



PROGRAM TRANSITION POINTS AND PROFICIENCIES ASSESSMENT

TRANSITION POINT	STANDARDS	ASSESSMENTS INTERNAL/EXTERNAL	ENTRY BENCHMARKS
Level 1 Pre-Professional Open to all students meeting University entrance requirements.	Nurturer N1, N2, N3 Communicator C4 Reflective Professional R3 Facilitator/Instructor F9, F10, F11, F12, F13	Internal 1. Level I Constructivist Paper. (N1, F9) 2. Level I Lesson Plan. (F10,11,12) 3. Technology (C4) 4. Parent and Family Interview. (N2,N3,C4) 5. Group Project/Special Education. (F13) 6. Level I Education Philosophy Paper. (N3,R3) External 1. Praxis I or SAT or ACT.	1. Acceptance to the University. 2. Completion of a minimum 46/55 hours of required USCB general education courses as identified in the Education Department Program of Study. 3. Education majors must see advisor for signed approval.
Level II Professional Program Open only to education majors who have been accepted to the professional program and non-education majors by special permission.	Nurturer N1, N3 Communicator C4 Reflective Professional R7 Facilitator/instructor F9, F10, F11, F12, F13	Internal 1. Level II Constructivist Paper. (N1,F/19) 2. Group Curriculum Project. (N3,C4,F10) 3. Diversity Lesson Plan. F10,F13) 4. Reading Practicum Evaluation and Observation Notebook. (F11,F13) 5. Reading Diagnostic Report. (F11, F13) 6. Math and Science Thematic Unit. (N3, F11) 7. Social Studies and Creative Activities Practicum Evaluation and Observation Notebook. (N3,C4,F11,F12) 8. Language Arts Thematic Unit. (N3,C4,F11) External 1. Praxis II. (N1-F13) 2. Fingerprint and teacher certification application.	1. A cumulative GPA of at least 2.5 in all courses. 2. Completion of all general education requirements and Level I education courses with a 3.0 GPA in education courses. 3. Grades of "C" or better in English 101 and 102, Speech Communications, and Math 221 and 222. 4. Professional Program Application deadline: February 15th for Fall; and April 15th for Spring. 5. Approval of Professional Program Application by the USCB Education Committee. 6. Passing scores on all three sections of Praxis I or the required state of South Carolina SAT or ACT score. 7. Participation in Partnership Schools and diverse settings required. 8. Practicum courses are limited to two (2) per semester.
Level III Internship Open to candidates who have completed all requirements for Level II and made the required score on the Praxis II are eligible for admission to internship.	Nurturer N1, N2, N3 Communicator C4 Reflective Professional R5, R6, R7, R8 Instructor/Facilitator F9, F10, F11, F12, F13	Internal 1. Dispositions Evaluation. (R5) 2. Portfolio. (N1-F13) 3. ADEPT Evaluation. (N1-F13) 4. Internship Evaluation. (N1-F13) 5. Teacher/Family conference. (N2, C1)	1. Completion of all Level II requirements. 2. Approval of Internship Application by Education Committee. 3. Passing score on the Praxis II. 4. Submission of South Carolina Teacher Certification Packet. (Six months prior to the beginning of internship, including fingerprint identification card.) 5. Internship Applications deadlines: January 15th for Fall; May 15th for Spring
Level IV Program Completion Open only to students who have completed all requirements for Level III and have been approved for acceptance by the Education Committee.	Reflective Professional R6, R8	Internal 1. Recommendation for graduation. (R6,R8) 2. Recommendations for Certification. External 1. Principles of Learning and Teaching (PLT) Exam. (R6,R8) 2. South Carolina Department of Education Application for Certification.	1. Required 2.5GPA. 2. Passing score on portfolio. 3. Recommendation for certification from University supervisor and cooperating teacher. 4. Passing score on ADEPT evaluation. 5. Passing score on state mandated Principles of Learning and Teaching (PLT) exam.

N-1. Demonstrate positive teacher-child relationships for learner and identify the uniqueness of each child.(D)
N-2. Demonstrate positive relationships and seek partnerships with families of learners.(D)
N-3. Demonstrate knowledge of the development of children and support, facilitate and nurture the learning of children.(K)
C-4. Communicate effectively with children, parents, peers and community using a variety of communication skills, including verbal and nonverbal techniques, writing, technology, and media.(S)
R-5. Reflect on classroom practice, using these reflections to improve future practice and classroom instruction.(K,S,D)
R-6. Demonstrate a dedication to lifelong learning.(D)
R-7. Demonstrate knowledge of education theory and trends through reading and research and attendance at professional conferences.(K)

R-8. Serve as a professional mentor and role model to other educators.(D)
F/I-9. Identify the principles of constructivism as well as many other learning theories.(K)
F/I-10. Demonstrate best practice in the classroom, including age-appropriate practice, individually appropriate practice, and practice that is socially and culturally appropriate.(S)
F/I-11. Demonstrate local, state, and national standards and their application to the curriculum.(K,S)
F/I-12. Demonstrate classroom management skills that include a wide array of strategies.(S)
F/I-13. Recognize and respond to the diverse needs and individual differences of learners and design appropriate assessments.(S)