



Lander
UNIVERSITY

Department of Teacher Education

Student Handbook

The Department of Teacher Education empowers educators to instruct innovatively, design diligently, engage experientially, and advocate authentically.

Table of Contents

Overview	3
Teacher Education Programs.....	3
Department of Teacher Education Faculty & Staff.....	3
Related P-12/Secondary Faculty	3
Checkpoints.....	4-6
Early Childhood, Elementary, Special Education.....	5
P-12/Secondary	6
Tests & Assessments.....	7-9
Praxis Core.....	7-8
Praxis II.....	8-9
PLT	9
Professional Dispositions Policy and Consequences	9-10
Candidate Progress Review Committee	10-12
Resolution of Student Problems and Complaints	12
Social Media Policy and Practice	12-13
Clinical Placements.....	13-15
Advising.....	15
Organizations	15-16
Graduation Requirements.....	16
Appendices.....	17-24
AB: SLED Check and TB Testing	17-18
C: Applying for Student Teaching Clearance & Fingerprinting	19
D: SC State Code of Conduct & Model Code of Ethics	20-24
Field Experience Forms	25

*All areas pertaining to money: Any fees are subject to change.

Overview

Welcome to the Department of Teacher Education! We are excited that you have selected education as a potential career path. This Student Handbook provides students in the Teacher Education Program(s) with policies and procedures to assist them while they progress through each semester up until graduation day. We hope that this handbook is helpful as we have included information about our various programs, our faculty, and policies of professional disposition and behavior.

At Lander, we work closely with public school officials to maintain a curriculum that enables you to obtain the knowledge and skills needed to meet the challenges of teaching. As a student in our teacher education program, you'll take a sequence of courses from general education, specialized content, professional education and a series of field experiences that culminate with student teaching.

All teacher education programs at Lander University are guided by Interstate Teacher Assessment and Support Consortium (InTASC) standards, a nationally recognized model which outlines teacher competencies “to ensure that every K-12 student reaches the goal of being ready to enter college or the workforce in today’s world.” InTASC Standards, listed below, provide direction for programs, courses, teaching and teacher candidate assessment:

1. Learner Development
2. Learning Differences
3. Learning Environments
4. Content Knowledge
5. Application of Content
6. Assessment
7. Planning for Instruction
8. Instructional Strategies
9. Professional Learning and Ethical Practice
10. Leadership and Collaboration

Teacher Education Programs of Study

<https://www.lander.edu/academics/colleges-schools/college-education/teacher-education/index.html>

Teacher Education Faculty

<https://www.lander.edu/directory//teacher-education.html>

P12/Secondary Coordinators

Dr. Kristin Applegate, Visual Arts – kapplegate@lander.edu

Dr. David Gardner, Chemistry – dgardner@lander.edu

Dr. James Anderson, English – janderson1@lander.edu

Dr. Ryan Floyd, History – mrffloyd@lander.edu

Dr. Samuel Reed, Math – sreed1@lander.edu

Dr. Chuck Neufeld, Music – cneufeld@lander.edu

Dr. Gina Barton, PEES – gbarton@lander.edu

College of Education Staff

Chelsey Driver, PEES – cdriver@lander.edu

Candice Rodgers, Teacher Ed – crodders@lander.edu

Katie Whatley, College of Ed – cwhatley@lander.edu

Checkpoints

To accomplish a degree in teacher education at Lander University requires academic excellence, professionalism, collaboration, and attention to detail. Each program of study, leading to teacher certification, is built to ensure that candidates steadily progress, each year, toward embodying the professional skills and dispositions required of a professional educator. Accordingly, teacher candidates progress through two status levels throughout their program of studies (Provisional and Candidate). Each status has its own requirements, checkpoints, and limitations. Checkpoints require completion of various tasks (grades, test scores, GPA, & professional dispositions) before moving to the next status level. Vigilance is required by each candidate to ensure that they are aware of the requirements of their program of study.

Grades – Certain courses require a minimum grade in order to pass to the next status.

Test Scores – All teacher candidates are required to demonstrate passing scores for Praxis Core. Candidates may exempt Praxis Core with equivalent scores on the ACT or SAT (more information is available in this document). Praxis II should be taken before candidates progress to student teaching. PLT should be taken by the end of student teaching.

GPA – Cumulative Grade Point Average is used. All teacher candidates must achieve a 2.75 GPA before they may progress to Candidate status.

Professional Dispositions – Candidates must exhibit professionalism and integrity at all times. Inappropriate dispositions or patterns of dispositional infractions may keep a candidate from progressing to the next status.

Checkpoints differ according to the program of study. Early Childhood, Elementary, and Special Education have one set of checkpoints and requirements, while P-12/Secondary (Chemistry, History, English, Math, Music, Physical Education, and Visual Arts) programs have a slightly different set.

These checkpoints are clarified on the following pages. Candidates are encouraged to seek clarification with their academic advisors if they have questions regarding the checkpoints and requirements of their degrees.

