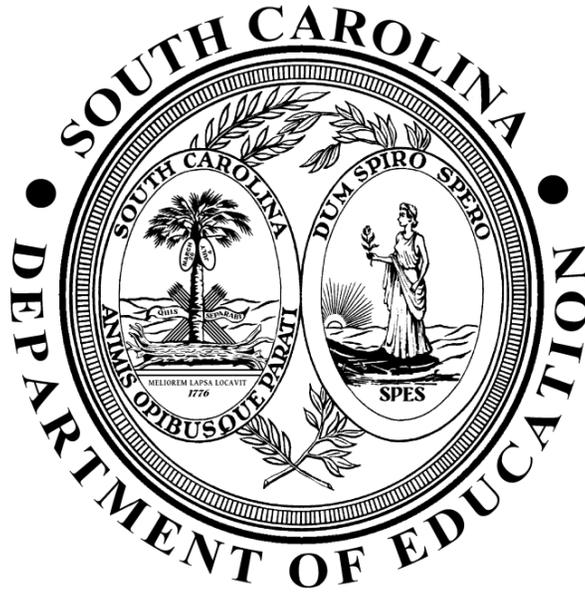


STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

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**South Carolina Educator Preparation Guidelines:
Standards, Policies, and Procedures**
Introduction

South Carolina State Board of Education

December 10, 2019

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The Legislative Mandate

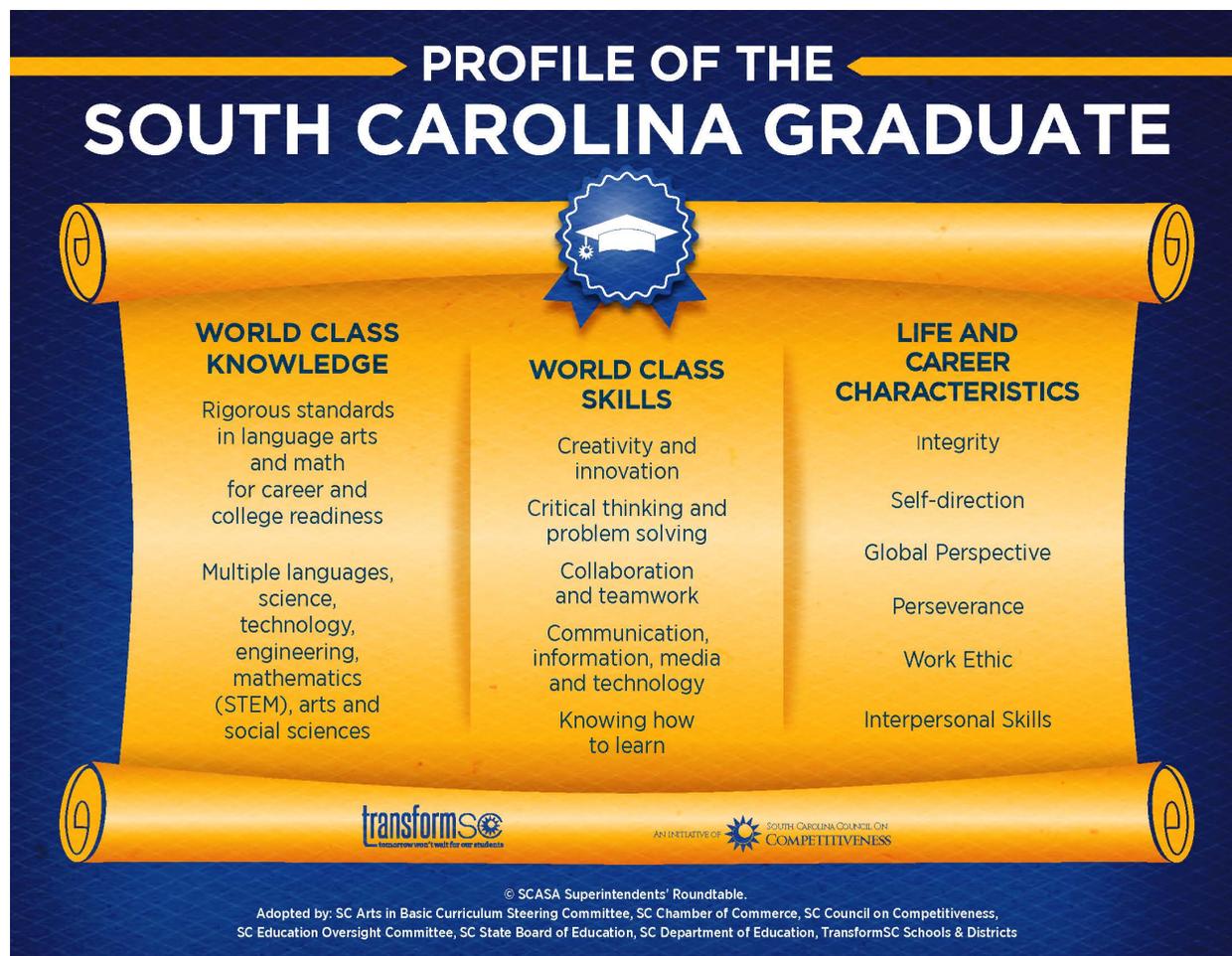
[S.C. Code Ann. §59-26-10 *et seq.*](#) provides for the establishment of a fair, cohesive, and comprehensive system for the preparation, certification, initial employment, evaluation, and continuous professional learning of public school educators in South Carolina. This comprehensive system includes the development and implementation of standards and processes for the approval and review of undergraduate and graduate educator preparation providers and programs in the state.

