EDEE 457 02
Early Childhood Clinical Practice

**Pre-requisite:**
Admission to a teacher education program and completion of all education courses. Prior to the Clinical Practice, qualified students enrolled in the teacher education program must have completed courses and experiences required in (1) the general education component, (2) the professional education core, and (3) met all other requirements of the School of Education.

**MEETING TIMES/PLACES:**
- Monday Seminars
  - North Charleston Campus or as scheduled by Supervisor
  - 4:00 – 5:00 PM
- Field Site – As Assigned

**SUPERVISOR:** Dr. Melody Wilt

**OFFICE HOURS:** By appointment

**TELEPHONE:** 610-291-2665 (voice and text)

**EMAIL:** wiltmr@cofc.edu

**INSTRUCTIONAL OBJECTIVES (SLOs below)**
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 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).

**STUDENT LEARNING OUTCOMES**
- Complete the initial 6-hour observation period as outlined in the placement letter and course syllabus.
- Attend all weekly seminars including special offerings by OSSC such as Transition to the Profession, Career Resume, and Teacher Expo.
- Develop a portfolio that includes artifacts specified in the Portfolio Checklist.
- Complete a Long Range Plan.
- Complete a Candidate Work Sample.
- Assume responsibility for planning, teaching, and assessing student learning, as directed by cooperating teacher and college supervisor. This includes completion of 14 weeks of in-school work including a minimum of 6 weeks of full-time teaching and daily lesson planning for all instruction.
- Maintain a notebook with a seating chart for each class, copies of calendars/schedules, lesson plans, and observations/feedback.
- Complete at least one video-recorded lesson and submit a reflection assessment.
- 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 including afterschool functions such as parent teacher conferences/PTO meetings. Interns are not required to participate in activities or duties for which the cooperating teacher is paid an additional stipend.
- Assume all extra responsibilities required of the co-op teacher (i.e. yard, bus, and hall duties.) **Students are, however, not to be responsible for students in these situations if a regular teacher is not present.**
- 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.**
- 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.
- Prepare lesson plans in advance as required by the cooperating teacher/college supervisor; have plans approved by the cooperating teacher prior to implementation of plans.
- 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.

**ATTENDANCE POLICY**
Clinical Practice Handbook, pages 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. 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.
- 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.

**GRADING POLICY**
- Clinical Practice is Pass/Fail. All assignments must be completed at the acceptable level (2) to receive a passing grade. 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).
- 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.
- 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, examination of lesson plans, unit plans, 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 secondary 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.
- All assignments must be completed according to assignment guidelines and submitted when due in order to receive a passing grade.
- The components of intern evaluation include:
  1. ADEPT Performance Standards (APS)
  2. Classroom observations through the lens of teaching performance standards
  3. Midterm and final evaluation conferences and evaluations
  4. Disposition assessments
  5. Candidate Work Sample (CWS)
  6. Long Range Plan (LRP)
  7. Family Involvement Project (FIP)
  8. Videotaping and Reflection
  9. Unique program assessments

REQUIRED TEXTBOOKS, EQUIPMENT, AND TECHNOLOGY
The course text will be a series of articles/information assigned by the professor. Students will need access to and be able to use a computer and videotaping equipment to successfully complete the assignments for this course.

ADA ACCOMMODATIONS
In compliance with the American 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. As EDEE provides coursework toward master's degrees and recommends candidates for teacher certification, professors reserve the right to document violations that would impact candidate certification (i.e. attendance problems, professionalism in schools, etc.)

ACADEMIC INTEGRITY STATEMENT/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 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

**PROGRAM SPECIFIC ELEMENTS**

<table>
<thead>
<tr>
<th>Communication</th>
<th>If you believe communication between you and your co-operating teacher or between you and your college supervisor is becoming a problem, contact your college supervisor or the director of OSSC immediately.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>If your email address or your phone number changes, inform your college supervisor and director of OSSC immediately.</td>
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<tr>
<td></td>
<td>Check email daily! We must send official information via College email accounts.</td>
</tr>
<tr>
<td>Observation</td>
<td>Observation of your coop teacher’s instructional 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 may observe other teachers and grade levels during the final days of your clinical practice.</td>
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<tr>
<td></td>
<td>You are to observe your coop 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 coop 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><strong>Personal Preparation:</strong> It is of utmost importance that you know your subject matter. You are expected to study and <strong>know the material in advance, not only the material in the text but also additional teacher information and information from your own research.</strong> 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>
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</tbody>
</table>
### 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.**

**Multiple Modality integration:** Incorporate movement, music, art, numbers, visuals, and drama in classroom learning 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.

### Consultation & Collaboration Outside Classroom

**Parent-Teacher Interaction:** If possible, observe and participate under close supervision of 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., 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

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.

