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National Institute for Excellence in Teaching (NIET)  
SC Department of Education’s Division of Educator Effectiveness  
University of South Carolina’s College of Education
About the School of Education, Health and Human Performance

Mission Statement

The mission of the School of Education, Health, and Human Performance is to prepare and continue to develop educators and health/wellness 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 innovative research activities.

Vision

The vision of the School of Education, Health, and Human Performance is to be a community of diverse and practical leaders who ensure access to and advocate for learning and health/wellness opportunities for all.

Conceptual Framework

Our vision is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. These opportunities are created by professionals who can MAKE THE TEACHING - LEARNING CONNECTION through:

1) Understanding, valuing, and advocating for diverse learners (InTASC Standards #1, 2, 3)
2) Understanding what to teach and how to assess in a supportive learning environment (InTASC Standards #4, 5, 6, 7, 8)
3) Understanding ourselves as professionals (InTASC Standards #9, 10)

InTASC Standards

Standard #1: Learner Development

Standard #2: Learning Differences

Standard #3: Learning Environments

Standard #4: Content Knowledge
Standard #5: Application of Content

Standard #6: Assessment

Standard #7: Planing for Instruction

Standard #8: Instructional Strategies

Standard #9: Professional Learning and Ethical Practice

Standard #10: Leadership and Collaboration

Prerequisites to the Internship Experience
Admission to the Professional Program

All students seeking to complete a degree, which leads to teacher licensure, must be formally admitted to the Teacher Education Program in the School of Education, Health and Human Performance (EHHP). Prior to beginning the clinical practice internship, students have met specific requirements to be admitted to the program. No candidate will be placed in a school for an internship experience who has not met all requirements including formal admission to the program.

Fingerprinting and Background Check Requirements

All initial teacher licensure programs require extensive clinical experiences in P-12 schools. All students must read and be aware that in order to complete most of the required education courses, candidates must submit to a criminal background check. Students with criminal convictions or pending charges may not be eligible for internship experiences or courses taught on-site in P-12 settings. At any time while a student at the College, those who are arrested by any law enforcement agency are required to inform the College of such matters within 72 hours of the arrest. Any student arrested while enrolled in an internship experience or courses taught on-site in a P-12 setting must also notify the Office of Student Services and Credentialing (OSSC). Additionally, a negative TB test signed by a physician must be on file with OSSC, prior to any school-based experience. Candidates are also required to complete the Blood-borne Pathogen Training and provide a copy of the certificate of completion.

Placement Procedures

Effective partnerships and high-quality clinical experiences are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to
demonstrate positive impact on P-12 student learning. Therefore, a collaborative process is in place in relation to making field placements.

- Placements are negotiated by the OSSC in conjunction with faculty and in cooperation with clinical adjuncts, principals and/or personnel directors in participating school districts. Educators and administrators co-construct criteria for the selection of cooperating teachers.
- All placements must be made in public school settings with teachers who meet the criteria as stated for cooperating teachers.
- A candidate may not be assigned placement with a relative or close family friend serving as the cooperating teacher (or paraprofessional) or where the principal is a family member.
- A candidate may not be assigned a placement in the high school he or she attended.
- If there are special considerations requested in placements, the candidate must make that request in writing to OSSC at the time the internship application is submitted.
- Requests for changes in placements by teacher candidates must be made in writing to the Assistant Dean and will be considered only where there is evidence of extenuating circumstances.

Placement Criteria

Each teacher candidate is placed with a cooperating teacher who has been co-selected by both OSSC and P-12 partners. This shared responsibility model of selecting cooperating teachers includes the following:
- Completion of the South Carolina Teaching Standards 4.0 training
- Principal recommendation of teachers to serve as cooperating teacher noting instructional and coaching strengths; and
- College supervisor and faculty recommendation/approval based on prior observation of and work with teachers.

Diversity

The College of Education is committed to ensuring that teacher candidates experience a variety of diverse school settings in their clinical placements. Candidates have active clinical experiences in diverse settings throughout the surrounding school districts in Berkeley, Charleston, and Dorchester counties.
Withdrawal from Placement

There may be instances when a candidate wishes to withdraw from the internship. The decision to withdraw is the student’s alone; however, consultation with the college supervisor, TEDU chair/associate chair, and Assistant Dean is strongly encouraged. Student must also withdraw from clinical practice in TK20.

Addressing Problems and Concerns

Open and frequent communication among the candidate, the cooperating teacher, and the college supervisor is the key to a successful internship experience. When this professional team maintains high levels of effective communication, teacher candidate growth is maximized and problems are minimized. However, if problems do arise in the internship, the following steps should be taken to address the concern:

- Any problems or concerns that arise related to the performance of the intern should be discussed with him/her by the cooperating teacher and the college supervisor. When appropriate the Assistant Dean will be notified and the situation will be documented in an official letter or will proceed to a NEAT plan.
- If the issue is not resolved, the cooperating teacher, college supervisor/instructor, TEDU chairperson and Assistant Dean, will work in collaboration to develop an action plan for the intern. This action plan, called a NEAT plan (Notifies, Explains, Assists with a Timeline in place), will describe the problem or concern and inform the intern of specific suggestions, expectations, a time frame for improvement or correction, and consequences of non-compliance. The action plan should be based on data from the cooperating teacher, college supervisor, and other parties such as observation records, lesson plans, a mid-semester evaluation, and/or dispositional concerns forms.
- The action plan should be signed and dated by the intern, cooperating teacher, college supervisor, and any others who attend the NEAT plan conference.
- The original NEAT plan will be maintained in the OSSC with copies provided to the intern, cooperating teacher, and college supervisor. The cooperating teacher and college supervisor will review the intern’s progress on the dates specified in the contract. If the problem or concern is not satisfactorily addressed, the consequences outlined in the contract will be implemented. At this time, the intern may be removed from the placement depending on the nature and severity of the problem or concern including the intern’s unwillingness or inability to comply.
- Additional observations may be scheduled by a third party observer during the process if requested by any member of the NEAT plan team. If the student meets the terms of the action plan, this is documented on the NEAT plan and the contract is signed by all indicating mastery of areas for improvement. A copy of this action plan indicating satisfaction of the terms is to be turned in to the Assistant Dean, after the consensus team has met.
- If the student does not meet the terms of the action plan during the clinical experience, the college supervisor meets with the Assistant Dean and the TEDU department chair to produce documentation of concerns in terms of
the contract. At this meeting, the team reviews documentation and determines a course of action before the student can proceed.

