<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Elementary Clinical Practice</th>
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<tbody>
<tr>
<td>Credit:</td>
<td>12 Semester Hours</td>
</tr>
<tr>
<td>Supervisor:</td>
<td>James P. McKenna</td>
</tr>
<tr>
<td>Conference Times:</td>
<td>After observations and by arrangement</td>
</tr>
<tr>
<td>Office:</td>
<td>none</td>
</tr>
<tr>
<td>Telephone:</td>
<td>843.216.7331(H); 843.364.3311 (cell) There is voice mail on both numbers.</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:mckennaj@cofc.edu">mckennaj@cofc.edu</a>; <a href="mailto:mckenna_james@bellsouth.net">mckenna_james@bellsouth.net</a></td>
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<tr>
<td>Course Description:</td>
<td>EDEE 455 Clinical Practice is the last in a series of courses and experiences designed for students seeking South Carolina teacher certification at the middle school level. The purpose of the clinical practice semester is to provide each candidate for middle school teacher certification an opportunity to demonstrate his/her ability to accept full responsibility for the total classroom instructional process under the combined supervisory leadership of the cooperating teacher and the college supervisor who is knowledgeable in middle school educational practices. The clinical practice experience is designed to reflect the Teaching and Learning Standards of the School of Education. Weekly seminars are required.</td>
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<td>Course Prerequisites:</td>
<td>Prior to clinical practice, qualified candidates enrolled in the Early Childhood/Elementary Education Program must have completed courses and experiences required in (1) the general education component of the College of Charleston; (2) the academic major; (3) the professional education core; (4) certification requirements; and (5) met all other requirements of the School of Education.</td>
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<td>General Procedures:</td>
<td>The Clinical Practice <em>Handbook</em> provides guidelines for procedures associated with the clinical practice semester. Because of the daily contact with your Cooperating Teacher, the planning, preparation, and</td>
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The 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).

**Course Objectives:**

1. Plan and manage a classroom which provides for the optimal growth and development of students of diverse ability, achievement, economic, social, racial, gender, and ethnic difference (SOE Standards I & III),

2. Develop long range plans and lesson plans that will provide a learning environment conducive to the development and/or maintenance of high self-esteem and confidence for each student (SOE Standards I, II, III & IV),

3. Implement curriculum that is based on the South Carolina Curriculum Standards for the content area and IEP goals when appropriate for students with special learning needs and diverse learning styles (SOE Standards I, II, III & VII),

4. Plan and implement a variety of effective teaching strategies, learning activities, technology and other instructional materials specific to the instructional area and evaluate their impact on student growth and development (SOE Standards I & III),

5. Create and implement a positive classroom management system based on characteristics of students and evaluate its impact on student growth and development (SOE Standards I, III & VII),

6. Implement a system of communication and record keeping which facilitates positive interaction between the intern and students,
cooperating teacher, other teachers and staff members. (SOE Standard VII),
1. Demonstrate insights, reflection and other dispositions of effective teachers (SOE Standard VII),
2. Use a variety of instructional approaches and strategies to demonstrate the competent teaching. (SOE Standard III),
3. Document middle students’ learning, professional accomplishments and design a plan for future professional development (SOE Standard VII),
4. Effective collaboration strategies and communication skills in working with all families, including those who are diverse, to communicate assessment data and instructional progress (SOE Standards 4 & 5).

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<th>Course Requirements:</th>
<th>SPECIFIC PROCESSES INTERNS MUST DEMONSTRATE:</th>
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<td>Description of Projects/Assignments:</td>
<td>INSTRUCTIONAL PLANNING</td>
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1. Select, design, and organize objectives, strategies, and materials (I, II, III, VI);
2. Use different increments of planning: Long Range Plan, unit and daily lesson plans (I, II, III);
3. Identify the content areas of the subject discipline and understand their instructional implications (I, II, III);
4. Identify a variety of classroom management and discipline techniques and know and practice their appropriate use in the classroom (I);
5. Develop plans for the use of appropriate reference and study skills in the classroom;
6. Develop and implement an instructional plan appropriate to the needs, interests, and abilities of students (I);
7. Apply the concepts and principles of behavioral, learning, and developmental
theories as they relate to early childhood/elementary teaching (I);

8. Identify a wide variety of data sources, materials, and resources and develop plans for their use in the classroom (II);

9. Practice reflective thinking, and interpersonal skills and dispositions that are essential to early childhood/elementary teaching (VII);

INSTRUCTIONAL PERFORMANCE

10. Use a variety of effective instructional strategies appropriate to diverse cultural groups and individual learning styles (III) while employing a variety of stimulating instructional strategies;

11. Select, integrate, and translate appropriate knowledge and methodology from content area and education classes into the classroom (II).

