Course Description: This course is for students seeking SC teacher certification. The purpose is to provide an opportunity to accept full responsibility for the total classroom 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.

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).

Student Learning Outcomes:

| 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). | ADEPT and Candidate Work Sample |
| 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 & IV). | ADEPT |
| 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). | ADEPT and Candidate Work Sample |
| Analyze the observed curriculum and evaluate it in terms of characteristics of students and the effectiveness of the curriculum (Standards I, II & V). | ADEPT and Candidate Work Sample |
| Implement curriculum that is appropriate for students based on national curriculum or IEP goals (Standards I, II, III VII). | Long Range Plan |
| 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). | ADEPT and Candidate Work Sample |
| 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). | ADEPT and Candidate Work Sample |
| 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). | Long Range Plan and Candidate Work Sample |
| Use materials that are appropriate for students based on their individual characteristics and evaluate their impact on student growth and development | ADEPT and Candidate Work Sample |
Analyze the system of evaluation and assessment of student progress and evaluate the effectiveness of the system (Standard VI).

Implement a system of evaluation and assessment of student progress and evaluate the effectiveness of the system (Standard VI).

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).

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

Implement a system of communication and record keeping which facilitates positive interaction between the clinical intern and students, cooperating teacher, other teachers, support personnel.

**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 Candidate (Unit) Work Sample using Candidate Work Sample Form. For more information refer to the Candidate Work Sample Rubric.
- Complete a Directing Project
- Submit all completed ADEPT forms in Qualtrix.
- Have available during supervisor observation:
  - Lesson plans
  - Any handouts students will receive
  - Any assessments students will be completing during the lesson
- **NOTE:** All assignments must be completed at the Acceptable (2) level to receive a passing grade in this course.

**Required Assignments and Due Dates:**

<table>
<thead>
<tr>
<th>First two-three weeks when announced by supervisor</th>
<th>Submit daily/weekly and semester schedules to supervisor. Notify your supervisor of any schedule changes immediately.</th>
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<tr>
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<td>Write and submit to your college supervisor the following information:</td>
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<tr>
<td></td>
<td>1. How teacher begins and ends the day</td>
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<td>2. Co-op teacher’s lesson implementation: introduction, expectations established, instructional routine for basic part of lesson, summarization and assessment.</td>
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<td>3. How teacher creates an instructional flow and connection of learning and reinforcement of concepts throughout the day.</td>
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<td>4. How transitions are made from lesson to lesson and classroom activities</td>
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<td>5. Questioning techniques used by the teacher</td>
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<td>6. How teacher includes all students in the instruction.</td>
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<td>7. Management of classroom routine and special procedures</td>
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<td>8. How each student is helped to feel valued</td>
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</table>
Assumption of Responsibilities: Gradually take over planning, teaching and classroom management procedures, and increasing responsibilities week by week until you are responsible for six weeks of full-time co-teaching. **TURN IN this completed phase in plan to your college supervisor week of Jan. 23.**

**Before beginning full time teaching**

Complete your **Long Range Plan** in accordance with ADEPT training information. This must be completed and fully approved by your college supervisor BEFORE you begin your full-time teaching. Do not work on your long range plan while you are observing. This plan should be prepared when students are not in the classroom.

Consult with your co-op teacher about information relating to S.C. Teaching Standards, school and classroom procedures and policies and any other information pertinent to this classroom. Your teacher may share his/her plan with you, but do not copy the entire document. Write as much information, such as the class-student profile information, as you can in your own words.

**Prior to teaching**

**Daily lesson plans** (part of short-range plans). Plan sequence: Standard, Objective, Assessment, Materials, and Procedures & Accommodations. Have plans available to your college supervisor as directed. Your teacher will set a time in the preceding week to go over the plans and approve them for the coming week. One copy of the week’s plans should always be available in your intern notebook for teacher, principal, or supervisor to check.

Note: You must show ability to plan on your own with little dependency on the co-op teacher. However, your teacher will continue to read and approve your plans a week in advance of implementation.

**Candidate Work Sample** (includes short-range plans). See CP Handbook. **This plan must be written and approved by your college supervisor BEFORE the first lesson of the unit is taught.** Place these plans in your notebook. Extended integrated thematic units may also be developed (see grade span requirements for additional information).

**Other**

**Journal of Reflection:** Keep a daily journal noting important ideas, events and reflections. This up-to-date journal should be available to your college supervisor during observation and visits. You will also be required to bring this to Seminar monthly. (See self reflection below)

**Directing Project.**

*Be sure you provide photos in your Portfolio.*

**Family Involvement Project** See rubric & follow due dates on your intern checklist.

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**Other Course Expectations and Guidelines**

**Overview**

Observe, plan, teach and be an active member of the faculty during the entire school day, five days a week, for 16 weeks.