Checkpoints for ECED, ELEM, & SPED Students

Teacher education students will exhibit professional dispositions at all times

Program Status	Checkpoints to Complete to Progress to Degree
Provisional Status	<ul style="list-style-type: none"> <input type="checkbox"/> Complete EDUC 206 and 207 with a “B” or better <input type="checkbox"/> Complete EDUC, ECED, MONT, or SPED courses with a “C” or better <input type="checkbox"/> Is aware of the minimum GPA requirement of 2.75 or above <input type="checkbox"/> Pass ALL 3 sections of Praxis Core (or have exempting SAT/ACT scores on file at Lander University and confirmed by the Department of Teacher Education)
APPLY FOR ADMISSION TO THE PROFESSIONAL PROGRAM (Eligibility for attaining formal Candidate Status) The student must complete an Application with evidence of ALL of the following:	
<u>Prior to 329 course</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Passed all sections of Praxis Core or provided exempting SAT/ ACT scores confirmed by DTE <input type="checkbox"/> Achieved a minimum GPA of 2.75 <input type="checkbox"/> Completed EDUC 206 and 207 with a “B” or better <input type="checkbox"/> Completed all other required EDUC, ECED, MONT, or SPED courses with a “C” or better <input type="checkbox"/> Completed 60 hours of relevant coursework or junior status <input type="checkbox"/> Has a clear SLED Check on file with DTE <input type="checkbox"/> Has a clear TB Test on file with DTE
Candidate Status (Complete prior to graduation)	<ul style="list-style-type: none"> <input type="checkbox"/> Complete EDUC 329, SPED 329, or ECED 329 with a “B” or better <input type="checkbox"/> Complete EDUC 429, SPED 429, or ECED 429 with a “B” or better <input type="checkbox"/> Complete EDUC 461, SPED 461, or ECED 461 with a “B” or better <input type="checkbox"/> Complete all other EDUC, ECED, MONT, or SPED courses with a “C” or better <input type="checkbox"/> Maintain a minimum GPA of 2.75 <input type="checkbox"/> Take Praxis II before student teaching* <input type="checkbox"/> Take PLT by the end of student teaching*

Lander University has high expectations for all teacher education majors. Teacher education majors who exhibit unacceptable dispositions may be removed from the program. Procedures for removal are outlined within the Department of Teacher Education Handbook.

*Praxis II and PLT must be passed to apply for certification with the South Carolina State Department of Education.

Checkpoints for P12/Secondary Education Students

Teacher education students will exhibit professional dispositions at all times

Status	Checkpoints to Complete to Progress to Degree
Provisional Status	<ul style="list-style-type: none"> ❑ Complete EDUC 203 with a "B" or higher ❑ Complete any EDUC or SPED courses with a "C" or better. ❑ Is aware of the minimum GPA requirement of 2.75 or above ❑ Pass ALL 3 sections of Praxis Core or have exempting SAT/ ACT scores on file at Lander University and confirmed by the Department of Teacher Education
APPLY FOR ADMISSION TO THE PROFESSIONAL PROGRAM (Eligibility for attaining formal Candidate Status) The student must complete an application with evidence of ALL of the following:	
Prior to 329 course	<ul style="list-style-type: none"> ❑ Passed all sections of Praxis Core or provided exempting SAT/ ACT scores confirmed by DTE ❑ Completed EDUC 203 with a "B" or better ❑ Completed required 200-level EDUC or SPED courses with a "C" or better ❑ Achieved a minimum GPA of 2.75 ❑ Completed 60 hours of relevant coursework or junior status ❑ Has a clear SLED Check on file with DTE ❑ Has a clear TB Test on file with DTE
Candidate Status (Complete prior to graduation)	<ul style="list-style-type: none"> ❑ Complete EDUC 329/ PEES 329 with a "B" or better ❑ Complete EDUC 429 / PEES 429 with a "B" or better ❑ Complete all other EDUC or SPED courses with a "C" or better ❑ Maintain a minimum GPA of 2.75 ❑ Take Praxis II before student teaching* ❑ Take PLT by the end of student teaching*

Lander University has high expectations for all teacher education majors. Teacher education majors who exhibit unacceptable dispositions may be removed from the program. Procedures for removal are outlined within the Department of Teacher Education Handbook.

*Praxis II and PLT must be passed to apply for certification with the South Carolina State Department of Education.

Required Tests

PRAXIS Core

The state of South Carolina requires all teacher candidates, seeking teacher certification, to demonstrate proficiency in reading, writing, and mathematics. To ensure this, passing scores on the Praxis® Core Academic Skills for Educators Tests are required. The Praxis Core Tests consist of three separate tests:

- **Reading Test:** The Core Reading test includes sets of questions that require the integration and analysis of multiple documents, as well as some alternate response types, e.g., select-in-passage.
- **Writing Test:** The Core Writing test assesses both argumentative writing and informative/explanatory writing, and will contain one writing task for each writing type. In addition, multiple-choice questions will be added to address the importance of research strategies and assess strategies for revising and improving text.
- **Mathematics Test:** The Core Mathematics test includes numeric entry and multiple-choice questions, and will also offer an on-screen calculator to help ensure that questions are testing mathematical reasoning by reducing the chance that a candidate's wrong response comes from a simple arithmetic error.

Praxis Core Test Structure

Praxis Core tests include objective response questions, such as single-selection multiple-choice questions, multiple-selection multiple-choice questions, and numeric entry questions. The Praxis Core Writing test also includes two essay sections. The Praxis Core tests are delivered on computer and may be taken either as three separate tests on separate days or as one combined test. Individual scores will be reported for reading, mathematics and writing on both the individual and the combined tests. If you take the Praxis Core tests separately, each session lasts two hours. If you take the combined test, the entire session lasts five hours. Each session includes time for tutorials and the collection of background information. The actual testing time and number of questions for each Praxis Core test is shown below:

Test	Number of Questions	Testing Time
Reading	56	85 mins.
Mathematics	56	85 mins.
Writing (2 sections)	40 2 essays	40 mins. 60 mins.

Praxis Core Exemptions

ACT Scores for Exemption:

Composite of 22: exempt all Praxis Core sections

English of 22: exempt Praxis Reading and Writing subtests

Math of 22: exempt Praxis Mathematics subtest

SAT Scores for Exemption:

Composite of 1100: exempt all Praxis Core subtests

550 on the Evidence-based Reading and Writing: exempt Praxis Reading and Writing subtest

550 on Math: exempt Praxis Math subtest

Praxis® Core Academic Skills for Educators (Praxis® Core) assessments measure basic academic skills in reading, writing and mathematics. They are required by the SC Department of Education prior to entry into teacher education programs.

SC Dept. of Education Test Code=8108 Lander University Code=5663	Praxis Core Test Information		
	Test Name Note: All three are required*	Exam Code	Passing Score
\$90 – 1 test	Reading – Computer	5713	156
	Writing – Computer	5723	158
	Math – Computer	5733	150
\$150 – 3 tests	All 3 Tests	5752	

Composite Score Option – Effective September 1, 2019, a candidate may also meet the program admission assessment requirement by achieving a composite score of 464 on the three subtests, with no individual subtest score more than four points below the required passing score for that subtest.

