College of Charleston
EDEE 455/457/698
Clinical Practice in Early Childhood and Elementary Education
Spring 2016

EDEE455_12_BaggsBT_Spring2016

<table>
<thead>
<tr>
<th>College Supervisor</th>
<th>Email</th>
<th>Phone</th>
<th>Office Hours</th>
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<tbody>
<tr>
<td>Bernard T. Baggs, Ed.D.</td>
<td><a href="mailto:baggsbt@cofc.edu">baggsbt@cofc.edu</a></td>
<td>973-903-1760, cell</td>
<td>8am-6pm Mon – Fri</td>
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</tbody>
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Course Information

Early Childhood Clinical Practice - EDEE 455 12
CRN: 22746
Duration: Jan 07, 2016 - Apr 29, 2016

Meeting Time and Place

Seminar Schedule, Spring 2016
North Charleston Campus
ALL Early Childhood and Elementary Interns will meet on Mondays in small groups with their individual supervisors from 3:15 – 4:00 PM (or at an alternative time) and then meet together as a large group in a general session from 4:15 – 5:15 PM each Monday.

Weekly Seminar Dates, Spring 2016
Mamie P. Whitesides Elementary School
Tuesdays, 3:45-5:00pm

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 Handbook (Fall 2015) from the Office of Student Services and Credentialing
- Access to CofC online technology and links; e.g., Qualtrics 360, EHHP/TEDU.

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, Spring 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, Spring 2016, p. 7
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.

Note: Interns should not rely on email or text messages for notifications of this nature due to the fact that 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.

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

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 both by 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 for 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
**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 (3rd Floor, Stern):


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

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

### Before beginning full time teaching

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<th>Long Range Plan</th>
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<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 co-op teacher about information relating to S.C. Teaching Standards, school and classroom procedures and policies and any other information pertinent to this classroom. Your teacher may share his/her plan with you, but do not copy the entire document. Write as much information, such as the class-student profile information, as you can in your own words. <strong>The LRP is due no later than February 1.</strong></td>
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### Other Responsibilities

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<th>Daily Lesson Plans</th>
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<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. <strong>The CWS is due no later than April 18.</strong></td>
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<th>Instruction With Visuals And Objects</th>
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<tr>
<td>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. <strong>The FIP is due no later than April 18.</strong></td>
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### Other Course Expectations and Guidelines

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<th>Overview</th>
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<td>Observe, plan, teach and be an active member of the faculty during the entire school day, five days a week, for 16 weeks.</td>
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</table>
| Planning and Preparation | **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.  

**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. |
| --- | --- |
| 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 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-week period. You may assist as directed by your teacher. Any time you are not assisting your co-op teacher or actually teaching (after initial two weeks of observing), you should be observing your teacher. |
| 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 your co-op teacher. Always include pre- and post-learning experiences related to the trip.

| **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 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. **Keep each of your assessments in your notebook along with the related plan.** |

| **Consultation Collaboration Outside Classroom** | **Parent-Teacher Interaction:** If possible, observe and participate under close supervision of your 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 your participation.** |
| **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 if attended.** |
| **Teacher-work days, grade level planning, and in-service workshops:** | You are to attend all with your co-op teacher. **Document all activities.** |

| **Self-Evaluations and Reflections** | Keep a daily journal noting important ideas, events and reflections. This up-to-date journal should be available to your college supervisor during observation and visits. |
| **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. |

| **Assessments of Clinical Practice Intern** | The college supervisor will formally observe the intern at least four (4) times, and the co-operating 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. |
| | Midterm evaluations, final evaluations, and summative evaluations will be made on each intern. Co-operating teacher and college supervisor will collaborate and conference with the intern using each document. |
| | 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 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

Be sure to reference your Spring 2016 Clinical Practice Calendar, Clinical Practice Internship Handbook, and Weekly Seminar Dates for additional information related to your internship.

Teaching full-time for an extended period of time is the culmination of the clinical practice experience. What follows is a suggested plan for sixteen weeks of clinical practice with a six-to-eight-week full-time experience. It may be adjusted based on classroom, co-operating teacher, and intern needs. The co-operating teacher (CT) and college supervisor (CS) will make adjustments as needed.
<table>
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<tr>
<th>Week 1</th>
<th>Jan 4-8: 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.</th>
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<tr>
<td>Week 2</td>
<td>Jan 11-15: 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>
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<td>Week 3</td>
<td>Jan 18-22, Phase In: 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>
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<td>Week 4</td>
<td>Jan 25-29: 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>
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<td>Week 5</td>
<td>Feb 1-5: 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>
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<td>Weeks 6-11</td>
<td>Feb 8-Mar 18, Full-time: 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>
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<td>Weeks 12-14</td>
<td>Mar 21-Apr 15, Phase Out: 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.</td>
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<td>Weeks 15-16</td>
<td>Apr 18-Apr 28: Final days at your school with your last day being April 28. 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>
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**CPI CRITICAL INFORMATION**

Clinical Intern ____________________________________________________________

Area/level of licensure ____________________________________________________

School ______________________________________ Office Phone __________________

Enter Date ______________ Exit 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______________

OTHER RELATED INFORMATION

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

Receptionists/secretaries___________________________________________________________

__________________________________________________________

Media Specialists ______________________________________________________________

Guidance Counselor _____________________________________________________________

Special area teachers:

Art__________________________________ Music___________________________________________

PE____________________________________ Resource ________________________________

Cafeteria Supervisor ____________________________

Custodians __________________________________________________________