Making the Teaching-Learning Connection

Clinical Internship Handbook

A Resource for Teacher Candidates, Cooperating Teachers, and College Supervisors

Office of Student Services and Credentialing
School of Education, Health and Human Performance
86 Wentworth Street, Charleston, SC  843.953.5303
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Contact Information

Dr. Kevin Eakes, Assistant Dean
eakesk@cofc.edu

Curt White, Assistant Director
cewhitel@cofc.edu

Teresa McNerney, Coordinator of Student Services
McNerneyTW@cofc.edu

Kelly Gunn, Administrative Assistant
gunnka@cofc.edu

TK20 Assistance
Arly Douglass, Data Specialist & Information Manager
douglassa@cofc.edu

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

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 1-3)
2) Understanding what to teach and how to assess in a supportive learning environment (InTASC Standards 4-8)
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: Planning for Instruction
Standard #8: Instructional Strategies
Standard #9: Professional Learning and Ethical Practice
Standard #10: Leadership and Collaboration
Clinical Practice Overview & Handbook Purpose
The clinical internship is an immersion in the day-to-day workings of a school community. Student teaching provides candidates with the opportunity for in-depth learning and the opportunity to demonstrate the knowledge, skills, and dispositions of a learner-ready teacher. Clinical internship launches candidates into the profession. Partnerships with P-12 districts, schools, and educators ensures that this culminating capstone experience connects theory to practice and prepares candidates to enter the teaching profession.

This Clinical Practice Handbook is designed to provide guidance regarding policies, partnership roles, performance expectations, and practices applicable to all student teachers. Please note that all clinical practice forms, assessments, and surveys are completed and submitted in Tk20 and may be found there. Additionally, all interns receive a syllabus from their college supervisor with specific assignments, due dates, and expectations.

Clinical Internship Eligibility
Prior to beginning the clinical practice internship, teacher education candidates have been fully admitted to the teacher education program. Candidates have also been cleared for student teaching based on the following criteria:

- Completion of Praxis Core or qualifying ACT or SAT scores
- Cumulative GPA of 2.75 or higher
- Registration with South Carolina Department of Education for teacher certification
- Clearance from South Carolina Department of Education for student teaching based on fingerprinting and background checks
- Attendance at Clinical Practice Information & Application session one year before student teaching
- Negative TB test result
- Bloodborne Pathogen training certificate
- Degree audit without outstanding course requirements

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 with P-12 schools and districts to assign internship placements.

- Placements are negotiated by the OSSC in conjunction with faculty and in cooperation with clinical adjuncts, principals, and personnel directors in partner school districts.
- A candidate may not be placed with a relative or close family friend serving as the cooperating teacher (or paraprofessional) or where a building administrator is a family member.
- Candidates may not be assigned a placement in the high school they attended.
- If there are special considerations requested in placements, the candidate must make that request to OSSC at the time the internship application is submitted in Tk20.
• Requests for changes in placements by teacher candidates must be made in writing to the Director of OSSC and will be considered only where there is evidence of extenuating circumstances.

Cooperating Teacher Criteria
Each teacher candidate is placed with a cooperating teacher in a public school setting who has been co-selected by both OSSC and P-12 partners. Cooperating teacher selection criteria developed from this shared responsibility model is on page 19 of this handbook.

Diversity of Placements
Our teacher education program is committed to ensuring that teacher candidates experience varied school settings. Candidates have clinical experiences in diverse settings throughout the surrounding school districts in Berkeley, Charleston, and Dorchester counties. Diversity includes but is not limited to: school size; geographic location (e.g., urban, suburban, rural); and student demographics (e.g., race, ethnicity, poverty index).

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 or associate chair, college supervisor, and the cooperating teacher (as applicable), will determine whether the intern will be reassigned to a different school setting.

Withdrawal from Placement
There may be instances when a candidate needs 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. Candidates must also withdraw from clinical practice in Tk20. The College’s academic regulations for withdrawing from courses with regard to timelines, assigned grades, and tuition fully apply to withdrawing from clinical practice. OSSC officially notifies cooperating teachers, principals, and school districts if a candidate withdraws.

