EDEE 459 Middle Grades Clinical Practice  
EDFS 460 Secondary Clinical Practice  
Spring 2017

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School of Education, Health, and Human Performance  
Contact Information: vealw@cofc.edu  
953-8045 (office)  
Please use email as a primary form of contact  
Course Meetings: Section -001, Monday 4:30-6:15 p.m.  
Course Location: North Campus  
Office Hours: Tuesdays and Thursdays 1:00-2:30 or by Appointment.  
Email me anytime to setup an appointment.  

9 (graduate) or 12 (undergraduate) credits

Course Prerequisites:  
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 academic major, (3) the professional education core, and (4) 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). A second documentation is content-specific and assesses standards of the National Council for the Social Studies.

3.2 Teaching Philosophy and Narrative 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.
Special Considerations/agreements:

- 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.
- Follow district and school dress codes. College of Charleston students will often dress more appropriately and professional than cooperating teachers. No leggings, flip flops, or tang tops.
- 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.
- If called for a meeting with an administrator, contact the university supervisor immediately so that the supervisor can be there with you.
- **ENJOY TEACHING!!!**

2.6 Instructional Objectives:

Candidates will learn all of the facets of teaching in a public school.

Candidates will develop a series of skills related to pedagogy, assessment, classroom management, and lesson planning.

2.6 Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment</th>
</tr>
</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>
<td>ADEPT and Candidate Work Sample</td>
</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>
<td>ADEPT</td>
</tr>
<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 differences (Standards I, II VII).</td>
<td>ADEPT and Candidate Work Sample</td>
</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>
<td>ADEPT and Candidate Work Sample</td>
</tr>
<tr>
<td>Implement curriculum that is appropriate for students based on national curriculum or IEP goals (Standards I, II, III VII).</td>
<td>Long Range Plan</td>
</tr>
<tr>
<td>Activity</td>
<td>Reference</td>
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<td>------------------------------------------------------------------------</td>
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<tr>
<td>Analyze the observed teaching and learning activities and evaluate them in terms of characteristics of students and the effectiveness of the activities (Standards I, II, III VII).</td>
<td>ADEPT and Candidate Work Sample</td>
</tr>
<tr>
<td>Implement 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>
<td>ADEPT and Candidate Work Sample</td>
</tr>
<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>
<td>Long Range Plan and Candidate Work Sample</td>
</tr>
<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>
<td>ADEPT and Candidate Work Sample</td>
</tr>
<tr>
<td>Analyze the system of evaluation and assessment of student progress and evaluate the effectiveness of the system (Standard VI).</td>
<td>ADEPT</td>
</tr>
<tr>
<td>Implement a system of evaluation and assessment of student progress and evaluate the effectiveness of the system (Standard VI).</td>
<td>ADEPT and Candidate Work Sample</td>
</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>
<td>ADEPT</td>
</tr>
<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>
<td>ADEPT and Candidate Work Sample</td>
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<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>
<td>ADEPT</td>
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<td>Middle grade interns will complete a Family Involvement Project.</td>
<td>FIP</td>
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<tr>
<td>Secondary Science interns will complete a professional essay focusing on content knowledge and pedagogical content knowledge.</td>
<td>Assessment 6: Professionalism</td>
</tr>
</tbody>
</table>

2.7 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. A text and email must be sent as soon as possible to cooperating teacher and university supervisor.

2.8 Grading Policy and Assignments
Late submissions of assignments are unacceptable under normal circumstances. Please do not attempt to submit any assignments after the due date. I will NOT accept any late work.

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 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, 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. 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.

3.12 Learning and Tutoring Resources: I encourage you to take advantage of the Writing Lab in the Center for Student Learning (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming
Due Dates:
Due dates for course assignments, as well as scheduled quizzes and assignments, are listed in the course calendar or are announced in class. No LATE assignments will be accepted. If there is a problem with submitting the assignment on time, please contact the professor ahead of time to ask for an extension (only extenuating circumstances will be allowed). If assignments are turned in late, it is the discretion of the professor to determine the amount of points to be taken off the final grade. If needed, the professor will provide ample feedback on any assignment if the assignment is emailed to him at least 3-4 days prior to due date.