Praxis Core Composite Score Option	
Praxis Core	Minimum Subtest Score
Reading	152
Writing	154
Mathematics	146
Composite Score	464

Praxis Core Assistance

Passing Praxis Core can be a challenge for many candidates. We encourage candidates to take Praxis Core (or equivalent tests) at the beginning of their freshman year. Lander provides various assistance for candidates who seek help passing Praxis Core. The Academic Success Center, located in Genesis Hall, contains resources that can prepare students to pass the Praxis. The Department of Teacher Education also offers a one-hour Praxis Preparation course at least once a calendar year, EDUC 205. Ask your academic advisor about its availability. In addition, we have a website that provides links to other helpful Praxis Core resources:

<http://passpraxis.weebly.com>

Praxis II Subject Assessments

Praxis II is a subject area test that assesses content knowledge of pre-certified teacher candidates. Before achieving Candidate status, candidates must take and pass the Praxis II Subject Assessments within their area of study. Additional information regarding Praxis II is available at <https://www.ets.org/praxis/about/subject/>.

In addition, we have a website that provides links to other helpful Praxis II resources:

<https://passpraxis2.weebly.com/>.

Before registering for ANY test, students should affirm the test name and number of the test required at <https://www.ets.org/praxis/sc>.

LANDER CODE = 5363

2022-2023 Praxis II Test Information for Teacher Education Students

*This information is accurate as of September 1, 2022.
Lander University is not responsible for any errors or changes in this data.
Please reference the ETS website at www.ets.org for updates and changes.*

For students who need to take the Praxis II series for certification, please review the registration information at <http://www.ets.org/praxis/sc> and test code information by major (see below).

For test fees, go to: <http://www.ets.org/praxis/about/fees>.

Program	Praxis II Exam(s):	Passing Scores:
Art Education (Grades K through 12)	5135 – Content and Analysis (computer) and PLT – 5621 or 5622 or 5623 or 5624 or 5625 – (computer)	161 Varies by Exam
Early Childhood (Grades Pre-K through 3)	5024 – Education of Young Children (computer) and 5025 – Early Childhood Education PLT – 5621 (Computer)	160 156 157
Elementary (Grades 2 through 6)	5001 – Elem Ed: Multiple Subjects 5002 – Elem Ed: Multiple Subjects Reading & Language Arts Subtest 5003 – Elem Ed: Multiple Subjects Mathematics Subtest 5004 – Elem Ed: Multiple Subjects Social Studies Subtest 5005 – Elem Ed: Multiple Subjects Science Subtest 5622 – PLT (computer) NEW TESTS Code 7811 for ALL ELEMENTARY TESTS (7812-7815) 7812 – Reading/Language Arts CKT Subtest 7813 – Mathematics CKT Subtest 7814 – Science CKT Subtest 7815 – Social Studies CKT Subtest	N/A 157 157 155 159 160 N/A 161 150 154 162
Music Education (Grades K through 12)	5114 – Content and Instruction (computer) and 5621 or 5622 or 5623 or 5624 or 5625 – PLT (computer)	162 Varies by Exam
Physical Education (Grades K through 12)	5095 – Content and Design (computer) and 5621 or 5622 or 5623 or 5624 or 5625 – PLT (computer)	169 Varies by Exam
Secondary English (Grades 9 through 12)	5039 – Content and Analysis (computer) and 5624 – PLT (computer)	168 157
Secondary Mathematics (Grades 9 through 12)	5165 – Content Knowledge 5624 – PLT (computer)	159 157
Secondary History (Grades 9 through 12)	5941 – World and U.S. History: Content Knowledge 5624 – PLT (computer)	150 157
Secondary Chemistry (Grades 9 through 12)	5245 – Chemistry : Content Knowledge 5624 – PLT (computer)	152 157
Special Education*: Multi categorical (Grades Pre-K through 12)	5543 – Core Knowledge & Mild to Moderate Applications and 5621 or 5622 or 5623 or 5624 or 5625 – PLT	158 Varies by Exam

PLT (Principles of Learning and Teaching)

During EDUC 461 and PEES 461: Clinical Practice B (student teaching), candidates complete the PLT exam. In order to pass PLT, candidates must achieve the passing score for their respective grade-level exam or greater. Additional information regarding PLT can be obtained through your advisor, viewing the above graphic, or by visiting <https://www.ets.org>.

Professional Dispositions

Professional dispositions are “habits of professional action and moral commitments” that underlie the art and practice of teaching. Teacher candidates must exhibit dispositions that represent the high standards of the teaching profession. Each semester, Teacher Candidates are assessed using a dispositional framework, created by the Department of Teacher Education and its partners, and coded to InTASC Critical Disposition standards. Teacher Candidate dispositions are documented and evaluated each semester. The Department of Teacher Education expects its Teacher Candidates to exhibit the following dispositions:

1. The Teacher Candidate demonstrates a commitment to Lander's Department of Teacher Education, the school and professional partners by:
 - a) Being punctual for clinical experiences.
 - b) Completing all assignments.
 - c) Communicating with respect to instructors and supervisors.
 - d) Dressing in a professional manner.
 - e) Using standard oral language that is appropriate to the audience.
 - f) Using standard written language that is appropriate to the audience.
 - g) Taking responsibility for one's behavior.
2. The Teacher Candidate demonstrates a commitment to student learning by:
 - a) Treating all students in an equitable manner.
 - b) Respecting diversity in abilities, learning styles and cultures.
 - c) Exhibiting a caring attitude.
 - d) Exhibiting enthusiasm for the learning process.
 - e) Protecting the health and safety of students.
3. The Teacher Candidate demonstrates a commitment to the profession by:
 - a) Being prepared for all tasks and functions of the workplace.
 - b) Maintaining code of ethics ensuring confidentiality.
 - c) Seeking advice and feedback.
 - d) Being a reflective practitioner.
 - e) Collaborating with others.
 - f) Maintaining one's personal and professional integrity.

