College Supervisor
Bernard T. Baggs, Ed.D.  baggsbt@cofc.edu  973-903-1760, cell  8am-6pm, Mon – Fri

Course Information

Early Childhood Clinical Practice - 10998 - EDEE 455 – 05
CRN: 10998
Fall 2016
Aug 23, 2016 - Dec 14, 2016

Seminar Time and Place

OSSC Seminar Schedule: All interns will meet on Mondays, 4:30pm at CofC North Campus as a large group in a general session for OSSC workshops as scheduled.

Weekly Seminar Schedule: Interns assigned to BaggsBT will meet at the Laurel Hill Primary School, Mt Pleasant, SC, Tuesdays, 3:30-5:00pm.

Course Description

In this course, candidates engage in full-time teaching in a P-3 (EDFS 455), or grades 2-6 (EDFS 457) 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.

Pre-requisite

EDEE 415 (EC) or EDEE 416 (EL)

Course Text/Materials

- Clinical Practice Calendar, Fall 2016 (http://teachered.cofc.edu/ossc/images/2016_fall_clinical_practice_calendar_FINAL.pdf)
- CofC online technology and links; e.g., Qualtrics 360, EHHP/TEDU, Assessments, Resources (http://teachered.cofc.edu/ossc/index.php)
- CPI Weekly Timeline, Fall 2016, Syllabus, EDEE455_05_BaggsBT_Fall2016, p. 13
- OSSC Event Schedule, Fall 2016, Syllabus, EDEE455_05_BaggsBT_Fall2016, p. 14

Instructional Delivery: Objectives, Responsibilities, Activities

CPI Handbook, Fall 2016, pp. 7, 8

Course Objectives

During the semester of the clinical practice experience, six to eight 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.

- Meet the cognitive needs of pupils from various social, economic, and ethnic backgrounds. ETC 3 (VII);
- Communicate effectively with parent 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 plan that meets the needs of individuals, as well as small and large groups, under varying conditions. ETC 2 (III).

Responsibilities
The intern is expected to:

- Read all materials provided by the Office of Student Services and Credentialing (OSSC). The intern is responsible for the content.
- Attend all scheduled weekly seminars and clinical practice events. They include, but are not limited to, the Career/Resume Session, Transition to the Profession Conference, and Teacher Employment EXPO (spring semester only).
- Fulfill the mandated number of days of the internship (per semester calendar).
- Recognize that he/she is a “guest” in the public school.
- Understand that the final authority for classroom procedures rests with the cooperating teacher.
- Volunteer for additional responsibilities, when appropriate.
- Conduct teaching experiences which attempt to build a positive self-concept in each student.
- Act in a professional manner at all times.
- Complete all activities assigned by the cooperating teacher and college supervisor in a timely manner.
- Meet all ADEPT Performance Standards as monitored and evaluated by the cooperating teacher, college supervisor and other college or school personnel.

Activities
The intern must complete all activities listed within the course syllabi for clinical practice. These include, but are not limited to:

- Complete the Red Cross Blood Borne Pathogens training and submit proof of certification to OSSC prior to the first day of internship.
• Attend the clinical practice intern orientation, which includes training in the South Carolina Department of Education’s ADEPT Program.
• Obtain contact information of the cooperating teacher and the college supervisor and the office number of the cooperating school, and keep the information close at hand, in case of emergency.
• Complete the initial 6-hour observation period as outlined in the placement letter and course syllabus.
• Read and comply with all policies and practices of the cooperating school, and immediately notify the college supervisor and/or director of OSSC of all accidents and injuries incurred at the placement school.
• Maintain a reflection journal/log, as specified by the college supervisor.
• Submit a daily and weekly classroom schedule to the college supervisor, and notify supervisor of any schedule changes as soon as possible.
• Prepare lesson plans in advance as required by the college supervisor; have plans approved by the cooperating teacher prior to submission to college supervisor and implementation of plans.
• Assume responsibility for planning, teaching, and assessing student learning, as directed by cooperating teacher and college supervisor.
• Complete at least one video-recorded lesson and submit a reflection assessment.
• Become familiar with the technology system and protocols used by teachers for grading, attendance, assessments and other recordkeeping.
• Become familiar with all technology beyond the teacher’s classroom that is available for use. The cooperating school's library/media specialist may also assist with this responsibility.
• Keep accurate records as required by the cooperating school and the School of Education, Health, and Human Performance.
• Adhere to the daily schedule of the cooperating teacher. Interns are required to participate in all duties, school meetings and activities in which the cooperating teacher is involved. Interns are not required to participate in activities or duties for which the cooperating teacher is paid an additional stipend.
• Participate in parent/teacher conferences conducted by the cooperating teacher.
• Observe school staff members as approved by the college supervisor and/or cooperating teacher.
• Participate in evaluation conferences, utilizing the ADEPT program and the Unit Assessment System with the college supervisor, cooperating teacher, and/or any other college/school personnel. Complete any supplemental activities assigned by the college supervisor and cooperating teacher.
• Fully attend the Transition to the Profession Conference and other seminars and other workshops provided for clinical practice interns.