- Any student placed on a NEAT plan for improvement during the clinical practice internships must **completely satisfy** the terms of the action plan in order to exit from the program.

- The responsibility to remove an intern from the placement is based on the recommendation of the principal, cooperating teacher, college supervisor, Assistant Dean and the TEDU chair. When such removal is the result of an unsuccessful internship experience, the intern will not be given the option to begin a second assignment in another school that same semester. Grades for the internship and courses will be issued according to College policy. An intern may be permitted to retake the internship during a subsequent semester upon recommendation of the Assistant Dean and the TEDU chairperson. If removal is the result of unethical conduct, criminal activity, or extreme incompetence in performing requirements of the internship, the student may be denied a second opportunity. The final decision to remove an intern from the placement is made by the TEDU chair and Assistant Dean. A student may apply to repeat an internship at a future time if a petition is approved. Re-application requires that the intern submit an essay expressing the desire to repeat the internship and addressing the areas of concern from the previous internship. This essay submission must include goals for the upcoming internship, related to contract concerns, and address steps on meeting the established goals. If re-application is approved, the student is responsible for paying full tuition and fees to repeat the courses.

- **Severe Clause:** All teacher candidates are subject to this Clinical Experiences Handbook, the Students’ Rights and Responsibilities of the College of Charleston as stated in the Undergraduate and Graduate Catalogs (including the Honor Code and Academic Responsibility), the conduct codes of the public school and district in which they are assigned and the Standards of Conduct for South Carolina Educators. Procedures for school and/or College removals are consistent with the policies and procedures delineated in these various documents and with the policies and procedures for removal of students from housing and for alleged violations of academic integrity.

A teacher candidate may be removed from the school site for violations of professional conduct and/or when there is reasonable cause to believe that the candidate is an immediate threat to the safety, health, or welfare of himself or herself, P-12 students, other College candidates, and/or school- or university-based personnel and/or when the candidate’s continued presence may be disruptive to the community or to the mission of the school or the College’s teacher education program. Alleged infractions will be brought to the immediate attention to the Assistant Dean by school/district administrators or College faculty/supervisors, who will submit a written report of the allegations no later than three working days following the initial contact with the Assistant Dean.
Placement Changes

Changes in placements are only made when there are extenuating and problematic circumstances. Rarely, challenges may emerge that interfere with the intern successfully completing the internship experience and require a reassignment. These concerns should be directed to the Assistant Dean. The Assistant Dean, TEDU chair, college supervisor, and the cooperating teacher (as applicable), will determine whether the intern will be reassigned to a different school setting.

Teacher Evaluation: Expanded ADEPT

Overview
We all know that educators make a real difference in the lives of students. South Carolina has been a national leader by having requirements for professional practice for decades. Over time, these requirements have evolved. The Expanded ADEPT Support and Evaluation System represents yet another step in this journey of improving our professional practice for the benefit of the students we serve. Our goal is to use evaluation to raise the level of consciousness where teachers can grow in their craft. A major focus is a more direct connection between teacher practices and increased student learning through the incorporation of student academic growth measures into classroom-based teachers’ evaluation and effectiveness ratings. Expanded ADEPT seeks to align and strengthen professional practice to support the intended student outcomes. Effective teachers have always focused on identifying student strengths and weaknesses, facilitating meaningful student learning, and monitoring student progress towards their educational goals. This emphasis on student growth in teacher evaluation simply rewards and recognizes a focus on what matters most: our children.

Expanded ADEPT incorporates the four domains of Instruction, Planning, Environment and Professionalism and adds the dimension of Student Growth. It also provides a level four professional practice rubric that is used as a coaching and growth tool leading to a summative evaluation of teaching. This rubric is called South Carolina Teaching Standards 4.0.

The domains and their accompanying indicators are provided below:

Instruction

- Standards and Objectives
- Motivating Students
- Presenting Instructional Content
- Lesson Structure & Pacing
- Activities & Materials
- Questioning
- Academic Feedback
- Grouping
- Teacher Candidate Content Knowledge
• Teacher Candidate Knowledge of Students
• Thinking
• Problem Solving

Planning

• Instructional
• Student Work
• Assessment

Environment

• Expectations
• Managing Student Behavior
• Environment
• Respectful Culture

Professionalism

• Staff Development
• Instructional Supervision
• School Responsibilities
• Reflecting on Teaching

This journey to improve our practice as educators does not end. The S.C. State Board of Education and Department of Education have adopted the Profile of the South Carolina Graduate, which will require a re-thinking of our learning systems and the work of our educator teams. Our expectations for educators will continue to change as our knowledge as a profession grows and as we learn from our own progress. We will work to continuously improve all of the systems.

Profile of the South Carolina Graduate

World Class Knowledge
• Rigorous standards in language arts and math for career and college readiness
• Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

World Class Skills
• Creativity and innovation
• Critical thinking and problem solving
• Collaboration and teamwork
• Communication, information, media and technology
• Knowing how to learn

Life and Career Characteristics
• Integrity
• Self-direction
• Global perspective
• Perseverance
• Work ethic
• Interpersonal skills
The Internship: Planning for Instruction

Overview

Faculty at the college and in our partner schools and districts recognize the critical importance of each and every one of the school-based clinical experiences which teacher candidates participate in throughout their programs. We acknowledge that each of them offers teacher candidates a focused piece of the large puzzle of the teaching profession.

At the same time, we also unanimously agree that no one experience is more important to our candidates’ future in the profession than the final semester of full-time involvement in the schools. For all teacher candidates, undergraduate and graduate level, this all-important final semester of total immersion in the day-to-day workings of the school community provides candidates with the ultimate opportunity for in-depth study and learning and the opportunity to demonstrate the knowledge, skills, and dispositions of a learner-ready teacher.

