

Clinical Practice Handbook

*Responsibilities, Policies, and Practices for
Clinical Practice Internship*

A RESOURCE FOR
INTERNS,
COOPERATING
TEACHERS, AND
COLLEGE SUPERVISORS

COLLEGE *of*
CHARLESTON

SCHOOL OF EDUCATION,
HEALTH, AND HUMAN
PERFORMANCE

OFFICE OF STUDENT SERVICES AND CREDENTIALING
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http://teachered.cofc.edu/ossccp_internship.php

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Dear Clinical Practice Interns, Cooperating Teachers and College Supervisors:

We are committed to “Making the Teaching – Learning Connection” in our mission to prepare educators and health-related professionals to be leaders in a diverse community through (1) an understanding of and effective participation in a highly complex world and (2) engaging coursework connected to field experiences, internships and research activities. In doing so, we seek to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals.

This handbook is written for all of those connected to the clinical internship experience. Within this handbook, you will find an overview of the clinical practice experience that has been designed to produce educators of the highest possible caliber.

For clinical practice interns, we want to remind you that you are at the heart of our work. This handbook has been created with that belief. You will find information about your role and the responsibilities and requirements that will make your experience both challenging and rewarding. It is critical that you read this information closely, and ask questions so that you can be successful in this process. By making a personal commitment to your development as an educator and leader, you will be driving your own learning and growth. And, you will be more open to the support and guidance of the professional educators who are eager to support you during this capstone experience.

For cooperating teachers, this handbook clarifies your role as a support provider for our novice teacher candidates. The professional responsibility you are exhibiting is expanded as you serve as a master teacher working in partnership with the college supervisor. Each semester, effective cooperating teachers report that assuming this role is rewarding both professionally and personally. As lifelong learners, we know the value added to the classroom when effective cooperating teachers and interns work collaboratively to meet the needs of students. Therefore, this is an opportunity that enriches all of the lives that are touched in successful partnerships.

For college supervisors who will be supporting and assisting interns and cooperating teachers, this handbook will provide the structure you will need to facilitate the internship in a way that continues our tradition of high standards and teaching excellence. College supervisors know the programs, requirements, standards, competencies and dispositions that we expect to see acknowledged and documented in this internship. We expect the college supervisors to lead this experience with the information and resources provided in this handbook. We also expect them to deliver support that is tailored to the needs of learners.

One of the most important factors leading to successful clinical practice internships is open and frequent communication among the persons involved in this “triad” of interns, cooperating teachers and college supervisors. When professionals maintain high levels of communication, flexibility, collaboration and interdependence, the intern’s growth is maximized and problems are minimized. If there are breakdowns in communication, please contact us so that we can assist in resolving issues and maintaining high-quality experiences.

We sincerely thank you for the important roles you play. Our shared goal to serve students through effective teaching and learning, and we are grateful for your participation in this effort. If we can be of assistance in any way, please let us know.

Sincerely,



Frances C. Welch, Ph.D.

Dean, School of Education, Health, and Human Performance



Kathy B. Schwalbe

Director, Office of Student Services and Credentialing

AN INTRODUCTION TO THE SCHOOL OF EDUCATION, HEALTH, AND HUMAN PERFORMANCE (EHHP)

EHHP is comprised of two academic departments: the Department of Health and Human Performance (HEHP) and the Department of Teacher Education (TEDU).

HEHP degree programs:

- Physical Education (BS)
 - Exercise Science
 - Health Promotion
 - Teacher Education

TEDU degree programs:

- Early Childhood Education (BS, M.A.T., M.Ed.)
- Elementary Education (BS, M.A.T., M.Ed.)
- Middle Grades Education (BS, M.A.T.)
- Secondary Education (BS)
- Special Education (BS, M.A.T., M.Ed.)
- Masters of Education in Languages (M.Ed.)
- Master of Education in Science and Mathematics (M.Ed.)
- Master of Education in Teaching, Learning, and Advocacy (M.Ed.)
- Performing Arts (M.A.T.)

MISSION: What we do

Our mission is to prepare educators and health professionals to be leaders in a diverse community through (1) an understanding of and effective participation in a highly complex world, and (2) engaging coursework connected to field experiences, internships, and research activities.

VISION: What we strive for

We will strive to be a community of diverse and practical leaders committed to collectively ensure access and advocate for learning and wellness opportunities for all individuals.

Highly competent teachers *MAKE THE TEACHING – LEARNING CONNECTION* through:

- Understanding and valuing the learner;
- Knowing what and how to teach and assess
- Knowing how to create an environment in which learning occurs;
- Knowing and understanding ourselves as professionals.

STANDARDS: What we know and are able to do

School of Education, Health and Human Performance Teaching and Learning Standards

- I. Evidence theoretical and practical understanding of the ways learners develop;
- II. Demonstrate understanding and application of the critical attributes and pedagogy of the major content area;
- III. Evidence a variety of strategies that optimize student learning;
- IV. Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession;
- V. Communicate effectively with students, parents, colleagues, and the community;
- VI. Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning;
- VII. Show an understanding of the culture and organization of schools and school systems and their connection to the larger society.

DISPOSITIONS: Our values in action

We believe that all students can learn.

We value and respect individual differences.

We value positive human interactions.

We exhibit and encourage intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas.

We are committed to inquiry, reflection and self-assessment.

We value collaborative and cooperative work.

We are sensitive to community and cultural context.

We engage in fair, responsible and ethical practice.

ASSESSMENT: How we ensure quality

We ensure that our programs and graduates are of the highest quality through the use of planned assessment that is embedded throughout our programs. Data are collected, analyzed, and used to improve our unit and programs.

CONCEPTUAL FRAMEWORK

Ultimately the Teacher Education Conceptual Framework is enacted in all of the professional programs and through the unit and program assessment system. A comprehensive and coherent assessment system is visible in initial and advanced program curricula, candidates' course work, field experiences, and clinical practice internships. Candidate proficiencies outlined in the Teaching and Learning Standards and EHP Dispositions are regularly assessed. The assessment systems capture the competencies outlines in professional and state standards and our professional knowledge bases, provide evidence of candidates' growing knowledge and skills and our diversity and educational and information technology. Clinical practice strengthens connections between the unit and the P-12 schools and provides candidates an opportunity to work with the diverse students in the Tri-County area (Berkeley, Charleston, and Dorchester Two).

GOALS OF THE CLINICAL PRACTICE EXPERIENCE

The College of Charleston School of Education, Health and Human Performance “Teaching and Learning Standards” provide the goals for the clinical practice experience. These standards outline the knowledge, skills and dispositions that enable teachers to make the teaching - learning connection for the students they teach. Clinical practice interns are expected to demonstrate continued growth in relation to the standards during the clinical practice experience. We recognize that mastery of the standards is a career long enterprise.

❖ EHHP Teaching and Learning Standards ❖

- Standard I: Evidence of theoretical and practical understanding of the ways learners develop.
- 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 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 VI: Demonstrate the continuous nature of assessment and its role in facilitating learning.
- Standard VII: Show an understanding of the culture and organization of schools and school systems and their connection to the larger society.

We evaluate performance of these standards in two ways: through demonstration of competency in each of the performance standards included in the South Carolina Education Department’s Assisting, Developing and Evaluating Professional Teaching (ADEPT) program and through an assessment of Dispositions. The following chart provides a brief descriptor of each Performance Standards.