[State Board of Education Regulation 43-90, Program Approval Standards for South Carolina Teacher Education Institutions](#), “requires that all teacher education programs meet the standards as established by a national accreditation association with which the South Carolina Department of Education has a partnership agreement. For State Board of Education approval, public institutions must seek and receive national accreditation. Private institutions may seek national accreditation or meet national standards for State Board of Education approval. The South Carolina Department of Education will develop guidelines to assist teacher education programs to meet the national standards. Statutory authority to determine accreditation decisions for and impose sanctions against teacher education programs is granted to the State Board of Education.”

Preface

With the adoption of Act 195 of 2016, the South Carolina General Assembly endorsed the principles in the *Profile of the South Carolina Graduate*, as shown in Figure 1, as the standards by which the state's high school graduates should be measured and as the achievement goals for all students ([S.C. Code Ann. § 59-1-50](#)).

Figure 1. *The Profile of the South Carolina Graduate*.



If students are to be successful and exemplify the principles of the *Profile*, they must have equitable access to teachers, service professionals (i.e., school counselors, library media specialists, speech-language therapists, and school psychologists), and school and district leaders who can support and facilitate their learning, growth, and development.

By its very nature, the work of teachers, service professionals, and the leaders who guide and support them is complex and demanding. Given the profound responsibilities they have for the learning, development, and well-being of the students entrusted to them, these educators are expected to be effective practitioners beginning with their induction into the profession.

Simply put, educators—regardless of how or where they are prepared—are expected to be effective practitioners on their first day leading a classroom, providing services to students and the school community, or leading schools and districts. The goal, then, of South Carolina’s educator preparation providers (EPPs) must be to design and implement programs that prepare teachers, service professionals, and leaders who will be competent practitioners upon their entry into the profession and will continue to grow in knowledge and skills throughout their careers.

Context and Purpose of the Guidelines

The responsibility for preparing educators is one of the most significant roles of the state and is shared by the State Board of Education (SBE), the South Carolina Department of Education (SCDE), the South Carolina Commission on Higher Education (CHE), providers, public school districts, and schools.

South Carolina’s system for overseeing educator preparation, pursuant to state statutes, is supplemented through SBE regulations, rules, guidelines, and policies.

- Section 59-26-10 of the South Carolina Code authorizes the SBE, through rules and regulations, to formulate and administer a system for the examination and certification of the state’s teachers. Per the requirements of [SBE Regulation 43-50](#), each individual employed in an instructional classroom teaching position or who serves in a position designed for the support of the instructional program in a public school of this state must hold an appropriate South Carolina teaching credential.
- Section 59-26-10 further requires the establishment of a fair, cohesive, and comprehensive system not only for the certification of teachers, but for the training, initial employment, evaluation, and continuous professional learning of public school educators in South Carolina. The intent of this system is to
 - upgrade the standards for educators in a fair, professional, and reasonable manner;
 - assure that prospective teachers have basic skills in reading, mathematics, and writing;
 - improve educator preparation programs and the evaluation procedures for those programs;
 - assure that prospective teachers know and understand the subject areas they teach and are given support and assistance toward the achievement of their potential; and
 - assure that school districts implement a comprehensive system for assisting, developing, and evaluating teachers employed at all contract levels.
- Section 59-26-20 authorizes the SBE, through the SCDE, and the CHE
 - to develop and implement a plan for the continuous evaluation and upgrading of standards for program approval of the state’s undergraduate and graduate educator preparation programs; and
 - to adopt program approval standards and establish program approval procedures.
- To this end, SBE Regulation 43-90, Program Approval Standards for South Carolina Teacher Education Institutions,
 - requires that providers and programs must meet the standards of a national accreditation association with which the SCDE has a partnership agreement;

- requires public institutions of higher education to seek and receive national accreditation;
- allows private institutions of higher education to seek national accreditation or meet national standards through an SBE approval process;
- authorizes the SCDE to develop guidelines to assist providers and programs to meet national standards; and
- gives the SBE statutory authority to determine accreditation decisions for and impose sanctions against educator preparation programs.

