

South Carolina Standards for Teacher Education Programs

The South Carolina State Board of Education has adopted standards specific to South Carolina that extend beyond, but mesh within the National Council for Accreditation of Teacher Education (NCATE) standards.

State standards are based on state law or state board regulations that impose specific requirements for teachers and programs in South Carolina. The state standards are intended to assure that teacher education programs provide teacher candidates with the preparation they need to meet these requirements.

Board of Examiners teams will be expected to look for evidence of the state standards as described below and will report their findings in the introductory section of the team report and in the responses to each NCATE standard throughout the team report.

I. State Standard One: **Assisting, Developing, and Evaluating Professional Teaching (ADEPT)**

All teacher educator programs must develop and implement a plan for preparing, evaluating, and assisting teacher candidates relative to the State Board of Education-approved ADEPT standards.

ADEPT guidelines and updated information are available online at <http://www.scteachers.org/ADEPT>. Additional information regarding ADEPT requirements for teacher education programs is presented in Attachment A. Sources of evidence regarding State Standard One may include, but are not necessarily limited to, the following:

- A. Evidence that State Standard One has been met may include the following:
- The unit's State Board of Education-approved ADEPT plan;
 - Interviews with teacher candidates, supervising professors, faculty members, and cooperating teachers;
 - ADEPT Orientation invitations, announcements, agendas, handouts and/or minutes;
 - Verification of ADEPT training/certification (e.g., evaluator cards, confirmation letters) for each person who supervises student teaching;
 - Course syllabi, with ADEPT content highlighted;

- Samples of written feedback provided to teacher candidates;
- ADEPT feedback surveys completed by teacher candidates, faculty, and cooperating teachers;
- Reports and minutes of faculty meetings indicating the analysis and use of ADEPT survey results; and
- ADEPT results from SDE (Division of Educator Quality and Leadership).

B. Location within the BOE report

Findings regarding this state standard should be addressed in all of the NCATE Unit standards.

II. State Standard Two: **PK – 12 Academic State Curriculum Standards**

*All teacher education candidates must know, understand, and demonstrate the use of the South Carolina state student academic achievement standards for all certification areas in which they will be certified to teach. Teacher education units must provide assessment data to indicate that candidates know understand and can apply the appropriate **South Carolina PK – 12 Academic Curriculum Standards**.*

Copies of the current South Carolina **PK- 12 Academic Curriculum Standards** are available at <http://myschools.com/offices/cso> and at <http://www.sctechners.org>.

A. Evidence that State Standard Two has been met may include the following:

- Lesson plans that show an integration of the curriculum standards in age appropriate lessons;
- Documentation of observed candidate's lessons;
- Appropriate performance tasks and assessments that align to SC academic standards; and
- Results of end of course examinations and Palmetto Achievement Challenge test (PACT).

B. Location within the BOE report

Evidence of this state standard may be included in NCATE Standards One, Two and Three.

III. State Standard Three: **School to Work Transition**

All teacher education units must provide assessment evidence to indicate that candidates in all certification programs as well as graduate students in counseling and education administration programs possess the knowledge, skills and dispositions to integrate career guidance and career planning into the P – 12 curriculum. Institutions must prepare and assess all candidates in how to use applied methodologies in P-12 academic courses.

For additional information about School to Work and the career cluster objective, see <http://www.carolinacareers.org/com>.

A. Evidence that State Standard Three has been met may include the following:

- Lesson plans that integrate real-life examples;
- Reports that reflect shadowing and mentoring experiences;
- Evidence of field trips to technical or vocational sites with a follow-up study of how this is different from a traditional high school setting;
- Awareness activities of career options;
- Interviews with candidates about their understanding of School To Work from early childhood majors as well as secondary content majors; and
- Service learning opportunities.

B. Location within the BOE report

Findings regarding this state standard may be addressed with NCATE Standard One and Standard Three.

IV. State Standard #4: **Commitment to Diversity**

The State Department of Education is committed to having a teacher population that reflects the diversity of students being served in this state. It is the expectation that all teacher education units will recruit teacher candidates from culturally diverse backgrounds. SDE also expects all

graduates of teacher preparation institutions to possess a strong knowledge of cultural diversity issues that include a global and multicultural perspective. Graduates must also be able to teach all students regardless of exceptionalities or backgrounds.

A. Evidence that State Standard Four has been met may include the following:

- Written documentation of a plan and or efforts to recruit candidates from diverse backgrounds;
- Interviews of teacher candidate's experiences working with low performing students;
- Papers and journals reflecting cultural diversity;
- Rubrics of assignments on global topics;
- Observations of teacher candidates teaching all students regardless of their exceptionality or background;
- Video teaching excerpts; and
- Cooperating teacher critique (written or gathered through interviews).

B. Location within the BOE report

Findings regarding this state standard may be addressed in NCATE Standards One, Three and Four.

V. **State Standard #5: Professional Development Courses**

All teacher education institutions offering professional development courses for teachers and other personnel working in schools will align those courses and related activities with National Professional Development Standards (March 2000), as these relate to post-secondary offerings. The higher education institutions will, where applicable, align degree programs as well as courses and related activities with the standards of the International Society for Technology in Education (2000) as a strategy for significantly enhancing the capacity of pre-service as well as in-service teachers to incorporate technology into teaching and learning.

See Attachment B entitled Guidelines for Professional Development Courses for further information for this state standard.

A. Evidence of professional development course work may be verified as follows:

- Copies of all syllabi for each course offered;
- Technology usage within each syllabi; and
- Sample projects and assessments.

B. Location within the BOE Report

Findings regarding this state standard may be addressed in NCATE Standards One, Two and Four.

VI. State Standard Six: **National Board Certification**

All institutions conducting advanced-level programs for classroom teachers must include the NBPTS core propositions in course work designed to deepen the candidate's understanding of high, rigorous teaching standards of practice and the behaviors of accomplished teachers. All graduates of advanced programs are expected to self-assess and reflect upon their practice through the lens of high standards related to their teaching experience. (Information about National Board certification is available online at <http://www.nbpts.org> and at <http://www.cerra.org>.)

Evidence that state standard six has been met may include the following:

- Syllabi for all masters level program candidates follow the NBPTS guidelines;
- Interviews with candidates for the master's degree indicate that they have studied the NBPT standards; and
- Reflection pieces such as journal entries or portfolio artifacts include self assessment to include how the teacher's plans are affecting student learning outcomes.

C. Location within the BOE report

Evidence of this state standard may be included in NCATE Standards One, Two, Three and Four.

VII. State Standard Seven: **PADEPP Performance Standards**

All education administration programs must include a process that integrates the state standards for principal performance as defined in the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP). All education administration candidates must demonstrate a knowledge and understanding of the standards and the performance criteria and the translation of these into everyday practice. Candidates must also demonstrate the ability to design a personal professional development plan on the basis of the state performance standards and the school strategic plan. (PADEPP standards and guidelines are published online at <http://www.myschools.com/offices/pd/ADEPP.htm>.)

A. Evidence that State Standard Seven has been met may include the following:

- Plans that have been created by candidates for the educational administrative degree that includes performance standards;
- A copy of a sample school strategic plan written by the candidates; and
- An interview with candidates to determine the knowledge base of standards and performance criteria for everyday functions.

B. Location within the BOE report

Evidence of this state standard may be included in NCATE Standards One and Two.