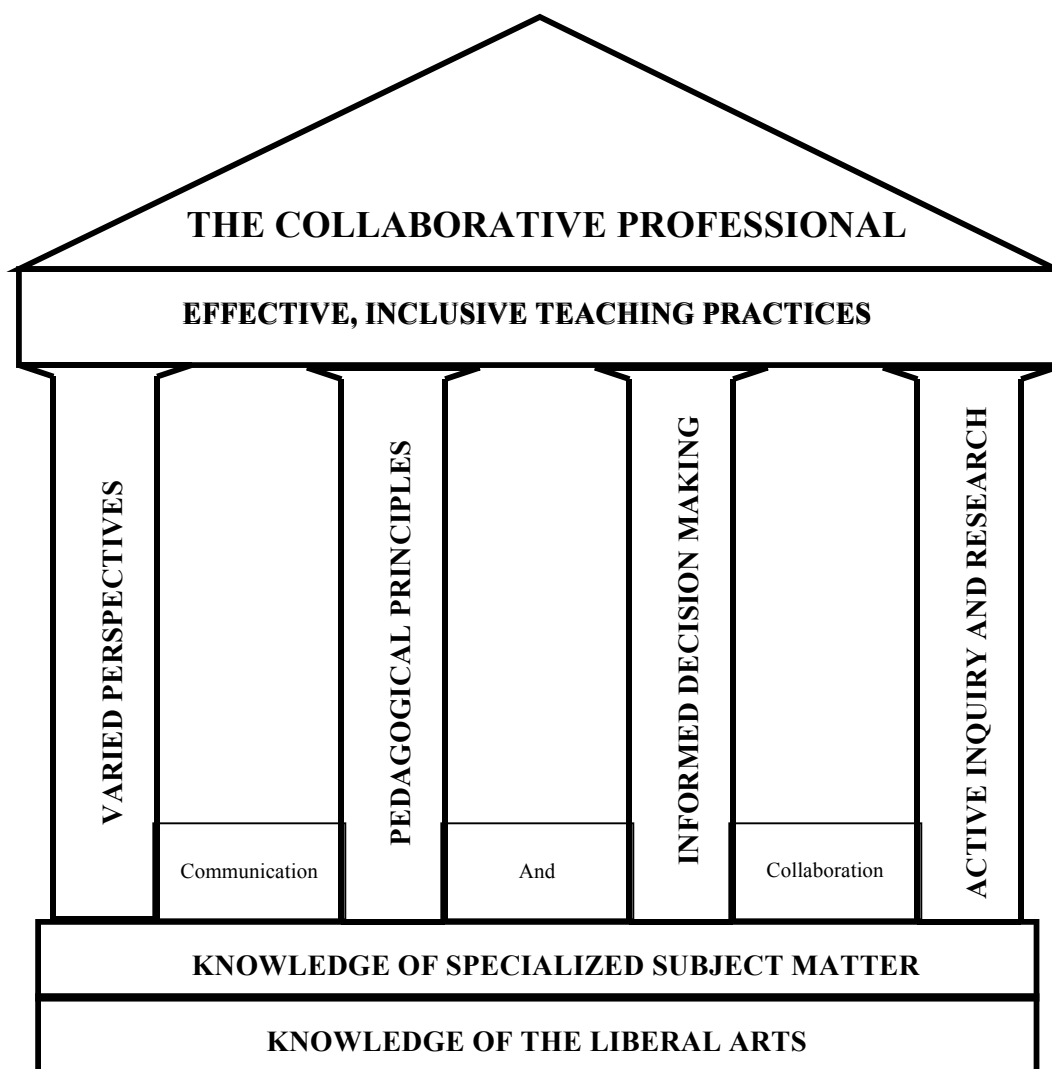


Columbia College

Undergraduate Teacher Education Program Handbook



2011/2012

Teacher Ed Important Dates for 2011-2012

Education Major Socials

Cookout	Monday, September 12	4:30-6:00 AP
Holiday Party	Thursday, December 1	4:30-6:00 AP
End of Year	Thursday, April 26	4:30-6:00 TBA

Education Forums

Thursday, October 6	12:30 - 1:20 BLC 103
Thursday, February 16	12:30 - 1:20 BLC 103

© Target Point One ©

Thursday, Oct. 20	3:30-5:30 © AP
Wednesday, Feb. 22	12:00 – 1:00 and 3:30-5:30 © AP

Professional Education Portfolio

Fall - due 1:00 p.m., Tues. Nov. 1	AP Office
Spring - due 1:00 p.m., Tues. April 3	AP Office

Help Session for Professional Education Portfolio

Mon., Oct. 3	4:30 – 6	Overton Media Center
Tues. March 13	4:30 – 6	Overton Media Center

Certification Applications/State Background Checks

Fall 2012 Directed Teachers	Due SCDOE 1/15/2012
Spring 2013 Directed Teachers	Due SCDOE 6/15/2012

American Education Week

Programming/Activities TBA

November 13-19

Professional Information Panels

Principals' Panel	Thursday, Feb. 9	5:30-6:30
First Year Teachers' Panel	Thursday, March 29	5:30-6:30

Teacher Education Program Handbook

Undergraduate

Mission and Goals of the Teacher Education Program	1
Governance and Organizational Structure	4
Professional Development Schools	5
Program Areas	6
Teaching Fellows Program	6
Advisement	7
Candidate Requirements	8
Target Points	8
Praxis I Information	12
Enrolling in Education Classes	13
Calculating G.P.A.	14
Education Program Absence Policy	15
Grounds for Denial of Admission.....	16
Grievance Procedure	17
Field Experiences Program Information.....	17
Information on Field Experiences for Evening Students.....	18
Written Work	19
Professional Behaviors and Dispositions.....	19
Support Process	20
Grievance Procedure for Dismissal from Field Experiences Program	22
Policy on Work Credit	23
Teacher Education Program Folders	24
Teacher Education Program Readmission Policies	24
Postbaccalaureate Students	25
Transfer Policies	26
Teacher Cadet Credit	26
Nondiscrimination Policy	27
Curriculum Resource Room	27
Portfolio Introduction	28
Professional Education Portfolio	29
Praxis II Information.....	33
Certification Requirements	33
Endorsements.....	35
Standards.....	35
Technology Competencies.....	37
Exit Interviews	38
Columbia College Office of Career Services	38

Information Sources..... 38

Mission and Goals of the Teacher Education Program

The mission of the Professional Education Unit is to prepare confident Collaborative Professionals who have the commitment to be reflective practitioners and life-long learners, who are competent in the content and practice of the discipline, who are able to work collaboratively, and who have the courage to be leaders in society and the field of education. A Collaborative Professional is defined as an educator and leader who engages in co-actions with school and community partners for the benefit of children and youth. The Unit seeks to develop educators who embody the attitudes and skills of dedicated professionals and are committed to working with others to provide a quality education for all students.

The concepts of professionalism and collaboration are important tenets in the design of the Education Program and serve in combination as the program's conceptual framework. Expectations are that teacher candidates from their earliest education courses will learn about and commit to the attainment of professional characteristics. Collaboration as a learning and teaching technique is modeled throughout the Columbia College experience – both in the core general education curriculum and the professional and specialization courses. Both are considered vital tools in the preparation of successful future educators and vital assets to the successful collaborative professional.

Eight **Essential Beliefs** shared by the faculty of the Professional Education Unit provide the foundation for the courses and experiences that ensure the development of the educational competence and confidence required to assume the role of a teacher who is a Collaborative Professional. These essential beliefs are:

1. Teaching and learning are enriched by a liberal arts foundation that provides in-depth experiences with knowledge construction, inquiry, and collaboration.
2. Teaching and learning require active participation in carefully organized educational experiences that are reinforced and extended through practice which develops courage and confidence.
3. Teaching and learning integrate the intensive study of pedagogy, wisdom of professional practice, and professional development experiences.
4. Teaching and learning include the study of varied perspectives through experience and practice opportunities.
5. Teaching and learning must address knowledge of the ethical and programmatic connections between theory and practice.

6. Teaching and learning must address knowledge construction and provide experiences in diversifying instruction and provide experiences in increasing access to the curriculum for all children and youth.
7. Teaching and learning must address opportunities to develop capacities in inquiry and problem solving to support commitment in addressing educational issues and problems.
8. Teaching and learning must address the development of competence in communicating and collaborating with school and community partners.

All Columbia College teacher candidates are expected to demonstrate effective, inclusive teaching strategies, a high level of professionalism, and the ability to communicate and collaborate with school and community partners. In addition, the Collaborative Professional needs to be knowledgeable in both discipline-specific content and pedagogy. Therefore the Professional Education Unit has for itself the following **Program Goals**:

1. Provide a knowledge base for the development of content proficiency
2. Model connections and varied perspectives between core content and specialized subject matter
3. Model communication and collaboration through instructional methods and interactions
4. Model and define pedagogical principles, best practice and inclusive teaching procedures and practices
5. Model and provide opportunities to conduct inquiry in teaching and learning
6. Model ethical, caring, professional behaviors
7. Model and address the essential components of teaching and learning with technology
8. Model and assess professional growth through performance and reflection.

