



VOICE, VALUE, VISION

Teacher Education & Clinical Experience Handbook

Updated August 2021

TABLE OF CONTENTS

EDUCATION DEPARTMENT CONTACT INFORMATION	4
Fall 2021 – RETURN TO SCHOOL	5
Admission to Teacher Education	7
Benchmarks and Assessments	9
Converse University Application for Admission to the Teacher Education Program	10
Checklist for Application to Teacher Education	12
Clinical Overview	13
Clinical Experiences Placement Process	14
Exempting Clinical Experiences	15
Department of Education Assessments and Documentation	16
Clinical Time Log	17
Converse University Conceptual Framework & Professional Dispositions Intervention Form 18	
Framework & Professional Dispositions Determination Form	20
Descriptors of Exemplary Dispositions for Teaching	21
REQUEST FOR STUDENT TEACHING PLACEMENT	23
Converse University Clinical and Student Teaching Professional Placement Policy	24
South Carolina Teaching Standards (SCTS 4.0)	25
Converse University Policy for Professional Dress	27
Professional Conduct and Attitude	28
Social Media	28
South Carolina Code Of Laws: Standards of Conduct Required of Educators	29
FREQUENTLY ASKED QUESTIONS	33
Glossary	34

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Fall 2021 – RETURN TO SCHOOL

Campus Health and Safety for Fall 2020

For at least the first two weeks of the semester, proper face coverings must be worn in all indoor locations except when in private workspaces and applies to all regardless of vaccination status. This includes masking in classrooms and meeting spaces. Masks are not required while outdoors with the exception of large, crowded gatherings where physical distancing is not possible.

All students, faculty and staff are expected to complete the [daily health screener](#).

Title IX Statement

In accordance with Title IX of the Education Amendments of 1972, Converse prohibits discrimination and harassment on the basis of sex. Converse strongly encourages the prompt reporting of and is committed to a timely and fair resolution of, complaints of sex discrimination and harassment by students, faculty, staff, and third-party contractors. Sexual harassment includes quid pro quo harassment, sexual assault, dating violence, domestic violence, and stalking.

Incidents of sex discrimination should be reported to the Converse Title IX Coordinator, as outlined in the Sex Discrimination and Harassment Policy and the Title IX Sexual Harassment Grievance Procedures. The policy and grievance procedures can be found on the Title IX page on my.converse.edu. Reports may be filed anonymously at the link below:

https://my.converse.edu/ICS/Offices/Human_Resources/Title_IX.jnz?portlet=EX_FormFlow - Forms&screen=FormView&screenType=change&form=038f6a6c-137b-44cc-b572-

Academic Accommodations

Students with documented disabilities who would like to request academic accommodations should review and complete the form on my.converse.edu under Students > Student Life > Student Accessibility Services. Questions can be directed to Sami Singleton, Case Manager for Student Accessibility Services, at sami.singleton@converse.edu or by calling (864) 596-9027.

Honor Code

Please see the Student Handbook section titled “Honor System” (p. 39) and be aware of infractions that include cheating, plagiarism, lying, and/or bribery. Rewording any section of another author’s work without citation, copying and pasting from the internet, and giving your answers to another student are examples of academic dishonesty that are cause for academic disciplinary action. Any student who is believed to have engaged in any form of academic dishonesty will be subject to the procedures set forth in the Converse Student Handbook. Please reference regularly and remember the Principles of the Converse Honor Tradition.

Writing Center

The Converse University Writing Center in Mickel Library (Room 204) offers writing support on papers at any point in the writing process. The center offers flexible support options, including online support, and provides live or written feedback on all forms of academic and creative

writing. Peer Consultants help writers of all ability levels, from freshmen just starting out to seniors polishing a capstone project. Students may come for help to get started, organize and develop ideas in a rough draft, use sources, or learn to recognize and correct errors in grammar and punctuation. The Writing Center does not proofread or “fix” papers. Instead, Peer Consultants help students learn better techniques for editing and improving their own work. Appointments are required and can be made by visiting <https://converse.mywconline.com/> and choosing the Writing Center schedule after registration. Students can learn more about the services provided each semester by visiting the Writing Center page on the Converse website or by following links in the my.converse.edu portal under Academic Support and Success.

The Center for Academic Excellence

The Center for Academic Excellence (CAE) is located on the 3rd floor of Mickel Library and offers academic support services to assist students in becoming independent and effective life-long learners. The CAE offers tutoring along with learning and student success strategy support. Tutoring appointments can be made by visiting <https://converse.mywconline.com/> and choosing the Tutoring option after registration.

Spanish Language and Writing Center

The Spanish Writing and Language Center (Room 204) is a resource for Converse students seeking assistance with all levels of the Spanish language. This center provides students with one-on-one consultations on a variety of Spanish oral and writing language needs. Appointments are required and can be made by visiting <https://converse.mywconline.com/> and choosing Spanish Writing and Language Center.

Campus Safety

The phone number for campus safety is (864) 596-9026.

Please save their number if you need emergency assistance.

Campus Tobacco Policy

The campus of Converse University is a tobacco free environment.

Inclement Weather/ Emergency Situations

All current students, faculty, and staff will automatically receive information via their Converse email address during potential emergency situations, ranging from severe weather warnings to inclement weather delays/cancellations to more critical emergency notifications.

Converse students, faculty, and staff can also download the Rave Guardian mobile app to stay connected and receive important campus notifications, communicate with campus safety, and gain access to resources and documents you need most. Please use this link for information about logging in to Converse's Rave portal. Your participation in downloading and using the app for this alert system is of utmost importance as it enables Converse to communicate with the entire campus community.

Admission to Teacher Education

Undergraduate Requirements

Program Admission Assessment Policy

S.C. Code Ann. Sections 59-26-10 and 59-26-20 require that candidates seeking full admission to undergraduate teacher preparation programs in South Carolina must earn passing scores on all sections of the state's adopted basic skills assessment in reading, mathematics, and writing.

