DEPARTMENT OF TEACHER EDUCATION
COLLEGE OF CHARLESTON

CLINICAL PRACTICE SYLLABUS
Spring 2011

Mary Blake Jones
Clinical Practice Information

Clinical Intern_______________________ Area/level of Certification____________________

School Assignment_______________________________ Office Phone____________________

Entering Date _________________ Exiting Date _________________

Principal ________________________ Asst. Principal ___________________________

Grade assignment ________________ Number/letter _______________

Classes taught (if not self-contained) _______________________________________ 

Co-operating Teacher: _____________________________ Home phone _________________

Co-op Teacher’s classroom email ____________________ Home email_________________

Teacher’s daily arrival time_____________ Teacher’s daily departure time___________

College Supervisor__Mary Blake Jones_____Department office phone  953-8042
Supervisor’s home phone   225-8967___cell _729-6280_ email blakem@cofc.edu____

Other Related Information

If class is departmentalized, name(s) of team teacher(s)____________________________

Media Specialists: __________________ Guidance Counselor: __________________

Special area teachers: art___________ music_______________ P.E. ____________

Resource teacher __________________________

Cafeteria Supervisor ____________________ Custodians ______________________
Intern Outcomes:

During the 14 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 Scholl of Education’s Teaching and Learning Standards within the Framework.

01. Meet the cognitive needs of pupils from various social, economic, and ethnic backgrounds. **ETC 3 (VII);**
02. Communicate effectively with parent caregivers in a way that encourages involvement in their child’s learning. **ETC 3 (V);**
03. Work cooperatively with professional staff in public schools. **ETC 3 (V);**
04. Plan and implement instructional procedures for pupils based on a variety of groupings (individual, small and large groups). **ETC 1,2 (I, II);**
05. Use a variety of instructional strategies and reflect upon effectiveness in facilitating learning. **ETC 2 (III);**
06. Plan and implement appropriate teaching lessons and units. **ETC 1,2 (I, II);**
07. Integrate knowledge of learners, content, and effective instructional strategies to meet the needs of diverse learners. **ETC 1,2,3 (I,II, III, VII);**
08. Demonstrate knowledge and skills required to develop a positive classroom culture that supports student learning. **ETC 3 (VII);**
09. 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);**
12. Implement a classroom management system plan that meets the needs of individuals, as well as small and large groups, under varying conditions. **ETC 2 (III).**
**Intern Responsibilities**

OVERVIEW: You will observe, plan, teach and be an active member of the faculty during the entire school day, five days a week, for 14 weeks. In addition, you will attend weekly seminars after school one day per week as scheduled by your college supervisor. In addition, you will attend special seminars for all interns such as the credentials file seminar, career fair and others.

1. Communication: Good communication is a key factor to success.
   
   a. Read and refer to all requirements, guidelines, schedules and announcements given to you. You are responsible for all information.
   
   b. Submit daily/weekly and semester schedules to supervisor at first seminar. Notify your supervisor of any schedule changes immediately.
   
   c. 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.
   
   d. If your email address or your phone number changes, inform your college supervisor immediately.
   
   e. Check your email daily!
   
   f. If you are going to be absent, call your cooperating teacher and college supervisor before they leave for school. Have a plan to get necessary plans and materials to school.

2. 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 will observe other teachers and grade levels during the final days of your clinical practice.
   
   a. You are to observe your cooperating teacher without taking over any direct teaching responsibilities during this two-week period. You may assist as directed by your teacher. Any time you are not assisting your cooperating teacher or actually teaching (after initial two weeks of observing), you should be observing your teacher.
   
   b. WRITE AND TURN IN to your college supervisor the following information by the end of your first two weeks:
   
   c. How teacher begins and ends the day
   
   d. Co-op teacher’s lesson implementation: introduction, expectations established, instructional routine for basic part of lesson, summarization and assessment.
   
   e. How teacher creates an instructional flow and connection of learning and reinforcement of concepts throughout the day.
   
   f. How transitions are made from lesson to lesson and classroom activities to out of the classroom activities
   
   g. Questioning techniques used by the teacher
   
   h. How teacher includes all students in the instruction.
   
   i. Management of classroom routine and special procedures
j. How each student is helped to feel valued

3. **Planning and Preparation:**

a. Long Range Plans: 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.