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 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 the candidate by the cooperating teacher and the college supervisor. When appropriate, the Assistant Dean will be notified and the issue will either be documented in an official letter or will proceed to a NEAT (Notifies, Explains, Assists with a Timeline in place) plan.
• When a NEAT plan is merited, the cooperating teacher, college supervisor, TEDU chair/associate chair, and Assistant Dean will work in collaboration to develop the plan.
The NEAT plan will describe the problem(s) or concern(s) and will inform the intern of specific suggestions, expectations, a time frame for improvement or correction, and consequences of non-compliance. The action plan will be based on data from the cooperating teacher, college supervisor, and other sources such as observation records, lesson plans, a mid-semester evaluation, and/or dispositional forms.

- The action plan will be signed and dated by the intern, cooperating teacher, college supervisor, Assistant Dean, TEDU Chair or Associate Chair, Dean, and any others who attend the NEAT plan conference or are involved in its development or implementation.
- 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. 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.
- 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 or Associate Chair to document lack of progress and any additional concerns, if applicable. At this meeting, the team reviews documentation and determines a course of action.
- Any candidate placed on a NEAT plan during the clinical practice internship must completely satisfy the terms of the action plan in order to exit the program successfully.
- The responsibility to remove an intern from the placement is based on the recommendation of the host principal, cooperating teacher, college supervisor, Assistant Dean and the TEDU chair or associate 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 previous concerns, and must 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. Additionally, a candidate repeating clinical practice must be fully cleared again for
student teaching with may include additional background checks, TB tests, and/or bloodborne pathogen training.

- **Severe Clause**
  All teacher candidates are subject to information in this Clinical Internship 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 placed, 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.

Candidates may be removed from school sites for violations of professional conduct and/or when there is reasonable cause to believe that candidates are an immediate threat to the safety, health, or welfare of themselves, 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.
The Internship: Planning for Instruction

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.

Stage 1: Developing a Collaborative Classroom
The beginning of the semester will set the tone for the remainder of the internship. The intern and the cooperating teacher be developing as a collaborative, professional team, and will 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 teacher, intern, and college supervisor, should use this handbook to establish norms for their communication and collaboration.

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 will be encouraged to feel comfortable asking how and why specific structures are designed.

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

- Orientation to the School
  It is important for the intern to become familiar with school policies and procedures as soon as possible. It is helpful if each school conducts an orientation for the intern or group of interns. 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 accident procedures
- 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
• Parent and other school volunteers
• Administrative, media center, and guidance personnel

Cooperating teachers should also orient interns to classroom information and involved interns as soon as possible with items including but not limited to:
• Individual student needs (e.g., medical concerns, Individual Educational Plans, etc.)
• Setting goals and sharing instructional plans
• State/district curriculum scope and sequence
• Establishing optimal working environment for students, intern, and cooperating teacher
• Resources for intern to engage as soon as possible (computer/laptop, desk, instructional materials)
• Collaborate on room arrangement, material placement, and instructional design
• Establishing and sharing classroom norms and procedures
• Designing daily and weekly routines such as bell work, dismissal, etc.
• Dividing responsibility for procedural tasks between intern and cooperating teacher
• Spending time with individual learners. (i.e. take notes, administer interest inventory, assess student needs on a variety of levels)
• Gathering classroom data for classroom management and instructional planning
• Observing and implementing effective classroom management techniques
• Sharing instructional responsibility
• Assigning intern tasks in order for students to view mentor and intern as collaborators
• Planning and implementing instructional strategies
• Using the mentor teacher’s lesson plans for the intern to create and implement mini-lessons
• Collaborating 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. The cooperating teacher continues to play an active role through modeling, 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
• Discussing the selection of assessment tools to measure student understanding
• Building awareness of and proficiency in using different assessment tools supported by the classroom, school, and district
• Planning conversations with cooperating teacher and colleagues about assessment
• Planning and implementing lessons
• Sharing lesson plans with the cooperating teacher and college supervisor that answer the following questions:
Were the objectives clear?
What assessment was used to measure student achievement?
Did the assessment match the activities?
Are individual student needs being met?