The State Board of Education has adopted the Praxis® Core Academic Skills for Educators (Praxis® Core) assessments in reading, mathematics, and writing to meet this basic skill assessment requirement. On June 11, 2019, the SBE adopted updated Praxis Core requirements effective September 1, 2019, including the revised mathematics subtest.

For full admission to an undergraduate preparation program, South Carolina educator preparation providers must ensure that candidates earn a qualifying score on all three sections of the adopted basic skills assessment or meet an approved qualifying exemption.

A candidate must meet one of the following three options.

Option One: Praxis Core Individual Subtest Scores

A candidate may earn a passing score on all three sections of the Praxis® Core as indicated below:

- Praxis® Core Reading 5713 (updated code): 156
- Praxis® Core Mathematics 5733 (new test and code): 150
- Praxis® Core Writing 5723 (updated code): 158

Option Two: Praxis Core Composite Score

A candidate may also meet the program admission assessment requirement by achieving a composite score of 464 on all three subtests, with no individual subtest score more than four points below the required passing score for that subtest.

Composite Score: 464 or higher

- Minimum Praxis® Core Reading 5713 (updated code): 152
- Minimum Praxis® Core Mathematics 5733 (new test and code): 146
- Minimum Praxis® Core Writing 5723 (updated code): 154

Option Three: Exemptions for Qualifying Scores on the SAT or ACT

A candidate may exempt one or more sections of Praxis Core by meeting a qualifying exemption. The State Board approved the following exemptions beginning June 13, 2017.

SAT Exemption

- 1100 Composite (Evidence-based Reading and Writing and Math): Candidate may exempt all sections of Praxis Core.
- 550 Evidence-based Reading and Writing: Candidate may exempt Praxis Core Reading and Writing.
- 550 Math: Candidate may exempt Mathematics subtest.

ACT Exemption

- 22 Composite: Candidate may exempt all sections of Praxis Core.
- 22 English: Candidate may exempt Reading and Writing subtests.
- 22 Math: Candidate may exempt Mathematics subtest.

Praxis Test Preparation Resources

The following resources are available for candidates preparing to take Praxis Core.

- **ETS Praxis Test Preparation Resources**
- **Official Praxis Core Prep from Khan Academy**®

Graduate Requirements

[Millers Analogy Test](#)

All Candidates

PRAXIS II and PLT examinations required to be taken before graduation.

[Praxis Testing Information](#)



Converse University
Application for Admission to the
Teacher Education Program

Information and Instructions:

- 1) Acceptance to the Teacher Education Program is required for taking courses beyond Benchmark I. Please see your advisor for specific details.
- 2) Teacher candidates should be familiar with the department website and Canvas Teacher Education course that contain
 - descriptions of majors/minors,
 - The Teacher Education and Clinical Experiences Handbook,
 - important details,
 - Policies, and
 - announcements.

REQUIREMENTS FOR ALL CANDIDATES	
<ul style="list-style-type: none"> ○ Completion of EDU360/560 Introduction to Education, ○ 2.75 minimum cumulative GPA <ul style="list-style-type: none"> ○ BA Secondary Education minor candidates require 3.0 in content area courses. ○ MAT Secondary Education minor candidates require a combined 3.0 in undergraduate and graduate content courses. ○ Passing grade for first major clinical in the major program ○ Completion of required items on the Student Worklist in Canvas and/or Livetext: <ul style="list-style-type: none"> ○ Livetext subscription, ○ Current SLED check, ○ Negative TB test, ○ “No records found” on the Sex Offender Registry, ○ Travel Form, ○ Blood Borne Pathogens Test, and ○ Education Economic Development Test ○ Statement of Disclosure- prior felony misdemeanor convictions 	
REQUIREMENTS FOR BA CANDIDATES	REQUIREMENTS FOR MAT CANDIDATES
<ul style="list-style-type: none"> ○ Completion of at least 45 hours of coursework ○ Passing scores on the Core Praxis exams (reading, writing and math) or have qualifying SAT or ACT scores 	<ul style="list-style-type: none"> ○ Minimum of 9 graduate hours ○ Accepting score on the Millers Analogy Exam

3. Submit completed application to the Canvas Teacher Education course for consideration by the Teacher Education Committee. Deadlines for submission of application are First Mondays in December, February, and May.

Name _____ Candidate ID Number: _____

Address _____

Phone _____ Email: _____

Class ___ BA ___ MAT ___ Freshman ___ Sophomore ___ Junior ___ Senior

Major: _____

Advisor _____

Anticipated date of graduation _____

Personal Disclosure Statement

Have you ever been arrested, convicted, found guilty, entered a plea of no contest or had adjudication withheld in a criminal offense (including DUI) other than minor traffic violations, or are there any criminal charges now pending against you? Please include both felonies and misdemeanors.

Yes _____ No _____

Failure to answer this question accurately could cause denial of admission to the Teacher Education Program. A "yes" or "no" answer is required. If you check "yes," you must provide written explanation for each charge. Please attach a separate sheet if you need more space. Any record that has NOT BEEN SEALED or EXPUNGED by a WRITTEN COURT ORDER must be reported in this section.

I certify that the above information is true and accurate to the best of my knowledge. My signature verifies that I have read the Teacher Education Handbook and I understand and am familiar with the policies and requirements for completion of the professional program.

Candidate Signature: _____ Date: _____

To be completed by the advisor:

Scores: _____

Hours completed: _____ Converse GPA: _____ Cum GPA: _____

I have reviewed the candidate's qualifications and recommend her/him for admission to the Teacher Education Program.

Advisor signature: _____ Date: _____

Benchmarks and Assessments

[Converse University Website](#) (Academics, Majors & Programs, Education – right side bar click Initial Certifications – then choose each subheading in bold below to view information)
[Academics: Education Page](#)

All students who have declared education as their major must complete the following tasks during Introduction to Education courses (EDU360/560)

Benchmark I in order to be considered for registering to Clinical I or their First Major Clinical.