Grading Scale:
Clinical Practice is Pass/Fail. 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).

2.9 Required and Optional Textbooks, Equipment, and Technology

Textbook: There is no textbook required for this course.

Technology:
Enrollment in this course requires you to utilize the following computer applications: PowerPoint, Excel, Internet/WWW, OAKS via Internet, e-mail, and Word Processing. These computer applications are available in the College of Charleston managed computer labs located in JC Long, the Library, and various other campus locations. If you do not have reliable access to these applications you should plan to use the campus computer laboratories. (See iPad item above.)

2.10 ADA Accommodations for Students with Disabilities:
In compliance with the Americans Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” Any students requiring accommodations should contact the Center for Disability Services (953-1431) and provide me with documentation of needed accommodations within the first two weeks of the course or as soon as they find out about potential accommodations if determined mid semester.

Center for Student Learning: I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843) 953-5635. The CSL, located on the first floor of the
library, offers a wide variety of tutoring and other academic resources that support many courses offered at the College. Services include walk-in tutoring, by appointment tutoring, study strategies appointments, Peer Academic Coaching (PAC), and Supplemental Instruction (SI). All services are described and all lab schedules are posted on the CSL website http://csl.cofc.edu/.

2.11 Academic Integrity & Honor System:
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 by both 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 stored on a cell phone), 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://www.cofc.edu/generaldocuments/handbook.pdf

As EDEE is a dual program, in that we certify candidates for teacher certification, professors reserve the right to document violations that would impact student certification (e.g., attendance problems in field experiences, methods courses, and clinical practice, professionalism in schools, etc.).

2.12 Program-Specific Elements:

National and State Objectives

Association for Middle Level Education (AMLE) Standards

PRINCIPLE A: THE LEARNER AND LEARNING

Standard I: Young Adolescent Development:
Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents.
Element a. Knowledge of Young Adolescent Development: Middle level teacher candidates demonstrate a comprehensive knowledge of young adolescent development. They use this understanding of the intellectual, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from their own.

Element b. Knowledge of the Implications of Diversity on Young Adolescent Development: Middle level teacher candidates demonstrate their understanding of the implications of diversity on the development of young adolescents. They implement curriculum and instruction that is responsive to young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They participate successfully in middle level practices that consider and celebrate the diversity of all young adolescents.

Element c. Implications of Young Adolescent Development for Middle Level Curriculum and Instruction. Middle level teacher candidates use their knowledge of young adolescent development when planning and implementing middle level curriculum and when selecting and using instructional strategies.

Element d. Implications of Young Adolescent Development for Middle Level Programs and Practices: Middle level teacher candidates apply their knowledge of young adolescent development when making decisions about their respective roles in creating and maintaining developmentally responsive learning environments. They demonstrate their ability to participate successfully in effective middle level school organizational practices such as interdisciplinary team organization and advisory programs.

PRINCIPLE B: CONTENT

Standard 2: Middle Level Curriculum
Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

Element a. Subject Matter Content Knowledge: Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach (e.g., English/language arts, mathematics, reading, social studies, health, physical education, and family and consumer science). They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects.

Element b. Middle Level Student Standards: Middle level teacher candidates use their knowledge of local, state, national, and common core standards to frame their teaching. They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for all young adolescents.

Element c. Interdisciplinary Nature of Knowledge: Middle level teacher candidates demonstrate the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas. They facilitate relationships among content, ideas, interests, and experiences by developing and implementing relevant, challenging, integrative, and exploratory curriculum. They provide learning opportunities that enhance information literacy (e.g., critical thinking, problem solving, evaluation of information gained) in their specialty fields (e.g., mathematics, social studies, health).