Knowledge and understanding derived from these essential beliefs and unit goals has directed the development of the following broad **Learner Proficiencies/Outcomes** for Columbia College teacher candidates. These outcomes communicate expectations and inform the Professional Education Unit of candidate progress. The proficiencies are:

Knowledge

Goal: The Collaborative Professional will use a broad knowledge base and competency in the specialized content areas to teach all children, youth, and adults.

The candidate

1. Knows and understands the specialized content of the appropriate disciplines.
2. Knows and understands the pedagogical content of the appropriate disciplines.
3. Knows and understands assessment methods for the appropriate disciplines.
4. Knows and understands connections and interrelationships among the appropriate disciplines.
5. Knows and understands different methods of inquiry appropriate for the discipline.

Performances

Goal: The Collaborative Professional confidently uses sound pedagogical principles through a variety of communication and collaborative skills to promote learning.

The candidate

6. Organizes and provides appropriate evidence-based instruction that has a positive impact on the learning and development of all students.
 - a. Develops learning environments that are inclusive and supportive and that have a positive impact on student learning.
 - b. Uses and models different modes of inquiry, including appropriate research skills.
 - c. Integrates technology to support learning.
 - d. Uses a variety of evidence-based instructional strategies and methods.
 - e. Develops appropriate curricula that make connections among the disciplines.
 - f. Develops learners' critical thinking and problem-solving skills.
 - g. Promotes the development of independent individuals who are productive and who can live harmoniously in a diverse society.
7. Uses and communicates about multiple, appropriate formative and summative assessments to monitor and guide instruction.
8. Communicates effectively in oral and written communications.
9. Collaborates effectively with students, parents and other caregivers, paraprofessionals and other professionals in the school and larger community

Dispositions

Goal: The Collaborative Professional will exhibit professional attitudes and behaviors.

The candidate

10. Values and respects all people, their ideas and cultures.
11. Is committed to ethical and professional practice.
12. Is committed to collaborative practice.
13. Values learning and is committed to the continual development of understanding by all students.

The Professional Education Unit has worked to develop a program model that reflects the collective beliefs and knowledge of teacher education. The development has been shaped by the work and philosophies of the National Board for Professional Teaching Standards (NBPTS), the Interstate New Teacher Assessment and Support Consortium (INTASC), the National Commission on Teaching and America's Future (NCTAF), the National Council for Accreditation of Teacher Education (NCATE), and the South Carolina Department of Education's assessment system, Assisting, Developing, and Evaluating Professional Teaching (ADEPT).

Governance and Organizational Structure

The Professional Education Unit, within the Education Division, is the unit for professional education at Columbia College. Within the Unit there are five certifying majors: Early Childhood, Elementary, Middle Level, Special Education and Speech-Language Pathology. The Early Childhood, Elementary and Special Education degree programs are available in the Evening College as well as the Womens' College. In addition, the Unit works in collaboration with other academic areas on campus in overseeing additional certifying program majors in Dance, English, Mathematics and Music.

The governing body for the Teacher Education Program is the Columbia College Teacher Education Committee, comprised of the Head of the Education Division, the Director of the Teacher Education Program, the Program Coordinators from each undergraduate program area (Early Childhood, Elementary, Middle Level, Additional Programs for Certification, Special Education, and Speech-Language Pathology), the Directors of Field Experiences, and the Registrar and Provost. The Committee ensures that all Teacher Education programs are organized and comply with relevant professional standards and approves policy and curricular changes for the Unit.

The Alliance of Educators, a group representing Columbia College teacher education faculty, liberal arts faculty, and teachers and administrators from the Professional Development Schools, serves as an advisory board and a center of pedagogy for the Professional Education Unit.

The Student Advisory Committee is comprised of student representatives from the undergraduate initial certification program areas. Representatives are selected by the Program Areas and typically serve one to two years. The Committee meets each semester and provides the opportunity for candidates to give feedback on any current issues and raise concerns to the Professional Education Unit.

Each major (Early Childhood, Elementary, Middle Level, Special Education, Speech-Language Pathology, and Additional Programs for Certification) is a program area within the Teacher Education Program and has a Program Area Leader. Program Areas discuss in regular meetings program curriculum issues, policies and procedures concerning their majors, and faculty program responsibilities and roles. Issues from the Program Areas may then be presented to the Education Program faculty and the Teacher Education Committee for approval. Program Area Leaders or representatives serve on the Teacher Education Committee and report to the Education Division Head.

Columbia College's Teacher Education Program is accredited and approved by the South Carolina State Board of Education and by the National Council for Accreditation of Teacher Education (NCATE). Each program is also reviewed and approved by the appropriate specialty professional association or by the state.

Professional Development Schools

Professional Development Schools (PDS) are public schools in which the Columbia College teacher candidates, public school teachers, and college faculty from education, arts and sciences engage in learning and teaching. Teacher candidates learn from PDS teachers, PDS teachers and College faculty learn from each other, and the circle is complete when teacher candidates bring new learning into the school. The PDS partnership is a community that supports continuous learning by adults and children and supports collaboration among public school and college faculty. It is accountable to the public for upholding professional standards for teaching and learning, and provides opportunities for all stakeholders to develop knowledge, skills and understanding necessary for working with diverse students. Through its organization, structure and roles it is able to use resources to support these characteristics.

Columbia College has formal partnerships with five Professional Development Schools:

- Richland School District One - Satchel Ford Elementary

- Richland School District Two - Windsor Elementary and Polo Road Elementary
- Richland-Lexington District Five – H.E. Corley and Nursery Road Elementary

Placements for field experiences are generally made in these schools when possible due to the nature of Columbia College's on-going relationships and shared responsibilities with them. These PDSs provide the diversity of settings necessary for preparation of quality education professionals.

Program Areas

The Education Division of Columbia College offers undergraduate certifying majors in the areas of:

- Early Childhood Education (PK-3)
- Elementary Education (grades 2-6)
- Middle Level (grades 5-8)
- Special Education (PK-12)
- Speech-Language Pathology (PK-12)

In cooperation with other divisions on campus, teacher certification programs are also provided for:

- Dance (PK-12)
- English (9-12)
- Mathematics (9-12)
- Music-Choral and Instrumental (PK-12 program being phased out)

These are the grade spans used by the South Carolina State Department of Education for certifiers. A non-certifying undergraduate program in Speech-Language Pathology is also housed within the Division. In addition, the Education Division offers through the Graduate School a Master of Education degree in Divergent Learning (not for initial teacher certification). Further information on the graduate degree can be obtained from the Divergent Learning Program Director.

Teaching Fellows Program

Columbia College is among a select group of eleven colleges and universities named as a South Carolina Teaching Fellows Institution. Columbia College's Teaching Fellows will engage in a variety of experiences designed to enable them to become successful educators who are Collaborative Professionals.

Each Fellow will complete a series of courses and school-based field experiences that will prepare her to be a successful leader in her respective field. Fellows will also participate in seminars exploring such topics as innovation and reform in education, diversity, professional growth, research, leadership, and collaboration with educational partners. Through these seminars, Fellows will have the opportunity to interact and build professional relationships with teachers and administrators from Columbia College's professional development schools, Columbia College administrators, and other educational leaders from South Carolina and the nation.

Advisement

The role of the academic advisor at Columbia College is to assist the student in the development and realization of meaningful educational plans compatible with life goals. The advisor facilitates and monitors the student's progress toward career goals, gradually moving the student from dependence to independence with regard to academic advisement and career planning.

While it is the student's responsibility to know the requirements, meet deadlines, and schedule and attend course planning/pre-registration sessions with an advisor each semester; the advisor is responsible for making the student aware of courses of study available, degree requirements, academic procedures and policies, and general information about the College. The advisor must approve all course selections and changes, inform the student of requirements, be easily accessible for meetings, and serve as an information resource throughout the semester.

At Columbia College First Years are assigned in small numbers to specifically trained first year mentors as well as advisors in their discipline. First Years or transfer students intending to certify who have not yet met Target Point One of the Teacher Education Program (see Target Points for additional explanation) are not considered education majors until they have done so. All majors indicating an intention to certify are also advised by the Director of the Teacher Education Program concerning program and state requirements and their progress toward meeting these requirements.

The Director of the Teacher Education Program does initial advisement of transfer and postbaccalaureate teacher candidates with majors in Elementary, Early Childhood, Middle Level, Speech-Language Pathology and Special Education. Additional program certifying transfers and degree-seeking or non-degree-seeking postbaccalaureate candidates will have academic advisors in their divisions as well as being assisted by the Education Program Director.

Candidate Requirements

The Teacher Education Program at Columbia College sets requirement criteria for teacher candidates at multiple points in their certification programs, using multiple types of assessment data. These requirements are used to ensure that program graduates are indeed Collaborative Professionals. The criteria used assess candidates' depth of content and pedagogical knowledge as well as their demonstrated skills in teaching. Further, a Columbia College graduate must possess the professional attitudes that are appropriate for effective teachers who are committed to working with others to ensure that all students learn. The requirements guide the development of the teacher candidate and communicate the expectations held for professional educators at the institutional, state and national levels.