****Any MAT student taking a clinical course in the first semester must complete these tasks in the first three weeks of the semester.**

I. DURING BENCHMARK I ****BEFORE FIRST MAJOR CLINICAL****

- Livetext subscription
- SLED check
- Negative TB test (up to 2 years prior)
- Negative results Sex Offender Registry
- Travel form
- Blood Borne Pathogens (BBP) – self-study test - retake until passing 80% or above
- Education Economic Development Act Test (EEDA) - must be 80% or above to pass
- Passing scores:
Undergraduate: Core Praxis (reading, writing, and math) or qualifying SAT/ACT score
MAT Students: must take Miller Analogy Test for admission into Graduate Program

II. PRIOR TO BENCHMARK II

Complete application (be sure you have met the requirements before submitting form) to the Teacher Education Program (Due First Mondays December and May),

This includes:

- Signed Disclosure Form (on the application),
- Signatures from the required faculty,
- Bring a hard copy original to Dr. Julie Jones, and
- Upload form in Livetext: Teacher Education Required Documents.

III. YEAR BEFORE STUDENT TEACHING

- Complete State department application at the SC Dept. of Education (CATS) <https://ed.sc.gov/educators/certification/cats/> – create a login/password - (initial certification process – there is a fee) and complete the FBI fingerprint packet (there is a fee).
 - If Student Teaching in Fall - Feb. 15th
 - Student Teaching in Spring June 15th.
- Complete Converse Request for Student Placement for Student Teaching and bring a hard copy to Dr. Julie Jones with the same due dates as above.

IV. Benchmark 4: Program Completion and Certification

Refer to [program worksheets](#) and graduation guidelines to complete all documentation at required timeframes.



Checklist for Application to Teacher Education

Candidate name _____ Degree _____ Program _____

Undergraduate admission requirements				Notes
<p>Passing score on all three sections of the Praxis® Core:</p> <p><input type="checkbox"/> Praxis® Core Reading 5713: 156</p> <p><input type="checkbox"/> Praxis® Core Mathematics 5733: 150</p> <p><input type="checkbox"/> Praxis® Core Writing 5723: 158</p>	<p>Composite score of 464 on all three subtests</p> <p><input type="checkbox"/> Minimum Praxis® Core Reading 5713: 152</p> <p><input type="checkbox"/> Minimum Praxis® Core Mathematics 5733: 146</p> <p><input type="checkbox"/> Minimum Praxis® Core Writing 5723: 154</p>	<p>A qualifying exemption: The State Board approved the following exemptions beginning June 13, 2017.</p> <p>SAT Exemption</p> <p><input type="checkbox"/> 1100 Composite (Evidence-based Reading and Writing and Math): Candidate may exempt all sections of Praxis Core.</p> <p><input type="checkbox"/> 550 Evidence-based Reading and Writing: Candidate may exempt Praxis Core Reading and Writing.</p> <p><input type="checkbox"/> 550 Math: Candidate may exempt Mathematics subtest.</p>	<p>A qualifying exemption. The State Board approved the following exemptions beginning June 13, 2017.</p> <p>ACT Exemption</p> <p><input type="checkbox"/> 22 Composite: Candidate may exempt all sections of Praxis Core.</p> <p><input type="checkbox"/> 22 English: Candidate may exempt Reading and Writing subtests.</p> <p><input type="checkbox"/> 22 Math: Candidate may exempt Mathematics subtest.</p>	
Cumulative Grade Point Average \geq 2.75				<input type="checkbox"/>
45 Hours of University-level Work				<input type="checkbox"/>
Statement of Disclosure (prior convictions/include felonies and misdemeanors)				<input type="checkbox"/>
Graduate admission requirements				
<p><input type="checkbox"/> Admission to graduate school</p> <p><input type="checkbox"/> Miller Analogies Test on file</p>				

Candidate Status: **Accepted** _____ **Denied** _____ **Date** _____

Clinical Overview

Clinical experiences provide opportunities for candidates to observe instruction in local schools, assist teachers with duties, and to implement new skills learned in related coursework. During clinical experiences, candidates work with individual students, small groups of students, or large groups of students on educational goals. Each clinical has specific requirements. The [program worksheets](#) outline clinical experiences required for each major. Candidates complete a minimum of two clinical experiences for a total of 100 hours (undergraduates) or 75 hours (MAT) or more spent in PK-12 schools.

Candidates complete clinical experiences either concurrently with a course or as part of a course in which a clinical experience is embedded. Candidates register for co-requisite clinical experiences just as they would register for any other course through the registrar's office after consulting with their advisor. Embedded clinical experiences carry no specific number of their own for which to register through the registrar's office. Candidates make placement requests for all clinical experiences at <http://tinyurl.com/Clinicals>

Students should take the following steps to successfully complete a clinical experience:

1. Register for courses.
2. Make request for clinical placement at <http://tinyurl.com/Clinicals>.
3. Await clinical assignment from the Director of Field Experiences.
4. Attend class that is concurrent with the clinical experience and note the specific requirements of the clinical experience as defined by the professor.
5. View clinical placement and notes from the Director of Field Experiences at <http://tinyurl.com/Clinicals>.
6. Contact assigned school and/or the cooperating teacher within 5 days after receiving the assignment to schedule the first meeting.
7. Dress professionally.
8. Arrive on time.
9. In conjunction with the cooperating teacher, establish a schedule of visits and specific times for arrival and departure.
10. Explain the clinical experience requirements to the cooperating teacher and share paperwork from the clinical professor with the cooperating teacher.
11. Contact the cooperating teacher immediately regarding absences.
12. Submit evaluation of the cooperating teacher via Livetext one week prior to the last day of class.
13. Show the cooperating teacher how to complete the candidate assessment via Livetext. Clinical professor confirms submission by the last day the class meets.
14. Complete all additional requirements for the clinical experience.
15. Submit paper Converse time log to clinical professor.

Clinical Experiences Placement Process

Requesting School Placements

Candidates request clinical experience placements at <http://tinyurl.com/Clinicals> after they register for courses. The candidate will click on the link within the “Requests and Placements” box. Information specific to the course for your “Clinical” can be found on the left column. Check with your clinical professor for the most up-to-date information.

Candidates indicate their district preference for clinical placements as well as pertinent comments for the Director of Field Experiences to consider in assigning placements.