b. Daily lesson plans (part of short-range plans). These plans must be written in format shown in this syllabus and completed a week in advance of implementation. Have them available to your college supervisor as he/she directs. 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: At the beginning of your teaching responsibilities, you must show the ability to plan on your own with less dependency on the co-op teacher. However, your teacher will continue to read and approve your plans a week in advance of implementation.

c. Candidate Work Sample (includes short-range plan). Please follow description in this syllabus. 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).

d. Personal Preparation: It is of utmost importance that you know your subject matter. You are expected to study and know the material in advance by not only studying the text and teacher’s additional information, but also researching the topic from other resources in advance of lesson presentation. 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.

e. Handwriting Preparation: Become proficient in writing on the overhead, 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.
4. **Instruction and Assessment:**

a. 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 progressive involvement sequence to your college supervisor at second seminar meeting or whenever supervisor announces.

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

c. 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.

d. Technology: Make effective use of all audiovisual and other technological resources that are available to your classroom and school.

e. 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 co-op teacher. Always include pre and post learning experiences related to the trip.

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

g. 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 co-operating teacher and college supervisor.
5. Consultation and Collaboration Outside of the Classroom

a. Parent-Teacher Interaction: If possible, observe and participate under close supervision of co-op 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.

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

c. Teacher-work days, grade level planning, in-service workshops: You are to attend all with your co-op teacher. Document all activities.

d. Family Involvement Project

6. Self-Evaluations and Reflections:

a. You will keep a daily journal noting important ideas, events and reflections. This journal should be available to your college supervisor during observation and visits.

b. Self-evaluations within regular observations and assessments: Each time you are evaluated you will be expected to write a self-evaluation or reflection.

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

7. Overall Expectations of the Intern throughout the Clinical Practice:

a. Notify your cooperating teacher and college supervisor prior to any absences and change of schedule. This may mean contacting your co-op teacher and college supervisor at 6 a.m. in the morning. If you are absent during any of your instructional time, you are responsible for getting plans and materials to your teacher to be used during the missed time.

b. 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.

c. Assume all extra responsibilities required of the co-op 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.

d. 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.
III. **Attendance Policy**

Daily attendance is strictly required. There are no excused absences during the clinical practice semester other than illness or death in the immediate family. Absences must be made up.

IV. **Assessments/Evaluations of Clinical Practice Intern**

1) The College supervisor will observe the intern at least four times, and the co-operating teacher will observe the student at least four times. Each will use the ADEPT observation form.

2) Midterm evaluation, final evaluation 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.

3) 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 fell confident enough to serve in this position should your cooperating teacher be absent for any reason, state law and the College/University of Charleston policy forbid your assuming this role. You must be under the supervision of a certified teacher at all times.

V. Additional Notes.
Suggested Plan for Assuming Fulltime Teaching Responsibilities

Teaching on a full-time basis for an extended period of time is the culmination of the clinical practice experience. What follows is a suggested plan for fourteen weeks of clinical practice with a six-week full-time experience. It may be adjusted based on classroom, co-operating teacher and intern needs. Co-op teacher and college supervisor will make adjustments as needed.

FIRST WEEK:
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 co-op teacher very carefully.

SECOND WEEK:
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 14-week period. During this second week you will continue recording your observations and assisting your co-op teacher as directed.

THIRD WEEK:
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.

FOURTH WEEK:
This week you are well into phase-in, and should be handling at least two complete lessons and other non-instructional activities each day.

FIFTH WEEK:
Starting with the fifth week you should have assumed most of the teaching responsibility for the class and all of the non-instructional activities. Your cooperating teacher will be with you most of the time, but as weeks progress, he or she may be away from the room for various periods of time. Continue to plan and work with the cooperating teacher and remember that he or she is available to assist in small group or tutorial activities that may be helpful to you and the students.

SIXTH THROUGH THE ELEVENTH WEEK:
Full time teaching including all lesson plans. Co-op teacher will act as a consultant for your planning and approve all plans the week before they are to be implemented. Most of the planning will be based on your ideas. Co-op teacher will gradually spend more time outside of the classroom, or at least out of view of the students.

TWELFTH THROUGH FOURTEENTH WEEK:
During this time you will begin to phase the class back to the cooperating teacher, this phase-back will be completed by at least the thirteenth week. This phase-back is to be carefully 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 use these times for previously scheduled observations of other teachers on the same and different levels. If possible, schedule some time to observe and talk with
administrators and observe teachers with special teaching responsibilities. Make observation and reflection notes in your journal.