Framework

The resources indicated below provide a framework for the development of the South Carolina Educator Preparation Guidelines.

[Council for the Accreditation of Educator Preparation \(CAEP\)](#)

In 2015, the SCDE entered into a partnership agreement with CAEP, the accreditation organization for educator preparation formed by the merger of the National Council for the Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC).

[*Our Responsibility, Our Promise: Transforming Educator Preparation and Entry into the Profession \(2012\)*](#)

This publication by the Council of Chief State School Officers (CCSSO) outlines a vision for transforming educator preparation through state licensure policies; program approval; and data collection, analysis, and evaluation. *Our Responsibility, Our Promise* features the definitions of a learner-ready teacher and school-ready principal that are foundational to these guidelines.

Learner-ready Teacher

A learner-ready teacher is one who is ready on day one of his or her career to model and develop in students the knowledge and skills they need to succeed today including the ability to think critically and creatively, to apply content to solving real world problems, to be literate across the curriculum, to collaborate and work in teams, and to take ownership of their own continuous learning. More specifically, learner-ready teachers have deep knowledge of their content and how to teach it; they understand the differing needs of their students, hold them to high expectations, and personalize learning to ensure each learner is challenged; they care about, motivate, and actively engage students in learning; they collect, interpret, and use student assessment data to monitor progress and adjust instruction; they systematically reflect, continuously improve, and collaboratively problem solve; and they demonstrate leadership and shared responsibility for the learning of all students (iii-iv).

School-ready Principal

A school-ready principal is ready on day one to blend their energy, knowledge, and professional skills to collaborate and motivate others to transform school learning environments in ways that ensure all students will graduate college and career ready. With other stakeholders, they craft the school's vision, mission, and strategic goals to focus on and support high levels of learning for all students and high expectations for all members of the school community. To help transform schools, they lead others in using performance outcomes and other data to strategically align people, time, funding, and school processes to continually improve student achievement and growth, and to nurture and sustain a positive climate and safe school environment for all stakeholders. They work with others to develop, implement, and refine processes to select, induct, support, evaluate, and retain quality personnel to serve in instructional and support roles. They nurture and support professional growth in others and appropriately share leadership responsibilities. Recognizing that schools are an integral part of the community, they lead and support outreach to students' families and the wider community to respond to community needs and interests and to integrate community resources into the school (iv).

[InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0](#)

These model standards of CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC) are embedded in CAEP's accreditation standards, in program approval standards of specialized professional associations (SPAs), and in program approval standards developed by the SCDE.

[Model Code of Ethics for Educators](#)

The development of the Model Code of Ethics for Educators was facilitated by the National Association of State Directors of Teacher Education and Certification (NASDTEC) and reflects the work of a national panel of practicing teachers and leaders. The Model Code provides educators with a framework for ethical decision-making, promotes professional responsibility, and focuses on the safety and well-being of P–12 students.

Organization and Publication of the Guidelines

The South Carolina Educator Preparation Guidelines are comprised of a series of separate SBE-approved documents establishing the standards, policies, and procedures related to provider accreditation, program approval, and provider and program requirements. These guidelines are comprised of this introductory document and the separate policy documents, which the SBE may review and approve individually and at various points in time. This organizing framework allows for the updating of individual policies as warranted, and the SCDE Office of Educator Services will maintain a dedicated webpage that includes all documents that comprise the South Carolina Educator Preparation Guidelines. Each policy document will include the approval date as well as any effective dates or implementation timelines, if applicable.

The South Carolina Educator Preparation Guidelines will include, but are not limited to, the following standards, policies, and procedures:

Standards

- Provider Standards
 - National Accreditation Standards
 - Initial Level
 - Advanced Level
 - South Carolina Requirements
- Specialty Area Program Standards
 - Teaching Fields
 - Service Fields
 - Leadership and Administrative Fields

SBE Educator Preparation Policies and Procedures

- Preparation Program Content
- Candidate Program Admission Requirements
- Candidate Program Admission Assessment Requirements
- Clinical Experience Requirements
- Candidate Eligibility for Certification
- Internship Certificate Eligibility Requirements for Teacher Preparation Programs
- Professional Review Committee
- Program Approval
- New Program Proposals
- Changes in Approved Programs
- Innovative and Experimental Programs
- Program Review
- Accreditation
 - Scope of Accreditation
 - Accreditation Process
 - Accreditation Decisions
 - Appeals
- Accreditation Reviews and Site Visits
- Title II Designations
- Annual Reporting