College of Charleston
EDFS 460 Secondary Clinical Practice
EDEE 459 Middle Grades Clinical Practice
EDMG 698/699
Clinical Practice
Fall 2014
9 (graduate) or 12 (undergraduate) credits

<table>
<thead>
<tr>
<th>Meeting Time and Place:</th>
<th>North Charleston campus Room 3, 4:30-6:30 Tuesday</th>
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<tbody>
<tr>
<td>Instructors:</td>
<td>Dr. Bob Perkins</td>
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<tr>
<td></td>
<td>Dr. Tamara Kirsteint</td>
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<tr>
<td></td>
<td>Dr. MaryAnn Hartshorn</td>
</tr>
<tr>
<td></td>
<td>LaVidia Evans-Taylor</td>
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<tr>
<td>Office Hours:</td>
<td>• Tuesday 1-3</td>
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<td></td>
<td>• Wednesday 1-4</td>
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<td></td>
<td>• By Appt.</td>
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<tr>
<td>Office hours are</td>
<td>Monday 5:00-6:00</td>
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<td></td>
<td>At the North Campus by appointment on</td>
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<td></td>
<td>• Tuesdays at 6:00 p.m.</td>
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<td></td>
<td>• Saturdays at 10:00 a.m.</td>
</tr>
<tr>
<td>Office Location:</td>
<td>86 Wentworth St., Room 319</td>
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<td></td>
<td>86 Wentworth St., Room 317</td>
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<td></td>
<td>86 Wentworth St., Room 335</td>
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<tr>
<td>Office phone: Office</td>
<td>953-5699; Cell - 843-345-2927</td>
</tr>
<tr>
<td></td>
<td>953-8109 <a href="mailto:perkinsr@cofc.edu">perkinsr@cofc.edu</a></td>
</tr>
<tr>
<td>Fax:</td>
<td><a href="mailto:kirshteint@cofc.edu">kirshteint@cofc.edu</a> Cell - (843) 830-3819</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:hartshornma@cofc.edu">hartshornma@cofc.edu</a> Office - 843-953-3627 Cell</td>
</tr>
<tr>
<td>Web page:</td>
<td><a href="mailto:evanstay@yahoo.com">evanstay@yahoo.com</a>; <a href="http://teachered.cofc.edu/">http://teachered.cofc.edu/</a></td>
</tr>
<tr>
<td></td>
<td>faculty-staff-listing/perkins-robert.php</td>
</tr>
<tr>
<td>Class web site:</td>
<td><a href="http://perkinsr.people.cofc.edu/classes/EDFS460/">http://perkinsr.people.cofc.edu/classes/EDFS460/</a></td>
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Course Prerequisites:
Admission to a teacher education program and completion of all education experiences required in (1) the general education component, (2) the academic education core, and (4) met all other requirements of the School of Education.

Course Description:
• EDEE 459: In this course candidates engage in full-time teaching and assume all of the responsibilities of a professional teacher. Under
teacher and a college supervisor, candidates complete a long-range plan of instructional and non-instructional responsibilities and participate in professional development and in weekly seminars.

- **EDFS 460**: A course designed for candidates seeking secondary certification in a particular field of specialization. Candidates are placed in a public school for a full-year of continuous involvement within the context of the total instructional year (up to 36 weeks). Weekly seminars also are required. Candidates must apply for admission one semester prior to enrollment. The deadline for application for candidates is the last day of drop/add in the previous spring semester. The deadline for candidates applying in the fall semester is the last day of drop/add in the previous fall semester.

- **EDMG 698**: Transition to the Profession Seminar (3) This course provides candidates seeking middle grades certification in the middle grades. The purpose is to provide each candidate with the opportunity to accept full responsibility for the total classroom in the context of a cooperating teacher and a professional portfolio. This course experience reflects the learning standards of the teacher education program at the College of Charleston. Candidates must apply one semester prior to enrollment. The deadline for application for candidates applying in the spring semester is the last day of drop/add in the previous spring semester. The deadline for candidates applying in the fall semester is the last day of drop/add in the previous fall semester.

- **EDMG 699**: This course is for students seeking SC teacher certification in the middle grades. The purpose is to provide each candidate with the opportunity to accept full responsibility for the total classroom in the context of a cooperating teacher and a college supervisor complete supervision. The clinical practice experience reflects the learning standards of the teacher education program at the College of Charleston. Candidates must apply one semester prior to enrollment. The deadline for application for candidates applying in the spring semester is the last day of drop/add in the previous spring semester. The deadline for candidates applying in the fall semester is the last day of drop/add in the previous fall semester.

**General Procedures:**

The Clinical Practice Handbook provides guidelines for procedures associated with the student teaching experience. Because of the daily contact with your Cooperating Teacher, the implementation of your specific placement will be largely determined by your specific needs and the College supervisor will work in partnership with the cooperating teacher to ensure that all obligations of the student teaching experience are met.