**Student Learning Outcomes: Vision, Standards, Evaluation**  
*CPI Handbook, Fall 2016, pp. 2, 4, 10*

The College of Charleston School of Education: Health and Human Performance Teaching and Learning Standards provide the goals for the clinical practice experience. These standards outline the knowledge, skills and dispositions that enable teachers to make the teaching-learning connection for the students they teach. Clinical practice interns are expected to demonstrate continued growth in relation to the standards during the clinical practice experience. We recognize that mastery of the standards is a career long enterprise.
Vision . . . What we strive for:
We will strive to be a community of diverse and practical leaders committed to collectively ensure access and advocate for learning and wellness opportunities for all individuals.

Highly competent teachers make the teaching-learning connection through:
- Understanding and valuing the learner;
- Knowing what and how to teach and assess
- Knowing how to create an environment in which learning occurs;
- Knowing and understanding ourselves as professionals.

Standards . . . What we know and are able to do:
- Evidence theoretical and practical understanding of the ways learners develop;
- Demonstrate understanding and application of the critical attributes and pedagogy of the major content area;
- Evidence a variety of strategies that optimize student learning;
- Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession;
- Communicate effectively with students, parents, colleagues, and the community;
- Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning;
- Show an understanding of the culture and organization of schools and school systems and their connection to the larger society.

Evaluation . . . What we assess:
Evaluation of interns is an important component of the teacher education program and is a rigorous, multidimensional process. The components and guidelines are congruent with the South Carolina ADEPT program and the specialized professional association guidelines for certification.

The components of intern evaluation include:
- ADEPT Performance Standards (APS)
- Classroom observations through the lens of teaching performance standards
- Midterm and final evaluation conferences and evaluations
- Disposition assessments
- Candidate Work Sample (CWS)
- Long Range Plan (LRP)
- Family Involvement Project (FIP)
- Unique program assessments

Evaluation is an attempt to state quantitatively and qualitatively the degree to which an intern possesses the knowledge, skills, and dispositions necessary to become a qualified teacher. The evaluation process is based on the ADEPT program and Unit Assessment System Point 3.

Evaluation of clinical practice is a continuous process involving the intern, the cooperating teacher and the college supervisor. It is anticipated that the clinical practice experience and the continuous feedback from self-evaluation, participation in cooperating teacher/college supervisor conferences and weekly college seminars will provide the intern with information and required evaluations related to his/her performance.
The aim of evaluation in clinical practice is to:
1. Assist the intern to realistically view all strengths and areas to grow as a teacher.
2. Provide the intern with clear criteria for increased personal and professional growth.
3. Provide a basis for a final evaluation and a recommendation for certification.

During the clinical practice experience, a variety of evaluation tools will be employed to provide feedback to the intern. Tools may include, but are not limited to, such items as observation forms, checklists, logs, journals, lesson scripts, videotaped lessons, sample lesson plans and self-assessment prompts.

Program Specific Elements
See required assignments and due dates included in this syllabus.

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., CAEP, ACEI, NAEYC, etc.). Data will be reported in aggregate form.

Grading System
CPI Handbook, Fall 2016, p. 11

At the completion of clinical practice, undergraduate interns receive a grade of pass or fail, while graduate interns receive a satisfactory or unsatisfactory grade. The grade is determined by the college supervisor and is based upon the cooperating teacher’s and college supervisor’s collaborative assessment of the clinical practice intern’s knowledge, skills, and dispositions.

