Intern Outcomes:
During the 14 weeks of the clinical practice experience, six weeks of which include the responsibility to teach full time, 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.

- Meet the cognitive needs of pupils from various social, economic, and ethnic backgrounds. **ETC 3 (VII)**
- Communicate effectively with caregivers in a way that encourages involvement in their child’s learning. **ETC 3 (V)**
- Work cooperatively with professional staff in public schools. **ETC 3 (V)**
- Plan and implement instructional procedures for pupils based on a variety of groupings (individual, small and large groups). **ETC 1,2 (I, II)**
- Use a variety of instructional strategies and reflect upon effectiveness in facilitating learning. **ETC 2 (III)**
- Plan and implement appropriate teaching lessons and units. **ETC 1,2 (I, II)**
- Integrate knowledge of learners, content, and effective instructional strategies to meet the needs of diverse learners. **ETC 1,2,3 (I,II, III, VII)**
- Demonstrate knowledge and skills required to develop a positive classroom culture that supports student learning. **ETC 3 (VII)**
- Design and implement effective short and long-range plans. **ETC 2 (III, VI)**
- Design and implement formative and summative assessment procedures that demonstrate student learning. **ETC 2 (I)**
- Use assessment information to differentiate instruction. **ETC 2 (VI)**
• Implement a classroom management system that meets the needs of individuals, as well as small and large groups, under varying conditions. ETC 2

(III)

Intern Responsibilities:
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 Transition to the Profession conference, career fair and others.

1. Communication: Good communication is a key factor to success.
   • Read and refer to all requirements, guidelines, schedules and announcements given to you. You are responsible for all information.
   • Submit daily/weekly and semester schedules to supervisor at first seminar. Notify your supervisor of any schedule changes immediately.
   • If you feel communication between you and your co-operating 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 your email daily!
   • If you are going to be absent, call your co-operating 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 co-op 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 also observe other teachers and grade levels during the final days of your clinical practice.
   • You are to observe your co-op teacher without taking over any direct teaching responsibilities during the first two weeks. However, you may assist as directed by your teacher. Any time you are not assisting your co-op teacher or actually teaching (after the initial two weeks of observing), you should be observing your teacher.
   • At the end of the first two weeks, you will submit an observation report to your clinical supervisor which will summarize what you’ve learned from observations of your teacher. At a minimum, this report should include the following information:
     a. How teacher begins and ends the day
     b. Co-op teacher’s lesson implementation: introduction, expectations established, instructional routine for basic part of lesson, summarization and assessment.
     c. How teacher creates an instructional flow and connection of learning and reinforcement of concepts throughout the day.
d. How transitions are made from lesson to lesson and classroom activities to out of the classroom activities

e. Questioning techniques used by the teacher

f. How teacher includes all students in the instruction and how instruction is differentiated to meet individual students’ needs

g. Management of classroom routines and special procedures

h. How each student is helped to feel valued

i. How positive behavior is reinforced and how inappropriate behavior is managed

j. How teacher communicates important information with parents/caregivers

3. Planning and Preparation:

- 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 you co-op teacher about information relating to SC state teaching/Common Core standards, school and classroom procedures and policies and any other information pertinent to your 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.

- Daily lesson plans (part of short-range plans). These plans must be written in the required format 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.

- Candidate Work Sample (includes short-range plan). 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).

- 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.
• Handwriting Preparation: Become proficient in writing on the Smart Board, overhead, chart paper and/or 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:

• Assumption of Responsibilities: Gradually take over planning, teaching and classroom management procedures. Increase your responsibilities week by week until you are responsible for six weeks of full-time teaching. Together with your co-operating teacher make a plan for this gradual release of responsibility. TURN IN phase-in plan to your college supervisor whenever supervisor announces.

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

• 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 photographs.

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

• 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.

• 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 co-operating teacher and college supervisor.

5. Consultation and Collaboration Outside of the Classroom:
   • 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.
   
   • 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 assistance to students. Note the role of the classroom teacher. Document.
   
   • Teacher-work days, grade level planning, in-service workshops: You are to attend all with your co-op teacher. Document all activities.

6. Self-Evaluations and reflections:
   • You will keep a daily journal/blog noting important ideas, events and reflections. This journal/blog should be a place for you to reflect on your experiences and share what you’re learning. The journal/blog should available to your college supervisor on a regular basis.
   
   • Self-evaluations within regular observations and assessments: Each time you are evaluated you will be expected to write a self-evaluation or reflection.
   
   • Electronic portfolio: Prepare and present an electronic 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 semester:
   • 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.
   
   • 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 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.
   
   • 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.


**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.

**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 and final evaluations will be made on each intern. Co-operating teacher and college supervisor will collaborate and conference with the intern to share their feedback and evaluation of the intern’s performance.

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 feel confident enough to serve in this position should your cooperating teacher be absent for any reason, state law and the College of Charleston policy forbid your assuming this role. You must be under the supervision of a certified teacher at all times.
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. With approval of the supervisor, it may be adjusted based on classroom, co-operating teacher and intern needs.

**Week One:**
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 this week.

**Week Two:**
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.

**Week Three:**
In this week you should take over instruction of one lesson (including the writing of daily lesson plans for that lesson) and one non-instructional responsibility.

**Week Four:**
This week you are well into phase-in. You should be planning and teaching at least two complete lessons and should take over 1-2 additional non-instructional responsibilities.

**Week Five:**
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.

**Week Six – Week Eleven:**
You are responsible for teaching full time, including writing 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.

**Week Twelve-Week Fourteen:**
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 time to your cooperating teacher, you will use this times for previously scheduled observations of other teachers on the same and different grade levels and/or content areas. If possible, schedule some time to observe and talk with administrators and observe teachers with special teaching responsibilities. Record observation and reflection notes in your journal.
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 ________________ Department office phone 953-5613

Supervisor’s home phone ________________ cell ________________ email ________________

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 ________________________
CLINICAL PRACTICE CHECKLIST

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

- Weekly/daily schedule
- Long-range plan
- Short-range plans (unit, weekly, daily lesson plans)
- Assessments
- Observations/ADEPT Evaluations
- Assignments (Handwriting sample, CWS, FIP, etc.)

*Your observation notes/journal should also be available to the supervisor upon his/her visits, but should be kept in a separate location to preserve confidentiality.

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

_______________________________ Clinical Practice Handbook read in its entirety
_______________________________ Weekly/Daily Schedule prepared
_______________________________ Observation report (after first two weeks) completed
_______________________________ Phase-in plan completed
_______________________________ Handwriting sample in notebook
_______________________________ Long-Range Plan written
_______________________________ Candidate Work Sample planned
_______________________________ Candidate Work Sample completed
_______________________________ Bulletin boards/Learning centers completed
_______________________________ Family Involvement Project planned
_______________________________ Family Involvement Project completed
_______________________________ Additional observations planned
_______________________________ Additional observations completed

REMININDERS:

Daily
- lesson plans
- self-reflection journals

Weekly
- weekly lesson plan preparation in advance
- assessments and record keeping
- cooperating teacher's feedback