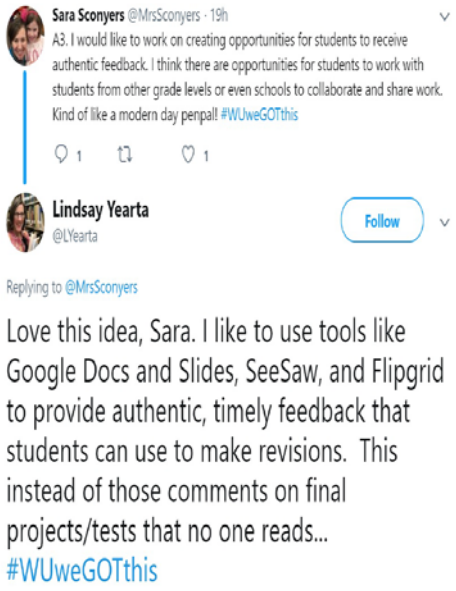
http://www2.winthrop.edu/rex/

SCHOOL PARTNERSHIPS:
A Key Ingredient in Building a Meaningful Curriculum

Curriculum - *Early Clinical*



- Various field-based courses beginning the 2nd semester of the freshman year (and 1st year of MAT) and continue through the sophomore year
- Placements align with the school demographics for which students are preparing (poverty, EL, exceptional and gifted learners)
- Whole class sections, along with course instructor, are placed in school (average 25 teacher candidates a school) during designated course times

Curriculum – *Field Experience*

- Methods courses prior to year-long internship
- Practice of pedagogy in the classroom based on level and content
- Placed in small cohorts within various Partnership Network schools
- Methods courses in conjunction with using technology to meet the needs of diverse learners and establishing an inclusive classroom climate

Curriculum - *Year-Long Internship*

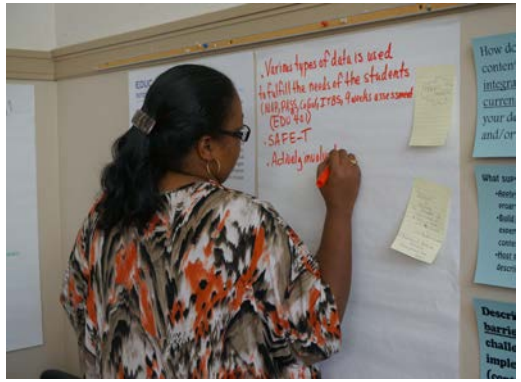
- Final experience
- 1:1 focus with mentor teacher
- School liaisons used to help make best matches between mentor and teacher candidate
- Teacher candidates strategically placed (vary from field experience placement district, etc.)

Assessment

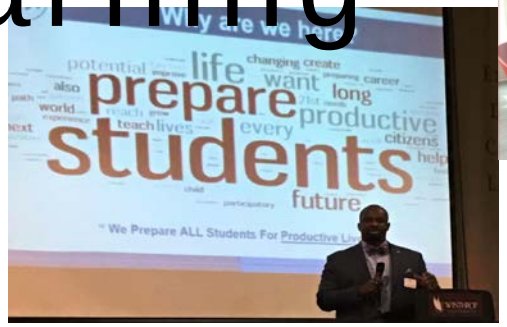
- Continual input from Advisory Committees (WU faculty, Partnership administrators/teachers) on curriculum
- Curriculum modifications based upon continuous input (revamping Early Clinical assessment, clarifications on course rubrics/key assessments) to meet both needs of our teacher candidates and the needs of our Partnership schools
- Assessment that shows a fostering of collaborative inquiry and teaching

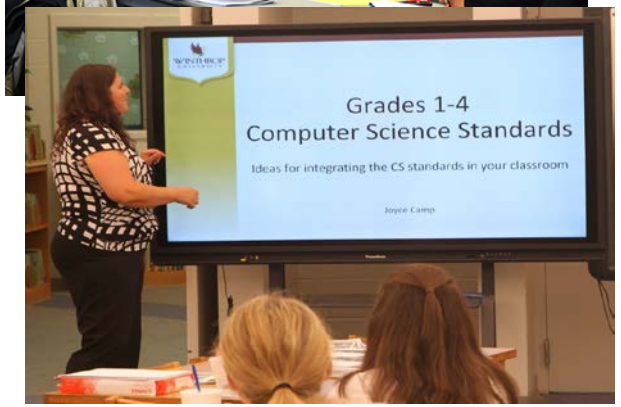
EARLY CLINICAL RUBRIC (rev. 03.2019)

