Clinical Practice
in Early Childhood and Elementary

COURSE INFORMATION

Course Credits: 12 Semester Hours
Supervisor: Dr. MaryAnn Hartshorn
Conference Times: After observations and by arrangement.
Office hours: Thursdays, 4-6 p.m., at the North Campus; Mondays, 2-3 p.m., in the Education Building, 86 Wentworth St., Room 335; or by appointment.
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COURSE DESCRIPTION

In this course, candidates engage in full-time teaching in a P-3 (EDFS 455), grades 2-6 (EDFS 457, 699. They assume all of the responsibilities of a professional teacher. Under the supervisions of a cooperating teacher and a college supervisor, candidates complete a long range plan, take over full-time teaching and non-instructional responsibilities and participate in professional activities outside of the classroom and in weekly seminars.

Pre-requisite: EDEE 415 (EC) or EDEE 416 (EL) or EDEE 417 (ML)

Course Text/Materials: Clinical Practice Handbook (current semester and year) from the Office of Student Services and Certification.

Performance Data: Anonymous data and work samples relating to teacher education unit key assessments will be collected from candidates enrolled in clinical practice for required reporting to accrediting agencies (e.g., NCATE, ACEI, NAEYC, NMSA). Data will be reported in aggregate form.

Grading and Attendance: See Clinical Practice Handbook.

COURSE OBJECTIVES

During the 16 weeks of the clinical practice experience, four to six weeks of which are full time teaching responsibility, the intern will demonstrate the following strategies. Arabic numerals refer to the School of Education’s Elements of Teacher Competency (Conceptual Framework) and Roman numerals refer to each of the School of Education’s Teaching and Learning Standards within the Framework.
### COURSE OBJECTIVES

1. Meet the cognitive needs of pupils from various social, economic, and ethnic backgrounds.  
   - **ETC 3 (VII)**

2. Communicate effectively with parent caregivers in a way that encourages involvement in their child’s learning.  
   - **ETC 3 (V)**

3. Work cooperatively with professional staff in public schools.  
   - **ETC 3 (V)**

4. Plan and implement instructional procedures for pupils based on a variety of groupings (individual, small and large groups).  
   - **ETC 1, 2 (I, II)**

5. Use a variety of instructional strategies and reflect upon effectiveness in facilitating learning.  
   - **ETC 2 (III)**

6. Plan and implement appropriate teaching lessons and units.  
   - **ETC 1, 2 (I, II)**

7. Integrate knowledge of learners, content, and effective instructional strategies to meet the needs of diverse learners.  
   - **ETC 1, 2, 3 (I, II, III, VII)**

8. Demonstrate knowledge and skills required to develop a positive classroom culture that supports student learning.  
   - **ETC 3 (VII)**

9. Design and implement effective short and long-range plans.  
   - **ETC 2 (III, VI)**

10. Design and implement formative and summative assessment procedures that demonstrate student learning.  
    - **ETC 2 (I)**

11. Use assessment information to differentiate instruction.  
    - **ETC 2 (VI)**

   Implement a classroom management system plan that meets the needs of individuals, as well as small and large groups, under varying conditions.

12. Implement a classroom management system plan that meets the needs of individuals, small & large group.
### REQUIRED ASSIGNMENTS AND DUE DATES

**First two-three weeks when announced by supervisor**

- Submit daily/weekly and semester schedules to supervisor. Notify your supervisor of any schedule changes immediately.

- Write and submit to your college supervisor the following information:
  1. How teacher begins and ends the day.
  2. Co-op teacher’s lesson implementation: introduction, expectations established, instructional routine for basic part of lesson, summarization and assessment.
  3. How teacher creates an instructional flow and connection of learning and reinforcement of concepts throughout the day.
  4. How transitions are made from lesson to lesson and classroom activities to out of the classroom activities.
  5. Questioning techniques used by the teacher.
  6. How teacher includes all students in the instruction.
  7. Management of classroom routine and special procedures.
  8. How each student is helped to feel valued.

- Assumption of Responsibilities: Gradually take over planning, teaching and classroom management procedures, and increasing responsibilities week by week until you are responsible for six weeks of full-time teaching. TURN IN this completed phase in plan to your college supervisor by August 31.

**Before beginning full-time teaching**

Complete your Long Range Plan in accordance with ADEPT training information. This must be completed and fully approved by your college supervisor BEFORE you begin your full-time teaching. Do not work on your long range plan while you are observing. This plan should be prepared when students are not in the classroom. Consult with your co-op teacher about information relating to S.C. Teaching Standards, school and classroom procedures and policies and any other information pertinent to this classroom. Your teacher may share his/her plan with you, but do not copy the entire document. Write as much information, such as the class-student profile information, as you can in your own words.