❖ ADEPT Performance Standards System ❖

ADEPT Performance Standard	Performance Standard Description
APS1	Long Range Planning
APS 2	Short Range Planning
APS 3	Planning, Assessments, and Using Data
APS 4	Establishing and Maintaining High Expectations for Learners
APS 5	Using Instructional Strategies to Facilitate Learning
APS 6	Providing Content for Learners
APS 7	Monitoring, Assessing, and Enhancing Learning
APS 8	Maintaining an Environment That Promotes Learning
APS 9	Managing the Classroom
APS 10	Fulfilling Professional Responsibilities

Connections Between Teaching and Learning Standards and ADEPT Performance Standards

Teaching and Learning Standards	Academic/ Theoretical Work	Clinical Field Experience
Standard I: Evidence theoretical and practical understanding of the ways learners develop	APS 1 APS 2 APS 3 APS 9	APS 4 APS 5 APS 6 APS 7 APS 8
Standard II: Demonstrate understanding and application of the critical attributes and pedagogy of the major content area	APS 1 APS 2 APS 3	APS 4 APS 5 APS 6 APS 7 APS 8
Standard III: Evidence a variety of strategies that optimize student learning	APS 1 APS 2	APS 3 APS 4 APS 5 APS 6 APS 7 APS 8 APS 9
Standard IV: Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession	APS 1 APS 2 APS 3	APS 10
Standard V: Communicate effectively with students, parents, colleagues, and the community	APS 1	APS 4 APS 5 APS 6 APS 7 APS 8 APS 9
Standard VI: Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning	APS 1 APS 2 APS 3	APS 4 APS 7
Standard VII: Show an understanding of the culture and organization of schools and school systems and their connection to the larger society	APS 9	APS 6 APS 8

Standards for Conduct of South Carolina Educators

Once teacher candidates apply for teacher licensure and are approved for student teaching in a public school, they are held to the same high standards of professionalism as fully-licensed educators. The full text of the Code of Conduct can be accessed on the SC Department of Education Web site.

❖ Dispositions ❖

The EHHP faculty and staff understand a disposition to be a value, a commitment, or an ethic that is internally held and externally demonstrated. Our dispositions influence our actions and our behavior towards students, families, and communities as well as towards our colleagues and our profession.

As professional educators, we believe there is a set of dispositions we hold for ourselves and for our candidates in order to make the teaching - learning connection a reality for all students. In our statement of dispositions, we make public the values and the character of our teacher education program.

	Dispositions	Competent (recommend for certification; provisional entry level; professional; baseline competencies at M.Ed. level)
1	Belief that all students can learn	Makes knowledge accessible to all students. Advocates for all students. Creates responsive and supportive classroom environments that nourish and promote each student's learning and development.
2	Value and respect for individual differences	Demonstrates equity in daily interactions. Actively seeks information about the beliefs, values, traditions, social and academic abilities of individuals. Uses multiple forms of instruction and assessment
3	Values positive human interactions	Promotes cooperation and respect in and out of the classroom. Communicates in ways that demonstrate respect for the feelings, ideas and contributions of others. Encourages open dialogue in the classroom. Responds non-judgmentally. Demonstrates qualities of warmth, empathy and humor with children/youth and caregivers.
4	Intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas	Stays current in the evolving nature of the profession. Engages in discussions about ideas. Brings a sense of wonder to work. Plans and engages in research-based practice. Seeks out differing points of view.
5	Commitment to inquiry, reflection, and self assessment	Adopts problem solving and experimental orientation. Thinks systematically about the relationships between theory and practice. Teaches from an evolving personal understanding of self, philosophy and practice.
6	Values collaborative and cooperative work	Makes knowledge accessible to all students. Advocates for all students. Creates responsive and supportive classroom environments that nourish and promote each student's learning and development.
7	Sensitivity to community and cultural contexts	Uses information about the beliefs, values, and traditions of self and others within family, community and cultural contexts as a foundation for teaching.
8	Responsible and ethical practice	Promotes cooperation and respect in and out of the classroom. Communicates in ways that demonstrate respect for the feelings, ideas and contributions of others. Encourages open dialogue in the classroom. Responds non-judgmentally. Demonstrates qualities of warmth, empathy and humor with children/youth and caregivers.

THE CLINICAL PRACTICE INTERN

Responsibilities

The clinical practice intern has been accepted into the Teacher Education Program at least one semester prior to clinical practice and has met all criteria for admission to clinical practice. The intern has been assigned to a public school to complete the Teacher Education Program as approved by School of Education, Health and Human Performance and the South Carolina State Department of Education. The college supervisor is the course instructor, and is responsible for the intern's clinical practice experience. The college supervisor works collaboratively with the cooperating teacher to provide proper supervision and support to the intern. At times, the college supervisor may call upon other personnel to assist in supervision and support.

The intern is expected to:

- read all materials provided by the Office of Student Services and Credentialing (OSSC). *The intern is responsible for the content.*
- attend all scheduled weekly seminars and clinical practice events. They include, but are not limited to, the Career/Resume Session, Transition to the Profession Conference, and Teacher Employment EXPO (spring semester only).
- fulfill the mandated number of days of the internship (per semester calendar).
- recognize that he/she is a "guest" in the public school.
- understand that the final authority for classroom procedures rests with the cooperating teacher.
- volunteer for additional responsibilities, when appropriate.
- conduct teaching experiences which attempt to build a positive self-concept in each student.
- act in a professional manner at all times.
- complete all activities assigned by the cooperating teacher and college supervisor in a timely manner.
- meet all ADEPT Performance Standards as monitored and evaluated by the cooperating teacher, college supervisor and other college or school personnel.

Activities

The intern must complete all activities listed within the course syllabi for clinical practice. These include, but are not limited to:

- Complete the *Red Cross* Blood Borne Pathogens training and submit proof of certification to OSSC prior to the first day of internship.
- Attend the clinical practice intern orientation which includes training in the South Carolina Department of Education's ADEPT Program.
- Obtain contact information of the cooperating teacher and the college supervisor and the office number of the cooperating school, and keep the information close at hand, in case of emergency.
- Complete the initial 6-hour observation period as outlined in the placement letter and course syllabus.
- 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.
- Maintain a reflection journal/log, as specified by the college supervisor.
- Submit a daily and weekly classroom schedule to the college supervisor, and notify supervisor of any schedule changes as soon as possible. (Note: college supervisors can and will make unannounced visits, so it is critical that he or she is informed of any schedule changes.)

- Prepare lesson plans in advance as required by the college supervisor; have plans approved by the cooperating teacher prior to submission to college supervisor and implementation of plans.
- Assume responsibility for planning, teaching and assessing student learning, as directed by cooperating teacher and college supervisor.
- Complete at least one video-recorded lesson and submit a reflection assessment.
- 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.
- Keep accurate records as required by the cooperating school and the School of Education, Health, and Human Performance.
- 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.
- Participate in parent/teacher conferences conducted by the cooperating teacher.
- Observe school staff members as approved by the college supervisor and/or cooperating teacher.
- Participate in evaluation conferences, utilizing the ADEPT program and the Unit Assessment System with the college supervisor, cooperating teacher and/or any other college/school personnel.
- Complete any supplemental activities assigned by the college supervisor and cooperating teacher.
- Fully attend the Transition to the Profession Conference and other seminars and other workshops provided for clinical practice interns.