Finalizing Placements

The Director of Field Experiences, in conjunction with the Program Director, determines the number and type of clinical experiences needed each term and assigns placements based on district office personnel recommendations of schools and teachers. Candidates request specific placements; but, ultimately, all placements are at the discretion of University. The Director of Field Experiences posts placement information at <http://tinyurl.com/Clinicals>, the same site where candidates make placement requests. Placements are final unless there is a valid reason to change them. Exceptions to procedures for finalizing placements are as follows:

1. The Director of the Deaf and Hard of Hearing program finalizes clinical placements for **Deaf and Hard of Hearing clinical experiences**. These students do not sign up for Deaf and Hard of Hearing clinical experiences at the student website; they work directly with the program director.
2. All **MED** candidates who already hold certification confer with the Director of Field Experiences immediately upon registering for any clinical or class that includes a clinical experience. Generally, if candidates already hold a valid teaching certificate, **they may NOT need to complete the clinical experience**. However, add-on endorsement (granted by the [State Department of Education](#)) may require completion of the clinical experience. Candidates confer with either their advisor, course professor, or the Director of Field Experiences for additional information.
3. All **MED** candidates complete EDU 500f, for which they need a clinical placement. Candidates who are currently employed to teach may complete this clinical in their own classroom. If candidates enrolled in EDU 500f are not currently employed to teach, they make a placement request at <http://tinyurl.com/Clinicals>
4. Candidates contact the Director of Field Experiences immediately upon registering for the class.
5. Candidates who register for classes after the registration deadline cannot make placement requests electronically. Those candidates meet in person with the Director of Field Experiences as soon as possible in order to secure placement.

Exempting Clinical Experiences

Student Name _____ Date _____

Clinical Requested for Exemption _____

Procedure for Requesting Clinical Exemptions

- The student submits a written petition with supporting documentation to the clinical professor.
- The clinical professor (with the input of the Coordinator of Field Experiences) determines whether or not the student is eligible to exempt the clinical.
- If the student is eligible, then the clinical professor, Director of Teacher Education, and student sign the Clinical Exemption Eligibility Form.
- The student completes program assessments required for the clinical and submits them with the Clinical Exemption Eligibility Form to the clinical professor.
- After grading the assessments, the clinical professor initials and submits this form to the Administrative Assistant for Teacher Education who will enter the clinical exemption on the Program Worksheet in the student's cumulative file.

After reviewing the student's written petition for exemption and the supporting documentation submitted to the clinical professor, the clinical professor (with the input of the Director of Field Experiences) has determined that the student is eligible for exemption. The exemption will be officially recorded when required program assessments for the clinical have been submitted to the clinical professor and graded.

Signatures for Agreement to Eligibility

Clinical Professor

Director of Teacher Education

Student

Assessments Submitted and Graded

Clinical Professor Initials

Date

Department of Education Assessments and Documentation

Assessments of candidates begin in the first required education class, EDU 360/560: Introduction to Education. Each class and clinical experience include some assessments that are specific to the class or clinical experience such as tests, papers, and projects. The assessment data inform the Department of Education and Graduate Studies about candidate performance and about how well the school is preparing candidates to meet unit, state, and national education standards. Clinical professors assign passing grades only when all assessments are complete, and all other requirements are met.

Responsibilities of Course Instructors for Clinical I and Clinical II

1. Complete training on using the Formative SCTS 4.0 rubric. Ensure the certification for observing candidates in the field is on file with the Coordinator of Field Experiences.
2. Include the concurrent clinical when planning courses for each appropriate term.
3. Confirm with the registrar the class rolls for any attached clinical in the same way that faculty confirm class rolls in other courses.
4. Notify Director of Field Experiences of the names of students who drop or add a clinical after a designated date.
5. Disseminate clinical requirements to students.
6. Collect necessary clinical requirements, such as documents, the time log, and verification of video uploads at the end of the term.
7. Disseminate clinical requirements to cooperating teachers.
8. Collect time logs from candidates and submit them for advising files.
9. Evaluate Impact on student learning at appropriate benchmark levels.
10. Notify the Director of Field Experiences of any concerns with placements/candidates.

Responsibilities of the Director of Field Experiences

1. Make appropriate candidate placements as requested by the faculty teaching courses with concurrent or embedded clinical experiences.
2. Address problems associated with placement.
3. Meet with program directors and designated faculty teaching courses with concurrent or embedded clinical experiences on an on-going basis to clarify procedures or address concerns.
4. Participate with the appropriate program director and Director of Teacher Education in all Intervention Plans and exemption proposals associated with clinical students.



Clinical Time Log

Student Name: _____ **Clinical Name/Number:** _____

Term: (circle one) FALL JAN SPRING SUMMER I SUMMER II Year: _____

School District Placement: _____

School Placement: _____

Cooperating Teacher: _____

Grade Level/Service Model: _____

Date of Attendance	Brief Description of Activity	Time In/Out	Cooperating Teacher's Initials Daily

I, _____ (student), verify the information presented above is correct.

Student Signature: _____ Date: _____

I, _____ (host teacher), verify the information presented above is correct.

Host Teacher Signature: _____ Date: _____



Converse University Professional Dispositions Intervention Form

An important responsibility of the teacher preparation programs in the Professional Education Unit is to ensure that those who complete the degree programs manifest appropriate pedagogical knowledge, skills, and dispositions. Competency in the SCTS 4.0 standards are required of every licensed teacher in SC and are the backbone of our Teacher Preparation Program.

Select from the following list the standard(s) that are not adequately demonstrated.