The field course experiences are scaffolded to provide a foundation and meaningful transition to the full-time internship at the end of a candidate’s program. Although each placement is unique and interns will differ as to the pace of progression through the stages, all phases of the internship (orientation, observation, participation, and teaching) should be carefully planned and take place through a gradual induction period that is specific to the needs of the intern and the setting. There is no required schedule for acclimating interns to the placement, but the following timetable serves as guide to assist in planning. The goal is to have the intern in a position of full-time teaching for as long as possible while receiving guidance and support from the cooperating teacher; employing co-teaching strategies is encouraged.

Stage 1: Developing a Collaborative Classroom

The beginning of the semester will set the tone for the remainder of the internship. Not only will the intern and the cooperating teacher be developing as a collaborative, professional team, they should also be working together to establish the classroom as a positive learning community. They must create and implement a deliberate plan for integrating the intern as a partner teacher in the classroom.

Developing a professional relationship between the school and College faculty will also be critical in the first weeks. During the candidate’s progression through the program, candidates will be engaged in learning by doing as they continue to master content and pedagogy through a series of methods courses. From the beginning to the end of a program, coursework and fieldwork should not be seen as separate obligations, but integral parts of building knowledge, skills, and dispositions. Clinical experiences will vary depending on course background, previous field experiences, and the development of each candidate. Flexibility is a must in this stage of the internship. The cooperating
Understanding the thinking and reasoning behind the many varied decisions teachers must make throughout the day will be a critical objective of Stage 1. Cooperating teachers should engage in thinking out loud in order to make processes and procedures visible and explicit. Through a well-developed relationship, interns must be encouraged to and feel comfortable asking how and why specific structures are designed.

Specific Stage 1 activities might include, but are not limited to:

- Orienting to the School and Classroom (required) - As is also the case with new teachers, it is important for the intern to become familiar with school policies and procedures and the workings of the assigned classroom(s) as soon as possible. To that end, it is helpful if each school conducts an orientation for the intern or group of interns. The orientation might include a tour of the school, a discussion of the role of various personnel in the school, an overview of available equipment and its use, and introductions to persons important to the intern's success during the internship (such as administrators, office personnel and media, and counseling staff). To become acquainted with the assigned school, the intern should be familiar with policies such as:
  - Student attendance
  - School-wide discipline
  - Emergency drills
  - Teacher duties/responsibilities outside the classroom
  - Dress codes for teachers and students
  - In-school accidents
  - Medical records/alerts
  - Procedures for communicating with parents (with cooperating teacher approval)
  - Permanent records
  - Textbook and supplies
  - Testing programs
  - Signing in and out
  - Equipment (copier, laminator, etc.) use

- In the classroom, the cooperating teacher should provide additional information concerning individual students (medical concerns, Individual Educational Plans, etc.), routines, procedures, organization, management, and parent volunteers.
- Setting goals and sharing instructional plans,
- Carve out time for professional conversations and reflections; dedicate time to planning for co-teaching implementation
- Discuss district curriculum scope and sequence (develop long range plans)
- Designing space
- Establish optimal working environment for students, intern, and cooperating teacher
- Provide resources for intern to engage as a co-teacher as much as possible (computer/laptop, desk, instructional materials)
• Collaborate on room arrangement, material placement, and instructional design
• Establishing and sharing classroom norms and procedures
• Design daily and weekly routines such as bell work, dismissal, etc.
• Divide responsibility for procedural tasks
• Spend time with individual learners. (i.e. take notes, administer interest inventory, assess student needs on a variety of levels)
• Gather classroom data for classroom management and instructional planning (develop contextual factors)
• Communicate with families/caregivers (always in collaboration with cooperating teacher)
• Work with individual students
• Observe and implement effective classroom management techniques
• Sharing instructional responsibility
• Assign intern tasks in order for students to view mentor and intern as co-teachers
• Planning and implementing instructional strategies
• Use the mentor teacher’s lesson plans to create and implement mini-lessons through multiple co-teaching strategies
• Collaborate with college supervisor to increase responsibilities to longer lessons and multiple content areas/preps

Stage 2: Mastering Content and Pedagogy

At this stage, interns take increasing responsibility for participating in and managing classroom routines. They will be developing, implementing, and reflecting upon content-based lessons assigned in methods courses. The cooperating teacher continues to play an active role through co-teaching, observing, coaching, and providing written and oral feedback. Having explicit conversations about instruction, assessment, and management facilitates the transition of the intern to having increased classroom responsibility.

Specific Stage 2 activities might include, but are not limited to:

• Assessing student knowledge and skills
• Discuss the selection of assessment tools to measure student understanding
• Build awareness of and proficiency in using different assessment tools supported by the classroom, school, and district
• Plan conversations with cooperating teacher and colleagues about assessment
• Planning and implementing lessons
• Share lesson plans with the cooperating teacher and college supervisor that answer the following questions:
  o Were the objectives clear?
  o What assessment was used to measure student achievement?
  o Did the assessment match the activities?
  o Are individual student needs being met?
• Co-teach lessons in content areas
• Work with small groups of students on a regular basis
• Plan, implement, and reflect upon a lesson in each content area/prep
• Observe and participate in the instruction in other classrooms and grade levels
• Set goals at mid-term
• Communicating with parents
• Co-design a newsletter
• Discuss report card guidelines with cooperating teacher
• Role play a parent conference; attend a parent conference
• Attend a parent association meeting (PTA, PTO)

**Stage 3: Guided Leadership**

At this stage, the intern is moving into an active leadership role with close guidance and continued co-teaching support from the cooperating teacher. The intern will begin orchestrating multiple classroom demands while continuing to discuss processes and procedures with the cooperating teacher. The cooperating teacher serving as a mentor should assume a role of curiosity, asking the intern questions about plans and strategies while providing opportunities for risk-taking without fear of failure.