Intern Orientation Session

The Clinical Practice Orientation is held at the beginning of the semester. The agenda for the orientation session includes:

- Comprehensive training in the ADEPT program presented by school district trainers
- Information on the clinical practice internship requirements
- A presentation on roles, responsibilities and practical suggestions for the clinical practice interns
- Explanation of State Department of Education licensure forms and procedures

Portfolios

All interns are required to satisfactorily complete a clinical practice portfolio. Each program will instruct interns to the specific requirements that must be included in the portfolio, and the college supervisor will communicate expectations, provide models and evaluate portfolios. Any intern who does not meet the expectations of this program requirement will receive a failing/unsatisfactory grade in clinical practice.

Absences

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*. **NOTE: Interns should not rely on email or text messages for notifications of this nature due to the fact that cooperating teachers and the college supervisors will have questions about the day's instruction and plan for return.** If the intern is responsible for any of the day's instruction, he/she must ensure that lesson plan(s) and other materials are provided to the cooperating teacher. It is expected that any absences will be related to illness, death in the intern's immediate family or direct involvement in occurrence of catastrophic events only. Missed time will be added at the end of the semester.

Working in Addition to Clinical Practice

Clinical practice internship is a full-time responsibility; therefore, interns should not plan to work. Because the internship requirements in the cooperating school are Monday through Friday, it is very unusual for interns to be permitted to work on school days. If an intern has an economic need, he/she may request to work a few hours each week. *Request to Work* forms are available on the OSSC website – <http://go.cofc.edu/osscc>. Click on the *Forms, Documents and Presentations* tab. The form must be completed and submitted to the OSSC before the clinical practice orientation. Approval of the TEDU chair or associate chair is required.

Holiday Schedule

Interns will follow the school district's holiday schedule, not the College's holiday schedule.

Assuming Full Teaching Responsibility

Interns are not permitted to be alone with students in any setting; therefore, there must be a licensed classroom teacher within appropriate proximity of the classroom in order to (a) serve as a witness to the teaching process, (b) ensure safety and security for all students and (c) serve as an intervention "lifeline" to the intern when needed and appropriate. The cooperating teacher will determine appropriate opportunities to withdraw from the classroom as the intern assumes more responsibility; however, the cooperating teacher will maintain close proximity to the classroom in order to assess intern's ability to manage student behavior while teaching planned lessons.

NOTE: Interns are not allowed to serve as substitute teachers at any time during the clinical practice internship. If the cooperating teacher is absent for more than one-half day, a substitute teacher must be hired to supervise the students and the clinical practice intern. Interns may not receive compensation (of any kind) from a school or district during the internship.

Use of Corporal Punishment

Under no circumstance may an intern use corporal punishment, threaten to use corporal punishment, cause corporal punishment to be used, or be an official witness to corporal punishment.

Confidentiality of School Information

All interns must adhere to strict confidentiality on any/all school, teacher, and/or student matters throughout the internship inside and outside the classroom. Privacy will be clearly and consistently maintained at all times to protect the privacy of PK-12 students. All interns will be required to submit an electronic Confidentiality Agreement. The form can be located on the OSSC web site.

Use of Personal Automobiles

Transportation to and from the cooperating school is the responsibility of the intern. Furthermore, interns should not, under any circumstances, transport students in his/her personal vehicle. This includes field trips which are sanctioned by the school.

Liability Insurance

Tort liability and litigation are a valid concern for anyone working in public school classrooms. For this reason, students preparing to become teachers are strongly encouraged to have professional liability

insurance. Professional organizations offering liability insurance for members are included on the Clinical Practice Orientation agenda. A copy of the Liability Insurance Waiver form is required. See web forms on OSSC Web site.

Documenting Performance

The following information is designed to familiarize the intern with the evaluation documents used throughout the semester of the clinical practice experience. For reference purposes an outline of the documents that are applicable to each APS and an explanation sheet for each of the forms is included in the packet of materials distributed at orientation.

ADEPT System Performance Standards

APS 1: Long Range Planning (*Plan to be submitted to the college supervisor. It must include all units to be taught during the semester of the internship.*)

APS 2: Short Range Planning (*detailed daily and weekly lesson plans*)

APS 3: Planning, Assessments and Using Data(*included in lesson plans*)

APS 4: Establishing and Maintaining High Expectations for Learners(*classroom teaching observation*)

APS 5: Using Instructional Strategies to Facilitate Learning(*classroom teaching observation*)

APS 6: Providing Content for Learners(*classroom teaching observation*)

APS 7: Monitoring, Assessing and Enhancing Learning(*classroom teaching observation*)

APS 8: Maintaining an Environment That Promotes Learning(*classroom teaching observation*)

APS 9: Managing the Classroom (*classroom teaching observation*)

APS 10: Fulfilling Professional Responsibilities (includes professional standards, teaching behaviors, and dispositions)

ADEPT Observation Documentation

Midterm Evaluation Documentation

Final Evaluation Documentation

❖ Guide to Clinical Practice Assessment Forms ❖

Form	Purpose	Description
ADEPT Observation Form	Lesson observations	Cooperating teachers and college supervisors use this form when observing interns presenting a lesson
Midterm Evaluation Form	Midterm evaluation	Completed at the mid-point of the clinical practice experience
Final Evaluation Form	Final evaluation	Completed at the end of the clinical practice experience
Disposition Form	EHP Dispositions	Completed at mid-point and again at end of clinical practice experience

Note: These forms will be submitted electronically. All interns, cooperating teachers and college supervisors are encouraged to check email at least once each day to receive observations and reflections completed online.

Process for Submitting ADEPT and Disposition Data Related to Performance

College supervisors, cooperating teachers and clinical practice interns will have access to the system (*Qualtrics*) used to collect data and information related to clinical practice. The data and information will be collected in a variety of ways by the college supervisor and cooperating teacher (observation forms, scripting, logs, anecdotal notes, video, journals, to name a few). It will be the responsibility of the college supervisor and cooperating teacher to submit relevant and appropriate data and evidence in to the *Qualtrics* system provided by EHP.

The clinical practice intern will have access to lesson observation data and evaluations, and they may submit their own information as needed. Information about the system will be provided during orientation sessions and trainings. All forms used to assess performance can be accessed at <http://ehhp.cofc.edu/CPEval>.

Professional Conduct

It is the expectation that interns serve as role models as they exhibit and practice the professional standards that will become a part of their daily lives. The intern is a guest of the public school and a representative of the College of Charleston and both schools require high levels of professionalism throughout the internship.

Interns are expected to conduct themselves as professionals when in the presence of students, educators, parents and members of the community. Professional conduct includes speech, conversation, dress, punctuality, attendance, fraternization with students and/or school employees in social situations, the non-use of controlled substances on school property and/or in the presence of students, and to the successful completion of all intern responsibilities and activities. Interns are familiar with EHHP dispositions; therefore, they will be held responsible for their professional behaviors and choices throughout the internship.