Undergraduate Interns/Graduate Interns Criteria for the Grade of “Pass” or “Satisfactory”
- Completion of all requirements set forth in the syllabus for clinical practice.
- Demonstrated competency in the knowledge, skills, and dispositions as required by EHHP Standards, the South Carolina ADEPT Performance Standards.

Undergraduate Interns/Graduate Interns Criteria for the Grade of “Failure” or “Unsatisfactory”
- The intern who is deficient in the basic requirements of the clinical practice program will receive no credit for the course and will not be recommended for professional licensure.
- Graduate students MUST successfully complete the clinical practice internship in order to Graduate.

Note: Withdrawal from clinical practice is a very serious decision and should not be made without the knowledge and guidance of the college supervisor. Interns who choose to withdraw from clinical practice must notify the director of OSSC in writing as soon as possible. The timing and circumstances of the withdrawal will determine the process used for withdrawal from the course and/or program.

Attendance
CPI Handbook, Fall 2016, pp. 7, 8

Interns are expected:
- To be at their assigned school every day that classroom teachers are expected to be there. The college supervisor must approve any change in schedule. If an intern is unable to report to school, he/she must inform the cooperating teacher and the college supervisor before the school day begins.
- Attend all scheduled seminars and clinical practice events as scheduled by the OSSC and college supervisor.
- Fulfill the mandated number of days of the internship (per semester calendar).
- Attend the clinical practice intern orientation, which includes training in the South Carolina Department of Education's ADEPT Program.
- Adhere to the daily schedule of the cooperating teacher. Interns are required to participate in all duties, school meetings and activities in which the cooperating teacher is involved. Interns are not required to participate in activities or duties for which the cooperating teacher is paid an additional stipend.
- Participate in evaluation conferences, utilizing the ADEPT program and the Unit Assessment System with the college supervisor, cooperating teacher, and/or any other college/school personnel.

Note: Interns should not rely on email or text messages for notifications of this nature because cooperating teachers and the college supervisors will have questions about the day’s instruction and plan for return. If the intern is responsible for any of the day’s instruction, he/she must see that the lesson plan(s) and other materials are provided to the cooperating teacher. It is expected that any absences will be related to illness, death in the intern’s immediate family or direct involvement in occurrence of catastrophic events only. Missed time will be added at the end of the semester.

**College of Charleston Honor Code and Academic Integrity**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz, and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the *Student Handbook* at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)
Reporting violations and the XF Sanction—Instructor Guide
The complete XF policy can be found in Appendix A of the Student Handbook 2015-2016.

Instructors, with any necessary assistance from the Office of the Dean of Students (953-5522), will assess whether the behavior of the student falls into one of three classes and then follow the affiliated procedures:

Class 1
Act involves significant premeditation; conspiracy and/or intent to deceive, e.g., purchasing a research paper.

Instructor goes to the online reporting form to fill out a report electronically (form will be automatically routed to the Office of the Dean of Students): Online Reporting Form

It is good practice for the instructor to alert the student in writing that an academic dishonesty allegation has been forwarded to the Dean of Students.

Dean of Students will alert instructor via e-mail of the status of the case.

Penalties for Class 1
XF and either suspension or expulsion assigned if student found responsible for this class of offense by Honor Board.

Examples of Class 1 violations:
- taking a test for someone else or permitting someone else to take a test or course in one's place,
- intentional plagiarizing, where the entire work was written or created by another,
- obtaining, stealing, or buying all or a significant part of an unadministered exam,
- selling or giving away all or a significant part of an unadministered test,
- bribing or attempting to bribe any other person to obtain an unadministered test or any information about the test,
- buying, or otherwise acquiring, another's course paper and resubmitting it as one's own work, whether altered or not
- entering a building, office, or computer for the purpose of manipulating a grade on a test, or on other work for which a grade is given,
- changing, altering, or being an accessory to changing and/or altering a grade in a grade repository, on a test, on a "Change of Grade" form, or other official academic college record, which relates to grades, and entering a building, office, or computer for the purpose of obtaining an unadministered test.

Class 2
Act involves deliberate failure to comply with assignment directions, some conspiracy and/or intent to deceive, e.g., camouflaged use of the Internet when prohibited, fabricated endnotes or data, copying several answers from another student’s test.

Instructor goes to the online reporting form to fill out a report electronically (form will be automatically routed to the Office of the Dean of Students): Online Reporting Form.

