# College of Charleston

EDFS 460 Secondary Clinical Practice  
EDEE 459 Middle Grades Clinical Practice  
EDMG 698/699 Clinical Practice  
Fall 2015  
9 (graduate) or 12 (undergraduate) credits

<table>
<thead>
<tr>
<th>Meeting Time and Place:</th>
<th>North Charleston campus Room 113, 4:30-6:30 Monday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructors:</strong></td>
<td>Dr. Bob Perkins</td>
</tr>
<tr>
<td><strong>Office Hours:</strong></td>
<td>Tuesday 1-3</td>
</tr>
<tr>
<td></td>
<td>Wednesday 1-4</td>
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<td></td>
<td>By Appt.</td>
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<tr>
<td><strong>Office Location:</strong></td>
<td>86 Wentworth St., Room 319</td>
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<tr>
<td><strong>Office Phone:</strong></td>
<td>Office - 953-8042; Cell - 843-345-2927</td>
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<tr>
<td></td>
<td>953-8109</td>
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<td><a href="mailto:perkinsr@cofc.edu">perkinsr@cofc.edu</a></td>
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<td><strong>Fax:</strong></td>
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<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:janetscoyne@gmail.com">janetscoyne@gmail.com</a></td>
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<tr>
<td><strong>Web page:</strong></td>
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<tr>
<td><strong>Class web site:</strong></td>
<td><a href="http://perkinsr.people.cofc.edu/classes/EDFS460/">http://perkinsr.people.cofc.edu/classes/EDFS460/</a></td>
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</tbody>
</table>

**Course Prerequisites:** Admission to a teacher education program and completion of all education courses. Prior to the Clinical Practice, qualified students enrolled in the teacher education program must have completed courses and experiences required in (1) the general education component, (2) the academic major, (3) the professional 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 in a 5-8 grade classroom. They assume all of the responsibilities of a professional teacher. Under the supervision 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.

- **EDFS 460**: A course designed for candidates seeking secondary or K-12 program certification in a particular field of specialization. Candidates are placed in a public school setting for intensive and continuous involvement within the context of the total instructional process for at least 60 full days (12 weeks). Weekly seminars also are required. Candidates must apply for admission to clinical practice one semester prior to enrollment. The deadline for application for fall semester student teaching is the last day of drop/add in the previous spring semester. The deadline for application for spring semester is the last day of drop/add in the previous fall semester.

- **EDMG 698**: Transition to the Profession Seminar (3) This course is for candidates seeking SC teacher certification in the middle grades. The purpose is to provide each candidate an opportunity to demonstrate his/her ability through successful completion of all ADEPT written materials, reflections and a professional portfolio. This course experience reflects the Teaching and Learning Standards of the teacher education program at the College of Charleston. Co-requisite: EDMG 699

**EDMG 699**: This course is for students seeking SC teacher certification. The purpose is to provide an opportunity to accept full responsibility for the total classroom instructional process. A teacher and a college supervisor complete supervision. The clinical practice experience reflects the Teaching and Learning Standards of the teacher education program at the College of Charleston. Co-requisite: EDMG 698

**General Procedures:**

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

The ADEPT (Assisting, Developing, and Evaluating Professional Teaching)
The process of evaluation, a statewide assessment system, is used to assist the intern in acquiring and mastering professional teaching skills and abilities (in Handbook). A second documentation is content-specific and assesses standards of the National Council for the Social Studies.

**Course Objectives:**

- Provide for the optimal growth and development of students of diverse ability and achievement levels, and economic, social, racial, gender, and ethnic difference (Standards I III).
- Plan activities and strategies that will provide a learning environment that is conducive to the development and/or maintenance of high self-esteem and confidence for each individual student (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 VII).
- Analyze the observed curriculum and evaluate it in terms of characteristics of students and the effectiveness of the curriculum (Standards I, II & V).
- Implement curriculum that is appropriate for students based on national curriculum or IEP goals (Standards I, II, III VII).
- Analyze the observed teaching and learning activities and evaluate them in terms of characteristics of students and the effectiveness of the activities (Standards I, II, III VII).
- Implement teaching and learning activities and evaluate them in terms of individual characteristics and evaluate their impact on student growth and development (Standards I III).
- Analyze the materials used in teaching and learning activities and evaluate them in terms of characteristics of students and the effectiveness of the materials (Standards I II).
- Use materials that are appropriate for students based on their individual characteristics and evaluate their impact on student growth and development (Standards I III).
- Analyze the system of evaluation and assessment of student progress and evaluate the effectiveness of the system (Standard...
VI).

- Implement a system of evaluation and assessment of student progress and evaluate the effectiveness of the system (Standard VI).

- Analyze the classroom management system and evaluate it in terms of the characteristics of the students and the effectiveness of the system (Standards I, II, III VII).

- Implement a positive classroom management system based on characteristics of students and evaluate its impact on student growth and development (Standards I, III VII).