12. Integrate content, professional, and pedagogical knowledge and skills to create learning experiences that make the central concepts, tools of inquiry, and structures of the content area meaningful for all students (I, II);

INSTRUCTIONAL ASSESSMENT

13. Ask questions at varying levels to elicit personal responses, as well as facts and inferences (VI) and assess student progress. Interpret this progress to students, parents, and administrators (V, VI);

14. Link a variety of instructional methods, strategies, and techniques to your assessment plan (V);

15. Know a variety of evaluation techniques and use them appropriately for pre- and post-assessment of learning (V);
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<th>16.</th>
<th>Provide evidence that students have learned as a result of your planning and teaching (V);</th>
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<td><strong>INSTRUCTION IN ORAL AND WRITTEN LANGUAGE</strong></td>
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<td>17.</td>
<td>Guide students in developing an appreciation and understanding for the English language Arts across content curriculum areas. (VII);</td>
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<td>18.</td>
<td>Build on students' prior experiences, exceptionalities, and cultural backgrounds based on membership in ethnic, racial, gender, language, socio-economic, and community to help all students achieve high levels of learning (I);</td>
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<td><strong>STANDARDS AND CURRICULUM</strong></td>
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<td>19.</td>
<td>Use national and state curriculum standards to identify, plan, teach and assess important concepts and themes in content areas.</td>
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**Description of Grading Criteria:**

EDEE 455/457, Early Childhood/Elementary Clinical Practice, is a pass/fail course. In order to pass, interns are required to demonstrate that they possess the knowledge, skills and dispositions to be competent early childhood and elementary teachers. They demonstrate these abilities and skills by passing the ADEPT Process of evaluation, by utilizing the Standards for the content area, and by showing that they consistently demonstrate the School of Education Standards - meeting all the expectations of clinical practice, and adhering to all the rules and expectations of the clinical placement site.

Course grading is based on several data points, including but not limited to: classroom observations, conferences, seminars, ability to teach content knowledge, examination of documents (long range plan, lesson plans, unit plan
Examination of teaching samples and artifacts and by observing evidence of ethical/professional behaviors and dispositions. Midterm and final evaluations by your cooperating teacher and college supervisor will be used to formally document progress in meeting course objectives.

<table>
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<tr>
<th>Evaluation Criteria:</th>
<th>(1) Satisfactory completion of all ADEPT performance dimensions is required for a passing grade in student teaching. A final assessment of “Not Met” or “1” on any of the ADEPT PD’s will result in a failing grade. Observations, conferences, review of the long range plan, portfolio assessment, examination of lesson plans and journal review by the college supervisor and the cooperating teacher will document progress in meeting course requirements and teaching knowledge, skills, abilities and dispositions.</th>
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<td>(2) Satisfactory completion of planning and instruction based on the State Standards and the standards of content related professional organizations. This will be documented by the cooperating teacher and college supervisor. Content-specific observations, conferences, review of the long range plan, unit work sample, portfolio assessment, examination of lesson plans, journal/blog review, and examination of teacher work samples will document progress.</td>
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<td>(3) The focus of all assessment is to document that the clinical intern has the knowledge, skills, abilities and dispositions to be a competent teacher. Therefore, if an intern does not meet the other requirements of clinical internship as set forth in the Handbook or does not meet all the requirements and assignments of the course, a failing grade can result.</td>
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<td>(4) All assignments must be completed according to assignment guidelines and submitted when due in order to receive a passing grade.</td>
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A violation of the College of Charleston Honor Code, School of Education Policies and Procedures or school (district) policies/regulations will result in a grade of F for the course.

EXPECTATIONS FOR INTERNS:

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

2. Attend the weekly seminar. A tentative seminar schedule is located at the end of this document.

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 the standards for subject specific professional organizations.

6. **Complete a teaching portfolio** that includes your philosophy of education, long-range plan, classroom management plan, resume, unit plan, case study, summary of your family involvement project, a five-year professional growth plan and other professional work samples (artifacts).

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, unit plan, lesson plans 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 (unit), activities and assessments current and past.
   - Weekly assessments (observations and conferences) by cooperating teacher (plus a copy for college supervisor).
   - A seating chart for each class.

10. **Journal.** Keep a dated, reflective blog of your experiences, observations, and reactions. Do not repeat material from your lessons plans in your journal. The purpose of the journal is to assist you in developing reflection as a part of good teaching. Include self-evaluation of lessons. The journal should be more than a list of day, time and activity information. Include your thoughts and the reactions of the students to lessons. The journal is designed to help you assess your strengths and areas where you need greater effort. Have your journal available when I observe; you may also email piece of your journal to me if you wish me to respond or react to your reflections.

11. **Student Work analysis (Case Study).** 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 the work on tests, quizzes, homework,
essays and assigned projects. Approaches, ideas and further instruction will be provided as you begin this assignment. Much of this assignment will be placed in the candidate work sample (unit plan) as you document your assessment of students.

12. Family project – Plan an activity that encourages family/parental involvement in their child’s education. This project must link to the SC standards; a detailed instruction distribution will be presented during a seminar discussion.

13. Videotape – One of your ADEPT observations must be completed utilizing a videotape of an instructional lesson. This method is significant because you can reflect upon your own teaching styles, mannerisms, and classroom atmosphere. This videotape will be viewed by the cooperating teaching and me and recorded as an ADEPT evaluation.

Attendance Policies:

Punctuality and attendance are professional behaviors that are discussed under the attendance policy in the Clinical Experience Handbook. 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.

Honor System:

Candidates are expected to adhere to the “College of Charleston’s Student Handbook: A Guide to Civil and Honorable Conduct”. See http://www.cofc.edu/studentaffairs/general_info/student_handbook.htm

Accommodations:

If you have a documented disability and have been approved to receive accommodations through the Center for Disability Services/SNAP (Students Needing Access Parity), please notify me as soon as possible.
Course Schedule: The schedule for seminars will be determined by the Early Childhood and Elementary program committees of the Teacher Education Department. In general, there will be a small group seminar and a combined large group seminar each week. Due dates for assignments will be announced. The schedule will be distributed at the first meeting under a separate cover.

Textbook for seminar: There is no required text for the seminar, but key readings and journal articles will be distributed by the instructor.