Converse University Dispositions Standards	
<input type="checkbox"/> 1. Respects student diversity and individual differences and believes in the importance of differentiated instruction.	SCTS 4.0 Standards
<input type="checkbox"/> 2. Committed to varied and innovative teaching techniques.	<input type="checkbox"/> 1. Designing and Planning Instruction
<input type="checkbox"/> 3. Believes in maximizing the capacity of each student.	<input type="checkbox"/> 2. The Learning Environment
<input type="checkbox"/> 4. Focuses on student progress.	<input type="checkbox"/> 3. Instruction
<input type="checkbox"/> 5. Displays intellectual curiosity and interest in subject matter.	<input type="checkbox"/> 4. Professionalism
<input type="checkbox"/> 6. Values philosophical and theoretical perspectives in discussions or reflection.	Notes:
<input type="checkbox"/> 7. Values the use of technology in teaching.	
<input type="checkbox"/> 8. Values the importance of reflection.	
<input type="checkbox"/> 9. Demonstrates an awareness of his/her own attitudes and beliefs.	
<input type="checkbox"/> 10. Demonstrates a tendency to explore, to think critically and imaginatively.	
<input type="checkbox"/> 11. Recognizes the need for management skills.	
<input type="checkbox"/> 12. Demonstrates a positive attitude toward self, students, peers, parents, and subject matter.	
<input type="checkbox"/> 13. Values professional responsibilities.	
<input type="checkbox"/> 14. Values professional growth and development.	
<input type="checkbox"/> 15. Demonstrates an enthusiastic commitment to both learning and teaching.	

Ways in which the standard(s) is not adequately met:

Intervention Plan Outline:

Summary of the Intervention Planning Session:

Effective Date: _____

Completion Date: _____

Signatures:

Teacher Candidate : _____

Professor of Record: _____

Director of Teacher Education: _____

Additional Participant (optional): _____



Framework & Professional Dispositions Determination Form

An important responsibility of the teacher preparation programs in the Professional Education Unit is to ensure that those who complete the degree programs manifest appropriate pedagogical knowledge, skills, and dispositions. Select from the following list the standard(s) that are not adequately demonstrated.

Ways in which the standard(s) is/are not adequately met:

Summary of the determination:

I understand:

- I need to withdraw from _____ before _____.
- I will receive a grade of _____ in _____.

I have been informed of my right to appeal this decision.

Signatures:

Teacher Candidate: _____

Professor of Record: _____

Director of Teacher Education: _____

Additional Participant (optional): _____

Additional Participant (optional): _____

Descriptors of Exemplary Dispositions for Teaching

Descriptors of Exemplary Disposition	Sample Indicators of Needed Intervention
<p>Respects student diversity and individual differences and believes in the importance of differentiated instruction.</p> <p>(DIVERSITY)</p>	<p>Teacher candidate ignores differences in students and adheres to lesson plans, strategies, and activities regardless of appropriateness of relevancy. Diversity in the classroom is seen as a burden rather than a gift.</p>
<p>Committed to varied and innovative teaching techniques.</p> <p>(INSTRUCTION)</p>	<p>Teacher candidate uses limited instructional strategies without regard for students' abilities or needs. No plans are made to build on the strength of each learner.</p>
<p>Believes in maximizing the capacity of each student.</p> <p>(INSTRUCTION)</p>	<p>Teacher candidate focuses on a few students using limited instructional strategies. Plans do not reflect knowledge of the class composition and the needs of diverse learners.</p>
<p>Focuses on student progress.</p> <p>(INSTRUCTION)</p>	<p>Teacher candidate shows ineffective assessment and evaluative techniques. Does not give students' constructive feedback. Teacher candidate blames students for not learning or making bad grades.</p>
<p>Displays intellectual curiosity and interest in subject matter.</p> <p>(CONTENT)</p>	<p>Teacher candidate demonstrates inadequate knowledge in subject area and has no plans for improvement.</p>
<p>Values philosophical and theoretical perspectives in discussions or reflection.</p> <p>(CONTENT)</p>	<p>Teacher candidate demonstrates limited tolerance for differing viewpoints and perspectives. Shows no indication of expanding outlook or approach to teaching.</p>
<p>Values the use of technology in teaching.</p> <p>(TECHNOLOGY)</p>	<p>Teacher candidate does not involve technology in any approach to planning, teaching, or evaluation.</p>

<p>Values the importance of reflection. (ASSESSMENT)</p>	<p>Teacher candidate has a limited understanding of effective teaching and displays an unwillingness to grow professionally through self-reflection. Candidate sees reflection and feedback as negative criticism.</p>
<p>Demonstrates an awareness of his/her own attitudes and beliefs. (ASSESSMENT)</p>	<p>Teacher candidate interjects opinion without sound basis or judgment. Demonstrates indecisiveness yet shows need to always be right regardless of consequences or past experience.</p>
<p>Demonstrates a tendency to explore, to think critically and imaginatively. (ASSESSMENT)</p>	<p>Teacher candidate consistently uses ineffective and/or archaic teaching strategies. Rejects suggestions for areas of improvement.</p>
<p>Recognizes the need for management skills. (MANAGEMENT)</p>	<p>Teacher candidate's management of student behavior, instructional routines and materials, and essential non- instructional tasks significantly compromise the teaching and learning process.</p>
<p>Demonstrates a positive attitude toward self, students, peers, parents, and subject matter. (PROFESSIONALISM)</p>	<p>Teacher candidate rejects collaboration with peers, students, or parents. Parental and peer involvement is seen as a hindrance rather than an opportunity for growth.</p>



REQUEST FOR STUDENT TEACHING PLACEMENT

* Important: You **must** take Praxis II: Praxis Subject Assessment(s) for your major before graduation. You must pass them to be recommended for licensure.

Name: _____
Last First MI ID #

Semester of Student Teaching: _____

Address: _____

Telephone Number: _____

Email Address: _____

Class: _____ Major: _____

Have you been admitted into the Converse Teacher Education Program? _____

Do you currently work in a school district? If so, where? _____

You will be leaving for school from: Home Campus (circle one)

Recommendation of Advisor:

I have reviewed the coursework of _____ and
recommend her/him for student teaching _____ semester _____ year.

Signature _____ Date _____

Converse University Clinical and Student Teaching Professional Placement Policy

Placements protect the integrity of assessment and personal relationships. We avoid placing teacher candidates in situations where they are already known or may already have close associations with school personnel or students. The operating principle here is that evaluation of performance should not be subject to bias arising from important relationships or prior associations.