Target Points

The Columbia College Education Division has specified six Target Points for assessment of each teacher candidate's qualifications, performance and progress in a certifying degree program. At each Target Point multiple measures are used to determine that the candidate has the appropriate level of content and pedagogical knowledge and skills as well as the appropriate professional dispositions. The Target Points communicate the expectations of the Education Program for candidate progress in gaining the proficiencies set forth in the program, major, state and national standards. Results of the assessments are used to provide feedback in guiding the candidate's development as a professional educator and for the education unit to improve the program quality and education unit procedures. Reaching each Target Point at the appropriate time is a measure of the candidate's advancement toward becoming a Collaborative Professional in embodying the attitudes and skills of dedicated professionals and commitment to working with others to provide a quality education for all students. The expectation is that throughout the program the candidates will have both acquired and demonstrated the content knowledge, professional dispositions and teaching skills to effectively help all students learn. At Target Points Two and Four the list of candidates is shared with the Columbia College Dean of Students for input regarding serious issues of misconduct. The Education Division Head determines whether this information is shared with the education faculty and the CCTEC.

Further information on the Target Points can be found through information forums held in September and February of each year and through the Education Program Office (AP 106 786-3558).

© Target Point One ©

The first Target Point indicates the intention to become a certified teacher and will be met by First Year students in the spring semester. At Target Point One the candidate will submit:

1. An Intent to Certify form which includes scores from all three Praxis I tests (required) and an overall GPA of 2.0 minimum.
2. Target Point One can be met by **taking** Praxis I. All three Praxis I tests must be passed before enrollment in education courses. The student must provide evidence to the division of a total score of 1650 on the combined SAT or 24 on the ACT in order to waive the Praxis I requirement.
3. Assessments are completed for oral and written Standard English usage.

© Target Point Two ©

The second Target Point is the Admission to the Teacher Education Program. This Point should be met when a student has completed 60 s.h. (at least 12 of which have been at Columbia College.) The process should begin as soon as the candidate has met Target Point One, and should be completed in the semester the candidate will complete 60 s.h. (usually the Sophomore Spring Semester).

The criteria or submission requirements for Target Point Two are:

- Application
- 60 s.h. (at least 12 of which have been taken at Columbia College)
- Cumulative GPA of 2.75 and GPA of 2.75 in major courses (some majors may specify higher GPAs)
- Recommendations from Major Division, Teacher Education Faculty and one from General Education Faculty
- Passing scores on all three parts of the Praxis I or SAT or ACT scores as noted above
- Complete any requirements designated by the major which indicate proficiency in content knowledge

© Target Point Three ©

The third Target Point is at admission to the second field experience. This may be Education 360, 362, 363, or Speech Language Pathology 460. The following criteria must be met before enrolling in the second field experience:

- Target Point Two must be met.

- Evaluation forms submitted by the Field Experience One Cooperating Teacher and College Supervisor must indicate satisfactory performance on the learner outcomes for that level
- Evaluations of dispositions and professional behaviors from the Field Experience One Cooperating Teacher and College Supervisor must be satisfactory for that level
- Passing grade in Field Experience One
- In the event that work credit has been approved to waive Field Experience One, the requirements pertaining to the first field experience will also be waived.

☉ **Target Point Four** ☉

Target Point Four is at admission to the Directed Teaching semester. This should be the last semester. Criteria are:

- Grade of at least "1" on each element of the Professional Education Portfolio submitted at the end of the semester prior to Directed Teaching
- Cumulative GPA of 2.75 and GPA of 2.75 in major courses (some majors may specify higher GPAs)
- Evaluation forms submitted by the Field Experience Two Cooperating Teacher and College Supervisor must indicate satisfactory performance on the learner outcomes for that level
- Evaluations of dispositions and professional behaviors from the Field Experience Two Cooperating Teacher and College Supervisor must be satisfactory for that level
- Passing grade in Field Experience Two

☉ **Target Point Five** ☉

Target Point Five is the exit from the Columbia College Teacher Education Program. Criteria for meeting Target Point Five upon completing the Program include:

- Satisfactory performance on ADEPT, Unit Learner Proficiencies, and Professional Dispositions and Behaviors
- Demonstrated proficiency in professional technology usage
- Satisfactory completion of the Directed Teaching Dossier
- Satisfactory completion of Directed Teaching, which includes passing the Praxis II exams (includes Principles of Learning and Teaching Exam) required by South Carolina for certification

Target Point Six

A follow-up assessment of candidates is completed after they have graduated. At this point the assessments are based on:

- ADEPT results from the Induction Year
- Information from a follow-up survey conducted by the Teacher Education Program every five years which includes feedback from graduates as well as information from graduate schools and employers

Additional Program Requirements

All three parts of Praxis I must be passed before candidates begin education courses. The student must provide evidence to the division of a total score of 1650 on the combined SAT or 24 on the ACT in order to waive the Praxis I requirement.

All field experiences must be taken for credit. If a field experience is not successfully completed, it may be repeated only once. The decision to allow a candidate to repeat the course will be the decision of the college supervisor, Director of Field Experiences, Division Head, and/or Academic Program Coordinator.

All teacher education candidates must meet all state requirements in effect at the time of entrance to the program, entrance to Directed Teaching, and application for certification in South Carolina.

The teacher candidate has the responsibility of submitting the above data. Once the objective and subjective data are collected, they are studied carefully so that appropriate guidance can be given the candidate concerning his/her future in teacher education. Procedures are in place at each Target Point that include a formal review of the candidate and an opportunity for feedback and advisement. Further information on these procedures can be found in the Teacher Education Handbook which is published annually on the Columbia College Division of Education Web site. At the times of Admission to the Program and Admission to Directed Teaching the candidates' names are presented first to the Division of Education and then to the Teacher Education Committee for a formal vote on acceptance into the Program and into the Directed Teaching Semester.

Transfer, post baccalaureate and Evening Program students must meet the same requirements; however they may be unable to meet specified criteria at any Target Point at the designated time. Special attention will be given to requests by teacher candidates in these situations for approval to meet criteria at a slightly different

time. Requests should be submitted in writing to the Division Head, who will present them to the Teacher Education Committee for review.

Praxis I Information

As a future teacher, part of the required process to become certified in South Carolina is to pass either the Praxis I Pre-Professional Skills Test (PPST) or Computer-Based Pre-Professional Skills Test (C-PPST). This is a nationally standardized test required by the SC Legislature of the basic reading, writing and math skills considered necessary for teachers. It is available as a paper-based test or as a computer-based test. The PPST is a paper-based administration and is offered by the Educational Testing Service (ETS) five Saturdays a year. The C-PPST is a computer-based administration and is available by appointment at specified computer-based testing sites every weekday (some test centers have Saturday testings, as well). Most candidates are choosing the computer-based tests as they are a little cheaper and available many more dates. There is a toll-free number that can be used to book the computer-based test date. Columbia College teacher candidates are asked to take this test during their first year. First Years should take the test before the end of February. Transfer candidates classified as Sophomores or above should take this test during their first semester. This is important both for continuation in the program, for enrolling in education courses, and as a requirement for continuing or attaining some kinds of financial aid. Students are allowed multiple attempts.

A limited number of fee waivers may be available if you qualify and apply far enough in advance. Information on fee waivers can be found on the testing service website in the test fees section: <http://www.ets.org/praxis>. Typically the fee waiver application closing date is two months before a paper-based test date and two to five months before a computer-based test date. Funds may be exhausted before this date.

If Columbia College English and math placements indicate preparatory level courses are needed, the candidate should plan to take the Praxis I as soon as possible after completing the courses. Assistance in preparing for the Praxis I is available in the Math Lab in 126 Bush Building and in the Academic Skills Center in 119 Edens Library. Please allow plenty of time for preparation.

Registration information for the Praxis I PPST and C-PPST is available in Ariail-Peele 106 or through the Educational Testing Service website: www.ets.org/praxis. If registering for the first time, candidates should register for all three one hour tests. If a candidate has passed part(s) of Praxis I, it is only necessary to retake the failed

Praxis I test(s). The tests cost between \$130 and \$170, depending on whether it is a paper-based or a computer-based test.

Please be sure Columbia College (5117) is listed as an agency to receive your score report. Columbia College will not automatically receive score reports. Teacher candidates should always check with the Teacher Education Program Office to make sure their score reports have been received. Candidates can register online. Your score reports will be available online and you should download them to your own file for future use as they are only available for a certain length of time.

It is important that the tests should be taken early enough that official score reports would be received well before program deadlines for the Target Points or other required assessment points. Score reports may take six weeks. All certifying majors are expected to take and pass the Praxis I according to these timelines, and are not to enroll in education courses if all three parts of this basic test have not been passed. Candidates who have not passed Praxis I may not declare any certifying major and the only other education course open to them are Edu 160 and Sped 332.