Each intern is also required to review the *Standards of Conduct for South Carolina Educators* as required by the South Carolina State Department of Education. Interns should also become familiar with the “Code of Ethics” of the professional organization that represents his/her licensure area.

The Performance Evaluation Process

Evaluation of interns is an important component of the teacher education program and is a rigorous multi-dimensional process. The components and guidelines are congruent with the South Carolina ADEPT program and the specialized professional association guidelines for certification. The components of intern evaluation include:

- ADEPT Performance Standards (APS)
- Classroom observations through the lens of teaching performance standards
- Midterm and final evaluation conferences and evaluations
- Disposition assessments
- Candidate Work Sample (CWS)
- Long Range Plan (LRP)
- Unique program assessments

Evaluation is an attempt to state quantitatively and qualitatively the degree to which an intern possesses the knowledge, skills, and dispositions necessary to become a qualified teacher. The evaluation process is based on the ADEPT program and Unit Assessment System Point 3.

Evaluation of clinical practice is a continuous process involving the intern, the cooperating teacher and the college supervisor. It is anticipated that the clinical practice experience and the continuous feedback from self-evaluation, participation in cooperating teacher/college supervisor conferences and weekly college seminars will provide the intern with information and required evaluations related to his/her performance.

The aim of evaluation in clinical practice is:

1. to assist the intern to realistically view all strengths and areas to grow as a teacher;
2. to provide the intern with clear criteria for increased personal and professional growth; and
3. to provide a basis for a final evaluation and a recommendation for certification.

During the clinical practice experience, a variety of evaluation tools will be employed to provide feedback to the intern. Tools may include, but are not limited to, such items as observation forms, checklists, logs, journals, lesson scripts, videotaped lessons, sample lesson plans and self-assessment prompts.

Grading System

At the completion of clinical practice, undergraduate interns receive a grade of pass or fail, while graduate interns receive a satisfactory or unsatisfactory grade. The grade is determined by the college supervisor and is based upon the cooperating teacher's and college supervisor's collaborative assessment of the clinical practice intern's knowledge, skills and dispositions.

❖ **Undergraduate Interns/Graduate Interns Criteria for the Grade of "Pass" or "Satisfactory"**

- Completion of all requirements set forth in the syllabus for clinical practice.
- Demonstrated competency in the knowledge, skills and dispositions as required by EHP Standards, the South Carolina ADEPT Performance Standards (also specified in the course syllabus).

❖ **Undergraduate Interns/Graduate Interns Criteria for the Grade of "Failure" or "Unsatisfactory"**

- The intern who is deficient in the basic requirements of the clinical practice program will receive no credit for the course and will not be recommended for professional licensure.
- Graduate students **MUST** successfully complete the clinical practice internship in order to graduate. See *Appendix* for policy related to graduate students and clinical practice internships.

NOTE: Withdrawal from clinical practice is a very serious decision and should not be made without the knowledge and guidance of the college supervisor. Interns who choose to withdraw from clinical practice must notify the director of OSSC in writing as soon as possible. The timing and circumstances of the withdrawal will determine the process used for withdrawal from the course and/or program.

Appeal Process

If the intern does not agree with the clinical practice grade, he or she may appeal the decision to the TEDU Chairperson. In order to ensure timely action, the appeal must be submitted in writing and received by the Chair within ten (10) calendar days of the date of the grade is posted.

If the intern does not agree with the decision of the Chair, he or she may appeal the decision to the Dean of the School of Education, Health, and Human Performance. In order to ensure timely action, the appeal must be submitted in writing and received by the Dean within ten (10) calendar days of the date of the Chair's decision.

Required Evaluation Forms & Surveys (End of Semester)

The following evaluation forms will be completed by the clinical practice intern before the end of the semester:

- **Evaluation of the College Supervisor.** Interns are asked to evaluate the college supervisor.
- **Evaluation of the Cooperating Teacher.** Interns are asked to evaluate the cooperating teacher.
- **Program Completer Survey.** Interns are asked to provide feedback on the Teacher Education Program as well as College Administrative Offices.
- **Employment Survey.** Interns are also asked to provide employment information.

End of Semester Observation Scheduling

As the intern is beginning to make the transition out of full-time responsibilities with the cooperating teacher and the students in the classroom, a series of carefully planned observations will help reinforce the intern's understanding of what he/she has experienced in the classroom as well as help the intern gain a broader view of the total school. Arrangements for all observations should be made in advance for optimum planning and courtesy to school faculties and staff members. During the final days, the intern

should prepare a written, detailed schedule of activities for every day and have the schedule approved by the cooperating teacher and college supervisor. The following suggestions from past interns and college supervisors provide insight about the nature of these observations:

A. CLASSROOM VISITS

- Plan to visit other classrooms similar to the one in which the intern is teaching.
- Plan to visit classrooms below and above current students' grade level.
- Follow the children the intern has been teaching to each of the other teachers who work with them. The intern will then have a chance to see how other teachers work with the same children.
- Plan to visit the classrooms of teachers previously met and observe how they work with children.
- The length of these other classroom visits will vary. Creating an appropriate balance of time is part of the challenge of preparing the schedule.

B. SUPPORT STAFF AND MANAGEMENT VISITS

Arrange a time to "shadow" a few of the following persons:

- The principal
- An assistant principal
- A curriculum specialist
- A literacy coach
- A teacher specialist
- A guidance counselor
- The media center director
- The school nurse
- The school resource officer

Each of these visits may be for part of a day; the length of time will depend upon the individual's schedule and the number of interns placed in the school. Observations can be done in pairs (interns) in order to make it easier to get time in some of the special areas or offices.

C. WHERE SHOULD INTERNS OBSERVE?

While we prefer intern observations be in the assigned school, interns may visit and observe teachers or other staff members in other schools. All observations, in the assigned school or in another school, must be approved by the cooperating teacher and college supervisor.

D. WHAT IF AN INTERN IS NOT OBSERVING?

Whenever interns are not observing, they should return to their assigned classroom and provide assistance to the cooperating teacher and students in the same spirit and intention as in the beginning of the semester. It is probable that there will be events or activities taking place back in the classroom for which interns wish to be present and other times when interns' continued support of students will be appreciated.

E. NOTES AND RECORDS

Any observational notes interns take should be kept confidential and should not be shared with anyone. Interns should not identify any persons (adult or child) by name at any time.

Transition to the Profession Conference

The Transition to the Profession Conference is a required professional development opportunity for all interns. It provides further insight and knowledge regarding the realities of teaching as a profession. Sponsored by the College of Charleston School of Education, Health, and Human Performance, the

conference is held on campus. This is a prime opportunity for interns to reflect upon the responsibilities they are accepting as licensed professional educators.

Awards Ceremony

Each semester the School of Education, Health and Human Performance honors those interns who complete the clinical practice program at an Awards Ceremony. Cooperating teachers and principals are also invited to this event. Invitations are mailed to participants and other guests a few weeks before this exciting event. The event is included on the semester calendar.

THE COOPERATING TEACHER

Role of the Cooperating Teacher

Cooperating teachers are critical to successful clinical practice internships. The cooperating teacher will serve as the model, guide and mentor to the intern. The cooperating teacher's influence will greatly affect the intern's future teaching style as well as his or her professional attitude. Of all the people who have contact with the clinical practice intern, it is usually the cooperating teacher who has the opportunity to have the greatest impact and "teachable moments".

