College of Charleston  
EDFS 460 Secondary Clinical Practice  
EDEE 459 Middle Grades Clinical Practice  
SMFT 698/EDFS 686 Clinical Practice

**Spring 2016**  
9 (graduate) or 12 (undergraduate) credits

<table>
<thead>
<tr>
<th>Meeting Time and Place:</th>
<th>North Charleston Campus Room 212, 4:30-6:15 Monday</th>
</tr>
</thead>
</table>
| **Instructors:**        | Dr. Bob Perkins  
EDFS 460.01  
Janet Smith Coyne  
EDFS 460.04  
SMFT 698.02  
EDFS 686.05  
EDEE 459.04  
Alexandra Davis Owens  
EDFS 460.03  
EDEE 459.03  
Melody Wilt  
EDFS 460.12  
Divya Bhati  
EDFS 460.01 |
| **Office Hours:**       | • Tuesday 3-5  
• Wednesday 2-5  
• By Appt.  
Office Hours: By appointment |
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Cell - 843-345-2927  
953-8109  
perkinsr@cofc.edu  
http://teachered.cofc.edu/faculty-staff-listing/perkins-robert.php |
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| **Web page:**           |  
http://teachered.cofc.edu/faculty-staff-listing/perkins-robert.php |

**Class web site:**  
http://perkinsr.people.cofc.edu/classes/EDFS460/  

**Course Prerequisites:**  
Admission to a teacher education program and have completed courses and experiences required of the School of Education.

**Course Description:**  
- **EDEE 459:** In this course candidates engage in full-time teaching in a 5-8 grade classroom. They assume all of the responsibilities of a professional teacher. Under the supervision of a cooperating teacher and a college supervisor, candidates complete a long-range plan, take over full-time teaching and non-instructional responsibilities, and participate in professional activities outside of the classroom and in weekly seminars.
- **EDFS 460:** A course designed for candidates seeking secondary or K-12 program certification in a particular field of specialization. Candidates are placed in a public school setting for intensive and continuous involvement within the context of the total instructional process for at least 60 full days (12 weeks). Weekly seminars also are required. Candidates must apply for admission to clinical practice one semester prior to enrollment. The deadline for application for fall semester student teaching is the last day of drop/add in the previous spring semester. The deadline for application for spring semester is the last day of drop/add in the previous fall semester.
- **EDMG 698:** Transition to the Profession Seminar (3) This course is for candidates seeking SC teacher certification in the middle grades. The purpose is to provide each candidate an opportunity to demonstrate his/her ability through successful completion of all ADEPT written materials, reflections and a professional portfolio. This course experience reflects the Teaching and Learning Standards of the teacher education program at the College of Charleston. Corequisite: EDMG 699
- **EDMG 699:** This course is for students seeking SC teacher certification. The purpose is to provide an opportunity to accept full responsibility for the total classroom...
The instructional process. A teacher and a college supervisor complete supervision. The clinical practice experience reflects the Teaching and Learning Standards of the teacher education program at the College of Charleston. Co-requisite: EDMG 698.

**General Procedures:**

The Clinical Practice Handbook provides guidance on planning, preparation, and implementation of the clinical experience in collaboration with the cooperating teacher to ensure that all requirements 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). A second documentation is content-specific and assesses standards of the National Council for the Social Studies.