*Specific Stage 3 activities might include, but are not limited to:*

• Implementing effective teaching and management strategies
• Continue and/or adjust effective classroom management techniques for intern’s use during the transition to full-time teaching
• Plan, implement, and reflect upon best teaching practices
• Help prioritize ways to work smarter such as lesson plan development for common weekly procedures
• Observe cooperating teacher’s varied teaching strategies that address differentiation
• Reflecting on the teaching process
• Continue conversations based on formative and summative observations
• Use written feedback from cooperating teacher and college supervisor for support in building a professional portfolio
• Looking ahead toward the future
• Finalize résumé and attend the Career Resume Session
Stage 4: Lead Teaching

Interns at Stage 4 will gradually assume the position of lead teacher. This does not necessarily mean the cooperating teacher is relinquishing responsibility, but more a shift in who is taking the lead role. The cooperating teacher should continue to mentor, guide, coach, co-teach, and observe providing feedback whenever possible.

Specific Stage 4 activities might include, but are not limited to:

- Teaching fulltime
- Use effective differentiation strategies to plan and implement lessons for a minimum of four weeks
- Integrate mentor teachers to assist with small groups and individuals through the use of various co-teaching models
- Provide time for intern to solo-teach
- Reflecting on individual student growth
- Continuing with ongoing conversations about planning and teaching
- Reflect upon teaching with feedback based upon multiple data sources (assessments, observations, video recording, etc.)

Stage 5: Learning from the Larger Community

Although it may be tempting for the intern to relinquish all responsibilities after the demanding Stage 4, Stage 5, if planned appropriately, can be a time of extensive professional growth. While the cooperating teacher transitions back into the lead teaching role, the intern continues to engage with the learners in the placement classroom as well as throughout the school. The cooperating teacher, with the school liaison and/or principal, should identify other master teachers in varied contexts that, through observation and engagement, the intern can continue to build knowledge and skills of the teaching profession.

Specific Stage 5 activities might include, but are not limited to:

- Shadowing key administrators and staff at the placement school (principal, SRO, school nurse, guidance counselor, special area teacher, community/parent liaison)
- Reflecting upon the past year
- Set goals for first year teaching experience
- Ensure teaching application is posted on the CERRA website (www.cerra.org) and on school district application portals
- Gathering resources for the future
- Research classroom resources for future use (i.e. materials and supplies, technology, classroom libraries, etc.)
The Internship: Performance Evaluation

Evaluation of interns is an important component of the teacher education program and is a rigorous multi-dimensional process. To evaluate the professional performance portion of the internship, the SC Teaching Standards 4.0 Rubric is used. The rubric is introduced early in the TEDU program, and candidates are guided in its use so that they internalize the evaluation process. The domains of evaluation at the College of Charleston include:

- Planning
- Instruction
- Environment
- Professionalism

Interns receive both formative and summative feedback throughout the semester-long internship. The differences between these types of assessments are outlined in the table below. Formative assessment and Summative assessment are used by cooperating teachers and college supervisors to evaluate progress toward competencies. While cooperating teachers work closely with interns on a daily basis, college supervisors are expected to lead the planning and reflection conversations related to performance and capture evidence of growth and development as a result of collaboration.

<table>
<thead>
<tr>
<th>Formative Assessment</th>
<th>Summative Assessment</th>
</tr>
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<tbody>
<tr>
<td>Not for grades</td>
<td>Provide information for grades</td>
</tr>
<tr>
<td>Monitor progress</td>
<td>Evaluate what candidates know and can do</td>
</tr>
<tr>
<td>Provide feedback</td>
<td>Make judgments about mastery of competencies</td>
</tr>
<tr>
<td>Give candidates opportunities to close the gap between</td>
<td></td>
</tr>
<tr>
<td>where they are and the competencies to be mastered</td>
<td></td>
</tr>
</tbody>
</table>


Observations in the Performance Standards

All candidates will have opportunities to observe classroom teachers in the grade levels matching their program and chosen area of licensure. Clinical practice interns will be immersed in observing the cooperating teacher throughout the course of the internship. Additionally, the intern will benefit from the opportunity to both observe and participate in the instruction in other classrooms at their school site during the internship. Having exposure to other grade levels and various teaching styles and instructional content provides a repertoire of teaching strategies and styles for the teacher candidate. Participation in other classroom instruction throughout clinical practice is highly encouraged.
Observations and feedback to candidates documenting SC Expanded ADEPT are the primary means for evaluating and promoting continuing improvement of the candidate’s teaching performance. Within the collaborative partnership, the cooperating teacher and college supervisor work as a team to provide observational feedback to candidates for their ongoing development as a teacher. Both the cooperating teacher and college supervisor play a unique role and can recognize and model effective practice. Each is trained in SC Teaching Standards 4.0. Using observation, assessment and conferencing techniques, these assessors collectively conduct at least eight observations of a candidate’s teaching performance in clinical practice internships as described in the following paragraphs.

Documentation of each observation should occur in TK20. Observations should last approximately 30-60 minutes in order to gain a thorough understanding of the classroom dynamics. Both oral and written feedback on observations should be provided to the intern within three business days.

The cooperating teacher is required to complete a minimum of four teaching observations and contribute to two summative assessment observations (midterm and final) during the clinical practice internships; observation dates should be recorded on evaluation reports. The intern must acknowledge receipt of observation feedback in TK20 within three business days. The intern may choose to present data from observations as documentation for competencies met for the mid-semester and final evaluation reports.

Please remember that all observations, evaluations, and assessments must be entered into TK20.

Midterm and Final Evaluations

The cooperating teacher and college supervisor will reach consensus at the midterm point of the semester and, again, at the end of the semester for the final evaluation and determine summative results. The college supervisor will document this consensus on the Midterm and Final Evaluation forms in TK20. Interns are required to have a minimum score of “2” for all indicators in mid-term and final evaluations. Scores below 2 on the Midterm may result in a NEAT plan. Scores below 2 on the Final may result in failing clinical practice or other actions. The intern should be directly involved with this process, perhaps supplying data as evidence for meeting competencies and leading the conference as a reflective practitioner.