The ADEPT (Assisting, Developing, and Evaluating Professional Teachers) statewide assessment system, is used to assist the intern in acquiring and demonstrating his/her ability through successful completion of all coursework and a professional portfolio. This course experience reflects the learning standards of the teacher education program at the College of Charleston. A second documentation is content-specific and national. The ADEPT statewide assessment system, is used to assist the intern in acquiring and demonstrating his/her ability through successful completion of all coursework and a professional portfolio. This course experience reflects the learning standards of the teacher education program at the College of Charleston. A second documentation is content-specific and national.

**Course Objectives:**

- Provide for the optimal growth and development of students of diverse ability and achievement levels, including economic, social, racial, gender, and ethnic differences (Standards I, II, III & IV).
- Plan activities and strategies that will provide a learning environment that promotes development and/or maintenance of high self-esteem and confidence (Standards I, II, III & IV).
- Design and manage a classroom which provides for the optimal growth and development of students of diverse ability and achievement levels, including economic, social, racial, gender, and ethnic differences (Standards I, II, III & IV).
- Analyze the observed curriculum and evaluate it in terms of change or effectiveness of the curriculum (Standards I, II & V).
- Implement curriculum that is appropriate for students based on needs (Standards I, II, III, VII).
- Analyze the observed teaching and learning activities and evaluate them in terms of change or effectiveness of the activities (Standards I, II, III & IV).
- Implement teaching and learning activities and evaluate them in terms of change or effectiveness of the activities (Standards I, II, III & IV).
evaluate their impact on student growth and development (Standards I, II, III).
- Use materials that are appropriate for students based on their individual needs, their impact on student growth and development (Standards I, II, III).
- Analyze the system of evaluation and assessment of student progress within the system (Standard VI).
- Implement a system of evaluation and assessment of student progress within the system (Standard VI).
- Analyze the classroom management system and evaluate it in terms of the needs of students and the effectiveness of the system (Standards I, II, III).
- Implement a positive classroom management system based on collaborative decision-making and its impact on student growth and development (Standards I, III, V).
- Implement a system of communication and record keeping which includes student data, grades, the relationship between the clinical intern and students, cooperating teacher, other school personnel.

**Description of Projects/Assignments, Course Requirements:**

- Attend the weekly seminar.
- Complete 14 weeks of in-school work including a minimum of 6 hours of lesson planning for all instruction.
- Attend ADEPT seminar and subsequently complete all required assignments and tests.
- Develop a electronic portfolio that includes artifacts specified in the ADEPT Portfolio Rubric.
- Complete a Case Study (social studies only) using the Case Study..
- Complete Candidate (Unit) Work Sample using Candidate Work Sample Rubric.
- Complete a Family Involvement Project (Middle Grades only).
- Submit all completed ADEPT forms in Qualtrix.
- Have available during supervisor observation:
  - Lesson plans
  - Any handouts students will receive
  - Any assessments students will be completing during the observation.

**Evaluation Scale:**

- Clinical Practice is Pass/Fail. The Clinical Practice Handbook provides a practical guide associated with the clinical practice semester. Because of the dynamic nature of classroom teaching, the classroom experience, the planning, preparation, and implementation of your teaching practices is determined by your Cooperating Teacher. The College supervises the cooperating teacher to ensure that all requirements and obligations are met.
- The ADEPT (Assisting, Developing, and Evaluating Professional Teaching) statewide assessment system, is used to assist the intern in acquiring and recognizing teaching skills and abilities (in Handbook).

**Evaluation Criteria:**

1. Satisfactory completion of all ADEPT performance dimensions associated with student teaching. A final assessment of "Needs improvement/unsatisfactory achievement" is made within this course.
APS' will result in a failing grade. Observations, conferences, re-
portfolio assessment, examination of lesson plans and journal/bl-
and the cooperating teacher will document progress in meeting c-
knowledge, skills, abilities and dispositions.
2. Satisfactory completion of planning and instruction based on the
standards. This will be documented by the cooperating teacher and
specific observations, conferences, review of the long range plans,
lesson plans, unit plans, blog/journal review, and examination of
document progress.
3. The focus of all assessment is to document that the clinical inter-
and dispositions to be a competent Social Studies teacher. There
other requirements of student teaching/internship as set forth in
requirements and assignments of the course, a failing grade can
4. All assignments must be completed according to assignment gui-
order to receive a passing grade.

EXPECTATIONS FOR INTERNS:

1. Review the Clinical Practice Handbook and all policies, proced-
2. Attend the weekly seminar. The seminar schedule will be submi-
3. Complete 14 weeks of in school work including a minimum of 6
daily lesson planning for all instruction. Satisfactorily meet all p-
4. Successfully complete all requirements of the ADEPT evaluatio-
5. Successfully complete all requirements for the evaluation of Sou-
and/or Common Core Standards.
6. Complete all assignments described above.
7. Provide evidence that you have successfully planned for and tau-
to South Carolina State and National Standards. Standards must
lesson plans, unit plan and teaching.
8. Submit all completed forms, assignments and plans when they a-
9. Maintain a notebook! The notebook should be organized, be ava-
classroom visits and include:
   - Copies of schedules and calendars.
   - Copy of the Long Range Plan (drafts then final version).
   - Lesson plans, activities and assessments current and available at
   - Weekly assessments (observations and conferences) by coopera-
   - A seating chart for each class.
10.
11. Case study (Social Studies only). When you begin to teach, plea-
your classes. Document the work that these students are comple-
their work on tests & quizzes, homework, essays, and assigned p-
12.
13. The Family Involvement Project (Middle Grades only).

