

Appendix C

TEACHER EDUCATION PROGRAMS: FINAL DRAFT OF EEDA PERFORMANCE STANDARDS

1. **DEFINITION:** Career Guidance is a process by which students become aware of the world of work, explore career options, and prepare for post-secondary opportunities.

Performance Standard: Teacher candidates will explain the career guidance process.

2. **DEFINITION:** The curriculum framework for career clusters of study is an organizational model that integrates career preparation components with academic coursework, providing the foundation for the development of the Individual Graduation Plan (IGP). The IGP, organized around career clusters and majors, is an educational plan aligned with students' interests, aspirations, and experiences.

Performance Standard: Teacher candidates will explain the curriculum framework for the career clusters of study concept and its relevance to the Individual Graduation Plan (IGP).

3. **DEFINITION:** The elements of the Career Guidance Model are awareness, exploration, and preparation.

Performance Standard: At the age-appropriate level of instruction, teacher candidates will explain the use of the career guidance standards and competencies as specified in the *South Carolina Comprehensive Developmental Guidance and Counseling Program Model*.

4. **DEFINITION:** Character education encompasses the identification, understanding, and performance of core values (listed in §59-17-135) that enhance citizenship, relationships, and quality of life.

Performance Standard: Teacher candidates will identify instructional strategies that promote core values, as specified in §59-17-135, in the school community.

5. **DEFINITION:** Contextual teaching is a concept that refers to methodologies used by teachers that focus on concrete, hands-on instruction and content presentation with an emphasis on real-world application and problem solving.

Performance Standard: Teacher candidates will use concrete, hands-on instruction and content presentation with an emphasis on real-world application and problem solving.

6. **DEFINITION:** Cooperative learning is an instructional technique where students interact collaboratively to complete a task.

Performance Standard: Teacher candidates will implement learning strategies that promote cooperation.

7. **DEFINITION:** Learning styles is a concept that refers to methodologies intended to accommodate diversity in student learning.

Performance Standard: Teacher candidates will implement strategies to accommodate the needs of diverse learners.

Appendix D

LEADERSHIP EDUCATION PROGRAMS: FINAL DRAFT OF EEDA PERFORMANCE STANDARDS

1. **DEFINITION:** Career Guidance is a process by which students become aware of the world of work, explore career options, and prepare for post-secondary opportunities.

Performance Standard: Administrative candidates will explain the career guidance process within the school organization.

2. **DEFINITION:** The curriculum framework for career clusters of study is an organizational model that integrates career preparation components with academic coursework, providing the foundation for the development of the Individual Graduation Plan (IGP). The IGP, organized around career clusters and majors, is an educational plan aligned with students' interests, aspirations, and experiences.

Performance Standard: Administrative candidates will explain the curriculum framework for the career clusters of study concept and its relevance to the Individual Graduation Plan (IGP).

3. **DEFINITION:** The elements of the Career Guidance Model are awareness, exploration, and preparation.

Performance Standard: At the age-appropriate level of instruction, administrative candidates will explain strategies that facilitate the implementation of career guidance standards and competencies in school programs as specified in the *South Carolina Comprehensive Developmental Guidance and Counseling Program Model*.

4. **DEFINITION:** Character education encompasses the identification, understanding, and performance of core values (listed in §59-17-135) that enhance citizenship, relationships, and quality of life.

Performance Standards: Administrative candidates will recognize strategies that promote core values, as specified in §59-17-135, in school programs.

5. **DEFINITION:** Contextual teaching is a concept that refers to methodologies used by teachers that focus on concrete, hands-on instruction and content presentation with an emphasis on real-world application and problem solving.

Performance Standard: Administrative candidates will explain contextual teaching and strategies that facilitate its implementation.

6. **DEFINITION:** Cooperative learning is an instructional technique where students interact collaboratively to complete a task.

Performance Standard: Administrative candidates will explain strategies that encourage and support the incorporation of cooperative learning in classroom instruction.

7. **DEFINITION:** Learning styles is a concept that refers to methodologies intended to accommodate diversity in student learning.

Performance Standard: Administrative candidates will explain strategies that facilitate the use of instructional methodologies to accommodate the needs of diverse learners.

Appendix E

COUNSELOR EDUCATION PROGRAMS: FINAL DRAFT OF EEDA PERFORMANCE STANDARDS

1. **DEFINITION:** Career Guidance is a developmental process by which students become aware of the interrelationship among interests, abilities, school, work, family, and life roles in relation to academic and career planning.

Performance Standard: School counselor candidates will describe and demonstrate the career guidance process.

2. **DEFINITION:** The curriculum framework for career clusters of study is an organizational model that integrates career preparation components with academic coursework, providing the foundation for the development of the Individual Graduation Plan (IGP). The IGP, organized around career clusters and majors, is an educational plan aligned with students' interests, aspirations, and experiences.

Performance Standard: School counselor candidates will explain the curriculum framework for career clusters of study concept, its relevance to the Individual Graduation Plan (IGP), and the relationship of the IGP to the *South Carolina Comprehensive Developmental Guidance and Counseling Program Model*.

3. **DEFINITION:** The Career Guidance Model is designed to foster the integration of knowledge of self with academic and career planning through awareness, exploration, and preparation processes.

Performance Standard: School counselor candidates will demonstrate the incorporation of the Career Guidance Model in the delivery of the *South Carolina Comprehensive Developmental Guidance and Counseling Program Model*.

4. **DEFINITION:** Character education encompasses the identification, understanding, and performance of core values (listed in 59-17-135) that enhance citizenship, relationships, and quality of life.

Performance Standard: School counselor candidates will participate in the whole school promotion and modeling of core values, as specified in §59-17-135.

5. **DEFINITION:** Contextual teaching is a concept that refers to methodologies used by educators that focus on hands-on instruction, content presentation, and the use of technology with an emphasis on real-world application and problem solving.

Performance Standard: School counselor candidates will describe the concept of contextual teaching.

6. **DEFINITION:** Cooperative learning is an instructional technique where students assume specific roles and interact collaboratively to complete a task, with both personal and team accountability and problem solving.

Performance Standard: School counselor candidates will describe cooperative learning.

7. **DEFINITION:** Learning styles refers to the diverse methods and strategies by which students approach learning.

Performance Standard: School counselor candidates will recognize the diverse learning needs and strengths of students.