**CLINICAL PRACTICE CHECKLIST**
(For your organization)

Please keep your work in a three-ring binder organized into the following sections and order. Separate with dividers. Leave in an identified and accessible place for the supervisor to check.

Long-Range Plans
Short-Range Plans (unit and daily plans)
Assessments
Weekly/Daily Schedule
Observations/Evaluations
Daily Journal (This should be kept separately for confidentiality)
Special Units & Projects

Plan when the following will be completed and write in planned completion dates:

____________________________________ Clinical Practice Handbook read in its entirety
____________________________________ Weekly/Daily Schedule prepared
____________________________________ Handwriting sample in notebook
____________________________________ Long-Range Plan written
____________________________________ Short-Range Plan (Candidate Work Sample)
____________________________________ Bulletin Boards planned
____________________________________ Other Observations/Discussions
____________________________________ Assessment Project and

**REMINDEERS:**

**Daily**
- lesson plans
- self-reflection journals

**Weekly**
- weekly lesson plan preparation in advance
- assessments and record keeping
- cooperating teacher’s feedback
Lesson Plan Format

Standard:

Objective:

Assessment:

Materials:

Procedures: (Introduction, body of introduction, summary or closure)

Accommodations
Candidate Work Sample

Intern ___________________________ Grade Level _________ Subject __________

Please use this format each time you introduce a topic, theme or unit during your clinical practice in science, health, social studies or the arts. This should be completed before you begin writing the daily plan for the topic. Keep each outline in your lesson plan notebook preceding the set of daily plans for the unit. (See pages 14 and 15 for specific information)

I. Theme, topic or unit name: ________________________________________________
   Anticipated date of implementation of unit and its duration: ________________

II. General goal (reason for study, justification, overall concept students should understand)

III. Standards addressed:

IV. Major objectives for the unit. These may be determined through the webbing process.

V. Activities that will be used to assist students in meeting the objectives:
   Restate each objective and identify activities and instructions strategies that will be used for each objective.

VI. Materials needed for unit. List specific book title, kits, videos, maps, charts, speakers, hands-on materials etc.

VII. Skills and subject areas (other than major area of unit) integrated in the unit.

VIII. Culminating Activity (if one is used)

IX. Final Assessment (in early grades often combined with VIII)

X. Your reflections i.e.: response of student, level of success, what you use again/not use again, and results of assessments.
Candidate Work Samples

About Candidate Work Samples

The purpose of the School of Education, Health and Human Performance’s candidate work sample is to demonstrate and document the intern’s effectiveness in promoting student achievement. In the context of the candidate work sample, student achievement is defined as measurable growth in students’ knowledge and skills in a particular area or areas over a specified period of time. The candidate work sample provides the evidence regarding the intern’s performance relative to APSs 2 and 3.

The candidate work sample was adapted from the South Carolina State Education Department’s SAFE-T Pilot Project which was adapted from The Renaissance Partnership for Improving Teacher Quality Project (http://fp.uni.edu/itq).

Each candidate work sample (CWS) includes the following sections:

- **CWS Section I: Candidate Topic or Title.** The unit (i.e., a set of integrated lessons designed to accomplish learning objectives related to a curricular theme, a particular area of knowledge, or a general skill or process) is drawn from the long-range plan. The unit must be completed in its entirety, from beginning to end, during clinical practice and must last for a minimum of two or more weeks. In rare instances where an intern is unable to design a unit that is two or more weeks in length, the intern must request approval from his/her college supervisor to select two instructional units to complete during the internship. In this event, the entire unit work sample process must be followed for each unit of instruction.

  - All early childhood interns must select a unit that relates to language or pre-literacy. Integrated units that combine language or pre-literacy with one or more other subjects (e.g., mathematics, science, social studies) are permitted.

  - All elementary interns through grade three must select a unit that relates to English language arts or reading. Integrated units that combine English language arts or reading, with one or more other subjects, (e.g., mathematics, science, social studies) are permitted.