It is good practice for the instructor to alert the student in writing that an academic dishonesty allegation has been forwarded to the Dean of Students.
Dean of Students will alert instructor via e-mail of the status of the case.

Penalties for Class 2
XF and other sanctions assigned if student found responsible for this class of offense by Honor Board.

Examples of Class 2 violations:
- cheating on an exam which involves some premeditation,
- copying from another's test or allowing another student to copy from your test, where some plans were made for such collaboration,
- intentional plagiarizing, where a moderate portion of the submitted work was written or created by another,
- unauthorized reuse of previously graded work,
- intentionally failing to cite information from the correct source,
- intentionally listing sources in a bibliography/work cited page that were not used in the paper,
- copying, or allowing one to copy, homework assignments that are to be submitted for credit, when unauthorized,
- unauthorized collaboration on an assignment, and
- unauthorized and intentional use or possession of a study aid.

Class 3
Act mostly due to ignorance, misunderstanding, confusion, and/or poor communication between instructor and class, e.g., unintentional violation of the class rules on collaboration.

Class 3 reports require the signature of both instructor and student. Print and fill out this form with the student, having the student sign the completed form.

The instructor sets the penalties. Form and all related materials are delivered to the Office of the Dean of Students (Floor 3, Stern):
http://studentaffairs.cofc.edu/honor-system/pdf/class3-violation-2014.pdf Penalties for Class 3
Zero on the assignment/test, resubmission of assignment, etc.

Examples of Class 3 violations:
- record of same offense made on other similar assignments and no feedback provided by the instructor prior to allegation,
- reusing and/or building upon coursework already submitted for another class without permission of the instructor,
- unintentionally failing to cite information from the correct source,
- unintentional violation of the class rules on collaboration, and
- unintentional possession of a study aid.

Accommodations for Students with Disabilities http://disabilityservices.cofc.edu/for-faculty/disability-info.php

By federal law, a “person with a disability” is someone who has a physical or mental impairment that substantially limits one or more major life activities. The Center for Disability Services (CDS)/SNAP serves approximately 900 students and provides them with various accommodations (e.g. academic; residential).
The types of disabilities students at College of Charleston have include:

- Specific learning disabilities in areas such as reading, math, written language, auditory or visual processing
- Attention-deficit / hyperactivity disorder
- Hearing disabilities
- Autism Spectrum Disorders
- Vision disabilities
- Psychological disabilities such as mood, anxiety and depressive disorders, and bipolar disorder
- Chronic health disabilities such as Crohn’s disease, epilepsy, and diabetes

Although faculty and staff do not necessarily have access to the names/labels of disabilities that their students have, information is provided below about the various disabilities and classroom modifications / accommodations that may be effective for students to gain equal access to the programs and opportunities available. It’s important to note that some of our students have multiple disabilities.

Many of the ideas listed could be considered guidelines of good teaching and advantageous to any student.

- Students with Specific Learning Disabilities
- Students with Attention-Deficit / Hyperactivity Disorder
- Students who are Deaf or Hard-of-Hearing
- Students with Vision Disabilities
- Students with Autism Spectrum Disorder
- Students with Psychological Disabilities
- Students with Chronic Health Impairments
- Additional Disability-Related Online Resources
### Required Assignments and Due Dates

<table>
<thead>
<tr>
<th>First two-three weeks when announced by supervisor</th>
<th>Submit daily/weekly and semester schedules to supervisor. Notify your supervisor of any schedule changes immediately.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>8 Questions</strong></th>
<th>Write and submit to your college supervisor the following information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>How teacher begins and ends the day.</td>
</tr>
<tr>
<td>2.</td>
<td>Cooperating teacher’s lesson implementation: introduction, expectations established, instructional routine for basic part of lesson, summarization, and assessment.</td>
</tr>
<tr>
<td>3.</td>
<td>How teacher creates an instructional flow and connection of learning and reinforcement of concepts throughout the day.</td>
</tr>
<tr>
<td>4.</td>
<td>How transitions are made from lesson to lesson and classroom activities to out of the classroom activities.</td>
</tr>
<tr>
<td>5.</td>
<td>Questioning techniques used by the teacher.</td>
</tr>
<tr>
<td>6.</td>
<td>How teacher includes all students in the instruction.</td>
</tr>
<tr>
<td>7.</td>
<td>Management of classroom routine and special procedures</td>
</tr>
</tbody>
</table>

| **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. Submit your progressive involvement sequence to your college supervisor at second seminar meeting or whenever supervisor announces. |