Consequences of Dispositional Concerns

In order to ensure the integrity of the profession and the quality of the Teacher Education program, candidates who exhibit unacceptable dispositions may be placed on probation or removed from the program. For Teacher Candidates who exhibit patterns of unacceptable dispositions or actions of a serious nature, the Candidate Progress Review (CPR) Committee will meet to provide a recommendation regarding the candidate's status and progress within the Teacher Education Program.

Professional Behavior Intervention Plan

If a candidate displays unprofessional dispositions or behaviors, a faculty member may choose to complete a Professional Behavior Intervention Plan to:

- a) Document the behavior.
- b) Provide dispositional feedback for the candidate with the expectation that the unprofessional behavior in question will be sufficiently improved. Upon observing the unprofessional behavior, the faculty member will contact the candidate to organize a meeting with them to discuss the behavior as well as the action plan for demonstrating improvement. A copy of the PBIP Form is given to the student, their advisor, the Chair of the Department of Teacher Education, and the departmental administrative assistant. The PBIP Form will be scanned and included in the candidate's electronic file. Candidates who have received 3 or more PBIP Forms will automatically be referred to the Candidate Progress Review Committee to determine their status and progress within the Teacher Education Program. Some behaviors may warrant immediate referral to the CPR Committee for consideration.

Candidate Progress Review (CPR) Committee

Rationale: The Department of Teacher Education prepares candidates to enter the profession of teaching and demonstrate the highest standards of the education profession. Candidates should conduct themselves in a professional manner that is positive, open-minded, and sensitive to the racial, ethnic, cultural, and spiritual

values of others. The Candidate Progress Review Committee (CPR) will monitor the development of these behaviors as candidates proceed through their professional program and hear the concerns of any faculty/staff members or clinical and student teaching personnel regarding specific candidates.

Definition: The Department of Teacher Education shall maintain a standing committee named the Candidate Progress Review (CPR) Committee to assess teacher candidates using a dispositional framework, created by the Department of Teacher Education and its partners, and coded to InTASC Critical Disposition standards. The CPR committee will be made up of 5 faculty members. The 5 members shall be: Three (3) program coordinators (Early Childhood, Elementary, and Special Education), one (1) Secondary teacher education faculty member; and the (1) Field Placement Coordinator. If the referring person is a committee member, they will recuse themselves and the committee chair will seek a member-at-large from the department. A three-member quorum will be required to render a decision on hearings.

Procedures:

1. To initiate referral to the CPR, the referring faculty member will make a request to the chair of the Department of Teacher Education by submitting 3 pieces of evidence (Professional Behavior Intervention Plans, Plagiarism Documentation, etc.). If less than 3 PBIPs have been documented, the referring faculty member will specify a need for an immediate request due to a severe dispositional issue/s. The DTE chair, in conference with the referring faculty, will make one of two choices:
 - a. Convene the CPR committee for action.
 - b. Send a disciplinary letter to the student indicating that current behaviors and/or dispositions (not aligned with accepted policies of the College of Education) have been referred and documented. The student will be informed that they may continue in the program; however, changes in student behaviors and/or dispositions will need to be documented, by the student, to address the concerns outlined by the referral. If dispositional issues continue, further action will be taken.
2. If the DTE chair decides to convene the CPR committee for action, this will occur within 10 business days of receiving the referral notification email. This action will involve notifying the committee and the candidate in writing of the convening of a hearing and what the concerns are. The CPR committee will convene within 5 business weeks of this notification. The DTE chair will be responsible for setting the date and time of the meeting.
3. When the committee is convened, the referring faculty member will address the committee in person, explaining their concerns regarding the candidate.
4. Following the faculty member's appearance, the candidate in question will be given the opportunity to address the faculty member's concerns with the committee. The candidate has 5 minutes to address the CPR committee via a typed statement or in person.
 - a. The hearing simply provides a university forum for appropriate and fair-minded discussions and deliberations. In that spirit, neither the university nor the student may be accompanied by legal counsel. The student may, however, be accompanied by an on-campus support person. Should the student be accompanied by an on-campus support person (who may be the academic advisor), the support person is not allowed to participate directly in any discussion but may discreetly confer only with the student during the course of the hearing.
 - b. After the candidate presentation, the committee has the option to ask follow-up questions to the referring faculty member and the candidate. Once questions, if any, are complete, the committee chair will dismiss the referring faculty, the candidate, and, if present, the support person.
5. The CPR committee, in executive session, will discuss the dispositional evidence provided and decide among the following actions:
 - a. The candidate may continue/resume degree program progress with an understanding of the knowledge and dispositions expected of teacher education candidates;
 - b. The candidate may continue in the program with a corrective action plan developed to address identified problems with knowledge and dispositions;
 - c. The committee will recommend (in writing) to the Dean of the Department of Teacher Education that the candidate be dismissed from the professional program.

6. Following the meeting, the committee chair will submit written minutes to: (a) each member of the committee; (b) the referring faculty; (c) the candidate; (d) the Chair of the Department; and (e) the Dean of the College of Education. Additionally, a copy of these minutes will be placed in the permanent record file of the candidate. Minutes of each meeting shall contain the following:
 - a. A summary of concerns expressed by the referring faculty
 - b. A summary of the candidate's responses to those concerns
 - c. Action(s) to be taken
7. If the candidate receives an action plan, at a designated date, the committee will review the candidate's progress. The following outcomes may result:
 - a. The committee agrees to allow the candidate to continue/resume degree program progress.
 - b. The committee recommends further remediation.
 - c. The committee recommends (in writing) to the Chair of the Teacher Education Department that the candidate be dismissed from the teacher education program.
8. The committee chair will submit a follow-up report of the committee, in writing, to: (a) each member of the committee; (b) the referring faculty; (c) the candidate; and (d) the Dean of the College of Education. Additionally, a copy of this follow-up report will be placed in the permanent record file of the candidate.
9. The candidate has the right to appeal the decision of the CPR committee to the Chair of the Department of Teacher Education and, following that, the Dean of the College of Education.