As of July 1, 2006, candidates may waive the Praxis I requirement if they have a total score of 1650 or above (combined writing+verbal+math test taken after March 1, 2005) on the SAT or 24 composite score on the ACT. Candidates must check with Mrs. Brown in AP 106 (786-3558) to make sure their SAT or ACT scores are entered in the college data system.

Enrolling in Education Classes

Teacher candidates at Columbia College are limited to taking only their core curriculum (general education) courses until they have passed all three parts of Praxis I or met that requirement with the appropriate SAT or ACT score. This ensures that students are not taking education courses that will only count as unneeded electives if they change to other majors.

Candidates in most certifying majors who are new to Columbia College Fall 2011 or later will prepare for and take Praxis I in their first education course Edu 150 Introduction to the Profession of Teaching. After taking that course if Praxis I is not passed candidates are limited to taking only Edu 160 and Sped 332.

Students who transfer to Columbia College may be placed in education courses without passing Praxis I if these courses are needed to register for a full schedule in the **first** semester here. This exception to the policy is permitted because transfer

students have generally not yet had the opportunity to take the Praxis I. After the first semester they are expected to have passed all three parts before enrolling in any further education coursework.

Calculating G.P.A.

Each teacher candidate should know how to calculate G.P.A. (Grade Point Average), as the Teacher Education Program has G.P.A. requirements for Target Point One, Two and Four.

Numerical values called grade points are assigned to each letter grade as indicated in the grading system: (A = 4, B+ = 3.5, B = 3, C+ = 2.5, C = 2, D = 1, F = 0). To calculate your G.P.A., multiply the appropriate grade point value by the number of semester hours credit assigned to the course. Then total these grade points and divide by the total number of hours.

Example

Course	Grade/Points		Hours		Total Grade Points
Edu 203	A (4)	X	3	=	12
Edu 329	B+ (3.5)	X	2	=	7
Edu 110	A (4)	X	1	=	4
Sped 332	C (2)	X	3	=	6
Math 117	C+ (2.5)	X	3	=	7.5
PEHP 102	B (3)	X	<u>2</u>	=	<u>6</u>
			14		42.5

$$\text{G.P.A.} \quad \frac{42.5}{14} = 3.03$$

To calculate how additional courses will raise the cumulative G.P.A., add the new number of hours to the total number of hours for the credits calculated (which includes only graded courses taken at Columbia College), add the new grade points to the total grade points column, and then divide total grade points by the total number of hours. If a course is repeated, do not change the hours, subtract grade points previously earned through that course, and then add the new grade points earned and divide total grade points by total number of hours.

Credits earned at other institutions and courses taken on a pass-fail basis are not used in calculating the G.P.A.

Education Program Absence Policy

Within the education program there is a standard policy on class absences. Teacher candidates can miss the equivalent of one week of classes with an explanation. Each absence beyond those excused will result in point deductions that may affect the grade. The equivalent of more than two weeks of absences will result in a grade of FA (failure due to absences). This policy only includes courses – absences in field experiences must be made up.

Process for Applying for a Field Experience Placement

You must obtain clearance to be registered for any field experience (including Directed Teaching) for the next semester. The Education Division sets a date for this clearance that is at the end of the Sophomore week during the advising/pre-registration period. For example, placement requests for fall field experiences are due to the Director of the Teacher Education Program by April 1. Those requests for Spring field experiences are due by November 11. This allows us to plan and request appropriate school placements and supervision for these experiences. We ask that you also submit requests for your Directed Teaching placement three semesters in advance. As an example, candidates intending to do their final semester, Directed Teaching, in Spring 2012 and Fall 2012 submitted those requests by April 1, 2011. This allows the Division to keep you informed of procedures and requirements related to the Target Points, Praxis II requirements, and South Carolina certification application and fingerprint clearance deadlines and procedures. Students are not able to register themselves for field experiences – all field experiences show on the course schedule as full because we require you to complete the clearance meeting. When you get clearance you will also be given important information about the field experience and required seminars. You and your advisor together will make the decision about whether you should be registering for a field experience.

After you meet with your advisor:

1. You must have a clearance meeting with Mrs. Brown, Director of Teacher Education, in AP 106. Following this meeting the Registrar will be notified by the Division and the appropriate field experience will be added to your schedule.
2. You must meet with Mrs. Brown – we do not accept forms that are dropped off.
3. At this meeting the requirements for each field experience will be checked. Appointment times are not available because of advisee appointments during

pre-registration; but students who need to register for field experiences are welcome to drop in whenever Mrs. Brown is free. For placement purposes we need to have all requests turned in no later than the stated deadline.

4. For this meeting bring with you the completed Request for Placement Form obtained from your advisor and signed by your advisor.
5. If the Director of Field Experiences determines you need to be placed in Richland District One for any field experience, you will be notified by college email to complete the online District Application required by Richland One. We cannot submit our placement request until this requirement has been completed. The district sets a firm deadline for this.
6. If you are at that point, we already have request forms that you have submitted for Directed Teaching for the next two semesters, and will ask you to update those forms, so it's not necessary to complete a second one if you previously submitted one. However, you still must meet with Mrs. Brown to ensure we have accurate information and so we can give you any new state information.

Grounds for Denial of Admission to the Teacher Education Program, Admission to a Field Experience, and/or Removal from the Education Program

Columbia College Teacher candidates are held to high standards as they prepare for their future role as collaborative professional teachers. Therefore, the Education Division has established the following list of reasons for possible grounds for denial of admission to the Teacher Education program, a field experience, and/or removal from the Education Program.

- Failure to consistently demonstrate any dispositions and professional behaviors identified by the Education Program. (See the Evaluation of Teacher Candidate's Dispositions and Professional Behaviors in the Field Experience Handbook).
- Failure to uphold the Columbia College Honor Code and the Code of Student Conduct.
- Conduct that the State Board of Education may consider "just cause" to deny, suspend or revoke a teaching certificate.

Should the Education Division be made aware of any misconduct, consideration may be given to the creation of a support form. However, misconduct may constitute just cause for denying a field experience, refusing admission to the program, or dismissing a teacher candidate from the program. The Division Head will notify the teacher candidate of such action in writing.

Grievance Procedure

Should a teacher candidate choose to appeal the following procedures apply:

- The candidate should respond in writing to the Head of the Education Division within five calendar days the reasons for appealing.
- A Review Committee will be formed which includes the Education Division Head, Major Area Coordinator, Director of Teacher Education, the candidate's academic advisor and the Provost. The candidate may present supporting documentation in writing. The committee must reach consensus. The committee's decision is final.

Field Experiences Program Information

The Field Experiences Program provides some of the opportunities for Columbia College teacher candidates to become proficient with daily classroom procedures, identify and reflect on ADEPT behaviors modeled by their cooperating teachers, begin implementing ADEPT behaviors, plan and teach lessons, develop the Professional Education Portfolio and the Directed Teaching Dossier, and demonstrate performances related to effective teaching and professionalism.

Further information on the Field Experiences Program can be found in the Field Experiences Handbook available through the Education Majors group.

Each program area may have its own field experience requirements and policies in addition to the following program-wide ones. Advisors in each major will inform candidates of these requirements. For example, candidates in Speech-Language Pathology must have a minimum of 3.0 in their major to be permitted to enroll in a field experience. Prior to enrollment in SLP 360, candidates must also have a minimum grade of B in SLP 387 or 480. A minimum grade of C in SLP 360 and B in 460 and a recommended G.P.A. of 3.0 or better in SLP courses are required prior to Directed Teaching.

All candidates must pass all state required Praxis II exam(s) to receive a grade for Directed Teaching. This includes the Principles of Learning and Teaching exam.

If a field experience is failed, it may only be repeated once. All field experiences must be taken for credit.

Information on Field Experiences for Evening Students

The Columbia College Field Experience Program is specifically designed to provide each teacher candidate with a full range of experiences to ensure the success of program completers.

The South Carolina State Department of Education provides guidelines for the implementation of these field experiences. For example, each field experience must integrate the principles of South Carolina's system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT), must provide public school placements in grade levels appropriate for the certifying program, and must meet standards for required hours. Please be aware that all placements are made by the Director of Field Experiences and that school assignments are not determined by the teacher candidate.

Field One (EDU 260) and Field Two (EDU 360 or SpEd 361) introduce the ADEPT standards incrementally over the course of the semester. Field One typically meets eleven weeks on Tuesday or Thursday mornings from 7:30-10:30 for a total of 33 hours. Field Two typically meets eleven weeks on both Tuesday and Thursday mornings from 7:30-10:30 for a total of 66 hours. In both courses assignments provide an opportunity for observing, planning, implementing and reflecting before moving to the next requirement. For the evening college or working teacher candidate, some accommodations are possible and some are not. For example, the Teacher Education Committee will consider the request for a waiver of Field One for a teacher candidate who has two years of experience as a Teaching Assistant within the last five years. In addition, after attending all required orientations for Field One or Two and attending the first required session on a Tuesday or Thursday morning the teacher candidates may work with their college supervisors and cooperating teachers to work out a schedule to include a minimum of six non-consecutive days for Field One and eleven non-consecutive days for Field Two to complete the 33 (Field One) or 66 (Field Two) classroom hour requirements.