Requirement for Final Grade to be Issued

Interns must submit their TK20 binders once all assignments have been uploaded and surveys have been completed at the end of the semester. The TK20 binder status must indicate complete for a final grade for clinical practice to be issued. Completed binders are due from interns November 22, 2019.
The Teacher Candidate: Responsibilities, Policies, and Practices

To ensure that all teacher candidates will be successful, policies and procedures have been developed to guide students throughout their field and clinical experiences. It should be noted that as the teacher candidate progresses through his/her chosen program, so does the extent of involvement in the clinical experiences. However, regardless of the level of involvement, there are certain expectations that apply to ALL clinical experiences, including a commitment to professionalism at all times. This commitment includes some very basic understandings:

Abiding by Protocols of the Host School

The teacher candidate should become familiar with and abide by the established host school protocols, including, but not limited to: safety issues; emergency procedures; discipline and behavior management; entering and exiting school property; communication with school personnel, homes, families, and communities; and field trips and special events.

Appropriate Attire and Appearance

The policies and culture of each individual school and/or district and the nature of the instructional activities define permissible dress and grooming. Interns are expected to maintain standards of dress and appearance that conform to the established policies of local schools. Interns should dress professionally at all times in the schools, typified by slacks, skirts, collared shirts, and ties (if applicable). It is the intern’s responsibility to become familiar with the school’s expectations for faculty appearance. Interns should have a general discussion on choices of attire with both the cooperating teacher and college supervisor prior to the first day of the experience.

Attendance

Interns have an obligation to be consistent and punctual in attendance. This applies to two areas:

- *School-related Activities* - Interns should be in their assigned school (in the classroom, NOT pulling in the parking lot) at the time designated by their cooperating teacher, school principal, and college supervisor. **Interns are to attend all workdays, in-service days, and professional development days with the cooperating teacher that do not interfere with courses or required seminars at the College.**

Similarly, interns follow the inclement weather policy of their schools/districts, not of the college. This applies to early dismissal, late arrivals, cancellation of school, use of spring break days for instruction, Saturday school, etc.
University-related Activities - At specified times during the semester, interns are required to participate in conferences, weekly seminars, and meetings with OSSC staff and TEDU faculty members. **Attendance at these activities is required.** Weekly seminar meeting times and locations are determined by college supervisors. Other meetings may be during the teaching day or in the afternoon or evening. Cooperating teachers will be informed of the dates of meetings well ahead of time should the intern be away during any or all of the teaching day.

Interns may attend one day of Professional Development Activities per semester (e.g., state/national conferences, seminars, trainings, interviews) by receiving approval from the college supervisor. If traveling in association with the College of Charleston, a travel authorization form must be completed and submitted to the program area Department Chair, no less than two weeks in advance of the professional development session. If procedures are followed and permission is granted, these days need not be made up.

Interns are allowed to participate in field trips for the classes in which they intern provided the date/time of the field trip does not interfere with College obligations. Please note that interns are NOT allowed to assume responsibility for the role of chaperone for either small groups or whole classes at any time due to liability purposes.

It is fully expected that interns will **NOT miss any days** during the internship experience. If an extenuating circumstance does arise, the intern must notify the cooperating teacher and college supervisor as early as possible via phone, text, and email to ensure everyone is aware of the absence. Additionally, if the intern is responsible for instruction during an absence s/he must provide lesson plans and materials for the cooperating teacher. In case of illness requiring an intern to miss more than three days, a doctor’s note is required and submitted to the college supervisor.

Interns are required to sign in and sign out daily at their school sites per guidelines provided by the school, college supervisor, and/or cooperating teacher.

As stated above, it is fully expected that interns will **not miss any days during the internship**; however, **in the event of absence due to extenuating circumstances, the college supervisor is responsible for determining when the day(s) are required for make-up.** **Absence for even part of a day counts as one absence.** Unless otherwise given permission by the Assistant Dean, make-up days will be scheduled during the internship semester in which they occur in coordination with the cooperating teacher and university supervisor. In case of excessive absences, the intern may be removed from the placement.

Confidential Information

Teachers and other education professionals regularly work with confidential information in the context of schools. Confidential information can include student grades, student health records, academic records, Individualized Education Plans (IEP), family histories, and more. Candidates are held to the same legal and professional standards as full-time teachers with regard to confidential information. In accordance
with the *Family Educational Rights and Privacy Act* (FERPA), candidates must refrain from discussing information related to the students with whom they are working. Questions from the intern regarding confidentiality policies should be directed to the cooperating teacher and/or college supervisor.

**Professional Writing Expectations**

The teacher candidate is expected to write at a level, which reflects that of a university student. On all assignments, careful attention should be given to spelling, grammar, and punctuation. All assignments should be well organized and clearly presented. It is equally important that teacher candidates demonstrate legible handwriting. Frequently teachers must write on a dry/erase board, chalkboard, or overhead projector. Likewise, a teacher’s handwriting is a model for students. Clinical experience assignments that demonstrate deficiencies in any of these areas can result in penalties as prescribed in the course syllabus.

**Electronic Devices (including cell phones)**

Electronic devices are not to be used for personal communication at school sites during regular school hours. Electronic devices should be turned off before entering the school site and should not be turned back on until the school day has ended unless used for an instructional purpose under the direction of the cooperating teacher. Use of electronic devices during emergencies should be consistent with school policy.

**Appropriate Use of Social Media**

The department of Teacher Education prohibits the sharing of school, teacher, or student images, videos, or classroom work samples to social media by students in College of Charleston learning experiences that take place in partner schools or other learning settings. Failure to comply with this policy may result in a failing grade and/or disciplinary action.

**Maintaining E-mail Communication**

E-mail is an important means of communication between the College and teacher candidates. It is the responsibility of the teacher candidate to check his/her CofC e-mail **a minimum of twice per school day**.

**Corporal Punishment, Personal Automobiles, & Liability Insurance**

Please note that 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.

Transportation to and from the school is the responsibility of the intern. Interns should not, under any circumstance, transport students in his/her personal vehicle, including for field trips sanctioned by the school.
Professional teacher organizations that include liability insurance for members will be present at Clinical Practice Orientation. Interns are encouraged to obtain liability insurance through a professional organization or other provider. Interns must either provide evidence of coverage or sign a waiver prior to reporting to school for clinical practice.