Resolution of Student Problems and Complaints

A candidate who has a problem or complaint about a faculty member, course, or an aspect of the teacher education program, should follow the order recommended below for resolution:

1. Faculty member involved
2. Course coordinator (if different from "a")
3. Chair of the Department of Teacher Education
4. Dean of the College of Education

A candidate who is unable to resolve the complaint through the channels of communication listed above should consult their faculty advisor to initiate the grievance procedure currently in effect for the university.

Social Media Policy and Best Practice

The Department of Teacher Education recognizes the essential importance of participating in meaningful online conversations, and the faculty is committed to ensuring that our students participate in online social media in a safe and productive manner. This Online Social Media Policy Guideline has been developed to help to empower our students to engage and participate in social media websites in an ethical, secure and useful manner.

Furthermore, as educators, we have a professional image to uphold and how we conduct ourselves online helps determine this image. As reported by the media, there have been instances of educators demonstrating professional misconduct while engaging in inappropriate dialogue about their schools and/or students or posting pictures and videos of themselves engaged in inappropriate activity. Some educators feel that being online shields them from having their personal lives examined. But increasingly, educators' online identities are too often public and can cause serious repercussions.

One of the hallmarks of social networks is the ability to "friend" others – creating a group of others that share interests and personal news. School districts strongly discourages teachers from accepting invitations to friend students within these social networking sites. When students gain access into a teacher's network of friends and acquaintances and are able to view personal photos, the student-teacher dynamic is altered. Friending students provides more information than one should share in an educational setting. It is important to maintain a professional relationship with students to avoid relationships that could cause bias in the classroom.

For the protection of your professional reputation, the Lander Education Department recommends the following practices for students (This includes all levels from student teachers and students that have declared education as their major):

Friends and friending:

- Do not accept students in the K-12 environment as friends on personal social networking sites. Decline any student-initiated friend requests.
- Do not initiate such friendships with students.
- Remember that people classified as “friends” have the ability to download and share your information with others.
- If you wish to use networking protocols as a part of the educational process, please work with your administrators and technology staff to identify and use a restricted, school-endorsed networking platform.

Content:

- Do not use commentary deemed to be defamatory, obscene, proprietary, or libelous. Exercise caution with regards to exaggeration, colorful language, guesswork, obscenity, copyrighted materials, legal conclusions, and derogatory remarks or characterizations.
- Weigh whether a particular posting puts your effectiveness as a teacher at-risk.
- Post only what you want the world to see. Imagine your students, their parents, your administrator, visiting your site. It is not like posting something to your web site or blog and then realizing that a story or photo should be taken down. On a social networking site, once you post something it may be available even after it is removed from the site.
- Do not discuss students or coworkers or publicly criticize school policies or personnel.
- Do not post images or videos that include students without school permission or prior written permission from the school and parents.
- Remember to always be professional and courteous when engaging and participating with others in a social network.

Security:

- Due to security risks, be cautious when installing the external applications that work with the social networking site. Examples of these sites are calendar programs and games.
- Run updated malware protection to avoid infections of spyware and adware that social networking sites might place on your computer.
- Be careful not to fall for phishing scams that arrive via email or on your wall, providing a link for you to click, leading to a fake login page.
- Visit your profile’s security and privacy settings. At a minimum, educators should have all privacy settings set to “only friends”. “Friends of friends” and “Networks and Friends” open your content to a large group of unknown people. Your privacy and that of your family may be at risk. People you do not know may be looking at you, your home, your children – your lives!

Please stay informed and cautious in the use of all new networking technologies. This policy will be updated and amended as needed.

Clinical Placements

The Department of Teacher Education believes that frequent and diverse clinical placements are essential for preparing candidates to be successful teachers. Clinical placements are divided into preliminary and professional categories.

Preliminary clinicals (EDUC 106, 206, 207, and 203) are taken during the Provisional level and aim to provide candidates with an introduction to the classroom/school environment and allow candidates to begin assisting instruction through one-on-one and group assistance.

All candidates who participate in clinical placements are required to perform a SLED Check and a TB Test. Candidates should schedule this before their first clinical placement so that they are not waiting on their SLED or TB results. Doing so might mean less time spent in the classroom and a lower grade. Information on the SLED check and TB tests can be found in Appendix A and B.

During Provisional status, Early Childhood, Elementary, and Special Education candidates participate in three clinical placements (EDUC 106, 206, and 207). These clinicals require 15 to 30 hours in an educational setting.

P-12/Secondary candidates (Chemistry, History, English, Math, Music, Physical Education, and Visual Arts) participate in one clinical experience at the Provisional level (EDUC 203). EDUC 203 is designed to provide P-12/Secondary students with an introduction to a classroom in their area of emphasis. This clinical requires 25 hours in an educational setting.

Clinical students are responsible for maintaining an up-to-date, accurate, and truthful attendance log. The attendance log should be an accurate reflection of the time a clinical student spends in a clinical placement. Any evidence of inaccuracy in an attendance log may result in any of the following consequences: removal from the clinical, failure of the clinical course, issuance of a Professional Behavior Intervention Plan, and/or permanent removal from the Teacher Education Program. Honesty and integrity are key to the teaching profession and are in line with our dispositional model: “Communicating with respect to instructors and supervisors.”

Professional clinicals (EDUC/ECED/PEES/SPED 329, 429, 461) are taken at the Candidate level, and provide candidates the opportunity to plan, deliver, assess, and reflect on instruction.

During EDUC/ECED/PEES/SPED 329: Field Experience II, in addition to clinical activities, candidates must complete the following:

- Submit Student Teaching Application to the SC State Department (Current cost: \$105)
- Complete Fingerprinting (Current cost: \$55).

These tasks will be completed with the Coordinator of Field Experiences. Please do not complete them without their direction

During EDUC/ECED/PEES/SPED 429: Clinical Practice A, in addition to clinical activities, candidates must complete the following:

- Technology Lesson Plan: Technology should be integrated in each lesson a candidate delivers within a clinical placement. However, in the 429 clinical, candidates will conceive and deliver a model lesson which integrates technology in a way that teaches digital citizenship, according to ISTE standards.
- Depending on SC Department of Education deadlines for the Student Teaching Application and Fingerprinting process, students in either 329 or 429 may have to complete this.