- **CWS Section II: Contextual Factors.** The contextual factors include the relevant student characteristics described in the long-range plan, as well as any other factors related to the community, district, school, classroom, or students that are likely to impact instruction and/or student learning with regard to the selected instructional unit. This section also includes a description of the ways in which each of these factors will be taken into consideration during unit planning and instruction.
• CWS Section III: Unit Plan

- **Part A.** This part of the CWS includes the unit objectives (i.e., what the students are expected to know and to be able to do at the end of the unit) and the correlated standards or expectations. The evaluation criteria for this part of the CWS are found in key element 2.A.

- **Part B.** This part of the CWS includes the planned assessments (pre-, post-, and other) that will be used to measure student progress and achievement. This section also includes descriptions of any necessary accommodations as well as the evaluation criteria for each student assessment. The (teacher) evaluation criteria for this part of the CWS are found in key elements 3.A. and 3.C.

- **Part C.** This part of the CWS includes the results and analyses of the pre-assessments. The evaluation criteria for this part of the CWS are found in key element 3.B.

- **Part D.** This part of the CWS includes the key instructional activities, strategies, materials, and resources (including instructional technology) and their related unit objectives. The evaluation criteria for this part of the CWS are found in key element 2.B.

• CWS Section IV: Analysis of Student Learning. This section includes one or more visual representations (e.g., tables, graphs, charts) that depict student performance (a) for the entire class, (b) for one selected subgroup, and (c) for at least two individual students. (Note: Special education teachers or other teachers who may have difficulty in aggregating results for an entire class and/or subgroup may substitute analyses of the performance of additional individual students, at the discretion of the cooperating teacher and college supervisor.) Each visual representation is accompanied by a descriptive narrative that summarizes the analysis of student progress and achievement. Finally, this section includes and explanation of the ways in which student grades (or other indicators of student performance) have been assigned and recorded as well as how and to whom these results (i.e., grades or other indicators) have been reported. The evaluation criteria for this section are found in key elements 3.B. and 3.C.

• CWS Section V: Reflection and Self-Assessment. This section includes a description of the relationship between the students’ progress and achievement and the teacher’s performance. The section also includes a description of future plans for teaching the unit. The evaluation criteria for this section are found in key elements 3.B. and 2.C.
ADDENDUM TO CLINICAL PRACTICE SYLLABUS FOR EARLY CHILDHOOD and ELEMENTARY STUDENTS (to include CD through 5th grades)

FAMILY INVOLVEMENT PROJECT

A. With the help of your co-operating teacher, identify a family of one of your students to interview.

B. Write and invitation to this family explaining this assignment and its purpose:
   1. To become better acquainted with the child’s environment, interests, strengths and needs.
   2. To establish a cooperative relationship with the parents.
   3. Involve the parents in the learning process of their child.
      (Be sure to have your co-op teacher and college supervisor proof and approve your letter)

C. During the conference:
   1. After the introductions, share with the parents a bit about why you are going into the teaching profession and some of your goals you hope to attain as an intern and then as a certified teacher.
   2. Encourage the parents to share basic information about the family and anything they might want to share about their child.
   3. Together, identify an area or skill in which the child may need help or enrichment.
   4. Explain that you will design a related learning activity that may help the child further develop that particular skill. This activity is to be completed with the child at home with the parents’ involvement and returned to you at a pre-determined time.
   5. Keep in mind that these parents are the most important and influential people in this child’s life...It is most important that you establish a warm and respectful relationship with them based on the premise that their child’s education is a cooperative responsibility of parents and teacher.

D. Upon completion and return of the activity, conference with the parents (by phone or email if another at-school conference is not an easy possibility) about the results as you both understand them, how they feel about the results and what other helpful activities might follow. Thank the parents sincerely for their cooperation in this assignment and reassure them of your dedication to the best education for their child.

F. Write up all components of this assignment and turn in to your cooperating teacher and your college supervisor.
ORIENTATION SUGGESTIONS:
During your orientation week try to become familiar with the following:

Arrival and Departure Times
Schedules of Specialists
Lunch Orders and Schedules
Fire Drill Procedure
Any other Drill Procedures
Method of Checking Attendance and Keeping all types of Records
Daily Schedule for Subjects and Activities
Faculty Meeting Procedures
Your Responsibilities in the Lunch Room
Accident Reports
Classroom Management and Discipline Procedures
Bus Regulations
Care and Maintenance of the Classroom
All Reporting Practices

Be sure that you can locate the following:

Central Office
Supply Room
Media Center/Library
Cafeteria
Guidance Counselor
Special Area Teachers
Custodians