- Implement a system of communication and record keeping which facilitates positive interaction between the clinical intern and students, cooperating teacher, other teachers, support personnel.

- Attend the weekly seminar.

- Complete 14 weeks of in-school work including a minimum of 6 weeks of full-time teaching and daily lesson planning for all instruction.

- Attend ADEPT seminar and subsequently complete all requirements.

- Develop a electronic portfolio that includes artifacts specified in PortfolioChecklist.doc which will be evaluated using the Portfolio Rubric.

- Complete a Long Range Plan using LongRangePlanForm.doc. For more information, refer to the Long Range Plan and Rubric.pdf

- Complete a Case Study (social studies only) using the Case Study Description and Rubric.

- Complete Candidate (Unit) Work Sample using Candidate Work Sample Form. For more information refer to the Candidate Work Sample Rubric.

- 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 lesson

**NOTE:** All assignments must be completed at the Acceptable (2) level to receive a passing grade in this course.

**Evaluation Scale:**

- Clinical Practice is Pass/Fail. The Clinical Practice Handbook provides guidelines for procedures associated with the clinical practice semester. Because of the daily contact with your Cooperating Teacher, the planning, preparation, and implementation of your specific placement will be largely determined by your Cooperating Teacher. The College supervisor will work in partnership with the cooperating teacher to ensure that all requirements and obligations of the student teaching experience are met.

- The ADEPT (Assisting, Developing, and Evaluating Professional Teaching) process of evaluation, a statewide assessment system, is used to assist the intern in acquiring and mastering professional teaching skills and abilities (in Handbook).

**Evaluation Criteria:**

1. Satisfactory completion of all ADEPT performance dimensions is required for a passing grade in student teaching. A final assessment of "Needs improvement/unsatisfactory" on any of the ADEPT APS’ will result in a failing grade. Observations, conferences, review of the long range plan, unit plan, portfolio assessment, examination of lesson plans and journal/blog review by the college supervisor and the cooperating teacher will document progress in meeting course requirements and teaching knowledge, skills, abilities and dispositions.

2. Satisfactory completion of planning and instruction based on the respective professional organization standards. This will be documented by the cooperating teacher and college supervisor. Content-specific observations, conferences, review of the long range plan, portfolio assessment, examination of lesson plans, unit plans, blog/journal review, and examination of teacher/student work samples will document progress.
3. The focus of all assessment is to document that the clinical intern has the knowledge, skills, abilities and dispositions to be a competent Social Studies teacher. Therefore, if an intern does not meet the other requirements of student teaching/internship as set forth in the Handbook or does not meet all the requirements and assignments of the course, a failing grade can result.

4. All assignments must be completed according to assignment guidelines and submitted when due in order to receive a passing grade.

EXPECTATIONS FOR INTERNS:

1. Review the Clinical Practice Handbook and all policies, procedures and expectations.

2. Attend the weekly seminar. The seminar schedule will be submitted under separate cover.

3. Complete 14 weeks of in school work including a minimum of 6 - 8 weeks of full time teaching and daily lesson planning for all instruction. Satisfactorily meet all professional responsibilities.

4. Successfully complete all requirements of the ADEPT evaluation process.

5. Successfully complete all requirements for the evaluation of South Carolina Curriculum Standards and/of Common Core Standards.

6. Complete all assignments described above.

7. Provide evidence that you have successfully planned for and taught appropriate curriculum according to South Carolina State and National Standards. Standards must be documented in the long range plan, lesson plans, unit plan and teaching.

8. Submit all completed forms, assignments and plans when they are due.

9. Maintain a notebook! The notebook should be organized, be available to the college supervisor during 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 all times.
- Weekly assessments (observations and conferences) by cooperating teacher.
- A seating chart for each class.

10. Case study (Social Studies only). When you begin to teach, please choose two students from any of your classes. Document the work that these students are completing and begin to analyze the quality of their work on tests & quizzes, homework, essays, and assigned projects.

**Attendance Policies:**

Punctuality and attendance are professional behaviors that are discussed under the attendance policy in the Clinical Experience Manual. Contact the school, cooperating teacher and your college supervisor in a timely manner (ASAP) if you will be absent. In the unlikely event that you will be late or must leave early, inform your cooperating teacher. An absence does NOT excuse you from meeting your professional responsibilities such as providing lesson plans and materials for a substitute teacher. All missed time/days must be made up.

**Any special consideration/agreements:**

Additional Information:
- Make sure that you establish time for frequent conferences with your cooperating teacher. Daily informal conferences are suggested and a formal, documented weekly conference is expected.
- Follow your school district's break schedule not the College of Charleston's break schedule.
- Comply with district, state and federal laws and regulations related to the education of exceptional students.
- Adhere to the School of Education, Health and Human Performance code of conduct for practicum work and professional organization Code of Ethics or Standards in all practices related to teaching.
- Work cooperatively with administrators, teachers and other school personnel. Remember you are a guest in this classroom and school.
You should dress professionally and conduct yourself in a professional manner, be on time and stay at least as late as the teacher stays, assist with the completion of paperwork tasks, learn about both long and short range planning, attend professional development activities, conferences, PTA/PTS meetings, etc., be creative and use technology to assist the learning of your students.