- Teaching or co-teaching lessons in content areas
- Working with small groups of students on a regular basis
- Planning, implementing, and reflecting upon a lesson in each content area/prep
- Observing and participating in the instruction in other classrooms and grade levels
- Communicating with parents
- Co-designing a newsletter
- Discussing progress report or report card guidelines with cooperating teacher
- Attending a parent conference
- Attending a parent association meeting

Stage 3: Guided Leadership
At this stage, the intern is moving into an active leadership role with close guidance and continued 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
- Continuing and/or adjusting effective classroom management techniques for intern’s use during the transition to full-time teaching
- Planning, implementing, and reflecting upon best teaching practices
- Helping prioritize ways to work smarter such as lesson plan development for common weekly procedures
- Observing cooperating teacher’s varied teaching strategies that address differentiation
- Reflecting on the teaching process
- Continuing conversations based on formative and summative observations
- Using written feedback from cooperating teacher and college supervisor for support in building a professional portfolio
- Looking ahead toward the future
- Finalizing 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.
Specific Stage 4 activities might include, but are not limited to:

- Teach 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
- Reflect on individual student growth
- Continue ongoing conversations about planning and teaching
- Reflect upon teaching with feedback based upon multiple data sources (e.g., 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 administration, should identify other 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 (e.g., principal, SRO, school nurse, guidance counselor, special area teacher, community/parent liaison)
- Reflecting upon student teaching
- Setting goals for first year teaching experience
- Ensure teaching applications are submitted
- Gathering resources for the future
- Researching classroom resources for future use (e.g., 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 multi-dimensional process. The College of Charleston follows South Carolina’s **Expanded ADEPT Support and Evaluation System** and the accompanying **SCTS 4.0** rubric that is used for coaching, mentoring, and summative evaluation for pre-service and in-service teachers in South Carolina.

Expanded ADEPT and the SCTS 4.0 rubric seek to improve teaching for the benefit of P-12 students. This growth model is designed to raise the level of practioner consciousness so that teachers excel in their craft. Expanded ADEPT and the SCTS 4.0 rubric provide direct connections between pedagogical theory, instructional practices, and increased P-12 student learning.
The SCTS 4.0 rubric is a 4-level assessment instrument that is introduced early in the teacher education program. Candidates are guided in its use so that they internalize the evaluation process. The SCTS 4.0 domains are:

- Planning
- Instruction
- Environment
- Professionalism

Cooperating teachers and college supervisors are trained in Expanded ADEPT and the SCTS 4.0 rubric. Interns receive formative and summative feedback from cooperating teachers and college supervisors throughout the semester-long internship. Cooperating teachers work closely with interns and provide formative feedback on a daily basis using SCTS 4.0 indicators. Both cooperating teachers and college supervisors provide summative feedback using the SCTS 4.0 rubric, too.

Across the internship, using observation, assessment and conferencing techniques, cooperating teachers and clinical supervisors collectively conduct at least eight official observations of a candidate’s teaching performance that is documented in Tk20 using the SCTS 4.0 rubric.

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

Cooperating teachers and college supervisors are required to complete a minimum of four teaching observations each and contribute to two summative assessments (i.e., midterm and final) during the clinical practice internship. Teaching observations and summative assessments are documents in Tk20 using the SCTS 4.0 rubric. Interns must acknowledge receipt of observation feedback in Tk20 within three business days.

**Midterm and Final Evaluations & Scoring Thresholds**

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 2.00 across mid-term and final evaluations. Scores below 2.00 on the Midterm may result in a NEAT plan or other actions. Scores below 2.00 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 April 22, 2020.
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 clinical internship.

Learning Standards & Profile of the South Carolina Graduate
All College of Charleston teacher education candidates are charged with teaching South Carolina’s learning standards (https://www.ed.sc.gov/instruction/standards-learning/).

Additionally, the South Carolina State Board of Education and Department of Education have adopted the Profile of the South Carolina Graduate (provided here), which serves as the model toward which all teachers in South Carolina are to strive as they educate P-12 students daily.

Profile of the South Carolina Graduate

<table>
<thead>
<tr>
<th>World Class Knowledge</th>
<th>Life and Career Characteristics</th>
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<tbody>
<tr>
<td>• Rigorous standards in language arts and math for career and college readiness</td>
<td>• Integrity</td>
</tr>
<tr>
<td>• Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences</td>
<td>• Self-direction</td>
</tr>
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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

• Perseverance
• Work ethic
• Interpersonal skills

Protocols of the Host School/District

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; signing in and out if/as required; communication with school personnel, homes, families, and communities; 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.

• **Daily Placement Attendance**
  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, the intern 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 to be submitted to the college supervisor.

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 (i.e., arriving late or leaving early) 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 college supervisor. In case of excessive absences, the intern may be removed from the placement and/or clinical practice terminated.