### 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.

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**Suggested Plan for Assuming Fulltime Teaching Responsibilities**

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 and college supervisor will make adjustments as needed.
| Week 1 | 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 cooperating teacher, 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. |
| Week 2 | 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. |
| Week 3 | 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. |
| Week 4 | This week you are well into phase-in, and should be handling at least two complete lessons and other non-instructional activities each day. |
| Week 5 | Starting with the fifth week you should have assumed most of the teaching responsibility for the class and all non-instructional activities. Your cooperating teacher 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 cooperating teacher and remember that s/he is available to assist in small group or tutorial activities that may be helpful to you and the students. |
| Weeks 6-14 | Full time teaching including all lesson plans. Co-op teacher 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. Co-op teacher will gradually spend more time outside of the classroom, or at least out of view of the students. |
| Weeks 14-16 | You will begin to return the class to the cooperating teacher’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 cooperating teacher, 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. |

**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.

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<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic &amp; Due Dates</th>
<th>Facilitators</th>
<th>Time/Location</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1/9</td>
<td><strong>OSSC - CLINICAL PRACTICE ORIENTATION</strong>&lt;br&gt;Send CS your room number and schedule</td>
<td>OSSC</td>
<td>All Day</td>
</tr>
<tr>
<td>2</td>
<td>1/19</td>
<td>First weekly seminar: Overview &amp; Expectations, Observation Log&lt;br&gt;&lt;br&gt;<strong>Long Range Plan Workshop</strong> – Dr. Melody Wilt&lt;br&gt;&lt;br&gt;Create a phase-in plan with CT – submit to CS by 1/23</td>
<td>Dr. Wilt and CS</td>
<td>North Campus 4-5</td>
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<tr>
<td>3</td>
<td>Week of 1/23</td>
<td>Three-Way Conferences: Collaboration and Short Range Planning&lt;br&gt;Expectations&lt;br&gt;Administer a learning style survey and student inventory</td>
<td>CS</td>
<td>Interns’ Schools</td>
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<tr>
<td>4</td>
<td>2/2</td>
<td><strong>Observation Log Due</strong>&lt;br&gt;&lt;br&gt;<strong>Candidate Work Sample Workshop-Dr. Genny Hay</strong>&lt;br&gt;&lt;br&gt;<strong>Long Range Plan Due</strong></td>
<td>Dr. Hay and CS</td>
<td>North Campus 4-5</td>
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<tr>
<td>5</td>
<td>2/9</td>
<td><strong>Family Involvement Workshop- Dr. Tracey Hunter-Doniger</strong>&lt;br&gt;&lt;br&gt;<strong>Long Range Plan Due</strong></td>
<td>Dr. HD and CS</td>
<td>North Campus 4-5</td>
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<tr>
<td>6</td>
<td>Week of 2/13</td>
<td>Weekly seminar: Questions &amp; Schedule mid-term conferences&lt;br&gt;Weekly seminar: Tailoring Planning, Instruction, &amp; Assessment to Meet Individual and Group Needs in the Classroom.</td>
<td>CS</td>
<td>Interns’ School</td>
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<tr>
<td>7</td>
<td>Week of 2/20</td>
<td><strong>Video Recorded Lesson Due</strong>&lt;br&gt;Weekly seminar: <strong>Family Involvement Project and Family Identified</strong>, and Questions &amp; Schedule mid-term conferences</td>
<td>CS</td>
<td>Interns’ Schools</td>
</tr>
<tr>
<td>8</td>
<td>Week of 2/27</td>
<td>Three-Way Midterm Conferences</td>
<td>CS</td>
<td>Interns’ School</td>
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<tr>
<td>9</td>
<td>Week of 3/6</td>
<td>Weekly seminar: Candidate Work Sample Assistance (midterm due this week)</td>
<td>CS</td>
<td>Interns’ Schools</td>
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<tr>
<td>10</td>
<td>3/17</td>
<td><strong>CAREER RESUME SESSION</strong></td>
<td>OSSC</td>
<td>All Day</td>
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<tr>
<td>11</td>
<td>Week of 3/20</td>
<td>Weekly seminar: - Classroom and Behavior Management&lt;br&gt;&lt;br&gt;<strong>Candidate Work Sample Due</strong></td>
<td>CS</td>
<td>Interns’ Schools</td>
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<tr>
<td>12</td>
<td>Week of 3/27</td>
<td>Weekly seminar: Burning Issues, communications and touch base on FIP.&lt;br&gt;&lt;br&gt;Check your Qualtrics</td>
<td>CS</td>
<td>Interns’ School</td>
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<tr>
<td>13</td>
<td>4/6</td>
<td><strong>Teacher Expo</strong></td>
<td>OSSC</td>
<td>All Day</td>
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<td></td>
<td>Week of 4/10</td>
<td><strong>SPRING BREAK!!!!!!</strong></td>
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<tr>
<td>14</td>
<td>Week of 4/17</td>
<td>Weekly seminar: Debrief next steps with cover letters, resumes, interviewing and Supervisor preference for providing references, Share procedure for “phasing out” and set deadline for plan to be submitted for post-phase out days. Interview Session with a Local Principal&lt;br&gt;&lt;br&gt;<strong>Family Involvement Project Due</strong></td>
<td>CS</td>
<td>Interns’ School</td>
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<tr>
<td>15</td>
<td>Week of 4/24</td>
<td>Weekly seminar: Celebration&lt;br&gt;Final submission of all unit and program assessments and “end of semester” surveys (Qualtrics) <strong>PORTFOLIO DUE</strong></td>
<td>CS</td>
<td>Interns’ School</td>
</tr>
<tr>
<td>16</td>
<td>5/1</td>
<td><strong>TRANSITION TO PROFESSION CONFERENCE</strong></td>
<td>OSSC</td>
<td>All Day</td>
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