Field Three (EDU 485) is the directed teaching semester. During this semester, the teacher candidate must complete a minimum of sixty-four days in a public school classroom. The days generally begin at 7:30 a.m. and the teacher candidate must attend all after school meetings/ conferences and fulfill all duties like bus supervision that are a part of the cooperating teacher's responsibilities. In addition, the teacher candidate will need to plan with the cooperating teacher after school and make preparations using school resources as required. The teacher candidate should expect to be at school until 4:30 or 5:00 each day, may have to return for

evening meetings, and will have additional assignments and preparations to complete at home in the evenings and on weekends. For this reason we do not recommend employment during the directed teaching semester.

Written Work

Writing well, and in response to many different prompts, is an important skill. The Education Division is committed to ensuring that teacher candidates are able to write well. To that end, several courses in the Education Program will require students to take one assignment to the Academic Skills Center for review. Some of these courses are foundational, and some are within program areas. Assignments were chosen so that teacher candidates could collaborate with ASC peers on a variety of writing opportunities. All writers benefit from peer review – faculty members in this Division regularly have peer review of their writing. This collaborative process ensures that writing skills continue to develop and be refined.

Professional Behaviors and Dispositions

The Columbia College Teacher Education Program has identified professional behaviors and dispositions that are considered necessary for effective performance as Collaborative Professionals. At Columbia College students intending to become certified teachers are supported in their development of these characteristics and skills and are given multiple opportunities to demonstrate them consistently in both their on-campus courses and in field experiences. Candidates are evaluated on these dispositions in every field experience by both the college supervisor and the cooperating teacher. Additionally, the recommendation forms used by the faculty throughout the program assess some of these same dispositions:

Professional Commitment

The teacher candidate displays professional behaviors to include attendance, punctuality and responsibility, appropriate attire and grooming for the setting, confidentiality, and a positive attitude toward supervision and the profession; as well as a commitment to professional growth.

Academic Competence

The teacher candidate demonstrates a willingness to learn and explore new uses of knowledge, technologies, and strategies to meet the needs of all students; values and participates in planning and is open to adjustments and revisions; and demonstrates academic integrity as defined by professional standards.

Commitment to Learner

The teacher candidate respects and supports all learners; is committed to effectively assessing and teaching all students; and believes that all students can achieve their potential.

Effective Communication

The teacher candidate is a thoughtful and responsive listener and observer; demonstrates clarity, fluency and correct use of Standard English in both written and oral communication; and provides appropriate and timely feedback to students.

Enthusiasm and Initiative

The teacher candidate demonstrates initiative in the classroom by seeking advice; takes responsibility for contributing to the learning environment; and displays enthusiasm for teaching and learning.

Emotional Competence

The teacher candidate displays self control and flexibility; shows maturity in all settings; accepts constructive feedback; and is able to express both positive and negative responses as appropriate in a professional manner.

Collaboration and Leadership

The teacher candidate values and respects the input of professionals and students' family members; shows awareness of the school culture; participates appropriately in discussion and decision making opportunities; assumes responsibility for establishing collaborative relationships within the setting; and displays leadership in advocating for all learners.

Support Process

A support form may be used to address any concern regarding a student in the education major. The form and process may be initiated at any time during the course of the student's work in the major. The disposition form currently used by the Education Unit is a good reference for expected dispositions.

The faculty or staff member with a concern may choose to express the concern verbally without initiating the support form process. If the student responds to the verbal suggestions, the support form is not necessary.

Once the faculty/staff person meets with the student, explains the process and completes the form, the support form is filed with the Division Head.

Throughout the semester, the support forms are available for review by the division members to ensure that follow up has taken place.

The primary responsibility of seeing that the student has followed up with suggestions as well as the primary support for the student will be with the person filing the support form.

Dismissal from Field Experience

An education major may be dismissed from the field experiences program when it is determined that one or more of the following criteria exist:

- **Excessive Absences:** No more than two absences (excused or unexcused) are allowed. Failure to notify appropriate school personnel and college supervisors of absences in a timely manner may also result in dismissal. This includes absences in seminars, as well as scheduled observations.
- **Excessive Tardiness:** No more than two tardies to scheduled field experiences or required observations will be allowed.
- **Inadequate Interpersonal Skills:** The teaching profession requires ability to relate to others in an accepting, nonjudgmental way. The candidate's interpersonal skills with faculty, staff, peers, children in the classroom, and other professionals will be evaluated. Significant deficiencies in interpersonal skills may be cause for dismissal.
- **Personal Problems:** If a teacher candidate demonstrates personal problems (i.e., addictions, emotional problems, etc.) which interfere with performance during the field experience, the candidate may be dismissed. Candidates will be encouraged to seek appropriate counseling.
- **Dressing in an Inappropriate/Unprofessional Manner:** Consistent disregard for proper dress codes may result in dismissal.
- **Violations of Ethical Standards:** Dismissal from the field experiences program may occur if there is a violation of ethical standards. Such violations include; but are not limited to the following:
 - Academic cheating, lying, or plagiarizing.
 - Acting in a discriminatory manner toward a student in the classroom or other school professional.
 - Engaging in illegal behavior, for example, carrying or using a weapon, physical assault, theft, distribution of controlled substances, and aiding a coworker/student to engage in illegal activities.
 - Falsifying documentation in college, school, or field experience site records.

- Stealing field experience site property/resources, or intentional destruction of site property/resources.
- Initiating physical confrontation with a student, a student's family members, college supervisor, or field experience site staff.
- Exploiting students or a student's family.
- Breaching confidentiality standards.
- Engaging in intimate (sexual/romantic) relations with a student, a student's family member, the cooperating teacher or colleague, or the college supervisor.
- Engaging in abusive or degrading behavior towards a student, a student's family, cooperating teacher or colleague, or college supervisor.
- Repeated failure to demonstrate improvement in any areas of weakness noted in prior field experiences.
- Repeated failure to implement recommendations from college supervisor or cooperating teacher to improve effectiveness of instruction and/or professional dispositions and behaviors.

All education programs have a professional responsibility to assess teacher candidates' suitability for the profession. In some circumstances, the teacher candidate may be permitted to withdraw from a field experience.

If it is determined that a candidate should be dismissed from the field experience program the following procedures apply:

- The college supervisor, Director of Field Experiences, Division Head, and/or Academic Program Coordinator will discuss the reasons for dismissal with the candidate and will notify the candidate in writing of the reasons for dismissal from the program.
- Upon dismissal this group may assign a grade of I, F or FA. Receipt of an "incomplete" in the field experience course will result in repeating the course.
- Each field experience course may be repeated only once. The decision to allow a candidate to repeat the course will be the decision of the college supervisor, Director of Field Experiences, Division Head, and/or Academic Program Coordinator. A candidate wishing to appeal a grade should follow procedures outlined in the College's Student Handbook.
- A teacher candidate who receives notification of dismissal has a right to appeal the dismissal in accordance with grievance procedures outlined below.

Grievance Procedure for Dismissal from Field Experiences Program

Should a teacher candidate choose to appeal the dismissal from the field experiences program the following procedures apply:

- The candidate should respond in writing to the Director of Field Experiences Program within five calendar days the reasons for appealing the dismissal decision.
- A Review Committee will be formed, comprised of appropriate parties which could include the Director of Teacher Education, the Director of Field Experiences, the Education Division Head, the college supervisor, the candidate's academic advisor, one impartial representative from the College faculty, and, if applicable, the Academic Program Coordinator. The candidate may have others who have direct knowledge of the dismissal issues present. A majority vote of the committee will be needed to overrule the dismissal action.
- Should the candidate disagree with the decision of the Review Committee an appeal may be made to the student Grievance Committee as outlined in the College's Student Handbook.

Policy on Work Credit

If a teacher candidate has worked as an instructional assistant (not a shadow) in a public school for two of the previous five years, he/she may waive Edu 260 (the first field experience) by taking Edu 259 Introduction to Planning Instruction. The candidate should petition the Education Division chair to receive permission to waive the field experience. The petition should explain the length of time, setting and grade level of the work experience. In cases where there is a need to combine settings to fulfill the requirement, documentation should be attached. If the student provides documentation of satisfactory completion of the required equivalent, academic credit can be assigned to the student for Edu 260. Documentation should be directed to:

Dr. Mary Stepling
Education Division Head
Education Division
Columbia College
1301 Columbia College Dr.
Columbia, SC 29203

In order to ensure a variety of experiences provided by Columbia College, a student wishing to complete Edu 360 abroad will still be required to have one field experience in the Columbia area supervised by Columbia College prior to the experience abroad.