Standard 3: Middle Level Philosophy and School Organization
Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.

Element a. Middle Level Philosophical Foundations: Middle level teacher candidates demonstrate an understanding of the philosophical foundations of developmentally responsive middle level programs and schools.

Element b. Middle Level Organization and Best Practices: Middle level teacher candidates utilize their knowledge of the effective components of middle level programs and schools to foster equitable educational practices and to enhance learning for all students (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They demonstrate their ability to apply this knowledge and to function successfully within a variety of school organizational settings (e.g., grades K-8, 6-8, 7-12). Middle level teacher candidates perform successfully in middle level programs and practices.
such as interdisciplinary teaming, advisory programs, flexible block schedules, and common teacher planning time.

PRINCIPLE C: INSTRUCTIONAL PRACTICE

Standard 4: Middle Level Instruction and Assessment
Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

Element a. Content Pedagogy: Middle level teacher candidates use their knowledge of instruction and assessment strategies that are especially effective in the subjects they teach.

Element b. Middle Level Instructional Strategies: Middle level teacher candidates employ a wide variety of effective teaching, learning, and assessment strategies. They use instructional strategies and technologies in ways that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained) so that young adolescents are actively engaged in their learning. They use instruction that is responsive to young adolescents’ local, national, and international histories, languages/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

Element c. Middle Level Assessment and Data-informed Instruction: Middle level teacher candidates develop and administer assessments and use them as formative and summative tools to create meaningful learning experiences by assessing prior learning, implementing effective lessons, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained.

Element d. Young Adolescent Motivation: Middle level teacher candidates demonstrate their ability to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources (e.g., technology, manipulative materials, information literacy skills, contemporary media). They establish equitable, caring, and productive learning environments for all young adolescents.

PRINCIPLE D: PROFESSIONAL RESPONSIBILITIES

Standard 5: Middle Level Professional Roles

Middle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.

Element a. Professional Roles of Middle Level Teachers: Middle level teacher candidates understand, reflect on, and are successful in their unique roles as middle level professionals (e.g., members of teaching teams and advisors to young adolescents).

Element b. Advocacy for Young Adolescents and Developmentally Responsive Schooling Practices: Middle level teacher candidates serve as advocates for all young adolescents and for developmentally responsive schooling practices. They are informed advocates for effective middle level educational practices and policies, and use their professional leadership responsibilities to create equitable opportunities for all young adolescents in order to maximize their students' learning.

Element c. Working with Family Members and Community Involvement: Middle level teacher candidates understand and value the ways diverse family structures and cultural backgrounds influence and enrich learning. They communicate and collaborate with all family members and community partners, and participate in school and community activities. They engage in practices that build positive, collaborative relationships with families from diverse cultures and backgrounds (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

Element d. Dispositions and Professional Behaviors: Middle level teacher candidates demonstrate positive orientations toward teaching young adolescents and model high standards of ethical behavior and professional competence. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, critical perspectives on their teaching.
National Science Teachers Association Standards

NSTA Standard 1: Content Knowledge
Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure.

Preservice teachers will:
1a) Understand the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association.
1b) Understand the central concepts of the supporting disciplines as outlined in the content analysis form. (See below for the content analysis)
1c) Show an understanding of state and national curriculum standards and their impact on the content knowledge necessary for teaching P-12 students.

NSTA Standard 2: Content Pedagogy
Effective teachers of science understand how students learn and develop scientific knowledge. Preservice teachers use scientific inquiry to develop this knowledge for all students.

Preservice teachers will:
2a) Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science.
2b) Include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences. Applications of science-specific technology are included in the lessons when appropriate.
2c) Design instruction and assessment strategies that confront and address naïve concepts/preconceptions.

NSTA Standard 3: Learning Environments
Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources—including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met.