**Student Learning Outcomes:**

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Provide for the optimal growth and development of students of diverse ability and achievement levels, and economic, social, racial, gender, and ethnic difference (Standards I III).</td>
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</tr>
<tr>
<td>Plan activities and strategies that will provide a learning environment that is conducive to the development and/or maintenance of high self-esteem and confidence for each individual student (Standards I, II, III &amp; IV).</td>
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<tr>
<td>Design and manage a classroom which provides for the optimal growth and development of students of diverse ability and achievement levels, including economic, social, racial, gender and ethnic difference (Standards I, II VII).</td>
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</tr>
<tr>
<td>Analyze the observed curriculum and evaluate it in terms of characteristics of students and the effectiveness of the curriculum (Standards I, II &amp; V).</td>
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<tr>
<td>Implement curriculum that is appropriate for students based on national curriculum or IEP goals (Standards I, II, III VII).</td>
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</tr>
<tr>
<td>Analyze the observed teaching and learning activities and evaluate them in terms of individual characteristics and evaluate their impact on student growth and development (Standards I III).</td>
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<tr>
<td>Analyze the materials used in teaching and learning activities and evaluate them in terms of characteristics of students and the effectiveness of the materials (Standards I II).</td>
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<tr>
<td>Use materials that are appropriate for students based on their individual characteristics and evaluate their impact on student growth and development (Standards I III).</td>
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<tr>
<td>Analyze the system of evaluation and assessment of student progress and evaluate the effectiveness of the system (Standard VI).</td>
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<td>Implement a system of evaluation and assessment of student progress and evaluate the effectiveness of the system (Standard VI).</td>
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</tr>
<tr>
<td>Analyze the classroom management system and evaluate it in terms of the characteristics of the students and the effectiveness of the system (Standards I, II, III VII).</td>
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<tr>
<td>Implement a positive classroom management system based on characteristics of students and evaluate its impact on student growth and development (Standards I, III VII).</td>
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</tr>
<tr>
<td>Implement a system of communication and record keeping which facilitates positive interaction between the clinical intern and students, cooperating teacher, other teachers, support personnel.</td>
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</table>

**Description of Projects/Assignments, Course Requirements:**

- Attend the weekly seminar.
• Complete 14 weeks of in-school work including a minimum of 6 weeks of full-time teaching and daily lesson planning for all instruction.
• Attend ADEPT seminar and subsequently complete all requirements.
• Develop an electronic portfolio that includes artifacts specified in PortfolioChecklist.doc which will be evaluated using the Portfolio Rubric.
• Complete a Long Range Plan using LongRangePlanForm.doc. For more information, refer to the Long Range Plan and Rubric.pdf.
• Complete a Case Study (social studies only) using the Case Study Description and Rubric.
• Complete a Candidate Work Sample using Candidate Work Sample Form. For more information refer to the Candidate Work Sample Rubric.
• Complete a Family-Community Involvement Project (Middle Grades only).
• Submit all completed ADEPT forms in Qualtrix.
• Have available during supervisor observation:
  - Lesson plans
  - Any handouts students will receive
  - Any assessments students will complete
• NOTE: All assignments must be completed at the Acceptable (2) level to receive a passing grade in this course.

Evaluation Scale:

Clinical Practice is Pass/Fail. The Clinical Practice Handbook provides guidelines for procedures associated with the clinical practice semester.

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.

Evaluation Criteria:

1. Satisfactory completion of all ADEPT performance dimensions is required for a passing grade in student teaching. A final assessment of "Needs improvement/unsatisfactory" on any of the ADEPT APS' will result in a failing grade. Observations, conferences, review of the long range plan, unit plan, portfolio assessment, examination of lesson plans and journal/blog review by the college supervisor and the cooperating teacher will document progress in meeting course requirements and teaching knowledge, skills, abilities and dispositions.
2. Satisfactory completion of planning and instruction based on the respective professional organization standards. This will be documented by the cooperating teacher and college supervisor. Content-specific observations, conferences, review of the long range plan, portfolio assessment, examination of lesson plans, unit plans, blog/journal review, and examination of teacher/student work samples will document progress.
3. The focus of all assessment is to document that the Clinical intern has the knowledge, skills, abilities and dispositions to be a competent Social Studies teacher. Therefore, if an intern does not meet the other requirements of student teaching/internship as set forth in the Handbook or does not meet all the requirements and assignments of the course, a failing grade can result.
4. All assignments must be completed according to assignment guidelines and submitted when due in order to receive a passing grade.