The cooperating teacher is an integral part of the team who will work throughout the semester on the professional development of an emerging classroom teacher. The cooperating teacher will work closely and collaboratively with the college supervisor to review and evaluate the progress of the clinical practice intern. The Department of Teacher Education (TEDU) Chair and the OSSC Director work directly with each college supervisor to monitor the clinical practice experience of all assigned interns. The TEDU chair and the OSSC Director are always available to assist during the semester if more direction or support is needed.

Responsibilities of the Cooperating Teacher

❖ Orientation ❖

The orientation of the intern to the cooperating teacher, the classroom, students and school is extremely important to a positive and productive start to the semester. Although the intern has completed several field experiences in area schools, he/she has not experienced day-to-day responsibilities in a school setting. In order to provide a structured introduction for the intern, the cooperating teacher will want to consider what interns should know about this new environment and the people he or she will come in contact with. Some items to consider include:

- School facility – all areas/rooms used by students, as well as locations of workrooms, media center, restrooms, nurse's office, copy machines, etc.
- School personnel – teachers and assistants in the grade, subject area or hall, administrators, guidance counselors, media specialist, nurse, custodians, main office administrative assistants, and any other personnel with whom the intern will have regular contact
- School procedures/policies – school policies/procedures manual or handbook which should address attire, sign in, parking, time of arrival/departure, lunch/bus/additional duties, school calendar, and any other topic that will enable the intern to feel comfortable in his/her new environment
- Students – introduce the clinical practice intern to the students on his/her first day and explain his/her role in the classroom. Ensure that the students understand the clinical practice intern will be the lead teacher for a number of weeks during the semester. Students should also be aware that the clinical practice intern will be involved in instruction, classroom management and the grading process, and the students should treat the clinical practice intern as they would treat the cooperating teacher
- Parents of students – informally introduce parents to the clinical practice intern when they visit the classroom or school open house, and include a write up in the class newsletter. Clinical practice interns need to learn how to build strong relationships with parents, caregivers, and guardians

❖ **Observation Period** ❖

The cooperating teacher and the intern will be eager to get started once introductions have been made; however, the observation period is a vital part of the clinical practice program. The student is expected to observe the cooperating teacher's lessons and procedures in the classroom for the first few weeks. Not only will the intern be observing the cooperating teacher's style of teaching, but also the academic progress and behaviors of students in the classroom. College supervisors will provide the intern with a checklist of observation/orientation items to accomplish in order for the clinical practice intern to focus on areas of transitions, classroom management, student safety, etc. The cooperating teacher is also encouraged to direct the intern to look for specific techniques or information as they become aware of the complexities and needs in the classroom and understand that the intern will be making observations to complete assignments for their college supervisors. All interns are required to attend weekly seminars conducted by college supervisors.

During weekly seminars, the clinical practice intern will also be learning detailed information about the ADEPT system so that the cooperating teacher will have opportunities to specifically highlight an ADEPT Performance Standard. Cooperating teachers should feel comfortable inquiring about intern assignments and weekly seminar topics.

Note: Interns who experience difficulty in adjusting to the demands of the classroom have been found to be those who rushed in to teaching before fully internalizing the flow of the classroom and the learning goals of the students. In other words, taking time to settle in will save time later when the workload and responsibilities build.

❖ **Long Range Planning** ❖

General Information

One of the intern's first responsibilities is to develop a Long Range Plan (LRP). Each intern is provided with a suggested format for the LRP as a part of the clinical practice orientation, and the college supervisor will give the intern the timeline and direction on developing this plan. Cooperating teachers are asked to share an LRP with the intern and thoroughly discuss what the intern will be addressing in terms of academic topics and social conduct over the semester. Although the intern may focus on the work involved for individual parts or drafts of the LRP, he/she must include all elements of the plan in the final draft which will be presented to the college supervisor for review.

Calendar

Each intern's LRP will include a phase-in schedule outlining how he/she will begin to assume classroom teaching duties. College supervisors will provide the intern with a suggested calendar for the semester. The timeline will show how the intern gradually assumes more responsibility starting with perhaps the third week of the clinical practice semester. Full-time teaching should take place for a minimum of six consecutive weeks, followed by a "phasing back" of responsibility to the cooperating teacher. It is important that both the "phase-in" and the "phase-back" give major consideration to the students in the classroom and their ability to adapt to a change of teachers. The College of Charleston semester calendar offers a projected timeline for the clinical practice intern's teaching schedule; however, the cooperating teacher and the college supervisor will determine the final calendar for the clinical practice intern's classroom teaching schedule.

Student Information

A description of the students in the classroom that reflects the diverse culture of the group, as well as demographic information, should also be included in the LRP. Cooperating teachers will assist the intern in learning as much as possible about the students and identifying available resources that provide pertinent student information (ex. student records).

Learning and Developmental Goals

The intern is expected to follow the established school, grade, and subject area plans for developing appropriate goals. These goals must be based on the South Carolina Department of Education Standards and any federal or state laws that are applicable to any/all students. The goals must show clear alignment to appropriate grade level standards. Evaluation criteria for the goals must be determined and specifically addressed.

Instructional Units and Assessments

Cooperating teachers are asked to share a LRP with the intern and thoroughly discuss what the intern will be addressing in terms of academic topics and social conduct over approximately fourteen (14) weeks. The intern is not expected or allowed to create an original curriculum plan; the actual topics of study and sequence of lessons remain the cooperating teacher's responsibility and are subject to his/her approval. The intern needs full access to all curriculum guides, resources and materials, and he/she will require a good deal of guidance from the cooperating teacher during the preparation of this plan. We assume the basic materials are available for topics and skills the intern will be teaching, so the college supervisor will need to know if other arrangements need to be made.

Assessment Data

Reporting on the student progress is an important element of the LRP. The intern will form this part of their plan under the direct supervision of the cooperating teacher. The student assessment system is under the jurisdiction of the cooperating teacher, who operates according to the guidelines of the school district and the school. Nonetheless, the intern is expected to include and fully explain grading and reporting procedures in the overall LRP.

Classroom Management

The part of the plan which will require considerable dialogue between the intern, cooperating teacher, and college supervisor is the section on classroom management. While we encourage interns to develop their own method of management and organization, we recognize that overall classroom order is the ultimate responsibility of the cooperating teacher. We urge the cooperating teacher to give the intern every opportunity to develop his or her own system, without compromising the established goals and standards. The intern must independently maintain classroom management as well as demonstrate a mastery of classroom discipline procedures during the clinical practice internship. We recognize that this may be a challenging task; therefore, the cooperating teacher and college supervisor will provide guidance for the intern.

❖ Lesson Planning ❖

Thorough planning supports effective teaching. It is important for the cooperating teacher to provide the intern a high level of guidance in this area, especially in the early stages of the internship. Although the cooperating teacher's experience may allow him/her to successfully teach with abbreviated lesson plans, interns require detailed plans when they begin to teach the students. It is very important for the cooperating teacher to hold the intern accountable for the full development of required lesson plans. We strongly suggest that the cooperating teacher establish a day of the week that lesson plans are due for review and feedback before the clinical practice intern implements the lessons and before they are submitted to administrators (in whatever process is used in a particular school).