<table>
<thead>
<tr>
<th>Before beginning full time teaching</th>
<th>Long Range Plan: The LRP is completed and submitted to your college supervisor no later than October 1.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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 cooperating 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Responsibilities</th>
<th>Daily Lesson Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Plan sequence: Standard, Objective, Assessment, Materials, Procedures, and Accommodations. 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.</td>
</tr>
</tbody>
</table>

| Candidate Work Sample: The CWS is completed and submitted to your college supervisor no later than November 15. | The CWS includes short-range plans . . . see CPI 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). |
### Other Responsibilities

**Instruction With Visuals And Objects**
Make and use at least two instructional games or learning centers. 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:** The FIP is completed and submitted to your college supervisor no later than November 15.
The FIP includes two components, one involving family involvement at the classroom or school-level and one involving the development of a “reciprocal and respectful relationship” with an individual family from your class. See assignment description and rubric for more information.

### Other Course Expectations and Guidelines

<table>
<thead>
<tr>
<th>Overview</th>
<th>Observe, plan, teach, and be an active member of the faculty during the entire school day, five days a week, for 16 weeks.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Attend weekly seminars after school one day per week as scheduled by your college supervisor.</td>
</tr>
<tr>
<td></td>
<td>Attend special OSSC seminars for all interns such as the credentials file seminar, career fair and others.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>Communication</td>
<td>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, or the director of OSSC immediately.</td>
</tr>
<tr>
<td></td>
<td>If your email address or your phone number changes, inform your college supervisor and director of OSSC immediately.</td>
</tr>
<tr>
<td></td>
<td>Check email twice daily! We must send official information via College email accounts.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>Observation</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>You will observe other teachers and grade levels during the final days of your clinical practice.</td>
</tr>
<tr>
<td></td>
<td>You are to observe your cooperating teacher 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 your cooperating teacher or actually teaching (after initial two weeks of observing), you should be observing your teacher.</td>
</tr>
<tr>
<td>Planning and Preparation</td>
<td>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.</td>
</tr>
</tbody>
</table>
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.

**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.

**Consultation Collaboration**
- Physical education and Arts integration: Incorporate movement, 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.
- Parent-Teacher Interaction: If possible, observe and participate under close supervision of your 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 your participation.

**Self-Evaluations and Reflections**
- Self-evaluations after regular ADEPT observations and assessments: Each time you are evaluated you will be expected to enter a self-evaluation or reflection in to the Qualtrics system.
- Prepare and present a portfolio that represents your knowledge, skills, and dispositions. Evidence from your clinical practice will be used in this portfolio.
- The college supervisor will formally observe the intern at least four (4) times, and the cooperating teacher will formally observe the student at least four (4) times. Each time the observer will assess performance using the online ADEPT observation form. You must access the observation evidence online and submit an acknowledgement and reflection for each observation.

**Assessments of Clinical Practice Intern**
- Midterm evaluations, final evaluations, and summative evaluations will be made on each intern. Cooperating teacher and college supervisor will collaborate and conference with the intern using each document.
- While the cooperating 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.
- You must be under the supervision of a certified teacher at all times.