All teacher candidates, at Candidate status, take a progression of three professional clinicals: EDUC/ECED/PEES/SPED 329, 429, and 461. Requirements for each clinical placement vary depending on certification area.

EDUC 461: Clinical Practice B Policy

The Clinical Practice (student teaching) experience is regulated by the South Carolina Department of Education and includes a requirement of 60 full days in a South Carolina public school under the supervision of:

- A highly qualified, SCTS 4.0 trained, clinical faculty member (cooperating teacher) certified for at least 3 years in the area of licensure the candidate is preparing for; and
- A qualified university supervisor who has been SCTS 4.0 trained and certified in the area of licensure the candidate is preparing.

Under no circumstances will candidates be placed in schools where family members are currently employed or

attending, or in districts where family members are employed as a building or district level administrator. Candidates are expected to self-disclose this information prior to placement. Failure to do so will result in change of placement and may extend the clinical practice experience. In order to provide the most beneficial and positive clinical practice experience to our potential program completers, teacher education candidates are required to complete this experience in one of the local area public school districts which includes: Greenwood 50 (Greenwood), Greenwood 51 (Ware Shoals), Greenwood 52 (Ninety-Six), Laurens 55 (Laurens) and Abbeville districts. If needed, students could be placed in nearby districts, including Laurens 56, Newberry, McCormick, Edgefield, and Saluda. Factors that contribute to the selection of these districts include: distance from the Lander University campus, levels of diversity inherent to these school districts, formal agreements with these school districts, and training of clinical faculty at these sites.

Clinical Placement Grades

In order to advance in the program, a grade of “B” or greater is required in each clinical placement. If a candidate makes less than a “B”, the clinical may be repeated. A clinical placement may be repeated no more than one time. Therefore, if a “B” or greater is not achieved by the second attempt, the candidate will not progress and will be removed from the teacher education program.

Special Requests – Teaching Out of the Area during EDUC 461: Clinical Practice B

There are circumstances in which a candidate may petition the Department of Teacher Education for approval to complete their clinical practice outside the school districts referenced above. The procedures to apply to student teach out of area will be provided to candidates the semester prior to their student teaching.

Transportation

Students are required to provide their own transportation to clinical placements. Students are reminded that if they transport other classmates, they are assuming personal liability in the event of an accident.

Advising

Teacher candidates are matched with an academic advisor who helps them navigate the courses and requirements of their program of study. The requirements of the teacher education program are complex, and advisors are available to provide guidance to candidates. Candidates are required to meet with their advisors once a semester in order to be approved to register for courses. Candidates are encouraged to meet with their advisors beyond the required semesterly meetings. Generally, for semesterly academic advising, in the midpoint of the semester, advising faculty post advising times outside their office doors and notify their advisees of the posted times and invite them to sign up for a time that suits them. To ensure a successful advising appointment, candidates should come prepared with the following:

- A copy of their program of study (filled out with courses they have taken)
- A list of courses they wish to take

Ultimately, it is the candidate’s responsibility to ensure that they fully understand the requirements, courses, and checkpoints that are part of their program of study. Academic advisors are a powerful resource, and candidates are encouraged to meet with them whenever they have a question about their program of study.

Student Organizations

The Department of Teacher Education contains numerous student organizations that provide opportunities for proactive and conscientious candidates to receive further professional development and provide educational service to the community. The department’s student organizations include, but are not limited to, the following:

Kappa Delta Pi Honor Society

Kappa Delta Pi (KDP) is an international honor society for educators. Membership is open to only the top 20 percent of those entering the education field. As such, members must have a 3.0 GPA and be an education student in good standing

with no more than one Professional Behavior Intervention Plan form. Members must provide service to keep their membership and participate in semesterly meetings.

Council for Exceptional Children

Lander's chapter of the Council for Exceptional Children is made up of Special Education majors who are committed to advocating for diverse learners of all exceptionalities. Members meet several times per semester, and many members attend the annual South Carolina Council for Exceptional Children conference and participate in College Night activities.

Palmetto State Teacher's Association

Lander's chapter of the Palmetto State Teacher's Association is made up of candidates from every education discipline who are interested in boosting their knowledge of teacher and student advocacy issues. Members meet several times a semester, provide service to the community, and attend statewide conferences.

Teaching Fellows

Lander Teaching Fellows is made up of teacher candidates from all disciplines who, as high school seniors, participated in a rigorous interview process and were chosen to receive Teaching Fellows for Lander University. Membership in Teaching Fellows is limited to those candidates who officially receive the Fellowship. Lander Teaching Fellows participate in monthly meetings, collaborate on service projects, and provide 30 hours of service-learning to the community each semester.

Call Me MISTER (Mentors Instructing Students Toward Effective Role Models)

The mission of the Call Me MISTER initiative is to increase the pool of available teachers from a broader, more diverse background, particularly among the state's lowest performing elementary schools. The MISTER initiative attempts to accomplish this by providing academic, social, and financial support to under-represented individuals interested in entering the teaching profession. Lander MISTERS meet each week for professional development activities, collaborate on service activities, and attend a summer institute every year.

Graduation Requirements

<https://www.lander.edu/academics/registrars-office/graduation.html>

APPENDIX A:

SLED CHECK

You will need a credit/debit card to pay for the SLED Criminal Record check – the fee is \$25.00. The phone number at SLED is **803.737.9000**.

Steps to take:

- 1) Go to this link or visit the SLED website and click on Criminal Records Check.
- 2) <https://catch.sled.sc.gov/>
- 3) Read the terms and Click “Agree” to the terms.
- 4) Click “Not Eligible” for reduced fee. You have to be a non-profit organization to be eligible.
- 5) Enter demographic information including: last name, first name, gender, maiden name (if applicable), date of birth YYYYMMDD (no spaces, dashes, or slashes) and social security number (no spaces or dashes). Click “Submit”
- 6) Click “Charge” and enter credit card information. You will be charged \$25.00.
- 7) **Save a copy (screenshot, save as a pdf, etc.)** of your record to your computer and email it to Amanda Walkup at awalkup@lander.edu (Field Experiences Coordinator). You can also print it and hand it in at LC 223. It is recommended that you keep a copy for your records.
- 8) **You will not be permitted to be placed in a public school in SC without proof of a “clean” SLED Criminal Background Check** – no felony or serious misdemeanor charges.

