EDEE 459.02

MIDDLE GRADES CLINICAL PRACTICE

Spring 2016

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Course Description
EDEE459, Middle Grades Clinical Practice: English, 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.

Course Prerequisites
Prior to clinical practice, qualified candidates enrolled in the Middle School 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.

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) 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
Related to the procedural guidelines in the Clinical Practice Handbook and the ADEPT process of evaluation are these specific course objectives. Upon successful completion of this course, you will be able to:

- 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),
- Develop long range, unit 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),
- Implement curriculum that is based on the Standards for the English Language Arts, South Carolina Curriculum Standards for the language arts and IEP goals when appropriate for students with special learning needs and diverse learning styles (SOE Standards I, II, III & VII),
- Plan and implement a variety of effective teaching strategies, learning activities, technology and other instructional materials specific to Social Studies instruction and evaluate their impact on student growth and development (SOE Standards I & III),
- 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),
- 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),
- Demonstrate insights, reflection and other dispositions of effective teachers (SOE Standard VII),
- Use a variety of instructional approaches and strategies to demonstrate the competent teaching. (SOE Standard III),
- Document secondary students learning, professional accomplishments and design a five-year plan for future professional development (SOE Standard VII),
- Use 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).
Grading Criteria

EDFS 459, Middle Grades 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 secondary English teachers. They demonstrate these abilities and skills by passing the ADEPT Process of evaluation, the Middle School Clinical Internship Observation, 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, portfolio, student achievement data sheet, journals, etc.), 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.

Attendance Policy

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

Course Requirements

(1) Satisfactory completion of all ADEPT performance dimensions is required for a passing grade in student teaching. A final assessment of “Not Met” on any of the ADEPT PS’s will result in a failing grade. Observations, conferences, review of the long range plan, unit 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.

(2) Satisfactory completion of planning and instruction based on 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, portfolio assessment, examination of lesson plans, unit plans, journal review, and examination of teacher/student work samples will document progress.
The focus of all assessment is to document that the clinical intern has the knowledge, skills, abilities and dispositions to be a competent English 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 may result.

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

Weekly seminar attendance and participation is required. The seminar schedule will be provided.

Review and adhere to all policies, procedures and expectations in the Clinical Practice Handbook.

Successfully complete 12 weeks of in-school work including a minimum of 6 - 8 weeks of full-time teaching and daily lesson planning for all instruction.

Complete an electronic teaching portfolio that includes your philosophy of education, long-range plan, classroom management plan, resume, and other professional work samples (unit and lesson plans, creative projects, etc.).

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. Specific directions will be provided for the writing of the long range plan, the unit plan (also known as Candidate Work Sample [CWS]), and other major required projects.

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

Complete a Family/Community Involvement Project. Specifics and rubric will be provided on OAKS discussed in seminar.

1. Maintain a notebook! The notebook should be organized and available to the college supervisor during classroom visits. The notebook must include:
   - Copies of schedules and calendars,
   - All lesson plans, activities and assessments
   - List of students in each class
   - Seating charts (if applicable)
Honor Code
All courses in the School of Education, Health, and Human Performance are conducted under the College of Charleston Honor Code found in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/
Students are responsible for reading, understanding, and adhering to the Code of Conduct. Ignorance is no excuse. Both students and faculty are responsible for reporting violations to Student Affairs. Conviction of an Honor Code violation results in a grade of XF for the course in which the violation occurred. For help clarifying paraphrasing vs. plagiarism, see the following websites:
http://writing.wisc.edu/Handbook/QPA_paraphrase.html
https://www.indiana.edu/~istd/example1paraphrasing.html
http://owl.english.purdue.edu/owl/resource/619/01/

ADA Accommodations
In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed. Once the Professor Notification Letter is received, take the letter to professors as early in the semester as possible (preferably during their office hours). The letter will document SNAP status and the accommodations to which you are entitled, while providing you the opportunity to arrange for timely service.