**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.
CPI Weekly Timeline

Suggested Plan for Assuming Fulltime Teaching Responsibilities

Be sure to reference your Fall 2016 Clinical Practice Calendar and 2016-2017 CPI Handbook for additional information related to your internship.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 22-26</td>
<td>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 CT, 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.</td>
</tr>
<tr>
<td>2</td>
<td>Aug 29-Sept 2</td>
<td>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 this second week, you will continue recording your observations and assisting your co-op teacher as directed.</td>
</tr>
<tr>
<td>3</td>
<td>Sept 5-9, Phase In</td>
<td>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.</td>
</tr>
<tr>
<td>4</td>
<td>Sept 12-16</td>
<td>This week you are well into phase-in, and should be handling at least two complete lessons and other non-instructional activities each day.</td>
</tr>
<tr>
<td>5</td>
<td>Sept 19-23</td>
<td>Starting with the fifth week you should have assumed most of the teaching responsibility for the class and all non-instructional activities. Your CT 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 CT and remember that s/he is available to assist in small group or tutorial activities that may be helpful to you and the students.</td>
</tr>
<tr>
<td>6-11</td>
<td>Sept 26-Nov 4, Full-time</td>
<td>Full time teaching including all lesson plans. CT 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. CT will gradually spend more time outside of the classroom, or at least out of view of the students.</td>
</tr>
<tr>
<td>12-13</td>
<td>Nov 7-18, Phase Out</td>
<td>You will begin to return the class to the CT’s leadership, to be completed by the thirteenth 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 CT, you will schedule observations of other teachers at the same and different levels as well as those with special teaching responsibilities. Make observation and reflection notes in your journal. Week of Nov 21 is Fall Break for CCSD interns; Schools are closed during Fall Break, Nov 21-25.</td>
</tr>
<tr>
<td>14-15</td>
<td>Nov 28-Dec 8</td>
<td>Final days at your school with your last day being December 8. Continue to schedule observations of other teachers at the same and different levels as well as those with special teaching responsibilities. Make observation and reflection notes in your journal. Prepare to celebrate!!!!!! Congratulations!!!!!</td>
</tr>
</tbody>
</table>
CofC OSSC EVENT SCHEDULE
All seminars at CofC North Campus
Mondays, 4:30pm

Mandatory Attendance for All Interns

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/22</td>
<td>OSSC - Clinical Practice Orientation</td>
</tr>
<tr>
<td>2</td>
<td>8/29</td>
<td>Long Range Plan Workshop</td>
</tr>
<tr>
<td>3</td>
<td>9/5</td>
<td>Labor Day: Schools Closed! No Seminar!</td>
</tr>
<tr>
<td>4</td>
<td>9/12</td>
<td>Family Involvement Workshop</td>
</tr>
<tr>
<td>5</td>
<td>9/19</td>
<td>No OSSC Seminar at North Campus</td>
</tr>
<tr>
<td>6</td>
<td>9/26</td>
<td>Candidate Work Sample Workshop</td>
</tr>
<tr>
<td>7</td>
<td>10/3</td>
<td>No OSSC Seminar at North Campus</td>
</tr>
<tr>
<td>8</td>
<td>10/10</td>
<td>Classroom and Behavior Management Workshop</td>
</tr>
<tr>
<td>9</td>
<td>10/17</td>
<td>No OSSC Seminar at North Campus</td>
</tr>
<tr>
<td>10</td>
<td>10/24</td>
<td>Teacher Licensure Update</td>
</tr>
<tr>
<td>11</td>
<td>10/31</td>
<td>No OSSC Seminar at North Campus</td>
</tr>
<tr>
<td>12</td>
<td>11/7</td>
<td>Career Resume Session</td>
</tr>
<tr>
<td>13</td>
<td>11/14</td>
<td>No OSSC Seminar at North Campus</td>
</tr>
<tr>
<td>--</td>
<td>11/21</td>
<td>Fall Break: No OSSC Seminar at North Campus</td>
</tr>
<tr>
<td>14</td>
<td>12/2</td>
<td>12/2 is a Friday. OSSC will host Transition To Profession Conference at North Campus for all interns on Fri, 12/2. Therefore, no OSSC Seminar at North Campus on Monday, 11/28.</td>
</tr>
<tr>
<td>15</td>
<td>12/5</td>
<td>No OSSC Seminar at North Campus</td>
</tr>
</tbody>
</table>
CLINICAL PRACTICE INTERN
SCHOOL INFORMATION

Name of School
School Main Phone Number
Principal
Assistant/Vice Principal(s)
Main Office Receptionist(s)/Secretary(ies)

Name of Clinical Practice Intern (CPI)
CPI Area/Level of Licensure
Internship Enter Date
Internship Exit Date
CPI Grade assignment
Classes taught (if not self-contained)
If class is departmentalized, name(s) of team teacher(s)

Cooperating Teacher (CT)
CT Home phone
CT School email
CT Home email

CT/CPI daily arrival time
CT/CPI daily departure time

OTHER RELATED INFORMATION

Media Specialist(s)
Guidance Counselor(s)
Art Teacher(s)
Music Teacher(s)
Phys Ed Teacher(s)

Special Ed Teacher(s)

Cafeteria Supervisor

Custodian(s)