• **School Instructional Day and Related Activities Attendance**
  Interns should be in their assigned school (in the classroom, NOT parking) at the time designated by their cooperating teacher, school principal, and college supervisor. Similarly, interns are to remain at school until 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. Likewise, interns attend after-school activities that are required of the cooperating teacher (e.g., faculty meetings, PTA/PTO meetings, etc.). Interns do not have to attend after-school activities for which the cooperating teacher receives additional pay (e.g., tutoring or coaching).

Interns follow the academic calendar and 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.

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.

• **College Related Activities Attendance**
  At specified times during the semester, interns are required to participate in conferences, weekly seminars, and meetings with OSSC staff and teacher education 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.

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 Associate Dean, 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.

Confidential Information
Educators 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 in-service 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 professionally. On all assignments and communication with colleagues, parents, and students, careful attention should be given to spelling, grammar, and punctuation. Clinical experience assignments and/or communication that demonstrate deficiencies in any of these areas may result in consequences related to professional expectations.

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 teacher education department 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 their personal vehicles, 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 liability waiver prior to reporting to school for clinical practice.

Substitute Teaching Service
During the clinical practice semester, an intern may NOT serve as the substitute of record for the cooperating teacher or any other educator. If an intern is asked to serve in that capacity, the intern should immediately contact the college supervisor and Assistant Dean. Once clinical practice is complete, the intern may apply to work as a substitute teacher.

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, the intern may request to work a few hours each week. Request to Work forms are available in Tk20. The form must be completed and submitted before the clinical practice orientation. Approval of the TEDU chair/associate chair and Assistant Dean is required.

If work has not been approved prior to clinical practice starting, interns must apply in Tk20 and notify their college supervisor and the Assistant Dean. Interns may not start working until approval has been provided.

If an intern is working beyond clinical practice expectations without disclosing appropriately, appropriate consequences for breach of ethical guidelines will follow.

Law Enforcement Notification Requirement during Clinical Practice
College of Charleston students arrested by any law enforcement agency for a felony crime are required to inform the Office of the Dean of Students within 72 hours of the arrest. Any teacher education candidate arrested for any crime while enrolled in an internship experience must also notify the Office of Student Services and Credentialing (OSSC) within 72 hours. Failure to notify is a breach of ethical conduct and the candidate may be subject to consequences from external and internal entities, including but not limited to Honor Code violation proceedings.

Completion of Clinical Practice Requirements in Tk20
All assignments, reflections, acknowledgements, and surveys must be entered in Tk20 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 April 22, 2020.

Appeal Process
An intern may appeal the final clinical practice grade to the TEDU Chair/Associate Chair and Assistant Dean. The appeal must be submitted in writing/electronically and must be received by the Associate Dean within ten (10) calendar days of the date the grade is posted.

If the intern does not agree with the decision of the Chair/Associate Chair and Assistant Dean, the candidate may appeal to the EHHP Dean. The appeal must be submitted in writing/electronically and must be received by the Dean within ten (10) calendar days of the date of the Chair/Assistant Dean’s decision.

Partner Schools: Identification and Benefits

Overview
Public school 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 content they have learned regarding planning, instructional delivery, classroom management, and analysis of student assessment and learning. Interns are also exposed to a variety of techniques and methodologies and to diverse classroom experiences. 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.

Partner School Identification
School sites are co-identified through discussions between school administration and staff, school district personnel, and college faculty and staff. The following criteria guides 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 value diversity in its curriculum and programs.
- The school should be innovative 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 current 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.
Partner School Benefits
Just as teacher candidates grow from P-12 school partnerships, there are benefits for school partner sites:

- Professional development through training to serve as a cooperating teacher and developing observation and supervisory skills;
- Having increased 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;
- Compensation in the form of course tuition vouchers (or an honorarium) for cooperating teachers;
- Course tuition voucher for principals of schools hosting interns; and
- Invitation to participate in advisory work groups to improve teacher education programs and practices at the College

The Cooperating Teacher: Selection, Qualifications, and Guidelines

Overview
A cooperating teacher is a teaching professional who is co-approved for mentorship by the school, district, and college and serves as role model, instructor, and coach for the intern. Cooperating teachers welcome qualified interns into their classrooms and 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 and promoting academic growth for P-12 students.

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, serving as a cooperating teacher has many other mutually beneficial outcomes:

- Cooperating teachers work in conjunction with the faculty in the College’s Teacher Education Department and have access to research;
- Mentoring novices enhances the cooperating teachers professional development and provides certificate renewal credit;
- Mentoring lowers the pupil-teacher ratio and increases one-on-one opportunities with P-12 students; and
- 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 interns.

