Performance on Licensure Examinations

Instructional Planning and Implementation

Classroom Management

Outcome 1
All teacher candidates will pass three of four special education Praxis examinations that are required for special education licensure in South Carolina. Specifically, the "Special Education: Core Knowledge and Applications" exam, and specialty area exams related to their disability foci (either ED/LD or ED/ID). All teacher candidates must pass the "Teaching Students with Emotional Disabilities" exam. In addition, depending on their focus, teacher candidates must also pass either the "Teaching Students with Learning Disabilities" exam or the "Teaching Students with Intellectual Disabilities" exam. These exams will be taken and passed no later than by the finish of the clinical internship experience. Teacher candidates cannot be recommended for state licensure until they successfully complete these examinations.

Outcome 2
Teacher candidates demonstrate the ability to plan and implement research-based instruction for students with disabilities. Teacher candidates will increase their ability to provide effective instruction as they progress through their programs of study. Teacher candidates will learn about the essential elements of effective instruction in "knowledge" oriented courses, such as EDFS 411 - Introduction to Curriculum and Instruction, and EDFS 401 - Introduction to Exceptional Children and Youth. Teacher candidates learn to "apply" these practices in "skill" oriented courses, such as EDFS 428 - Procedures for Teaching students with Learning Disabilities (see map in the introductory section of this document) as well as field courses.

Outcome 3
Teacher candidates in the undergraduate Special Education Program demonstrate competence in managing behavior in classrooms designed for students with disabilities. Teacher candidates gain knowledge and greater awareness of how to implement the principles of effective management in their procedures courses (e.g., EDFS 422 - 428 - Procedures for Teaching Students with Mental Disabilities - and Learning Disabilities, respectively) and apply this knowledge toward developing a classroom management system in EDFS 412 - Social Competence Instruction for Students with Disabilities and EDFS 450 - Classroom and Behavior Management. (See BS assessment map in the introductory section of this document.)