- Keep a resource file of anything and everything that will benefit you when you have your own classroom and students.
- **ENJOY TEACHING!!!**

**Honor System:**

A violation of the College of Charleston Honor Code, School of Education Policies and Procedures or school (district) policies/regulations will result in Honor Board review and could result in an XF for the course.

**SEMINAR SCHEDULE:**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>August 14</td>
<td>Clinical Intern Orientation- Introduction and set up first visits (notes).</td>
<td>Email your supervisor the following before the next seminar:</td>
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<tr>
<td></td>
<td></td>
<td>- Your phone number</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Cooperating Teacher's name</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Class Room number</td>
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<td></td>
<td></td>
<td>- Class schedule including times, course name, planning period and lunch schedule</td>
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<td>- As you take over a class, let the supervisor know.</td>
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<tr>
<td>August 24</td>
<td>Overview of seminar, initial concerns</td>
<td>- Read Clinical Practice Handbook</td>
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<td>- How to have a successful internship</td>
<td>- Administer a learning style and interest inventory to your students. If there is nothing available in the school, a suggestion is <strong>VAK</strong> for learning style and <strong>Student Inventory</strong> tab for interests.</td>
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<tr>
<td></td>
<td>- Student interests and learning styles</td>
<td>- Study ADEPT materials</td>
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<tr>
<td></td>
<td>- Letters of reference (sample)</td>
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<tr>
<td>Date</td>
<td>Activities</td>
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<td>-----------------------------------------------------------------------------</td>
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| August 31  | • ADEPT APS 1 & 2 review  
               • Lesson Planning  
               • Classroom Management PPT  
               • Additional Classroom Management information  
               • Understanding by Design  
                 • ASCD Overview of UbD (9 minutes)  
                 • Optional 2.0 Understanding by Design Template  
               • Educational philosophy.  |
| September 7| Labor Day, no seminar                                                      |
| September 14| • TEDx - Charleston: [When trying to solve problems does not solve problems](#)  
               • SC Dept. of Education [BLOOM's REVISED TAXONOMY](#) (Dr. Hartshorn version)  
               • Reflective practices and ADEPT  |
| September 21| • ADEPT 4 & 5  
               • Introduction to Candidate Work  |
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<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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</table>
| September 28 @ meet in computer lab | • Electronic Portfolio  
  • Show sample reference form  
  • Sample Files  
  • PBWorks How to page | • Last day to apply for graduation is October 1. |
| October 5 @ meet in computer lab | • Student Work analysis using Grades Sample (Notes)  
  • ADEPT APS 3 & 7 review |  |
| October 12 | Candidate Work Sample (PPT)  
  o Candidate Work Sample Description  
  o Candidate Work Sample Form  
  o Candidate Work Sample Rubric  
  Case Study (Secondary social studies only)  
  • Description and rubric | • Completed Long Range Plan due  
  • Midterm evaluations due October 16. |
| October 19 | • The Myth of Average: Todd Rose at TEDxSonomaCounty  
  • ADEPT APS 10 review. | • Last day to withdraw with a grade of W is October 28. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Details</th>
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</table>
| October 26 | • List informal and formal interactions with parents.  
  • *Twenty Tips Relationships with Parents*  
  • Discuss Professional Development                                                                                                           |
| November 2 | • ADEPT APS 6;  
  • *Professionalism*  
  • SC Teacher Licensure update (Kathy Schwalbe)                                                                                                 |
| November 2 | EHHP Career Resume Session for all interns (8:30-4:30 North Campus) - no seminar.                                                                                                                |
| November 9 | 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.                                                                                     |
| November 16| No Seminar                                                                                                                                    |  
  • Resume due  
  • Professional goals due  
  • Last day to withdraw with grade of "W" Mar. 25.  
  • Portfolio draft due  
  • Case study draft due (social studies only)  
  • Candidate Work Sample draft due |
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<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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<tbody>
<tr>
<td>November 30</td>
<td>Final evaluation conferences</td>
<td>• All ADEPT materials and evaluation forms completed</td>
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<td></td>
<td>• Final version of Candidate Work Sample</td>
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<td>• Final version of Family Involvement Project</td>
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<td></td>
<td></td>
<td>• NCSS Performance Evaluation (social studies only)</td>
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<td>December 4</td>
<td>Transition to the Profession Conference</td>
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<td>December 7</td>
<td>for BCSD and DD2</td>
<td>Last day of Clinical Practice</td>
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<td>December 9</td>
<td>for CCSD</td>
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<tr>
<td>TBD</td>
<td>Awards Ceremony</td>
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<tr>
<td>TBD</td>
<td>Commencement</td>
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For forms

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