Working in Addition to Clinical Internship

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, s/he may request to work a few hours each week. Request to Work forms are available in TK20 (https://cofc.TK20.com). The form must be completed and submitted to the TEDU department chair or associate chair before the clinical practice orientation. Approval of the TEDU chair or associate chair is required.

Completion of Clinical Practice Requirements in TK20

All assignments, reflections, acknowledgements, and surveys must be entered in TK20 this semester for clinical practice.

Interns must submit their TK20 binders once all assignments have been uploaded and surveys have been completed at the end of the semester. The TK20 binder status must indicate complete for a final grade for clinical practice to be issued. Completed binders are due from interns November 22, 2019.

Appeal Process

If the intern does not agree with the final clinical practice grade, s/he may appeal the decision to the TEDU Chair. 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 grade is posted.

If the intern does not agree with the decision of the Chair, s/he 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.
The Role of the Schools

Purpose

Clinical experiences provide opportunities for teacher education students to acquire an understanding of the teaching process by gradual induction into increased instructional responsibilities. Candidates have an opportunity to put into practice the procedures they have learned regarding short-range and long-range lesson planning, instructional delivery, classroom management, and analysis of students learning. Interns are also exposed to a variety of techniques and methodologies and to diverse classroom experiences.

The College of Charleston recognizes the vital role that teacher candidate placement in school settings plays in improving the quality of teachers and other educational professionals entering the profession. The College therefore appreciates the commitment made by local school districts in encouraging P-12 faculty to mentor teacher candidates as they progress throughout their programs.

From our experiences throughout the years, and acknowledging the diversity of the schools and districts with which we work, the College encourages schools to work with teacher candidates by collaborating with OSSC and college supervisors to assess needs of students, cooperating teachers and teacher candidates. This requires a shared commitment by all parties to improved teaching and learning. School sites are identified through discussions between the staff and school district personnel, with the following criteria serving as the basis for selection:

- The school should have an instructional staff which is interested in working with teacher candidates and which understands the requirements of doing so.
- The school should have well-qualified faculty who employ effective teaching techniques.
- The school should be sensitive to multicultural concerns in its curriculum and programs.
- The school should be innovative and progressive in its policies and practices, with faculty willing to allow College candidates to try a variety of teaching practices.
- The school should have adequate physical facilities and up-to-date instructional equipment and materials.
- The school should have a curriculum that includes optimum educational experiences for both pupils and teacher candidates.
- The school should have a well-organized in-service program to stimulate professional growth of the instructional staff.

School Partner Sites

School partner sites are P-12 schools interested in providing clinical placements for teacher candidates and may include whole schools (typically at the elementary level) or departments within a school (a possibility particularly within high schools). College-based faculty visit partner sites regularly to supervise advanced practicum students and
clinical practice interns. Partner sites provide opportunities for teacher candidates to work with P-12 students to develop their teaching skills and meet college course requirements, as appropriate for each candidate's level in the program. While there is variability across schools regarding academic requirements and practices, teachers working with candidates in selected school sites support teacher candidates in trying out "new ideas" consistent with their education course work.

Benefits for participation as a school partner site include:
- staff development through teacher involvement with teacher candidates, including serving as models for the teacher candidates in their classrooms, developing observation and supervisory skills, and having access to information regarding current research and practice through teaching candidates and their supervisors;
- enhanced student-staff ratios resulting from the involvement of the teacher candidates and use of co-teaching strategies;
- first-hand observation of potential candidates for openings at the school;
- enhanced access to the college for staff development needs; and
- compensation in the form of course tuition vouchers (or an honorarium) for cooperating teachers for full-time interns;
- course tuition voucher for principals of schools hosting full-time interns.

For clinical experiences to run smoothly and to the greatest advantage of children, teachers, schools, and teacher candidates, each partnership site hosting teacher candidates requires a school-based faculty member or administrator who has specific responsibilities in supporting candidates working on-site. While specific duties depend on the needs of the school and the type and number of clinical experiences, school-based representatives work closely with OSSC to ensure that experiences "run smoothly" for children, teachers, and teacher candidates. Partner school site representatives are encouraged, but not required, to actively participate in advisory work groups created by the College.

The Cooperating Teacher: Selection, Qualifications, and Guidelines

Overview

A cooperating teacher is a teaching professional who is approved for mentorship by the university and serves as role model, instructor, and coach for the intern. The cooperating teacher welcomes a qualified intern into his/her classroom and, through formative assessment, moves the intern from guided practice into a direct teaching experience. The cooperating teacher, in coordination with a college supervisor, is responsible for leading the intern through progressively challenging activities and structuring the activities so that the intern applies theory, pedagogical concepts, and content knowledge while developing practical professional skills.
The role of the cooperating teacher is critical to the success of the intern. Research indicates that the cooperating teacher has the greatest and longest lasting influence on not only the internship experience, but also the intern’s growth as a novice teacher long after the internship has ended. In addition to such influence, cooperating has many other benefits.

- Cooperating teachers work in conjunction with the faculty in the College’s Teacher Education Department.
- Mentoring novices enhances the cooperating teachers own professional development.
- Mentoring lowers the pupil-teacher ratio and increases one-on-one opportunities with P-12 students.
- Mentoring presents an opportunity to learn from and co-teach with another professional.

Criteria for Selection of Cooperating Teachers

The College of Charleston seeks high quality cooperating teachers who are interested in hosting undergraduate and graduate internship placements: an experience which contributes to the development of emerging teachers at all levels and in many subject areas.

A high quality-cooperating teacher should:
1. demonstrate best practices in the area of pre-planning in preparation for teaching;
2. implement a variety of effective teaching procedures and utilize appropriate resource materials;
3. serve as a standard-bearer who values networking and his/her role in a professional team;
4. be open to making critical “calls” when difficult situations arise while maintaining positive working relationships with pupils, teachers, and administrators; and
5. demonstrate a commitment to professional development and lifelong learning.