Expectations for Interns:

1. Review the Clinical Practice Handbook and all policies, procedures and expectations.
2. Attend the weekly seminar. The seminar schedule will be submitted under separate cover.
3. Complete 14 weeks of in-school work including a minimum of 6-8 weeks of full-time teaching and daily lesson planning for all instruction. Satisfactorily meet all professional responsibilities.
4. Successfully complete all requirements of the ADEPT evaluation process.
5. Successfully complete all requirements for the evaluation of South Carolina Curriculum Standards and/or Common Core Standards.
6. Complete all assignments described above.
7. Provide evidence that you have successfully planned for and taught appropriate curriculum according to South Carolina State and National Standards. Standards must be documented in the long range plan, lesson plans, unit plan and teaching.
8. Submit all completed forms, assignments,
9. Maintain a notebook! The notebook should be organized, be available to the college supervisor during classroom visits and include:
  - Copies of schedules and calendars.
  - Copy of the Long Range Plan (drafts then final version).
  - Lesson plans, activities and assessments current and available at all times.
  - Weekly assessments (observations and conferences) by cooperating teacher.
  - A seating chart for each class.

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

**Attendance Policies:**

- Punctuality and attendance are professional behaviors that are discussed under the attendance policy in the Clinical Practice 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.

**Any special consideration/agreements:**

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

**Honor System:**

- **College of Charleston Honor Code**

  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 be 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 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

Disability Accommodations:
In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to Reasonable Accommodations. Please notify the instructor during the first week of class of any accommodations needed for the course.

***Students that are part of the SNAP Program who need accommodations must speak to the instructor to make arrangements.

SEMINAR SCHEDULE:

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>January 6</td>
<td>• Clinical Intern Orientation- Introduction and set up first visits [notes].</td>
<td>Email your supervisor the following before the next seminar:</td>
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<tr>
<td></td>
<td></td>
<td>• Your phone number</td>
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<td></td>
<td></td>
<td>• Cooperating Teacher’s name</td>
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<td>• Class Room number</td>
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<td></td>
<td>• Class schedule including times, course name, planning period and lunch schedule</td>
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<td></td>
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<td>• As you take over a class, let the supervisor know.</td>
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<tr>
<td>January 11</td>
<td>• Student interests and learning styles</td>
<td>• Read Clinical Practice Handbook</td>
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<td></td>
<td>• Letters of reference (<a href="#">sample reference form</a>)</td>
<td>• Administer a learning style and interest inventory to your students. If</td>
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<tr>
<td></td>
<td>• <a href="#">Long range plan</a> (see description, rubric and checklist in main menu) [PPT]</td>
<td>there is nothing available in the school, a suggestion is VAK for learning</td>
</tr>
<tr>
<td></td>
<td>• <a href="#">Classroom Management</a></td>
<td>style and <a href="#">Student Inventory</a> tab for interests.</td>
</tr>
<tr>
<td></td>
<td>• <a href="#">Lesson Planning</a></td>
<td>• Bring a copy of your classroom’s management system (rules/procedures/</td>
</tr>
<tr>
<td></td>
<td>• Set up orientation visits (<a href="#">Notes</a>)</td>
<td>consequences).</td>
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<tr>
<td></td>
<td>• NCSS Performance Evaluation (social studies only)</td>
<td>• Work with CT to establish a phase in plan for teaching – send to</td>
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<td></td>
<td></td>
<td>supervisor by Jan 18th.</td>
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<td>January 18</td>
<td>Martin Luther King day, no seminar</td>
<td></td>
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<tr>
<td>January 25</td>
<td>• <a href="#">TEDx - Charleston: When trying to solve problems does not solve</a></td>
<td>• Long Range Plan draft due.</td>
</tr>
</tbody>
</table>
• **problems**
  - To get license to Notebook and Streamline SC, email Dr. Perkins.
  - **StreamlineSC (Streamline Notes)** (video of lesson *StreamlineSC*).
    - Adding video to NoteBook files. If you need to convert to a different file format, check out Video Conversion notes.
    - 8 little-known video resources popular with teachers
  - SMARTBoard Lesson (optional)
    - To see a video review of the lesson, click on the following links (video of lesson *Notebook 1*).
    - Continue SMARTBoard practice lesson (video of lesson *Notebook 2*).
    - View some sample Notebook pages and discuss how Notebook can be integrated into lessons (video of lesson *Notebook Sample pages*).
  - Discuss **StreamlineSC (Streamline Notes)** (video of lesson *StreamlineSC*).
  - Reflective practices and ADEPT