Preservice teachers will:
3a) Use a variety of strategies that demonstrate the candidates’ knowledge and understanding of how to select the appropriate teaching and learning activities—including laboratory or field settings and applicable instruments and/or technology—to allow access so that all students learn. These strategies are inclusive and motivating for all students.
3b) Develop lesson plans that include active inquiry lessons where students collect and interpret data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences. These plans provide for equitable achievement of science literacy for all students.
3c) Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.
3d) Plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area.

NSTA Standard 4: Safety
Effective teachers of science can, in a P-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the P-12 science classroom appropriate to their area of licensure.

Preservice teachers will:
4a) Design activities in a P-12 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction.
4b) Design and demonstrate activities in a P-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.
4c) Design and demonstrate activities in a P-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

NSTA Standard 5: Impact on Student Learning
Effective teachers of science provide evidence to show that P-12 students’ understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization.

Preservice teachers will:
5a) Preservice teachers will collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected.
5b) Provide data to show that P-12 students are able to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.
5c) Engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

Standard 6: Professional Knowledge and Skills
Effective teachers of science strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content and science pedagogy. They identify with and conduct themselves as part of the science education community.

Preservice teachers will:
6a) Engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, or projects within their community.
6b) Engage in professional development opportunities such as conferences, research opportunities, or projects within their community.

International Society for Technology in Education

STANDARD 1: Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

STANDARD 2: Design and Develop Digital-Age Learning Experiences and Assessments: Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.