For example:

- We avoid teacher candidate placements in school districts she / he attended as a K-12 student.
- We avoid placement in schools where a close relative of the teacher candidate is employed or where a close relative is a student.
- We avoid student teaching placements in a school where the candidate currently works or was previously employed
- We avoid placement in schools where the teacher candidate has a personal connection.

Please list any schools in which you should not be placed based on these criteria:

Honor Pledge: “I do solemnly pledge my honor that as long as I am a student at Converse University, I will faithfully uphold the principles of the Honor system, will cherish and guard its traditions, and will respect and observe its requirements. I make this pledge in view of the pledges of my fellow students, which signifies our mutual Trust and Resolve to keep our honor forever sacred.”

Pledge Signature: _____

Where would you like Converse to request placement? Remember, this is a request. District offices have the final word in placement. Do not under any circumstances attempt to place yourself!

1. _____ District _____

2. _____ District _____

3. _____ District _____

Are there any logistical or family considerations in which we need to be aware that might affect your placement?

Please note: Requests are due to Dr. Julie Jones

Student teaching in fall – Application due Feb. 15

Student teaching in spring – Application due June 15

South Carolina Teaching Standards (SCTS 4.0)

Central to the SC Teaching Standards (SCTS 4.0) system is a set of expectations for what teaching professionals should know, be able to do, and assume responsibility for accomplishing on an ongoing basis. These expectations, called the SCTS 4.0 Performance Standards, are the linchpins that connect all stages of a teacher's career, beginning with teacher preparation and continuing through induction, high-stakes performance evaluation(s), and, finally, ongoing self-directed professional development. A teacher's proficiency in each of the standards is expected to occur developmentally and to increase continuously throughout the entirety of his or her teaching career.

There are four SCTS 4.0 Performance Standards for classroom-based teachers. For the purposes of SCTS 4.0, the term *classroom-based teachers* refers to certified teachers of core academic subjects, related subjects (e.g., physical education, career and technology education), and special education. The term *classroom-based teachers* does not include special-area personnel (i.e., school guidance counselors, library media specialists, and speech-language therapists).

The four SCTS 4.0 Performance Standards for classroom-based teachers can be grouped into these broad categories, or domains:

Domain 1: Designing and Planning Instruction

- Indicator 1: Instructional Plans
- Indicator 2: Student Work
- Indicator 3: Assessment

Domain 2: The Learning Environment

- Indicator 4: Expectations
- Indicator 5: Managing Student Behavior
- Indicator 6: Environment
- Indicator 7: Respectful Culture

Domain 3: Instruction

- Indicator 8: Standards and Objectives
- Indicator 9: Motivating Students
- Indicator 10: Presenting Instructional Content
- Indicator 11: Lesson Structure and Pacing
- Indicator 12: Activities & Materials
- Indicator 13: Questioning
- Indicator 14: Academic Feedback
- Indicator 15: Grouping
- Indicator 16: Teacher Candidate Content Knowledge
- Indicator 17: Teacher Candidate Knowledge of Students
- Indicator 18: Thinking
- Indicator 19: Problem Solving

Domain 4: Professionalism

- Indicator 20: Growing & Developing Professionally
- Indicator 21: Reflecting on Teaching
- Indicator 22: Community Involvement
- Indicator 23: School Responsibilities

The education unit considers student teaching applications based on the following criteria:

Criteria	Score
Clinical II	P
Secondary graduate students must complete a minimum of 9 hours in the content area prior to student teaching.	3.0 GPA
A score of C or better in all Read To Succeed courses	<input type="checkbox"/>
Intervention Plans, if applicable	Satisfactory Completion

The Converse University Department of Education handles Intervention Plans on an individual basis.

Converse University Policy for Professional Dress

****In the event of a more stringent district policy, follow the guidelines of the district.****

While in the public schools, representing Converse University, teacher candidates are expected to show professionalism by dressing appropriately. Whether in a classroom to observe or to teach, it is your responsibility to check district and school dress code guidelines before your first visit. Keep in mind that conservative dress helps you establish authority and professionalism. Your dress should reflect modesty and not draw attention to you or distract students. Teacher candidates are expected to dress in business casual attire for EVERY visit, with no exceptions. Under no circumstances will attire such as jeans, flip flops, t-shirts with screen- printing, or similar attire be tolerated. Teacher candidates may be asked to leave the school and must make up any missed hours/day at the conclusion of the term if observed wearing inappropriate attire at the school site.

Here are a few suggestions on how to dress while in a clinical or student teaching placement:

Hair – Neat, natural styles and colors. Be sure your hair is dry.

Tops – Shirts should be clean and without wrinkles. The following tops are unacceptable: tight fitting blouses, tank tops, halter tops, and clothing described as sexually provocative; clothing with nude or semi-nude pictures; sexually suggestive slogans, cartoons, or drawings; clothing with profane language; clothing depicting violence; clothing promoting alcoholic beverages, tobacco, or controlled substances. Do not expose midriffs, undergarments, or cleavage.

Pants or Skirts – Pants should be neatly pressed, clean, and should fit comfortably. Skirt and dress length should allow you to bend and move without undue exposure. Do not wear shorts, jeans. Clothing must not have rips or tears. Leggings and jeggings are not pants.

Shoes – Check district guidelines on shoes- some require closed-toe varieties for safety reasons. Shoes must be clean and represent professional choice. No flip flops or bare feet. Remember, teaching involves prolonged periods of standing, so take comfort into consideration when choosing footwear. Be sure to follow district guidelines about open-toed shoes.

Other prohibitions- the observable lack of undergarments; exposed undergarments; and body piercings other than in the ear. Tattoos that display nude or semi-nude pictures; sexually suggestive slogans, cartoons, or drawings; tattoos with profane language; tattoos depicting violence; tattoos promoting alcoholic beverages, tobacco, or controlled substances, inappropriate language or images that are disruptive to the order of a school or are a distraction to the learning environment should be covered.

Accessories – Makeup, if worn, should be natural and jewelry kept to a minimum and tasteful.

Hygiene – Appropriate grooming and bathing should be reflected in appearance and smell.