In basic planning, the TEDU maintains that every lesson plan should include the following elements:

1. Objectives/Standards*
2. Procedures
3. Materials/Resources
4. Assessments

* Interns are also encouraged to obtain a copy of the cooperating teacher's Student Learning Objectives (SLO) and include those goals and assessments in their lesson planning.

As interns begin to take on more responsibility, college supervisors make adjustments to what is required for the lesson plans. This is an area where the college supervisor and cooperating teacher will determine what is included in the lesson plans as the intern develops deeper learning. It will be important to consult with the college supervisor to be sure that all parties are comfortable with the planning documents being used. Some college supervisors may request that the cooperating teacher target a performance goal each week for the intern to work on the following week. Confer with the college supervisor to determine the value and appropriateness of this practice.

❖ *Grading Student Work* ❖

The Long Range Plan (LRP) has a section on assessment. The intern is expected to become familiar with the grading policy of the classroom and the school. This is an area in which the intern has little control; he/she will follow the school's grading system. The LRP must reflect all of the aspects of assessments as defined in the LRP checklist.

It is probable that a nine weeks school report card will be completed at some time during the period in which the intern has full responsibility for the class. This does not necessarily mean that the clinical practice intern will be given the responsibility for determining the grade and completing the report card. This is an item that needs to be discussed by the college supervisor, the cooperating teacher and the clinical practice intern. Please remember that the cooperating teacher is ultimately responsible for assessing the progress of the students in the classroom and reporting that assessment to parents and the school's administration. However, it is important for the intern to experience the work involved and responsibility required in computing grades for a grading period.

❖ *Conferencing and Supervision* ❖

Daily Conferences

Because feedback and communication between the cooperating teacher and intern are of utmost importance, we ask that the cooperating teacher set aside an hour each day for conferencing. This is the cooperating teacher's time to coach and consult, and the intern's time to reflect, self-assess and question. Some cooperating teachers also keep an interactive journal or notebook in the classroom in which they write notes to the intern while observing a lesson. The intern may also write questions/thoughts to his/her teacher. The cooperating teacher may also find this approach beneficial because it enables him/her to record information as it happens, without interrupting the flow of the lesson or classroom schedule.

Classroom Supervision

At the beginning of the internship, the cooperating teacher should spend considerable time in the classroom with the clinical practice intern. At some point, the cooperating teacher should withdraw from the classroom and leave the clinical practice intern alone for short periods of time. (Please check with your district and school for policies regarding your responsibility in this matter.) It is important that the clinical practice intern is not left alone prematurely. They should not be "thrown in to the classroom" on a "sink or swim" basis. These novices need the support of cooperating teachers as they assume full teaching responsibilities. Once teaching responsibilities have been transferred to the intern, plan to allow time for the intern to be solely responsible for the class. While cooperating teachers remain legally responsible for the students, it is necessary for the intern to experience full responsibility for student learning and behavior and practice their own behaviors as they learn how to teach effectively. When the cooperating teacher is out of the classroom, he or she simply needs to let the clinical practice intern know where he/she will be if assistance is needed. Cooperating teachers should be present in the classroom long enough each day to allow for constructive feedback during the daily conference time. It is also important that the cooperating teacher be available to assist when needed. "Assistance" may mean that the cooperating teacher will serve as a "team teacher" at times, especially when another voice and set of hands is beneficial to small group instruction.

Cooperating teachers helping in this way does not take away from the intern's serving as a full-time teacher; and, intentional decisions about when to be present will no doubt make a significant difference towards the education of the students in the classroom.

Co-teaching Strategies

Co-planning, co-teaching and co-assessing can be used to keep a focus on student learning objectives in the classroom and provide a smooth transition as interns take on more responsibility. Interns must still have "solo" time when planning, teaching and assessing is their full responsibility. The cooperating teacher and college supervisor must discuss a reasonable timeline and effective strategies, based on the intern's development.

Emergency Procedures

It is important that the intern know what to do if there is an emergency or unusual situation while the cooperating teacher is away from the classroom. Cooperating teachers must communicate specific directions and expectations necessary to ensure the safety of students and the intern.

Lesson Observations

The cooperating teacher will conduct a minimum of four (4) lesson observations during the internship. The college supervisor is also required to complete a minimum of four (4) lesson observations. These observations may begin as soon as interns begin teaching lessons. A minimum of two lesson observations by the cooperating teacher (and two by the college supervisor) must be completed by mid-term.

Timely feedback is extremely important. As soon as possible, following a lesson observation, the cooperating teacher should lead a reflecting conversation with the intern. This conference should include specific feedback for reflection and future planning. It is important for the clinical practice intern to experience announced and unannounced observations.

It is critical that the college supervisor and cooperating teacher record strengths and areas for improvement on the ADEPT Observation forms. If the issue is related to APS 2-9 during a particular lesson, it should be noted appropriately. For any issues that have emerged beyond the particular lesson being observed and documented, it is acceptable to enter notes and evidence in any open comment area. It is important that concerns, issues and suggestions are documented on the appropriate forms so that expectations are made clear to the intern.

THE COLLEGE SUPERVISOR

First Meeting with Interns

At the first meeting with interns, the college supervisor should plan to speak briefly about the role of the cooperating teacher, the college supervisor, and the responsibilities of being a clinical practice intern. Topics that may be included in this meeting or seminar are:

- An introduction of the college supervisor's background that precedes his/her work as a supervisor
- Explaining the process for interns to follow in cases of emergency (sickness, family emergencies)
- A course syllabus, including location, time, and schedule of seminars
- General schedule for the semester including phasing into teaching, full time teaching, co-teaching, and phasing out of teaching
- Requirements for the completion and submission of the LRP
- Requirements for the logbook, journals, etc. that the college supervisor requires of his/her interns
- Requirements for the preparation and submission of lesson plans
- An overview of the documentation process for ADEPT, with specific information as to how the college supervisor will be handling this paperwork
- A review of the standards of professionalism for educators - attendance, being on time, appropriate dress, confidentiality, discretion
- An overview and understanding of the grading process
- The need to communicate any concerns or issues to the college supervisor immediately

Intern Contact Information

It is recommended that the college supervisor obtain personal contact information (all phone numbers and email addresses) for each clinical practice intern. It is also a time to inquire about their field work and career plans. This information will inform the college supervisor and guide their support of the intern as an individual, understand what he/she has done in the past that may relate to the clinical practice experience and alert the college supervisor to any special circumstances which might impact the internship.

Weekly Seminars

The primary purpose of the weekly seminar associated with the clinical practice internship is to respond to and provide support for resolving issues and challenges that the clinical practice interns will be encountering. It is also the time to review, examine, and discuss the ADEPT Performance Standards. Supervisors should not assume that all interns have internalized the ADEPT Performance Standards before reporting for clinical practice. College supervisors are responsible for teaching the evaluation process used for the clinical practice intern and to direct interns so that they may successfully complete the Long Range Plan (LRP) and Candidate Work Sample (CWS). Depending on the intern's program, weekly seminars may consist of general sessions for the program group and smaller cohort sessions led by the college supervisor.