Attend weekly seminars after school one day per week as scheduled by your college supervisor.

Attend special seminars for all interns such as the resume seminar, career fair and others.

Arrive at your school and leave at the same times required of regular teachers. Often it will be necessary for you to arrive earlier and remain later than is required.

Assume all extra responsibilities required of the co-op teacher (i.e. yard, bus, and hall duties.) **You 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.**

**Communication**

If you feel communication between you and your cooperating teacher or between you and your college supervisor is becoming a problem, contact your college supervisor immediately.

If your email address or your phone number changes, inform your college supervisor immediately.

Check email daily!

If you are going to be absent, **call (text does not count) your cooperating teacher and college supervisor as soon as you know and no later than before school day.** Have a plan to get necessary plans and materials to school.

**Observation**

Observation of your co-op teacher’s teaching strategies and overall procedures during the first two weeks of your internship is critical to your overall success in this experience.
You will observe other teachers and grade levels during the final days of your clinical practice.

You are to observe your co-op 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 co-op teacher or actually teaching following the co-teaching model (after initial two weeks of observing), you should be observing your teacher.

**Planning and Preparation**

**Personal Preparation**: It is of utmost importance that you know your subject matter. You are expected to study and **know the material in advance, not only the material in the text but also additional teacher information and information from your own research.**

**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.**

**Outdoor activities and field trips**: The use of outdoor learning activities for your students is encouraged subject to the guidance and approval of your cooperating teacher. Field trips are encouraged when feasible. Take as much responsibility in planning any details of a trip taken during your internship as your teacher feels appropriate. All must be done under the direct supervision of you Coop. Teacher. Always include pre- and post-learning experiences related to the trip.

**Arts integration**: Incorporate music, dance, art and drama frequently in cognitive, affective and psychomotor 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 Cooperating Teacher and College Supervisor. **Keep each of your assessments in your notebook along with the related plan.**

**Consultation & Collaboration**

**Outside Classroom**

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

**Collaboration and Teamwork**: Observe discussions, evaluation and special needs conferences (i.e. Reading Recovery, resource gifted and talented, assistance teams, IEP’s) conducted by professional staff members to determine placements and/or special assistant 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.**

**After school rehearsals and performances**: You are to attend all with your co-op teacher. **Document all activities.**

**Self-Evaluations and Reflections**

Keep a daily journal noting important ideas, events and reflections. This up-to-date journal should be available to your college supervisor during observation and visits. You will also be required to bring this to Seminar monthly.

Self-evaluations within regular observations and assessments: Each time you are evaluated you will be expected to write a self-evaluation or reflection.

Prepare and present a portfolio that represents your knowledge, skills and dispositions. Evidence from your clinical practice will be used in this portfolio.

**Assessments of Clinical Practice Intern**

The college supervisor and cooperating teacher will formally observe the intern at least four (4) times. Each time the observer will assess performance using the ADEPT observation form.

Midterm evaluations, final evaluations, and summative evaluations will be made on each intern. Cooperating teacher and college supervisor will collaborate and conference with the intern using each document.
While the cooperating 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. |

**Suggested Plan for Assuming Full Time 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-week full-time experience. It may be adjusted based on classroom, Cooperating Teacher, and Intern needs. The Cooperating Teacher and College Supervisor will make adjustments as needed.

| Week 1-2 | 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, taking notes as you observe. |
| Weeks 2-3 | 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 these weeks, you will continue recording your observations and assisting your Coop. Teacher as directed using the co-teaching model. |
| Week 3-4 | In this week you should take the lead in one lesson, the writing of daily lesson plans for this lesson and one non-instructional responsibility. |
| Week 5 | 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 7 | Starting with the seventh week, you are in co-teaching mode full-swing. 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 7-12 | Full time co-teaching including all lesson plans. Coop. Teacher will act as a consultant for your planning and approve all plans the week before they are to be implemented. Some of the planning will be based on your ideas. |
| Weeks 13-16 | You will begin to return the class to the cooperating teacher's leadership to be completed by the fifteenth week. This ongoing work is to be planned with the Cooperating Teacher to insure a smooth transition that best serves the students. 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. Record your observations as directed by your College Supervisor. |

**Evaluation 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).

**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 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.

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 and Academic Integrity**

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 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: This College abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services/SNAP, (843) 953-1431 or me so that such accommodation may be arranged.

Academic Support Services—The Center for Student Learning

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/, or call 843.953.5635 for information.

Forms, including LRPs and CWS examples can be found here.