Male teacher candidates: Shirts and pants should cover the waist, back, and chest; clothing should be without wrinkles. Shirts should have a collar and be tucked in. No tank tops or shorts will be allowed. Many districts require males to wear ties; be sure to check with district policy. Facial hair should be well-groomed and trimmed.

Professional Conduct and Attitude

Your interactions in the public schools should be a rewarding, learning experience.

1. Remain objective during your experience. Generally speaking, negative criticism is unwarranted and should not be offered. Any concerns you might have regarding your placement or relationship with the cooperating teacher should be discussed with your university supervisor and the Director of Student Teaching in a confidential setting. It will be considered on a case- by- case basis.
2. Be a positive force while avoiding confrontations. Become familiar with both district policy and school rules. Display a highly professional attitude, especially regarding confidential information about children and parents. Remember that you are a guest in the classroom; your cooperating teacher is a professional and should be treated that way.
3. Your attitude, as well as your physical appearance, indicates your level of seriousness in the field. Having joined a professional community, it is also expected that you will speak and write in ways that are acceptable to this professional community.
4. Timeliness and prompt behavior is expected of all students. Plan to arrive early to any meeting; whether instructional or informational.

Social Media

With schools embracing technology, many professionals are utilizing social media as a way to grow professional networks. It is also a platform you can use to have your professional voice heard; don't feel that you need to delete your account.

However, your social media profiles and all posts/pages, including any public representations of you, ***must be professional in every regard.***

Before taking photos in your classroom placement and posting them on social media, ***be sure that students in the room have permission for their photos to be shared.*** Converse policy does not allow faces or profiles of children in photos. If taking photos, capture only backs of student heads and/or student work that does not reveal identities.

South Carolina Code Of Laws: Standards of Conduct Required of Educators

[Title 59](#) – Education TEACHERS **SECTION 5925160.** Revocation or suspension of certificate; “just cause” defined.

“Just cause” may consist of any one or more of the following: (1) Incompetence; (2) Willful neglect of duty; (3) Willful violation of the rules and regulations of the State Board of

Education; (4) Unprofessional conduct; (5) Drunkenness; (6) Cruelty; (7) Crime against the law of this State or the United States; (8) Immorality; (9) Any conduct involving moral turpitude; (10) Dishonesty; (11) Evident unfitness for position for which employed; or (12) Sale or possession of narcotics.

Standards:

CAEP Accreditation Standards (2013)

Council for the Accreditation of Educator Preparation

- Standard 1: Content and Pedagogical Knowledge
- Standard 2: Clinical Partnerships and Practice
- Standard 3: Candidate Quality, Recruitment, and Selectivity
- Standard 4: Program Impact
- Standard 5: Provider Quality Assurance and Continuous Improvement

South Carolina Teaching Standards 4.0

Teaching Skills, Knowledge and Professionalism Standards Overview for Initial Certification Program

Planning

- Instructional Plans (IP)
- Student Work (SW)The Learning Environment
- Assessment (AS)

Environment

- Expectations (EX)
- Managing Student Behavior (MSB)
- Environment (ENV)
- Respectful Culture (RC)

Instruction

- Standards and Objectives (SO)
- Motivating Students (MS)
- Presenting Instructional Content (PIC)
- Lesson Structure and Pacing (LS)
- Activities and Materials (ACT)
- Questioning (QU)
- Academic Feedback (FEED)

- Grouping Students (GRP)
- Teacher Content Knowledge (TCK)
- Teacher Knowledge of Students (TKS)
- Thinking (TH)
- Problem Solving (PS)

Professionalism

- Growing and Developing Professional (GDP)
- Reflecting on Teaching (REF)
- Community Involvement. (CI)
- School Responsibilities (SB)

(ISTE/ NETS) International Society for Technology in Education

National Educational Technology Standards for Teachers

- Standard 1: Facilitate and Inspire Student Learning and Creativity
- Standard 2: Design and Develop Digital Age Learning Experiences and Assessments
- Standard 3: Model Digital Age Work and Learning
- Standard 4: Promote and Model Digital Citizenship and Responsibility
- Standard 5: Engage in Professional Growth and Leadership

(ACEI) Association for Childhood Education

International Standards

- Standard 1: Development, Learning, and Motivation
- Standard 2: Curriculum
- Standard 3: Instruction
- Standard 4: Assessment
- Standard 5: Professionalism

(CAEP) K-6 Elementary Teacher Standards (2018)

- Standard 1: Understanding and Addressing Each Child's Developmental and Learning Needs
- Standard 2: Understanding and Applying Content and Curricular Knowledge for Teaching
- Standard 3: Assessing, Planning, and Designing Contexts for Learning
- Standard 4: Supporting Each Child's Learning Using Effective Instruction
- Standard 5: Developing as a Professional

(AMLE) Association for Middle Level Education (2012)

AMLE Middle Level Teacher Preparation Standards

- Standard 1: Young Adolescent Development
- Standard 2: Middle Level Curriculum
- Standard 3: Middle Level Philosophy and School organization
- Standard 4: Middle Level Instruction and Assessment
- Standard 5: Middle Level Professional Roles

(CEC) Council for Exceptional Children (2012)

- Standard 1: Learner Development and Individual Learning Differences
- Standard 2: Learning Environments
- Standard 3: Curricular Content Knowledge
- Standard 4: Assessment
- Standard 5: Instructional Planning and Strategies
- Standard 6: Professional Learning and Ethical Practice
- Standard 7: Collaboration

(NAEYC) National Association for the Education of Young Children Initial Certification Standards

- Standard 1: Promoting Child Development and Learning
- Standard 2: Building Family and Community Relationships
- Standard 3: Observing, Document, and Assessing to Support Young Children and Families
- Standard 4: Using Developmentally Effective Approaches
- Standard 5: Using Content Knowledge to Build Meaningful Curriculum
- Standard 6: Becoming a Professional
- Standard 7: Early Childhood Field Experiences

(NCSS) National Council for the Social Studies (2018)

National Standards for the Preparation of Social Studies Teachers

- Standard 1: Content Knowledge
- Standard 2: Application of Content Through Planning
- Standard 3: Design and Implementation of Instruction and Assessment
- Standard 4: Social Studies Learners and Learning
- Standard 5: Professional Responsibility and Informed Action