Seminars may be held on the main college campus, North Campus, or a more central school location based on the interns' school assignments. The seminar is part of the professional clinical practice internship experience and the seminar location should reflect that. Generally, supervisors find that it is better to select one of the schools in which his/her clinical practice interns are located. This can save time and solve parking problems. Reality tells us that the clinical practice intern has already had a very full day and has planning to do for the next day; however, weekly seminars are very important for reflection and problem-solving within the context of a learning community. A seminar must be scheduled for every week with the exception of the weeks when OSSC clinical practice events are held.

Once the schedule for weekly seminars is set, interns should not be given permission to miss a weekly seminar (or any portion of a seminar) for any reason, including participation in school meetings.

Observations, Evaluations, and Conferences

Observing and conferencing with the clinical practice intern and maintaining open communication with the cooperating teacher are very important responsibilities of the college supervisor.

Informal School Visits/Observations

It is important to visit each clinical practice intern and cooperating teacher as soon as possible after the clinical practice orientation in order to become familiar with the school setting and conduct a planning conversation with the cooperating teacher and clinical practice intern (including a review of the semester calendar and any policy/procedure questions that may arise). It is important that the college supervisor maintain an open and candid relationship within this “triad”, so that communication is established as soon as possible. The initial visit will help to ensure that the clinical practice intern is feeling confident and is developing a comfort level in the classroom setting. For further information on the first two weeks on the internship, it would be very helpful to review the “Orientation” section found in the cooperating teacher’s section of this handbook and offer assistance as needed.

Lesson Observations

Including the initial visit(s) described above, the college supervisor should plan to conduct a minimum of four (4) lesson observations. The cooperating teacher will also complete a minimum of four (4) lesson observations. During a lesson observation, the college supervisor observes the clinical practice intern teaching and completes an ADEPT observation form.

While visiting the classroom, supervisors will review the clinical practice interns’ log books, journals, and lesson plans. The daily journal will reflect the questions and concerns of the clinical practice intern; and it can be an effective tool for the post-observation conferences.

Timely feedback is extremely important. Immediately following the ADEPT observations, supervisors should hold a conference with the intern and provide specific feedback for reflection. If needed, the cooperating teacher should be alerted to take over the class immediately following the observed lesson so that the college supervisor and the clinical practice intern will have time to conference together. If an observation is unannounced, the cooperating teacher may not be readily available; thus, the college supervisor may need to debrief with the clinical practice intern by telephone later in the evening of the observation day.

It is important for the clinical practice intern to experience announced and unannounced observations. *NOTE: Cooperating teachers have specifically requested that college supervisors make an effort to conduct at least one unannounced formal observation.*

It is critical that the college supervisor and cooperating teacher record any issues or “red flags” on the ADEPT Observation form. If the issue is related to APS 2-9 during a particular lesson, it should be noted appropriately. For any issues that have emerged beyond the particular lesson being observed and documented, it is acceptable to enter notes and evidence in any open comment area. It is important that concerns, issues and suggestions are documented on the appropriate forms so that expectations are made clear to the intern.

Procedures for Addressing Challenges During Clinical Practice - The NEAT Improvement Plan

During clinical practice, interns “phase in” to the teaching experience to improve their knowledge and skills throughout the semester. On occasion, interns may have difficulty meeting the requirements of the clinical internship experience. Therefore, it is important that all members of the triad know and understand the procedure in place that ensures clear communication and an adequate opportunity for the intern to correct his/her deficiencies. The procedures define the steps to support the intern, while also being sensitive to and respectful of the needs of the cooperating teacher, his/her students, and the overall school community.

A college supervisor usually becomes aware of an intern's challenges through direct observation, from information provided by the cooperating teacher, and/or the intern's self-assessment. All information related to challenges should be documented on the intern's observation instruments, logs and anecdotal notes, as well as clearly communicated to the intern. Specific suggestions for improvement should be made with written feedback provided. The clinical practice internship is a developmental process and interns are resourceful and prepared for this experience. Therefore, interns are capable and supported in learning from their experiences and making the necessary adjustments to meet all of the requirements.

However, if an intern continues to struggle with meeting requirements, master teaching skills, internalize ADEPT standards, and/or standards of educator conduct, the college supervisor and the cooperating teacher may request a **NEAT (Notify, Explain, Assist, with a Timeline) Improvement Plan** written specifically for the clinical practice intern. The OSSC Director and TEDU Chair or Associate Chair will be included in the development of the NEAT Improvement Plan.

The NEAT Improvement Plan is a written remediation action plan developed by the college supervisor with input from the cooperating teacher. The NEAT Improvement Plan identifies specific items that are considered at-risk via the cooperating teacher's and college supervisor's assessments, which, in turn, may compromise the intern's final grade of "pass" or "satisfactory". The NEAT Improvement Plan is a due process policy that follows a four-step procedure by **Notifying** and **Explaining** the issues that must be addressed, **Assisting** the intern in understanding the skills and techniques that must be mastered, and creating a reasonable **Timeline** for demonstration of improvements.

The cooperating teacher's and the college supervisor's role in the NEAT plan is to formally assess the intern's progress regarding the plan's requirements, expectations, and timeline. It is important to emphasize that these additional observations/evaluations are in addition to those required in clinical practice experience. Furthermore, the cooperating teacher and college supervisor are required to complete an **EHP Disposition Assessment** form. Lastly, the TEDU Chair, OSSC Director, college supervisor, and clinical practice intern will examine the intern's progress to determine the success or necessity for the intern's withdrawal or failure from clinical practice internship.

The NEAT plan may be implemented at any time during the internship. Depending on the progress or lack of progress demonstrated by the intern, the following options may be considered:

- extend the clinical practice experience in order to fulfill NEAT Improvement Plan goals;
- determine that the intern is failing and will withdraw from clinical practice with the possibility of the option to repeat the experience (re-apply for clinical practice in another semester) or graduate without licensure recommendation;
- counsel out of teaching as a career.

An intern will be removed immediately from clinical practice if, during school hours, he/she:

- consistently demonstrates unprofessional behavior
- is intoxicated
- uses illegal drugs
- commits a crime that would suspend/dismiss a SC public school classroom teacher from his/her position
- uses corporal punishment
- is asked to leave the school by a district-level or school-level administrator.

Midterm Evaluations

NOTE: Midterm grades are NOT entered in to the College system because they are not required for clinical practice. Supervisors will be included in email announcements and reminders regarding midterm grades; however, college supervisors should not enter grades for midterm.

The Midterm Evaluation is a critical part of the clinical practice internship experience. It is the prime opportunity to assess the progress made as well as identifying the areas that must be addressed by the clinical practice intern to ensure successful teaching practices and successful completion of the clinical practice internship. The main purpose of the Midterm Evaluation is to discern the progress being made by the clinical practice intern, and the college supervisor and the cooperating teacher will complete this evaluation collaboratively. This instrument should reflect the clinical practice intern's areas of strength and challenges and support examples of practices that are being completed in a timely and effective manner. It should also be used to specifically cite any areas of concern on ADEPT Performance Standards or professional issues that the clinical practice intern must address in order to successfully complete his/her clinical practice internship experience.