If you believe there is an error on your SLED Check report, please notify Amanda Walkup (awalkup@lander.edu) and contact SLED to find out how to get corrections made.

Your SLED Criminal Background Check is valid for 12 months from the date of review.

APPENDIX B:

TB Testing

You can have the TB test administered by your primary care physician, you can go to Accurate Diagnostics, or you can go to Lander Health Services.

- Accurate Diagnostics, ~ \$15.00, 864-227-0050, 125 Capitol St. Greenwood SC 29649
- Lander Health Services (Wellness Center), ~\$25.00, 864-388-8885, ONLY on Mondays and Tuesdays
- Schedule TB test – Return at the designated time and day to finalize the test and get the results page.
- Provide copies of those results to Amanda Walkup in LC 223 either on paper or emailed to awalkup@lander.edu.

**You will not be permitted to be placed in a public school in SC
without proof of a negative TB test.**

Unless otherwise notified, the TB test is valid for the time you are in college, and you will not need to get another one.

EDUC 106 and EDUC 203 – SLED checks and TB tests have to be completed prior to beginning your placement. You will be provided directions for these by your professors and via email. SLED costs \$25 and the TB test costs approximately \$15 (depending on where you go). These costs are not included in your course fees or tuition.

APPENDIX C: Applying to Student Teaching Clearance and Fingerprinting

329 or 429 students – You must complete an application for student teaching and the fingerprinting process required through the State Department of Education around one semester prior to student teaching.

Mrs. Walkup, the Coordinator of Field Experiences, will meet with students as a class to accomplish this. This may be done at the end of the 329 semester to meet the state's deadlines.

The student teaching application costs approximately \$105 and the fingerprinting costs approximately \$55 (as of Spring 2022).

These costs are not included in your course fees or tuition.

APPENDIX D: South Carolina State Department of Education Standards of Conduct for South Carolina Educators and the NASDTEC Model Code of Ethics for Educators

STANDARDS OF CONDUCT FOR SOUTH CAROLINA

Pursuant to State Board of Regulation 43-58, the State Board of Education has the legal authority to deny, revoke, or suspend a certificate, or issue a public reprimand, for the following causes:

- incompetence,
- willful neglect of duty,
- willful violation of the rules and regulation of the State Board of Education,
- unprofessional conduct,
- drunkenness,
- cruelty,
- crime against the law of this state or the United States,
- immorality,
- any conduct involving moral turpitude,
- dishonesty,
- evident unfitness for the position for which one is employed,
- test security violation,
- sale or possession of narcotics,
- obtaining or attempting to obtain a certificate by fraudulent means or through misrepresentation of material facts,
- failure to comply with the provisions of a contract without the written consent of the local school board,
- failure to comply with a court order for child support, and
- failure for a second time to complete successfully the formal evaluation process as an annual contract teacher.

The State Board of Education may impose any one of the following disciplinary actions on an educator certificate:

- permanent revocation;
- revocation with the right to reapply after three years,
- suspension for a specified period of time;
- suspension for a specified period of time, upon satisfaction of certain conditions such as drug or alcohol testing, counseling, or treatment; psychiatric testing, counseling, or treatment; or other conditions appropriate to the facts of the case,
- public reprimand.

The process for taking disciplinary action on an educator certificate:

1. The Department of Education may learn of possible grounds for disciplinary action on an educator certificate from a school district superintendent pursuant to State Board of Education Regulation 43-58.1, other states, the

media, and individual complaints.

2. Once the Department of Education learns of conduct that may constitute just cause for disciplinary action, the Department will notify the educator of pending disciplinary action and of the educator's right to a hearing. The educator has fifteen days from the receipt of the notice to make a written request for a hearing.

3. If the educator fails to request a hearing within this time frame, he or she will waive the right to a hearing and the State Board may impose disciplinary action based on the information presented by the Department.

4. If the educator requests a hearing, a hearing will be conducted before the Board or a hearing officer, pursuant to State Board of Education Rule BCAF, Procedures for Educator Certification Hearings.

South Carolina educators have had disciplinary action taken on their certificates for

- pursuing a personal, inappropriate relationship with a student;
- touching a student inappropriately;
- engaging in a physical altercation with a student;
- supplying alcohol or drugs to a student;
- using a school computer to view or download pornography;
- sending or receiving prurient e-mails;
- violating test security;
- violating state or federal laws involving drugs or alcohol or other illegal behavior;
- embezzling public funds;
- committing breach of trust; and
- breaching a teaching contract.

Applicants for certification in South Carolina have had their applications for certification denied because they have serious criminal records and, in some cases, failed to fully disclose their criminal records.

Notice of the denial, public reprimand, suspension or revocation of an educator's certificate is sent to all districts in South Carolina and to the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse.

Principle I: Responsibility to the Profession

The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.

A. The professional educator demonstrates responsibility to oneself as an ethical professional by:

1. Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct;
2. Knowing and upholding the procedures, policies, laws and regulations relevant to professional practice regardless of personal views;
3. Holding oneself responsible for ethical conduct;
4. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and taking appropriate measures when personal or health-related issues may interfere with work-related duties;
5. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community;
6. Avoiding the use of one's position for personal gain and avoiding the appearance of impropriety; and
7. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others.

B. The professional educator fulfills the obligation to address and attempt to resolve ethical issues by:

1. Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization;
2. Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;
3. Neither discriminating nor retaliating against a person on the basis of having made an ethical complaint;
4. Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate; and
5. Cooperating fully during ethics investigations and proceedings

C. The professional educator promotes and advances the profession within and beyond the school community by:

1. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;
2. Engaging in respectful discourse regarding issues that impact the profession;
3. Enhancing one's professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations;
4. Actively participating in educational and professional organizations and associations; and
5. Advocating for adequate resources and facilities to ensure equitable opportunities for all students.