(NCTE) National Council of Teachers of English (2012)

NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts

- Standard 1: Content Knowledge
- Standard 2: Content Pedagogy: Planning Literature and Reading Instruction in ELA
- Standard 3: Content Pedagogy: Planning Composition Instruction in ELA
- Standard 4: Learners and Learning: Implementing English Language Arts Instruction
- Standard 5: Professional Knowledge and Skills

(NCTM) National Council of Teachers of Mathematics (2012)

NCTM CAEP Standards – Secondary Initial Preparation

- Standard 1: Content Knowledge
- Standard 2: Mathematical Practices
- Standard 3: Content Pedagogy
- Standard 4: Mathematical Learning Environment
- Standard 5: Impact on Student Learning
- Standard 6: Professional Knowledge and Skills
- Standard 7: Secondary Mathematics Field Experiences and Clinical Practice

(NSTA) National Science Teachers Association (2012)

NSTA Preservice Science Standards

- Standard 1: Content Knowledge
- Standard 2: Content Pedagogy: Planning Literature and Reading Instruction in ELA
- Standard 3: Learning Environments
- Standard 4: Safety
- Standard 5: Impact on Student Learning
- Standard 6: Professional Knowledge and Skills

FREQUENTLY ASKED QUESTIONS

Q: What is SCTS 4.0/ Expanded Adept?

A: SCTS 4.0 / Expanded Adept is South Carolina's system for Assisting, Developing, and Evaluating Professional Teaching

Q: Where do I sign up for clinical experiences?

A: At <http://tinyurl.com/Clinicals> by clicking on the link within the "Requests and Placements" box.

Q: How do I check for clinical placement?

A: Go to <http://tinyurl.com/Clinicals>, and then click on "Clinical" on the left side of the screen.

Q: How do I know who to contact for clinical placement?

A: The Director of Field Experiences posts that information at <http://tinyurl.com/Clinicals> under "Clinical" on the left side of the screen.

Q: When are assignments submitted via Livetext?

A: Candidates submit assignments via Livetext in EDU 360/560, Clinical I, Clinical II, student teaching, and other courses as determined by the professor and program director.

Q: When do I have to assess the cooperating teacher on Livetext?

A: At least one week prior to the last day of class.

Q: What do I do in my clinical assignments?

A: Clinical professors determine the content of the clinical experience.

Q: Once I have a placement for a clinical experience what do I do?

A: Contact the person listed at <http://tinyurl.com/Clinicals> (under "Clinical" on the left side of the screen) and schedule a time for the first visit to the classroom. In most cases there is a letter to deliver to the cooperating teacher.

Q: When do I complete my required hours?

A: The cooperating teacher and candidate determine a schedule. Most candidates spend a couple of hours a week in their placement. Some candidates work in their school every day. It just depends on what works best for each specific situation.

Q: When should I make contact at the school I am assigned?

A: By five days after the Coordinator of Field Experiences confirms the placement.

Q: What happens if I drop the course, do I also need to drop the clinical?

A: Yes. Then, notify the Coordinator of Field Experiences immediately.

Q: I tried to "sign up" at <http://tinyurl.com/Clinicals> but it won't let me choose a school or anything. Have I done something wrong?

A: Candidates experiencing difficulty making a placement request contact the Coordinator of Field Experiences.

Q: What is the difference between the long secondary and short secondary clinical?

A: Secondary Clinical I is 75 hours and taken concurrently with the secondary methods course. Secondary Clinical II is 25 hours and taken concurrently with EDU 425/525

Q: Some clinical experiences carry credit hours, and some do not. Why?

A: Clinical experiences and the credit hours they carry are specific to the program of study.

Q: Do I have to videotape myself teaching a lesson?

A: Most clinical experiences require either a videotape or a formal observation by the clinical professor.
Check with the specific class professor at the beginning of the term.

Q: I have a specific teacher in mind that I would like to work with for clinical experience. May I request this person?

A: Yes, however, no placement requests are guaranteed.

Q: If I have severe personality problems with a cooperating teacher what should I do?

A: Contact the Coordinator of Field Experiences as soon as possible to develop a plan of action.

Glossary

Artifact—a representation of a candidate's abilities related to performance standards such as the ADEPT performance standards. Candidates create most artifacts included in the ADEPT as a part of regular coursework.

Assessment—an instrument or assignment through which a professor indicates the level of proficiency at which a candidate performs on an assignment.

Candidates—Converse students who have declared education as their major.

Clinical Experience—educational assignments and activities that candidates complete in local schools under the supervision of a cooperating teacher and a clinical professor.

Clinical Professors—Converse faculty members who supervise clinical experiences and teach the course candidates take concurrently with a clinical experience.

University Supervisors—Converse faculty members who work with the cooperating teachers in supervising student teachers.

Cooperating Teachers—teachers who allow candidates to complete clinical experiences or student teaching in their classroom.

Director of Field Experiences—the Converse faculty member who serves as the liaison between the University and public schools.

Co-requisite Clinical—a clinical experience that candidates complete while taking another designated course. Candidates register separately for the clinical and the course with the registrar, as well as make a placement request for the clinical.

Director of Teacher Education—the Converse faculty member who recommends candidates who have successfully completed the teacher education program at Converse University for certification to the State Department of Education.

Embedded Clinical—a clinical experience that candidates complete as part of a course. Candidates register for the course with the registrar, and then make a placement request.

Expanded ADEPT—South Carolina's revised system for Assessing, Developing, and Evaluating Professional Teaching.

Livetext—the program that powers the Converse University electronic system (www.livetext.com).

Program Director—a Converse faculty member responsible for coordinating a program of study.

SLO – Student Learning Outcome

SCTS 4.0 – South Carolina Teaching Standards or Expanded Adept rubric used to assess teaching demonstrations

<http://tinyurl.com/Clinicals>–the website candidates use to sign up for clinical experiences and to verify clinical placement.

<http://www.converse.edu/program/education/> –the official website of the Converse University Department of Education and School of Graduate Studies.