Cooperating teachers for internships must meet the criteria listed below:
1. a professional SC teaching certificate in the area of assignment;
2. completion of the College of Charleston ADEPT/Cooperating Teacher training in the SC Teaching Standards 4.0 Rubric (Cooperating Teacher/College Supervisor Workshop).
3. a minimum of three years teaching experience at the appropriate level or in the appropriate subject area.
4. approval by the designated College official in cooperation with the school district.
5. agreement to collaborate with the designated college supervisor in planning the experiences for interns.

These criteria are consistent with the requirements of the South Carolina Department of Education and the Educator Preparation Program at the College of Charleston.
Guidelines

Among the many responsibilities of mentorship, the cooperating teacher should become familiar with the background of the intern and help the intern become acquainted with school and classroom procedures and policies. The cooperating teacher should be available to the intern for consultation outside of the school day and be willing to meet with the intern and college supervisor throughout the semester.

Time should be allotted to plan an instructional pacing guide (incorporating directed observations and varied teaching opportunities such as co-teaching, whole class and small group instruction, center/station teaching, etc.) as well as to the review of lesson plans throughout the semester. The goal of the internship is for the intern to engage in instructional activities as much as possible. During any solo teaching period, the cooperating teacher is to continue to observe and provide feedback to the intern and may be needed to assist with small groups or individual learners (as planned by the intern). For liability reasons, the cooperating teacher must stay in close proximity while the intern is teaching.

Continuous formative feedback regarding effectiveness in preparing lessons, delivering instruction, managing the classroom, providing meaningful feedback to students, and demonstrating professional dispositions is critical to the success of the internship. In addition, the cooperating teacher must be open and honest about areas needing improvement and provide assistance as appropriate with special attention to SC Expanded ADEPT 4.0 standards.

The following list of cooperating teacher responsibilities should be a guide for the semester-long internship:

**Before Midterm Evaluation:**
- Attend mentor and/or Expanded ADEPT/SC Teaching Standards 4.0 training (embedded in Cooperating Teacher/College Supervisor Workshop offered each semester).
- Participate in introductory meeting with college supervisor and intern. Establish and inform all stakeholders of weekly planning time (minimum one hour).
- Collaborate with the college supervisor on the implementation of classroom assignments.
- Assist intern in planning for and completing the Student Learning Objective (specific program areas).
- Complete at least two teaching observations with a pre- and post-conference for each. Provide feedback to the intern verbally and in TK20.
- Collaborate with the college supervisor to complete the mid-semester evaluation.
- Be present in a supporting and collaborative role for the Mid-semester evaluation conference between the college supervisor and the intern.
Between Midterm and Final Evaluation:
• Complete at least two classroom with a pre- and post-conference for each. Provide feedback to the intern verbally and in TK20. Focus observations based on goals documented on previous observation records.
• Collaborate with the college supervisor to complete the Final Evaluation.
• Be present in a supporting and collaborative role for final evaluation conference between the college supervisor and intern.
• Mentoring is critical to teacher development. Effectiveness is measured through surveys completed by interns and college supervisors at the end of each semester as well as feedback on mentoring skills and responsibilities.
• Data (surveys, observations, feedback) collected is reviewed by OSSC and used for program improvement, cooperating teacher selection and continuation, and appropriate matching of cooperating teachers and interns.

The College Supervisor: Qualifications and Responsibilities

Overview

The college supervisor plays a key role in the internship triad and serves as a link between the school and the College. Often, the college supervisor role is facilitative; however, the role is also one of evaluating the intern, supporting the cooperating teacher, and building a relationship with the assigned schools. The college supervisor facilitates a team approach and mediates effective communication between the intern and the cooperating teacher.

The college supervisor and the cooperating teacher are charged with collecting evidence to determine teacher candidate proficiency in the SC Expanded ADEPT 4.0 Domains. The evidence is used to complete summative assessments that are submitted online via TK20.

Qualifications

A college supervisor is considered to be a master teacher in his/her area of expertise and demonstrates the professional dispositions required by the College of Charleston.

Whenever possible, interns are placed under the supervision of a full-time faculty member who meets the following requirements:
• Former teacher and/or instructional administrator (i.e., principal, assistant principal, supervisor, coordinator) in a public school; and
• Hold current or former state teacher’s license in the area of supervision.
• If a person is not a full-time instructor at the College of Charleston, then the following qualifications must be met for adjunct college supervision:
• Successful record of full-time teaching within the content area of supervision;
• Written and/or verbal recommendations of former supervisors or administrative colleagues;
• Current or former state teacher’s license in the area of instruction; and
• Master’s degree.

Responsibilities

Among the many responsibilities of mentorship, the college supervisor serves as the primary contact person by working with the principal, cooperating teacher, and intern. The college supervisor should become familiar with the background of the intern and assist the cooperating teacher and intern in developing a positive working relationship. Assistance should also be given to developing the pacing guide and assessing the intern’s lesson plans throughout the semester. The college supervisor works to form a consensus with the cooperating teacher in evaluation of the intern and will submit required documents and assessments to OSSC. Finally, the college supervisor submits lesson observation evidence and scores through TK20 and a final grade(s) for the internship through Banner (MyCharleston).

Please note: Final grades for clinical internship may not be entered until the intern has submitted his/her binder in TK20 and the binder status is complete.

Before Midterm Evaluation:
• Attend mentor and/or Expanded ADEPT/SC Teaching Standards 4.0 training (embedded in Cooperating Teacher/College Supervisor Workshop offered each semester).
• Participate in introductory meeting with cooperating teacher and intern. Establish and inform all stakeholders of weekly planning time (minimum one hour).
• Collaborate with the cooperating teacher on the implementation of classroom assignments.
• Assist intern in planning for and completing the Student Learning Objective (specific program areas)
• Complete at least two classroom observations with a pre- and post-conference for each. Provide feedback to the intern verbally and in TK20.
• Collaborate with the cooperating teacher to complete the mid-semester Evaluation.
• Be present in a supporting and collaborative role for the Mid-semester evaluation conference between the cooperating teacher and the intern.