Attendance Policies: Punctuality and attendance are professional behaviors that are discussed.
Clinical Experience Manual. Contact the school, cooperating teacher and manner (ASAP) if you will be absent. In the unlikely event that you will be absent. An absence does NOT excuse you from meeting such as providing lesson plans and materials for a substitute teacher. All

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<tr>
<th>Any special consideration/agreements:</th>
<th>Additional Information:</th>
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<tr>
<td>• Make sure that you establish time for frequent conferences with informal conferences are suggested and a formal, documented work.</td>
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<tr>
<td>• Follow your school district's break schedule not the College of Charleston.</td>
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<tr>
<td>• Comply with district, state and federal laws and regulations related students.</td>
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<td>• Adhere to the School of Education, Health and Human Performance Code of Ethics or Standards.</td>
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<td>• Work cooperatively with administrators, teachers and other school guest in this classroom and school. You should dress professional manner, be on time and stay at least as late as the teacher of paperwork tasks, learn about both long and short range planning of activities, conferences, PTA/PTS meetings, etc., be creative and of your students.</td>
<td>• Work cooperatively with administrators, teachers and other school guest in this classroom and school. You should dress professional manner, be on time and stay at least as late as the teacher of paperwork tasks, learn about both long and short range planning of activities, conferences, PTA/PTS meetings, etc., be creative and of your students.</td>
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<tr>
<td>• Keep a resource file of anything and everything that will benefit classroom and students.</td>
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<tr>
<td>• ENJOY TEACHING!!!</td>
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| Honor System: | A violation of the College of Charleston Honor Code, School of Education (district) policies/regulations will result in Honor Board review and cou |

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**SEMINAR SCHEDULE:**

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<tr>
<th>DATE</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>Aug. 22</td>
<td>• Clinical Intern Orientation- Introduction and set up first visits (notes)</td>
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| Aug. 26    | • Overview of seminar, initial concerns  
• How to have a successful internship  
• Letters of reference (sample reference form)  
• Long range plan (see description, rubric and checklist in main menu)  
• Set up orientation visits  
• NCSS Performance Evaluation (social studies only) |
| Sept. 2    | • ADEPT APS 1 & 2 review  
• Lesson Planning  
• Classroom Management  
• Understanding by Design  
• Educational philosophy. |
| Sept. 9    | • SC Dept. of Education BLOOM’s REVISED TAXONOMY  
• Reflective practices and ADEPT |
| Sept. 16   | • ADEPT 4 & 5  
• Introduction to Candidate Work Sample  
• Show sample Notebook files  
• StreamlineSC (Streamline Notes). Builders (Builder Notes).  
  o Adding video to NoteBook files  
• Family Involvement Project |
| Sept. 23 @ meet in computer lab 114 | • Electronic Portfolio  
• Show sample reference form  
• Sample Files  
• PBWorks How to page |
| Sept. 30 @ meet in computer lab 114 | • Student Work analysis using Grades Sample (Notes)  
• ADEPT APS 3 & 7 review |
| Oct 7      | Midterm Evaluations complete by Oct. 10  
Candidate Work Sample  
  o Candidate Work Sample Description  
  o Candidate Work Sample Form  
  o Candidate Work Sample Rubric |
**Case Study (Secondary social studies only)**

- Description and rubric

**Oct. 14**
- The Myth of Average: Todd Rose at TEDxSonomaCounty
- ADEPT APS 10 review.
- Discuss informal and formal interactions with parents.
- Discuss Professional Development

**Oct 21**
- ADEPT APS 6;
- Professionalism
- Certification

**Oct. 28**
No Seminar, Oct. 30 EHHP Career Resume Session for all interns (full day on campus)

**Nov. 4**
No seminar, Election Day

**Nov. 11**
Last seminar.
- Substitute teaching
- Discuss job hunting and prospects
- Letters of reference (sample reference form)
- South Carolina Educator Employment and Certification Application System
- Question notes
- Typical interview questions
- Develop observation calendar
- Set up Final Evaluations
- Kathy Schwalbe, finishing the certification process.

**Nov. 20**
**Transition to the Profession Conference**

**Nov. 24-28**
24-28 CCSD and DD2 Fall Break; 26-28 BCSD Fall Break
- Final evaluation conferences

**Dec. 10**
Last day of Clinical Practice
- Awards Ceremony
- Commencement

For forms

[http://perkinsr.people.cofc.edu/classes/EDFS460/](http://perkinsr.people.cofc.edu/classes/EDFS460/)