STANDARD 3: Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
### 3.3 Course Schedule, Readings, and Assignments:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Date</th>
<th>Readings/HW/Online</th>
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<tbody>
<tr>
<td>1</td>
<td>Clinical Internship Orientation (OSSC) <strong>9:00-4:30</strong></td>
<td>Jan 9 Mon.</td>
<td>Email your supervisor the following before the next seminar:</td>
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<td>• Your phone number</td>
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<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>As you take over a class, let the supervisor know.</td>
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<tr>
<td>2</td>
<td>General Session: Long Range Plan Workshop</td>
<td>Jan 17 Tues.</td>
<td>• Work with CT to establish a phase in plan for teaching and send to supervisor by January 20th.</td>
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<td></td>
<td>• Long range plan (see description, rubric and checklist in main menu) PPT</td>
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<td>• Read Clinical Practice Handbook</td>
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<td>• Lesson Planning</td>
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<td>• Set up orientation visits</td>
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<td>3</td>
<td>General Session: Family Involvement Workshop (MG)</td>
<td>Jan 23 Mon.</td>
<td>• Long Range Plan draft due.</td>
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<td>Video Recording</td>
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<td>• Bring a lesson plan you have created to Seminar.</td>
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<td>• Video Recording Instructions</td>
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<td>• Working with Families</td>
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<td>• Permission Slip</td>
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<td>• Letter to Parents</td>
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<tr>
<td></td>
<td>• Candidate Observation Video Instructions</td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>General Session: Classroom and Behavior Management Workshop</td>
<td>Jan 30 Mon.</td>
<td>• Bring a copy of your classroom's management system (rules/procedures/consequences).</td>
</tr>
<tr>
<td>5</td>
<td>Electronic Portfolio</td>
<td>Feb 6 Mon.</td>
<td>Midterm evaluations due.</td>
</tr>
<tr>
<td></td>
<td>• Show sample reference form</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sample Files</td>
<td></td>
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<tr>
<td></td>
<td>• Creating eportfolio with sites.google.com (Notes), (video of lesson Google Sites ePortfolio video)</td>
<td></td>
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</tr>
<tr>
<td>Week</td>
<td>Event Description</td>
<td>Date/Time</td>
<td>Notes</td>
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<tr>
<td>6</td>
<td>General Session: Candidate Work Sample (PPT)</td>
<td>Feb 13 Mon.</td>
<td>If you don't already have a Google Docs account, you need to create one. You can do that at <a href="http://accounts.google.com">http://accounts.google.com</a> before next seminar.</td>
</tr>
<tr>
<td>7</td>
<td>No Class</td>
<td>Feb 20</td>
<td>No Class</td>
</tr>
<tr>
<td>8</td>
<td>General Session: Oral Presentation Skills</td>
<td>Feb 27 Mon.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>No Class</td>
<td>Mar 6</td>
<td>Work on Long Range Plan Develop implementation of CWS</td>
</tr>
<tr>
<td>10</td>
<td>Career Resume Session (OSSC) 9:30-3:30 Licensure Update</td>
<td>Mar 17 Fri.</td>
<td>Completed Long Range Plan due</td>
</tr>
<tr>
<td>11</td>
<td>The Myth of Average: Todd Rose at TEDxSonomaCounty Discuss Professional Dev. Teacher Leader</td>
<td>Mar 20 Mon.</td>
<td>Last day to withdraw with a grade of W is March 22. Candidate Work Sample draft due</td>
</tr>
<tr>
<td>13</td>
<td>Phase-Out Plan</td>
<td>Mar 27</td>
<td>Resume due (as part of your portfolio) Portfolio draft due Family Involvement Project draft due (MG only)</td>
</tr>
<tr>
<td>14</td>
<td>Teacher Employment Expo (OSSC)</td>
<td>April 6 Thurs.</td>
<td>After School, 3:00-6:00, North Campus</td>
</tr>
<tr>
<td>15</td>
<td>Spring Break</td>
<td>April 10</td>
<td>Spring Break</td>
</tr>
<tr>
<td>16</td>
<td>Share-A-Thon</td>
<td>April 17 Mon.</td>
<td>Final version of Candidate Work Sample</td>
</tr>
<tr>
<td>17</td>
<td>Portfolio Presentations</td>
<td>April 24 Mon.</td>
<td>Final version of Family Involvement Project (Middle Grades only)</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Date</td>
<td>Notes</td>
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<tr>
<td>18</td>
<td>General Session: Transition to the Profession</td>
<td>May 1</td>
<td>Final version of the Portfolio due</td>
</tr>
<tr>
<td>19</td>
<td>Last Day of Clinical Practice Internship</td>
<td>May 5</td>
<td>All ADEPT materials and evaluation forms completed</td>
</tr>
<tr>
<td>20</td>
<td>EHHP Awards and Graduation</td>
<td>May 12</td>
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</tbody>
</table>
School of Education Mission:
The mission of the School of Education at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world. In pursuit of this mission, faculty and students will demonstrate:

- intellectual curiosity and rigor;
- reflective, research-based practice;
- collaboration and consensus building;
- field-oriented service and community outreach;
- and cultural sensitivity and understanding.

MAKE THE TEACHING AND LEARNING CONNECTION

Element of Teacher Competency 1: Understand and value the learner.
Standard I: Evidence theoretical and practical understanding of the ways learners develop.

Element of Teacher Competency 2: Know what and how to teach and assess and how to create an environment in which learning occurs.
Standard II: Demonstrate understanding and application of the critical attributes and pedagogy of the major content area.
Standard III: Evidence a variety of strategies that optimize student learning.
Standard VI: Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning.

Element of Teacher Competency 3: Understand oneself as a professional
Standard IV: Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession.
Standard V: Communicate effectively with students, parents, colleagues, and the community.
Standard VII: Show an understanding of the culture and organization of schools and school systems and their connection to the larger society.

Middle Grades Mission Statement
The mission of the Middle Grades program in the Department of Teacher Education at the College of Charleston is to develop reflective practitioners with the knowledge, skills, and dispositions to help adolescent learners succeed. The program develops collaborative, reflective practitioners that understand the unique needs of adolescent learners through high quality formal and informal instructional settings. The Middle Grades program prepares adolescent practitioners to develop effective teaching methods and learning environments, reflect on instruction, and make a positive impact on student learning.