Midterm Conferences

The college supervisor serves as the moderator for the midterm conference meeting. Using the data and evidence collected during classroom observations, the following agenda items are typical and need to be considered:

1. Intern's comfort/confidence level
2. Degree of teaching responsibility and interdependence the intern is being given to practice
3. Degree of feedback and support being given
4. **Self-Assessment** of intern and his/her performance
5. Consensus of triad to determine the most important **goals** for the final half of the semester

Additional Observations

In the event that an intern needs more than the required (4) formal observations by the college supervisor and cooperating teacher, it is especially important to document what was observed, recommended and required in future visits. A college supervisor must notify the TEDU Chair and OSSC Director at any time there are concerns about the development and/or success of a clinical practice intern.

Final Evaluations

The Final Evaluation is completed in the same manner as the Midterm Evaluation; the college supervisor and the cooperating teacher will collaborate to complete this final evaluation of the clinical practice intern. The college supervisor and cooperating teacher will document evidence and discuss the final grade for the clinical practice intern. This evaluation will reflect the success or failure of the clinical practice intern's progress and development as a teaching candidate. The final evaluation will be a part of the intern's academic file.

Upon successful completion, the intern should request letters of reference from the college supervisor, the cooperating teacher and any other professionals who observed the intern's teaching.

Final Conferences

At this meeting, the college supervisor, cooperating teacher, and clinical practice intern summarize the semester in order to provide closure. The college supervisor will discuss the final evaluation and give the clinical practice intern his/her final grade. The college supervisor will also collect all of the documentation that the intern must submit for successful completion of their internship. This is the culminating event for the clinical practice internship.

Assigning Grades for Interns

College supervisors are required to submit clinical practice intern grades electronically using the College's system (*MyCharleston*) at the end of the semester. Please refer to the College's website for grading deadline. The electronic grading system allows supervisors to submit grades from the convenience of their home or office. For instructions on submitting grades, please see the TEDU Chair or the OSSC staff for assistance. Remember, the college supervisor must have a College email account to complete this process. The college supervisor should contact Helpdesk for information about creating an email account.

Travel Reimbursement

College supervisors who visit clinical practice interns at their school sites are eligible to receive travel reimbursement (State rate) for the trips to those schools. At the beginning of the semester, the OSSC will submit a Travel Authorization form for each college supervisor with an estimate of the reimbursement, based on the policy described in this section.

College supervisors are entitled to reimbursement for the distance from the college to the first school visited on a given day, or, from home to the first school, whichever is the shorter distance. If the supervisor visits additional schools during the day, he/she may record the distance driven between the schools. At the end of the day supervisors are entitled to reimbursement for the distance from the last school visited back to the college, or, from the last school visited to his/her home, whichever is shorter. If the college supervisor must come to the college first on a given day, the first mileage reimbursement will be from the college to the first school. If the supervisor must come to the college later in the day following school visits, to perform duties other than clinical practice intern supervision, he/she may not charge the mileage from the college back home, but may charge the distance from the last school back to the college. Each college supervisor will receive a hard copy of the EHHP Local Travel Form to maintain an accurate log of their travels.

At the end of the semester, all travel costs must be reimbursed via the College's Travel Reimbursement form accompanied by a detailed travel log (i.e. EHHP Local Travel Form) that are generated by college supervisors and reviewed/approved by the OSSC Director; therefore, all forms must be submitted to the Director for processing.

End of the Semester Evaluations

All interns, cooperating teachers and college supervisors are required to complete evaluations at the end of the semester. Surveys will be provided during the final weeks of the semester.

Classroom Observation Resources

All resources (required and optional) can be found on the OSSC website
(<http://teachered.cofc.edu/oss/index.php>).

NOTE: The following sections provide details related to the assessments required during Clinical Practice. Some of these assessments are related to Teacher Education Unit Assessments and some are required by the South Carolina State Department of Education.

Long Range Plan (LRP) ***~ ADEPT Requirement ~***

Clinical practice interns are introduced to the LRP at the clinical practice orientation where they receive training in the ADEPT program. They are provided with an overview and specific information about each part of the plan. In addition, the college supervisor should guide them through the LRP building process. Each clinical practice intern will be provided an electronic version of the LRP.

Because there are many ways to complete a LRP, the college supervisor may wish to share a sample copy with his/her interns. The cooperating teacher should help provide guidance and access to needed materials, plans and student records.

Long Range Plans involved in special education classrooms will vary depending upon the program model (e.g. resource room, self-controlled classroom, inclusion model). Clinical practice interns should create their LRPs in close consultation with their college supervisor and cooperating teacher.

A completed LRP scoring “acceptable” or “target” on rubric is required for successful completion of the clinical practice internship.

Candidate Work Sample (CWS) ***~ ADEPT and TEDU Requirement ~***

The CWS reflects the intern’s mastery of APS 2 “Short Range Planning and Instruction” and APS 3 “Planning assessments and Using Data” as well as several CAEP standards which are reflected in the CWS rubric. The intern will use the CWS template to complete this professional development assignment. The CWS will highlight a unit taught by the intern, and it specifically states the unit objectives matched to the state standards and reflects the creation and implementation of appropriate assessment of that instruction. The intern is responsible for analyzing the student performance data and assigning the appropriate grade and/or planning the next appropriate plan for classroom instruction. Interns should include Student Learning Objectives (SLO) of the cooperating teacher.

Family Involvement Project ***~ Early Childhood, Elementary, and Middle Grades Education Programs Requirement ~***

This project is for Early Childhood and Middle grades only. The Family Involvement Project is the involvement of each clinical practice intern with a parent/guardian of one of their students. In brief, each intern has to contact a student’s family and invite them to participate in a small project that will involve four steps on the part of the parent:

- 1) meeting once during which time they talk about the child and together identify a skill or area in which the child needs improvement;
- 2) have the child complete the related assignment that the intern designs;
- 3) returning the completed activity to the intern at a predetermined date; and
- 4) conversing/communicating by phone or email about the assignment results.

Glossary

ADEPT: Assisting, Developing, Evaluating Professional Teaching program approved by the South Carolina Board of Education (also referred to as Expanded ADEPT).

Clinical Practice: The culminating experience for candidates enrolled in the Teacher Education Program. This full time, supervised program allows candidates to demonstrate the knowledge, skills and dispositions required of professional educators.

Clinical Practice Intern: A college student who has met the criteria to participate in clinical practice.

College Supervisor: A representative of the College of Charleston who, in conjunction with the cooperating teacher, is responsible for supervising, evaluating and grading the clinical practice intern during the clinical practice experience.

Cooperating School: A selected public school within commuting distance of the College of Charleston, located in the Berkeley, Charleston, or Dorchester II School Districts that agrees to accept clinical practice interns.

Cooperating Teacher: The public school teacher selected to supervise a clinical practice intern. The cooperating teacher must be trained in the ADEPT program, have at least three years of experience and be recommended by the principal of the cooperating teacher's school.

Dispositions: The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibilities, and social justice.

NEAT Improvement Plan: A written remediation plan that is developed by the college supervisor with input from the cooperating teacher to address any specific area(s) of concern regarding the intern's performance. The NEAT plan notifies, explains, assists and sets a timeline to support the intern in making appropriate and necessary changes in his/her performance and/or work.

Qualtrics®: A protected and secure online survey system used by college supervisors and cooperating teachers to collect data, evidence and documentation related to lesson observations of clinical practice interns.

SLO: Student Learning Objectives