Assessment Outcome	Below Expectations Please include evidence in the "add" comment option so we can identify specific requirements for growth.	Progressing Towards Expectations Short notes in the "add" comment option provide candidates details on what they are doing well and areas in which to improve.	Meets Expectations Short notes in the "add" comment option provide candidates details regarding how they are meeting expectations.	Exceeds Expectations (This level **does NOT carry additional points**, but signifies behaviors that go "above and beyond." Please describe specific actions in comments box.)
INSTRUCTION and ENVIRONMENT				
Teacher candidate establishes and maintains positive interactions with learners. *InTASC 2; SCTS 4.0 – Environment (Respectful Culture)*	TC exhibits difficulty relating to P-12 learners resulting in strained or tense interactions.	TC interacts in an appropriate manner with learners although still may not be completely comfortable in the classroom setting.	TC interacts in a positive, appropriate manner with all learners.	TC seeks out a variety of students with whom to interact and engages with them using knowledge of the student to develop rapport.
The teacher candidate recognizes the diverse needs of individual learners. *CAEP 1.4; SCTS 4.0 – Instruction (Teacher Knowledge of Students)*	TC struggles with or fails to recognize learners have diverse needs.	TC recognizes individual learners have individual needs. Listens to and attempts to use teacher-suggested strategies.	TC attempts to meet the diverse needs of learners and discusses such needs with host teacher with some ideas for strategies.	TC uses research-based strategies that directly align with student need (based on data) and content to differentiate lesson, strategy, and/or material.
PROFESSIONALISM and DISPOSITION				
Teacher candidate interacts with host teacher and other school/community member in a professional manner. *InTASC 10*	TC behaves in disrespectful, inappropriate, or impolite manner. May display abruptness or entitlement disposition that impedes developing professional relationships.	TC displays growing confidence as a teacher and is developing positive dispositions such as poise, composure, and the ability to have professional discussions.	TC conducts self in a respectful manner in the school structure. TC acknowledges expertise and follows guidance of the host teacher while appropriately participating in professional discussions.	TC seeks opportunities to collaborate and communicate with the host teacher and other school or community members as frequently as needed.
Teacher candidate utilizes standard English in verbal communications with school/community member and P-12 learners.	TC verbal communication contains multiple errors that interfere with teaching, learning, and professional communication.	TC verbal communication contains errors in standard usage that may interfere with teaching or professional communication.	TC uses standard English in verbal communication with school/community members and P-12 learners.	**NOT AVAILABLE FOR SELECTION**
Teacher candidate utilizes standard English in written communication with school/community member and P-12 learners.	TC written communication contains multiple errors that interfere with teaching, learning, and professional communication.	Written products for school community/parents or P-12 learners contain errors in writing conventions that may interfere with teaching or professional communication.	Written products for school community/parents or P-12 learners demonstrate adequate organization, sentence structure, grammar, capitalization, and spelling.	**NOT AVAILABLE FOR SELECTION**
Teacher candidate adheres to the university and school/district rules and the Standards of Conduct for South Carolina Educators. *InTASC 9*	TC violates school, district, or university rules and/or Standards of Conduct.	**NOT AVAILABLE FOR SELECTION**	TC conduct conforms to the expectations for the school/district and university and the Standards of Conduct for South Carolina Educators.	**NOT AVAILABLE FOR SELECTION**



Professional Learning





- University and schools hosting special programs and professional learning opportunities for all stakeholders based upon Partnership needs (Cultivating Emotional Resilience, Technology Nights, Co-Teaching, *NExT LEVEL* Grant, etc.)
- Annual Partnership Conference with Partnership teachers, administrators, university faculty, and teacher candidates serving as presenters
- Winthrop Faculty-In-Residence doing professional development with teacher candidates and faculty