Teacher Education Program Folders

The Teacher Education Program has a system for monitoring and assessing the progress of all Columbia College students who indicate that they wish to be teacher candidates. The Director of the Teacher Education Program maintains folders in the Program Office (AP 106) within the Education Division on all candidates. Folders contain the following information:

- Copies of score reports for Praxis I and Praxis II
- Transcripts of Columbia College coursework (after candidate has submitted application to the program)
- All materials for application to the program
- Copies of notices sent to candidates concerning progress in the major, admission to the program or admission to directed teaching.
- Documentation, evaluation and recommendation materials from the field experiences
- Copy of Candidate Interview results and reports on oral remediation, if required
- Forms related to each Target Point, as applicable
- In addition, there may be information pertinent to a particular candidate's program or progress

These records are kept confidential.

The folders are used for candidate assessment and advisement as needed. Folders are continuously reviewed by the Director of the Program to ensure that candidates are completing requirements and are kept informed of progress. Candidates not making satisfactory progress toward being admitted to the program will be advised concerning their continuance in the program through a pre-admission review. In addition, folders are reviewed by the Admission Review Committee at the time of the candidate's application to the program (Target Two) and are reviewed again prior to the Directed Teaching Semester admission (Target Four). At Target Three (admission to the second field experience) specific segments of the materials in the folder are reviewed to ensure readiness for the field experience.

Teacher Education Program Readmission Policies

Students who leave the College or the Teacher Education Program before completing a degree should be aware of the following policies regarding readmission:

- Students cannot re-enter the College in any certification degree program if the cumulative G.P.A. is less than 2.75. This rule applies to students who are being readmitted on academic probation as well as other readmissions. Students who desire to pursue an education degree will need to enter under a different major and could apply to change majors when the G.P.A. requirement has been met.
- If the student has not attended the college in two or more semesters, the major program area faculty will decide if additional coursework or field experiences are required before continuing the course sequence.
- A student must have passed all three parts of the Praxis I to be readmitted as an education major or have the required SAT or ACT scores to waive this requirement.

Postbaccalaureate Students

Teacher candidates who already hold a Bachelor's degree from an accredited institution; but who are not already certified to teach, may complete a certification program at Columbia College. As applicable, candidates could be degree-seeking or non-degree seeking. If the candidate is seeking a second undergraduate degree all requirements of the four year undergraduate program that are stated in the major statement for that degree in the Columbia College Bulletin must be met. A second undergraduate degree may not be in the same major as the first. Candidates seeking initial certification in the same majors as a previous degree must be non-degree students.

If the postbaccalaureate candidate is not a degree-seeking student; the candidate's transcript is evaluated through the Education Program Office and major academic areas, and all major-specific General Education courses, professional education courses, and specialization courses not already met will be required.

The Professional Education Unit has the responsibility of determining that the candidate has the content and pedagogical knowledge along with the skills and dispositions necessary to help all students learn. Therefore the Unit reserves the right to determine the required courses and experiences the candidate must complete in order for the institution to verify to the South Carolina State Department of Education that Columbia College's Teacher Education Program requirements have been met at program completion.

Postbaccalaureate candidates who are not seeking initial certification through Columbia College; but who wish to take courses for recertification, pre-requisites for other programs, endorsements, etc., may enroll as non-degree students. These

candidates are not completing a state approved certification program at Columbia College and will not be recommended for initial certification to the South Carolina State Department of Education.

All policies and requirements of the Teacher Education Program are in effect for both degree-seeking and non-degree seeking candidates enrolled in certification programs. Postbaccalaureate candidates have an advisor assigned in the major program area and are also advised by the Director of the Teacher Education Program.

Transfer Policies

Teacher candidates who transfer to Columbia College must complete at least thirty-three semester hours of approved work at Columbia College with at least twelve hours in the major having been taken at Columbia College. Before being formally admitted to the Teacher Education Program candidates (Target Two) must complete at least twelve hours at Columbia College. All policies and regulations of the Teacher Education Program apply to transfer candidates. Transfer candidates have the responsibility of learning Program policies and requirements and meeting all deadlines. The Praxis I should be taken during the first semester at Columbia College if not taken before entering the College. Proficiency requirements for Columbia College should be met during the first semester at Columbia College if possible.

Teacher Cadet Credit

Teacher candidates who have completed a Teacher Cadet course in high school may receive elective credit. Transcripts should be submitted to the Registrar's Office from the institution providing the Teacher Cadet program. If the Teacher Cadet program did not grant college credit, the teacher candidate may submit a letter to the Education Division Head from the high school teacher cadet supervisor. This documentation letter should include information on the location, the number of hours of participation and the nature of the experience. The letter should be addressed as follows:

Dr. Mary Stepling
Education Division Head
Education Division
Columbia College
1301 Columbia College Dr.
Columbia, SC 29203

Upon receipt of this letter, the Division Head will request the elective credit be added to the candidate's Columbia College transcript if the Teacher Cadet experience meets approval of the Head.

Nondiscrimination Policy

Columbia College does not discriminate on the basis of sex in its evening-weekend adult programs or graduate programs, nor on the basis of race, color, religion, ethnic or national origin, marital status, age, or disability in any of its educational programs, admissions procedures, or employment practices.

Curriculum Resource Room

An Education Curriculum Materials Resource Room is located in Ariail-Peele 201. This room provides a space where faculty and teacher candidates can access books and materials for instructional planning activities. Room 123 includes the following: production materials and equipment (e.g. construction paper, markers, die-cut machine, tape, glue, scissors), resources (e.g. teacher books, state and national curriculum standards, and resource materials), and computers. The Education Resource Room is available for all education majors and faculty.

Portfolio Introduction

Portfolios are designed to give teacher candidates an opportunity to present in a multimedia format evidence of ability to integrate general, content, professional, technological and pedagogical knowledge to create meaningful learning experiences for all children and youth. Portfolios serve as a record of the candidate's accomplishments, an opportunity for self-reflection and assessment, and a guide for further development as a collaborative professional educator. Development of the portfolios will allow the candidate and program area to assess on a performance basis personal progress toward goals and evidence of professional skills and behaviors, and in addition it will serve as an aid when seeking professional employment.

Teacher candidates will develop portfolios in two parts. Early in their education coursework they will begin a multimedia Professional Education Portfolio that is completed prior to the Directed Teaching Semester. During Directed Teaching the candidate will develop a Directed Teaching Dossier. The Directed Teaching Dossier is a more polished product, organized in a highly structured manner, and is designed to stand as a separate unit that may be taken by the candidate to job interviews. The Professional Education Portfolio and the Directed Teaching Dossier together become 20% of the grade for Edu/SLP 485LS Directed Teaching. As the Columbia College Conceptual Framework emphasizes the use of collaboration in professional development, some of the artifacts for the portfolios will be products of collaborative efforts.

Timeline for Portfolios

1. In the Sophomore year in either Edu 230, 203 or SLP 258, the candidate will receive instructions on beginning the Professional Education Portfolio. Technological skills necessary for the development and production of the multimedia portfolio will be addressed through coursework and workshops.
2. Throughout the Sophomore, Junior and Senior years, the candidate will continue to add to the portfolio selected materials from courses and field experiences. It is the student's responsibility to develop, maintain and submit the portfolio at the appropriate time. During the semester prior to enrollment in Directed Teaching, the completed Professional Education Portfolio is submitted by the candidate to the Portfolio Review Team. Dates for the Professional Education Portfolio Reviews will be announced at the beginning of each semester and posted in Ariail-Peele and the Teacher Education Handbook available on the Education Division website. The Portfolio will be due on CD (2 copies) by 1:00 p.m. the Tuesday of the first week of April in the Spring or

the first week of November in the Fall, and the reviews will be completed by 5:00 p.m. the Wednesday before exams. In the event that the portfolio does not meet the required minimal grade of "1" (Acquiring) on each element, a written plan of remediation to be followed before resubmission will be developed by the Review Team and the candidate. The candidate must earn a minimum grade of "1" on each element prior to the first day of the Directed Teaching Semester or the candidate will not be admitted to the Directed Teaching Program and will not be permitted to begin Directed Teaching that semester.

3. During the Directed Teaching Semester, the teacher candidate develops the Directed Teaching Dossier. The Directed Teaching Dossier reflects the guidelines for the newly revised ADEPT dossiers required of classroom teachers under evaluation. It will include the long and short-range planning documents and assessment documents as well as reflections on teaching observations and professional responsibilities. This Dossier demonstrates to the program area and potential employers a candidate's readiness for entering the teaching profession. At the end of the Directed Teaching Semester, the Program Area will consider the dossier evaluation as part of the assessment that the candidate has met the program area exit criteria. The Directed Teaching Dossier is contained in a notebook and is a requirement for completion of Edu or SLP 485LS for all teacher candidates. The Professional Education Portfolio and the Directed Teaching Dossier together become 20% of the grade for Edu/SLP 485LS Directed Teaching. For detailed requirements and instructions for the Directed Teaching Dossier, see the Edu or SLP 485LS Syllabi in the Field Experiences Handbook.
4. The Professional Education Portfolio and the Directed Teaching Dossier together yield 20% of the final grade for Directed Teaching.