**Prior to teaching**

**Daily lesson plans** (part of short-range plans). Plan sequence: Standard, Objective, Assessment, Materials, and Procedures. Have plans available to your college supervisor as directed. Your teacher will set a time in the preceding week to go over the plans and approve them for the coming week. One copy of the week’s plans should always be available in your intern notebook for teacher, principal, or supervisor to check. Note: You must show ability to plan on your own with little dependency on the co-op teacher. However, your teacher will continue to read and approve your plans a week in advance of implementation.

**Candidate Work Sample** (includes short-range plans). See CP Handbook. This plan must be written and approved by your college supervisor BEFORE the first lesson of the unit is taught. Place these plans in your notebook. Extended integrated thematic units may also be developed (see grade span requirements for additional information).
**REQUIRED ASSIGNMENTS AND DUE DATES**

**Instruction with visuals and objects:** Make and use at least two bulletin boards or learning centers. These may be in the classroom or on an assigned school hallway board. Coordinate with cooperating teacher if she/he has a special topic to be developed. Such teaching aids should always be related to present or immediately upcoming instruction. They may be visual, tactile and/or interactive. However, they must always be instructive. Be sure your college supervisor actually views them or provide a photograph in your notebook.

**Family Involvement Project:** See rubric following due dates on your intern checklist.

**OTHER COURSE EXPECTATIONS AND GUIDELINES**

**Overview**

- Observe, plan, teach and be an active member of the faculty during the entire school day, five days a week, for 16 weeks
- Attend weekly seminars after school one day per week as scheduled by your college supervisor.
- Attend special seminars for all interns such as the resume seminar, career fair and others.
- Arrive at your school and leave at the same times required of regular teachers. Often it will be necessary for you to arrive earlier and remain later than is required.
- Assume all extra responsibilities required of the cooperating teacher (i.e. yard, bus, and hall duties.) **You are, however, not to be responsible for students in these situations if a regular teacher is not present.**
- Conduct yourself and dress in a professional manner at all times. **Adhere to all College of Charleston and school district policies, school rules and dress codes.**

**Communication**

- If you feel communication between you and your cooperating teacher or between you and your college supervisor is becoming a problem, contact your college supervisor immediately.
- If your email address or your phone number changes, inform your college supervisor immediately.
- Check email daily!
- If you are going to be absent, call your cooperating teacher and college supervisor as soon as you know and no later than before the school day. Have a plan to get necessary plans and materials to school.

**Observation**

- Observation of your cooperating teacher’s teaching strategies and overall procedures during the first two weeks of your internship is critical to your overall success in this experience. You are to observe without taking over any direct teaching responsibilities during the first two-week period.
You may assist as directed by your teacher. Any time you are not assisting or actually teaching before and after the initial two weeks of observing you should be observing. During the phase out period at the end of your experience, you will observe with “new eyes,” noting how your cooperating teacher manages all aspects of his or her responsibilities.

- Observation of other teachers and grade levels during the final days of your clinical practice will allow you to compare and contrast various aspects of your experience.

Planning and Preparation

- **Personal Preparation:** It is of utmost importance that you know your subject matter. You are expected to study and know the material in advance, not only the material in the text but also additional teacher information and information from your own research. You are expected to bring in additional sources of information for your students such as internet searches, books, pictures, teaching kits, videos, interviews, hands-on activities, etc.

- **Handwriting Preparation:** Become proficient in writing on the Smartboard, chart paper, and whiteboard in a clear manner (cursive and/or manuscript, depending upon the grade you are teaching). In the lower grades when handwriting is taught according to a specific program, prepare a sample for your college supervisor and place in your notebook or as your college supervisor directs.

Instruction and Assessment

- **Balanced Learning Experiences:** In preparing and implementing of learning experiences, incorporate knowledge of curriculum, instruction, human development, assessment and differences that affect learning.

- **Technology:** Make effective use of all audiovisual and other technological resources that are available to your classroom and school. Even if your cooperating teacher does not use available technology, it is essential that you do.

- **Outdoor activities and field trips:** The use of outdoor learning activities for your students is encouraged subject to the guidance and approval of your cooperating teacher. Field trips are encouraged when feasible. Take as much responsibility in planning any details of a trip taken during your internship as your teacher feels appropriate. All must be done under the direct supervision of you cooperating teacher. Always include pre- and post-learning experiences related to the trip.

- **Arts integration:** Incorporate music, dance, art and drama frequently in cognitive, affective and psychomotor experiences.