Between Midterm and Final Evaluation:
• Complete at least two classroom observations with a pre- and post-conference for each. Provide feedback to the intern verbally and in TK20. Focus observations based on goals documented on previous observation records.
• Collaborate with the cooperating teacher to complete the Final Evaluation.
• Be present in a supporting and collaborative role for final evaluation conference between the cooperating teacher and intern.
• Mentoring is critical to teacher development. Effectiveness is measured through surveys completed by interns and college supervisors at the end of each semester as well as feedback on mentoring skills and responsibilities.
• Data (surveys, observations, feedback) collected is reviewed by OSSC and used for program improvement, cooperating teacher selection and continuation, and appropriate matching of cooperating teachers and interns.

Additionally, the following list of college supervisor responsibilities should be used as a guide for the semester-long internship:
• establishing frequent and consistent communication early in the internship in order to set a positive and productive tone for communication and collaboration
• becoming knowledgeable about the faculty, pupils, school policies, curriculum, and school plant facilities of the schools to which they are assigned and sharing that information with teacher candidates;
• providing the cooperating teachers with pertinent information about the teacher candidates;
• working with the school faculty and staff to provide teacher candidates an orientation to the school environment;
• identifying cooperating teachers who need to complete updated Expanded ADEPT information and training as needed (and contacting Assistant Dean);
• sharing with cooperating teachers and teacher candidates the general expectations for the clinical experience;
• describing for teacher candidates the role of the cooperating teacher;
• discussing with cooperating teachers and teacher candidates the means by which the teacher candidates will be evaluated and graded; and
• discussing the expectations for professional ethics and conduct during participation in the clinical experience.

**Required Assessments & Surveys for Teacher Education Programs**

Please note that the listed provided below are required submissions and assessments for clinical practice. ALL documents, assessments, acknowledgements, self-reflections, and surveys must be completed in TK20. Interns must submit their TK20 binders once all assignments have been uploaded and surveys have been completed at the end of the semester. The TK20 binder status must indicate complete for a final grade for clinical practice to be issued. Completed binders are due from interns November 22, 2019.
SC Expanded ADEPT – Standards
SCTS 4.0 Rubric: Forms and Documents
Dispositional Measures: Self-Reflection Tools
Student Learning Objective
Self-Reflection of Video-recorded lesson
Technology Integration Matrix
Unique Program Assessments
End-of-semester surveys
Any other college-wide or supervisor-assigned tasks

Please see the following page for an outline of required assignments and assessments in

to be in submitted in TK20. Other than the final due date of November 22, 2019 for all
submissions and assessments, dates below may be altered by college supervisors.
Interns, please consult your college supervisor and syllabus for exact dates and for
unique program assessments.
Clinical Practice Assignments & Assessments in TK20

Approximately two weeks into the semester, cooperating teachers, college supervisors, and interns will receive an email notification that they can access TK20 binders to submit assessments and assignments. **Please Note:** ALL submissions, assessments, reflections, and surveys must be finalized in the TK20 binder before final grades are entered for Clinical Practice. Other than the final due date of November 22 for all submissions and assessments, dates below may be altered by college supervisors.

<table>
<thead>
<tr>
<th>Teacher Education Unit Assessment</th>
<th>TK20 Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four (4) SCTS 4.0 observation forms submitted by the cooperating teacher and four (4) by the college supervisor. Two (2) observations from both cooperating teacher and college supervisor prior to midterm evaluation and two (2) observations from both cooperating teacher and college supervisor prior to final evaluation. (College supervisors and cooperating teachers enter observation data in TK20 within 3 business days of observations. Interns acknowledge each observation on the SCTS 4.0 tab in TK20 within 3 business days.)</td>
<td>1st observations by September 18  2nd observations by October 9  3rd observations by October 30  4th observations by November 20</td>
</tr>
<tr>
<td>One (1) Video-recorded lesson/self-reflection submitted by clinical practice intern after recording 12-15 minutes of a teaching episode. The college supervisor evaluates the candidate’s ability to reflect upon his/her teaching.</td>
<td>Prior to midterm (date set by individual college supervisor)</td>
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<tr>
<td>One (1) Midterm SCTS 4.0 summative evaluation conducted collaboratively by the cooperating teacher and the college supervisor. Results of this assessment will be entered into TK20 by the college supervisor. Interns must complete a self-assessment for the midterm evaluation in TK20 on the SCTS 4.0 tab.</td>
<td>Midterm assessment (window is October 7-October 16)</td>
</tr>
<tr>
<td>One (1) Student Learning Objective (SLO): A draft is recommended by October 23.</td>
<td>Recommended draft by October 23</td>
</tr>
<tr>
<td>One (1) Final SCTS 4.0 summative evaluation conducted collaboratively by the cooperating teacher and the college supervisor. Results of this assessment will be entered into TK20 by the college supervisor. Interns must complete a self-assessment for the final evaluation in TK20 on the SCTS 4.0 tab.</td>
<td>Final assessment by November 22</td>
</tr>
<tr>
<td>One (1) Dispositional Measures: Self-Reflection Tools submitted in TK20 by the intern on the Self-Reflection Tools tab. College supervisors will enter data on the other dispositional measure, Professionalism Domain of SCTS 4.0, when completing the Final SCTS 4.0 summative evaluation.</td>
<td>No later than November 22</td>
</tr>
<tr>
<td>One (1) Student Learning Objective (SLO): Interns must upload the final SLO in TK20. College supervisors will enter results in the rubric in TK20.</td>
<td>No later than November 22 (date set by individual college supervisor)</td>
</tr>
<tr>
<td>One (1) Technology Integration Matrix: Interns must complete the Technology Integration Matrix self-assessment on the appropriate tab in TK20. College supervisors will enter results in the rubric in TK20.</td>
<td>No later than November 2</td>
</tr>
<tr>
<td>Unique Program Assessments: If interns see a tab called “Program Specific Assignments” in TK20, they must follow directions provided on the tab. College supervisors will enter the results of the program specific assignments/assessments in TK20.</td>
<td>Date(s) set by individual college supervisor with final due date(s) no later than November 22</td>
</tr>
<tr>
<td>End of semester required surveys (evaluations) completed by intern, cooperating teacher, and college supervisor via TK20.</td>
<td>No later than November 22</td>
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</tbody>
</table>