Principle II: Responsibility for Professional Competence

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

A. The professional educator demonstrates commitment to high standards of practice through:

1. Incorporating into one's practice state and national standards, including those specific to one's discipline;
2. Using the *Model Code of Educator Ethics* and other ethics codes unique to one's discipline to guide and frame educational decision-making;
3. Advocating for equitable educational opportunities for all students;
4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure, and training of one's position;
5. Reflecting upon and assessing one's professional skills, content knowledge, and competency on an ongoing basis; and
6. Committing to ongoing professional learning.

B. The professional educator demonstrates responsible use of data, materials, research and assessment by:

1. Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information;

2. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;
4. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;
5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one's research and practice, in accordance with **district** policy, state and federal laws; and
6. Using data, data sources, or findings accurately and reliably.

C. The professional educator acts in the best interest of all students by:

1. Increasing students' access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience.
2. Working to engage the school community to close achievement, opportunity, and attainment gaps; and
3. Protecting students from any practice that harms or has the potential to harm students.

Principle III: Responsibility to Students

The **professional** educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety and well being of students by establishing and maintaining appropriate verbal, physical, **emotional and social boundaries**.

A. The professional educator respects the rights and dignity of students by:

1. Respecting students by taking into account their age, gender, **culture**, setting and socioeconomic context;
2. Interacting with students with **transparency** and in appropriate settings;
3. Communicating with students in a clear, respectful, and culturally sensitive manner;
4. Taking into account how appearance and dress can affect one's interactions and relationships with students;
5. Considering the implication of accepting gifts from or giving gifts to students;
6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind;
7. Avoiding **multiple relationship** with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness;
8. Acknowledging that there are no circumstances that allow for educators to engage in romantic or sexual relationships with students; and
9. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the educator's career. The professional educator ensures that the adult relationship was not started while the former student was in school.

B. The professional educator demonstrates an **ethic of care** through:

1. Seeking to understand students' educational, academic, personal and social needs as well as students' values, beliefs, and cultural background;
2. Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture; and
3. Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.

C. The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:

1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice;
2. Upholding parents'/guardians' legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student; and
3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

Principle IV: Responsibility to the School Community

The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.

A. The professional educator promotes effective and appropriate relationships with parents/guardians by:

1. Communicating with parents/guardians in a timely and respectful manner that represents the students' best interests;

2. Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community;
3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and
4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.

B. The professional educator promotes effective and appropriate relationships with colleagues by:

1. Respecting colleagues as fellow professionals and maintaining civility when differences arise;
2. Resolving conflicts, whenever possible, privately and respectfully and in accordance with district policy;
3. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;
4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;
5. Enhancing the professional growth and development of [new educators](#) by supporting effective field experiences, mentoring or induction activities across the career continuum;
6. Ensuring that educators who are assigned to participate as mentors for new educators, cooperating teachers, or other teacher leadership positions are prepared and supervised to assume these roles;
7. Ensuring that educators are assigned to positions in accordance with their educational credentials, preparation, and experience in order to maximize students' opportunities and achievement; and
8. Working to ensure a workplace environment that is free from harassment.

C. The professional educator promotes effective and appropriate relationships with the community and other stakeholders by:

1. Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families;
2. Collaborating with community agencies, organizations, and individuals in order to advance students' best interests without regard to personal reward or remuneration; and
3. Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications.

D. The professional educator promotes effective and appropriate relationships with employers by:

1. Using property, facilities, materials, and resources in accordance with local policies and state and federal laws;
2. Respecting intellectual property ownership rights (e.g. original lesson plans, district level curricula, syllabi, gradebooks, etc.) when sharing materials;
3. Exhibiting personal and professional conduct that is in the best interest of the organization, [learning community](#), school community, and profession; and
4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

E. The professional educator understands the problematic nature of multiple relationships by:

1. Considering the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students' learning and well-being or diminish educator effectiveness;
2. Considering the risks and benefits of a professional relationship with someone with whom the educator has had a past personal relationship and vice versa;
3. Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student teachers, colleagues, and supervisors; and
4. Ensuring that professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning, and well-being.

Principle V: Responsible and Ethical Use of Technology

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

A. The professional educator uses [technology](#) in a responsible manner by:

1. Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology on one's interactions with students, colleagues, and the general public;

2. Staying abreast of current trends and uses of school technology;
3. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members;
4. Knowing how to access, document and use [proprietary materials](#) and understanding how to recognize and prevent plagiarism by students and educators;
5. Understanding and abiding by the district's policy on the use of technology and communication;
6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws and should consider the implications of sharing [sensitive information](#) electronically either via professional or personal devices/accounts; and
7. Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.

B. *The professional educator ensures students' [safety and well-being](#) when using technology by:*

1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms;
2. Respecting the privacy of students' presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the student or others; and
3. Monitoring to the extent practical and appropriately reporting information concerning possible cyber bullying incidents and their potential impact on the student learning environment.

C. *The professional educator maintains confidentiality in the use of technology by:*

1. Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology;
2. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records; and
3. Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.

D. *The professional educator promotes the appropriate use of technology in educational settings by:*

1. Advocating for equal access to technology for all students, especially those historically underserved;
2. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and
3. Promoting technological applications (a) that are appropriate for students' individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.

Field Experience Forms

These 3 forms must be completed before you will be provided your placement.

Waiver

<https://forms.office.com/r/A1am5zriBX>

Ethics

<https://forms.office.com/r/jWg4eD1NhN>

Handbook

<https://forms.office.com/r/mpFJVmCSC8>

If you encounter difficulty with them, try the following:

1. Copy and paste the link into your browser instead of clicking on it.
2. Open an incognito tab in your browser, then copy/paste the link.
3. Contact Mrs. Walkup at awalkup@lander.edu or in office LC 223