Professional Education Portfolio

The Professional Education Portfolio is a collection of materials developed in the coursework and experiences prior to Directed Teaching that document in an electronic format the progress of the candidate toward meeting the Education Program Learner Outcomes, and the readiness for Directed Teaching.

Most teacher candidates begin development of the Professional Education Portfolio in their Sophomore year. Introduction of this Professional Education Portfolio occurs in Edu 230, 203 or SLP 258. Some courses and field experiences in the professional program will require particular assignments that will result in products to be included in the portfolio. These products will be graded as part of those courses. Additional materials, graded or ungraded, may be selected from any course in the candidate's program. Some majors may require specific artifacts to

be included. All artifacts should be kept in electronic format to ensure ease of portfolio compilation at due date.

The portfolio must be submitted in an electronic format. Technology training sessions are available to enable candidates to produce the portfolios electronically. Faculty introduce these skills in their courses so that all candidates will acquire the necessary proficiency. Candidates will be able to attend additional support workshops for the development of the portfolios. Specific technology "how-to" instructions and a sample reflection are available on h://Education\E-Portfolio undergraduate (available on-campus).

Materials should be organized around the INTASC (Interstate New Teacher Assessment and Support Consortium) Standards. The INTASC Standards are national standards for beginning teachers' licensure and development. For some majors the materials are organized around professional standards that are aligned with the INTASC standards. Artifacts must be selected for each standard. There is a minimum of two artifacts for each standard. Artifacts may be used for more than one standard. However, a single artifact may not be used as the sole evidence to meet multiple standards. Selections may be chosen from the lists of suggested artifacts. However, the teacher candidate may choose other items for inclusion as the candidate considers appropriate. Individual program areas may require specific artifacts. Required artifacts for Elementary, English and Special Education are listed in the guidelines for the portfolio.

New InTASC Model Core Teaching Standards have been approved in 2011. These standards will not be used with the portfolios presented in November 2011 for Spring 2012 Directed Teachers. The Division will begin using these standards with the portfolios presented in April 2012 for Fall 2012 Directed Teachers.

Organization of Professional Education Portfolio

Electronic portfolio shells (templates) are available on the Education Division web page <http://www.columbiasc.edu/academics/education/> and on the h:// drive - Education folder - on campus.

The Portfolio must be well organized and should include the following:

- 1) A title page including candidate's name, picture, major, date and the title "Professional Education Portfolio".

- 2) The template for the PEP is provided for students with each INTASC principle listed within the document. Each principle's individual page (section) lists the standard, has space for the reflection on that standard, **links to each artifact** for that standard and contains the rationale statements for each artifact. As written, the only required links are to the artifacts. Candidates are encouraged to link from the table of contents to each standard but as written in the current guidelines, this is not required and should therefore not count against the candidate for the technology score.
- 3) There is one reflection for each standard. This statement reflects the candidate's perception of where he/she stands, development completed in this area while at Columbia College, and any indications of further growth needed to meet the standard. In this self-analysis of your teaching practice you should assess your dispositions, knowledge, and performance.
- 4) There is one rationale statement for each artifact. The rationale briefly states the candidate's reason for including that artifact as evidence addressing the principle.
- 5) Teacher candidates at this stage are not expected to have developed fully their abilities in any or all of these standards; but do need to be able to fully understand each standard and be able to accurately reflect on their professional development in each area.
- 6) If a required artifact has not yet been completed in a course the candidate is currently enrolled in, the candidate can reflect on what has been done to date and refer to the assignment as they feel it relates to the standard **or** substitute another artifact to take the place of the one they have not completed (make sure in this case that in the rationale statement for this substitute the statement is made that the required artifact has not yet been completed.)
- 7) If a product must be scanned for evidence as an artifact, candidates do not have to scan large documents in their entirety. Artifacts are not being "re-graded" but are looked at to see how completion of that assignment has contributed to the understanding and knowledge of a standard.
- 8) A digital photo of an artifact is considered evidence.

Review of Professional Education Portfolio

- The candidate may review the portfolio with the advisor or an instructor in the candidate's program area periodically. The candidate will complete the portfolio and submit the finished product and an extra CD copy in electronic format to the specified central depository location in Ariail-Peele by 1:00 p.m. on the specified Tuesday in the semester before Directed Teaching.
- Late portfolios (after 1:00 p.m.) cannot receive a grade of "3" on the elements of the portfolio.

- The Review Team will schedule an appointment to meet with the candidate.
- The members of the Review Team, comprised of one of the candidate's program area faculty and one other Columbia College certifying program faculty member, will review the portfolio CDs individually before the meeting time.
- The two Review Team members will collaborate on the rating for the portfolio using the scoring rubric developed for this purpose. The scoring rubric rates the individual standards on the evidence provided and in addition provides an assessment of written communication and technology proficiency.
- The candidate will meet with the Review Team to discuss the quality of the portfolio and the rating.
- All Reviews should be completed within two weeks.

Professional Education Portfolio Remediation Procedures

If the Professional Education Portfolio does not meet expectations the Review Team will develop a written plan for the satisfactory completion of this portfolio. The portfolio must then be revised and the teacher candidate must earn a minimum grade of "1" on each assessment item (score on resubmission cannot be higher than "1"). The resubmitted score is the one used in the grade calculation for Edu/SLP 485LS. The teacher candidate cannot begin the Directed Teaching Semester until this requirement has been met. The evaluation of this portfolio is part of the assessment that the candidate is making progress toward meeting learner and program outcomes and is ready for the Directed Teaching Semester. The grade becomes part of the grade for Directed Teaching.

INTASC Standards

In 1992 the Interstate New Teacher Assessment and Support Consortium (INTASC), a program of the Council of Chief State School Officers (CCSSO), created model performance-based standards for new teachers reflecting the knowledge, dispositions and performances considered essential for all teachers regardless of their specialty area. The standards were developed to be compatible with the certification standards of the National Board for Professional Teaching (NBPT) and were later used in the development of the National Council for Accreditation of Teacher Education (NCATE) 2000 performance-based standards for unit accreditation. Further information on the Consortium and the INTASC standards may be seen at <http://www.ccsso.org/intasc.html>. The Professional Education Portfolio is organized around the INTASC Standards. In this way, teacher candidates nearing completion of their programs have the opportunity to reflect on their development of the knowledge, skills and dispositions expected in

national professional standards for teachers, and set future professional goals for growth.

The INTASC Standards and more information concerning the Professional Education Portfolio are available in the "Guidelines for Professional Education Portfolio Development" available on Education Majors group in Koala Connection and on the h: drive on campus.

Praxis II Information

South Carolina certification requires one or more Praxis II examinations, depending on the certification area. Every candidate must pass the Praxis II specialty exam(s) required in their certification area (Dance Education does not currently have a specialty area exam) **and** the Principles of Learning and Teaching (PLT) exam as a requirement for passing Edu or SLP 485LS. The Columbia College Education Unit must receive copies of score reports before grades are turned in for Edu or SLP 485LS (Directed Teaching). At Columbia College candidates cannot “march” at commencement if they are not eligible to graduate.

Registration information for the Praxis II tests is available in AP 106. Praxis II exams may be administered paper-based or computer-based, depending on the test. Candidates need to be careful to register for the South Carolina required exams and should check the code numbers and names for the tests at <http://www.ets.org/praxis/sc/requirements/>. Teacher candidates should plan to take the exam(s) before the Directed Teaching Semester in order to allow opportunity to re-take any exam. It is not a requirement that the exams must be passed before Directed Teaching. **However, it is a requirement that they must all be passed before completion of Directed Teaching and graduation.**

It is the responsibility of the teacher candidate to check with the Columbia College Education Unit to make sure the Division has received the scores. Score reports must be in the Education Division prior to submission by Columbia College of the verification papers to the South Carolina Department of Education as well as submission of a passing grade for Edu or SLP 485LS.

Certification Requirements

South Carolina requires a FBI fingerprint review conducted by the State Law Enforcement Division (SLED) and the Federal Bureau of Investigation (FBI) of all persons applying for initial licensure as educators to determine any criminal history. The applicant must have an all-clear report on the criminal records review

(or, if an arrest record is documented, be approved by the State Board of Education).

South Carolina requires that the state criminal records check be completed **before the Directed Teaching semester. Candidates not cleared by this review will not be permitted to begin their Directed Teaching.** The deadline is February 15 for the next Fall Directed Teachers and June 15 for the next Spring Directed Teachers. The South Carolina Department of Education (SCDOE) does not guarantee that any fingerprints submitted after the deadline will be cleared in time for Directed Teaching. The fingerprint part of the application process is an electronic livescan. Please note there are two fees – one to the fingerprinting company (\$54.25) and one to the SCDOE (\$105). This background check will need to be repeated if the candidate does not apply for certification within 18 months.