A high quality-cooperating teacher:
1. demonstrates best practices in the area of pre-planning in preparation for teaching;
2. implements a variety of effective teaching procedures and utilizes appropriate resource materials;
3. serves as a standard-bearer who values networking and working in a professional team;
4. is open to making critical calls when difficult situations arise while maintaining positive working relationships with pupils, teachers, and administrators; and
5. demonstrates a commitment to professional development and lifelong learning.

In collaboration with local P-12 schools and districts, cooperating teachers are co-selected and meet the criteria below consistent with South Carolina state requirements:
1. a professional SC teaching certificate in the area of assignment;
2. completion of the College of Charleston Expanded 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;
4. approval by the designated College official in cooperation with the school administration and district administration; and
5. teacher interest and agreement to collaborate with the designated college supervisor in planning intern experiences.

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 SCTS 4.0 standards.
In addition to information listed in the 5 stages of planning for instruction during the internship (pages 8-11), the following list of cooperating teacher responsibilities are a guide for student teaching:

**Before or at Beginning of Internship Placement**
- 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.
- Collaborate with the college supervisor on the implementation of classroom assignments.

**Before Midterm Evaluation**
- Assist intern in planning for and completing the Student Learning Objective.
- Assist intern in video recording self-reflection assignment.
- Complete at least two teaching observations with a pre- and post-conference for each observation. Provide feedback to the intern verbally and in TK20 using the SCTS 4.0 rubric.
- 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 teaching observations with a pre- and post-conference for each. Provide feedback to the intern verbally and in TK20 using the SCTS 4.0 rubric. Focus observations based on goals documented during previous feedback conversations.
- 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.
- Complete surveys about teacher education program, intern, cooperating teacher, and overall experience. Data (surveys, observations, feedback) collected is reviewed by OSSC and used for program improvement, cooperating teacher and college supervisor selection and continuation, and appropriate matching of cooperating teachers, college supervisors, 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 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 and demonstrates the professional dispositions.

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 (e.g., principal, assistant principal, supervisor, evaluator, director, coordinator) in a public school/district; and
- Hold current or former state teacher’s license.

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;
- Written and/or verbal recommendations of former supervisors or administrative colleagues;
- Current or former state teacher’s license; and
- Master’s degree or higher to meet college credentialing thresholds per program.

**Responsibilities**

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 achieved a completed binder status in Tk20.

**Before or at Beginning of Internship Placement**

- 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.
- Collaborate with the cooperating teacher on the implementation of classroom assignments.

**Before Midterm Evaluation**

- Assist intern in planning for and completing the Student Learning Objective (specific program areas).
- Assist intern in video recording self-reflection assignment.
• Complete at least two classroom observations with a pre- and post-conference for each. Provide feedback to the intern verbally and in Tk20 using the SCTS 4.0 rubric.
• 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 using the SCTS 4.0 rubric. Focus observations based on goals documented during previous feedback conversations.
• 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.
• Complete surveys about teacher education program, intern, cooperating teacher, and overall experience. Data (surveys, observations, feedback) collected is reviewed by OSSC and used for program improvement, cooperating teacher and college supervisor selection and continuation, and appropriate matching of cooperating teachers, college supervisors, and interns.

In addition to information listed in the 5 stages of planning for instruction during the internship (pages 8-11), 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, students, 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 April 22, 2020.

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 April 22, 2020 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 April 22, 2020 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>
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| 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.) | 1. observations by February 5  
2. observations by February 26  
3. observations by March 25  
4. observations by April 15 |
| 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. | Prior to midterm (date set by individual college supervisor) |
| 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. | Midterm assessment (window is February 26 – March 7) |
| One (1) Student Learning Objective (SLO): A draft is recommended by March 11. | Recommended draft by March 11 |
| 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. | Final assessment by April 22 |
| 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. | No later than April 22 |
| One (1) Student Learning Objective (SLO): Interns must upload the final SLO in Tk20. College supervisors will enter results in the rubric in Tk20. | No later than November 22 (date set by individual college supervisor) |
| 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. | No later than April 1 |
| 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. | Date(s) set by individual college supervisor with final due date(s) no later than April 22 |
| End of semester required surveys (evaluations) completed by intern, cooperating teacher, and college supervisor via Tk20. | No later than April 22 |