- **Assessments and Record Keeping:** Formative and summative (to include short range plan) assessments should be planned and implemented. Each should be carefully analyzed to determine the next instructional step such as re-teaching, moving to the next concept or skill, or individualizing instruction and progression into the next instructional step. You are responsible for keeping testing and progress records as directed by your cooperating teacher and college supervisor. Keep each of your assessments in your notebook along with the related plan.
Consultation & Collaboration Outside Classroom

- **Parent-Teacher Interaction:** If possible, observe and participate under close supervision of cooperating teacher in at least two individual parent-teacher conferences. Be sure to obtain permission of the parent. Remember that confidentiality is critical. Attend all PTA, Open House meetings and other family/school events. Document.

- **Collaboration and Teamwork:** Observe discussions, evaluation and special needs conferences (i.e. Reading Recovery, resource gifted and talented, assistance teams, IEPs) conducted by professional staff members to determine placements and/or special assistant to students. Note the role of the classroom teacher. Document if attended.

- **Teacher-work days, grade level planning, and in-service workshops:** You are to attend all with your cooperating teacher. Document all activities.

Self-Evaluations and Reflections

- Keep a daily journal noting important ideas, events and reflections. This up-to-date journal should be available to your college supervisor during observation and visits updated on OAKS each day.

- Self-evaluations within regular observations and assessments: Each time you are evaluated you will be expected to write a self-evaluation or reflection. Your daily reflections might record an assessment of your daily progress.

- Prepare and present a portfolio that represents your knowledge, skills and dispositions. Evidence from your clinical practice will be used in this portfolio.

Assessments of Clinical Practice Intern

- The college supervisor and cooperating teacher will each formally observe the intern at least four (4) times. Each time the observer will assess performance using the ADEPT observation form.

- Midterm evaluations, final evaluations, and summative evaluations will be made on each intern. Co-operating teacher and college supervisor will collaborate and conference with the intern using each document.

- While the co-operating teacher and the college supervisor collaborate on much of the evaluation process, the college supervisor has the responsibility for determining the final grade assigned to the intern.

LEGAL NOTICE
You are prohibited by South Carolina Law to serve as a substitute teacher. Even if you feel confident enough to serve in this position, should your cooperating teacher be absent for any reason, state law and College of Charleston policy forbid your assuming this role. You must be under the supervision of a certified teacher at all times.
Teaching full time for an extended period of time is the culmination of the clinical practice experience. What follows is a suggested plan for sixteen weeks of clinical practice with a six-week full-time experience. It may be adjusted based on classroom, cooperating teacher, and intern needs. The cooperating teacher and college supervisor will make adjustments as needed.

### SUGGESTED PLAN FOR ASSUMING FULL TIME TEACHING RESPONSIBILITIES

| Week 1 | The road to full-time teaching begins the first day as you build rapport with the students, learning their names and talking with them to find both their academic and personal strengths. You should also learn about their personal interests, i.e. sports, music lessons, hobbies, etc. Take your direction from your cooperating teacher, discuss what is planned, ask if you may assist, and reflect on what you see. It is most important that you observe your teacher carefully, taking notes as you observe. |
| Weeks 2-3 | By the beginning of this week you will be on the way to developing your long-range plan and designing an overview of what you will be doing for the full 16-week period. During these weeks, you will continue recording your observations and assisting your cooperating teacher as directed. |
| Week 4 | In this week you should take over instruction of one lesson, the writing of daily lesson plans for the lesson and one non-instructional responsibility. |
| Week 5 | This week you are well into phase-in, and should be handling at least two complete lessons and other non-instructional activities each day. |
| Week 6 | Starting with the sixth week, you should have assumed most of the teaching responsibility for the class and all non-instructional activities. Your cooperating teacher will be with you most of the time, but as weeks progress, s/he may be away from the room for various periods of time. Continue to plan and work with the cooperating teacher and remember that s/he is available to assist in small group or tutorial activities that may be helpful to you and the students. |
| Weeks 7-12 | Full time teaching including all lesson plans. cooperating teacher will act as a consultant for your planning and approve all plans the week before they are to be implemented. Some of the planning will be based on your ideas. Your cooperating teacher will gradually spend more time outside of the classroom, or at least out of view of the students. |
| Weeks 13-16 | You will begin to return the class to the cooperating teacher’s leadership to be completed by the fourteenth week. This ongoing work is to be planned with the cooperating teacher to insure a smooth transition that best serves the children. As you give back teaching times to your cooperating teacher, you will schedule observations of other teachers at the same and different levels as well as those with special teaching responsibilities. Record your observations as directed by your college supervisor. |