L-1 Enrollment Services has been awarded the state contract to conduct the live scan procedure for the fingerprinting process beginning with Fall 2009 Directed Teachers. Live scan requires the applicant to visit a designated site where fingerprints are scanned and submitted electronically. This is the only way the State Department of Education will accept the fingerprint check. Students will register online at www.L1enrollment.com or by telephone by calling 866-254-2366 to schedule an appointment to have the scan completed. The cost, payable directly to L1 at the time of the scan, is \$54.25.

In addition, the candidate at the same deadline submits an online certification application to the SC Department of Education. This includes a processing fee to them of \$105 and a copy of a social security card. It is very important that the background check questions on the certification application be answered truthfully. Failure to answer the questions truthfully could cause denial of approval for Directed Teaching and certification. Teacher candidates are required to disclose whether they have ever been convicted, found guilty, entered a plea of no contest, paid a fine or otherwise had adjudication withheld in a criminal offense other than a minor traffic offense. Any criminal record that has not been sealed or expunged by a written court order must be reported. In general, a person would be prohibited from teaching if they have an habitual criminal record for sexual offenses, any sexual offense with minors, drunkenness, driving under the influence, prostitution or drugs. The person may be ineligible for certification if they have any record of offense or provide false information. The statute is not limited to felonies or misdemeanors.

Once the candidate has submitted the fingerprint check and the state certification application, an online roster of candidates cleared by the state for the Directed Teaching semester is made available to Columbia College. The candidate is responsible for ensuring that all application parts have been completed by the state deadline.

Columbia College Education Division requires the candidate, using the same deadline, to submit to the Columbia College Education Division a form that serves both as a request for a transcript (following graduation) and a verification that the candidate has completed the state background check and state application by the appropriate deadlines.

The final step in obtaining teacher certification occurs after the candidate has graduated. The Columbia College Education Division will not submit the College Verification Form until all criteria have been met. Following graduation the Division submits to the State Department of Education the following materials:

- Verification of College Preparation/Recommendation for Teacher Certificate
- Sealed transcript
- Copies of passing Praxis II scores

The state issues the teaching certificate after receiving these materials. Candidates can check the status of their applications at www.scteachers.org.

Endorsements

Add-on endorsements in certification areas other than the candidate's major may be granted by the State Department of Education. Course and Praxis II specialty test requirements for those endorsements should be sought from the South Carolina Department of Education Office of Teacher Certification, which will issue a worksheet. Upon submission of the initial certification application to the State Department, the candidate may make a written request to the State Department for a review for an endorsement. Columbia College may offer the courses required for the endorsement; but participates in the process in no other way. Candidates wishing to add on endorsement areas should get the SC Department of Education Office of Teacher Certification to issue them a worksheet, as this may be honored if endorsements are discontinued.

Standards

Teacher candidates at Columbia College strive to meet a number of different standards. Initially, it can seem confusing that there are so many standards. However, all the standards interrelate and operate together to define what effective teachers should know and be able to do as professional educators. The standards provide the structure for professional development and practice. Unit and candidate assessment through the standards further informs the education unit about the quality of the programs, candidate performance and needed changes.

The College, including the Professional Education Unit, is accredited through the standards set by the Southern Association of Schools and Colleges (**SACS**). This process has ensured that the College as a whole has met standards set for the purpose of improving education in the colleges and schools of the South.

The standards delineated by the National Council for Accreditation of Teacher Education (**NCATE**) have been used in developing the Teacher Education Program at Columbia College. In striving to meet these standards, the Professional Education Unit remains careful to continue to meet the standards of the South Carolina Department of Education (**SCDE**) for program approval for certifying programs in South Carolina. In 2002 the State Board of Education and the SC General Assembly voted to require all teacher education programs in the state to meet the performance-based standards established by NCATE.

Through the process of seeking NCATE accreditation for its teacher certification programs, the Education Unit developed from its conceptual framework (Collaborative Professional) standards for both the program it would deliver to the candidates (**Essential Beliefs, Program Goals**) and standards for the knowledge, performances and professional dispositions of its graduates (**Learner Proficiencies or Outcomes**).

In addition to the use of these overall standards for the entire Columbia College Teacher Education Program, each individual program area (major) within the Teacher Education Program has met standards for that major. These standards are accepted by NCATE for program approval and defined by either their **specialized professional association (SPA), an accrediting agency** (such as NASM for the Music degree program) or by the South Carolina Department of Education. For example, the Early Childhood Program has met the National Association for the Education of Young Children (**NAEYC**) standards for early childhood initial certification programs. Each program area has submitted to this kind of rigorous inspection. This process ensures the quality and excellence of each of the program areas. By this, teacher candidates can see that their program has had to meet established professional standards.

Throughout the professional education program, candidates will learn to base their instructional planning on the **South Carolina Curriculum Standards** developed by the state for each content area (PK-12). Instructional planning and implementation done in coursework and field experiences is assessed using the performance-based standards of the South Carolina Assisting, Developing and Evaluating Professional Teaching (**ADEPT**) evaluation system. The Directed Teaching Dossier completed during the Directed Teaching semester is developed around the ten ADEPT Performance Dimensions.

The Interstate New Teacher Assessment and Support Consortium (**INTASC**) has developed standards for beginning teacher competencies that are aligned with the NCATE standards. Teacher candidates will address these standards in their development of the Professional Education Portfolio which is evaluated as part of the criteria for admission to Directed Teaching. It is anticipated that many Columbia College graduates will eventually want to pursue an advanced level of professional certification. The INTASC standards were developed to be compatible with those of the National Board for Professional Teaching Standards (**NBPTS**), so Columbia College graduates should find themselves familiar with the types of activities required to earn National Board Certification.

Clearly articulated standards for professional practice such as the above-mentioned state and national standards, as applied in an institution's teacher certification programs, yield recognized long-term benefits for both the Columbia College Collaborative Professional and the PK-12 students who will be affected. As much as possible, the assessment of each candidate's potential and proficiency as a teacher is based on demonstrated performance as an effective teacher in classroom settings.

Technology Competencies

Each Columbia College teacher candidate is required to have met competency levels in using technology effectively as a tool for instruction, research, communication and problem solving. The Teacher Education Program believes that technology usage is essential to the teaching/learning process, should be integrated throughout the curriculum, and should be modeled, taught, reinforced and researched. Initial competencies are met through Edu 110 Instructional Technology (or Edu 240 Methods I for additional program certifiers). Further technology usage is integrated throughout the professional and specialization curriculum for teacher candidates, and will be assessed in those courses as well as in the production of the Professional Education Portfolio. Candidates are required

to demonstrate appropriate instructional technology usage in their ADEPT lessons in field experiences and in the Directed Teaching Dossier. The Teacher Education Program uses the technology standards for teachers identified by the International Society for Technology in Education (ISTE).

Exit Interviews

Upon completion of the Directed Teaching semester, an exit interview is conducted with teacher candidates. The exit interview allows candidates to reflect on their completed educational program, gives the Education Unit feedback helpful for program improvement, and serves for the Professional Education Unit as an opportunity for assessment of expected competencies in each candidate's major area and the Columbia College Education Program Learner Outcomes. Individual program areas may conduct exit interviews collaboratively or individually.

Columbia College Office of Career Services

The Columbia College Office of Career Services, located in the Center for Engaged Learning, assists teacher candidates in their transition to the teaching profession. Career Services provides help with seeking employment by offering workshops for improving resume writing and interviewing skills. Education Recruitment Day, typically held in March, provides interview sessions with school administrators who have or expect teacher vacancies. Recruitment dates and times are announced in advance so candidates can take advantage of this opportunity. The candidate should periodically contact Career Services during the senior year to be certain of interview times and to review posted vacancies. The Office of Career Service's website provides information about web resources, interviewing, etc at www.columbiacollegesc.edu/career. For a posting of all statewide teaching vacancies and an online application, candidates may access the South Carolina Center for Educator Recruitment, Retention & Advancement website at <http://www.scctr.org/>.

Information Sources

Information concerning the Columbia College Teacher Education Program is available in the Education Program Office (AP 106, Mrs. Susanne Brown, 786-3558), the College Bulletin, the Education bulletin boards in Ariail-Peele, the Teacher Education Handbook and the Field Experiences Handbooks, through the academic advisors, the Education brochures, the Education Majors group on Koala Connection and on the website www.columbiacollegesc.edu/academics/education.

Each semester an Education Forum is held for all teacher candidates to have the opportunity to ask questions and learn any new information concerning the Teacher Education Program. This Forum is the best source of information for all teacher candidates. It is the responsibility of each teacher candidate to check these information sources and stay informed of Program policies and regulations.

Education Majors Group

The Education Division maintains a group in Koala Connection that provides access for all certifying majors at Columbia College to important dates and relevant information about the education programs and field experiences. All certifying majors should become members of this group and check this site for information as needed. To join (only need to do this once) log into Koala Connection, go to the Campus Life tab, browse to find Groups. Click on the Education Majors Group and you will be able to complete a short form that will enable you to join. After this form is submitted you will be added to the group within a few days and you will get a confirming email.