

Southern Wesleyan University

School of Education

Clinical Experience Handbook

Spring 2007

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Faculty and Staff Directory  
School of Education Office Phone 644.5362  
School of Education Office Fax 644.5906

Dr. G. Fred Woodworth  
Dean, School of Education  
Professor of Education  
Newby Education Center 113  
644.5354  
[fwoodworth@swu.edu](mailto:fwoodworth@swu.edu)

Dr. Ray Locy, Associate Dean  
Professor of Education  
Director of AGS in Education  
Newby Education Center 114  
644.5353  
[rlocy@swu.edu](mailto:rlocy@swu.edu)

Linda P. Batten  
Coordinator of Teacher Education

Newby Education Center 104  
644.5358  
[lbatten@swu.edu](mailto:lbatten@swu.edu)

Dr. Margaret Boyer  
Assistant Professor of Education

Newby Education Center 106  
644.5359  
[mboyer@swu.edu](mailto:mboyer@swu.edu)

Nancy Edwards  
Adjunct, University Supervisor

639.9515  
[nedwards@swu.edu](mailto:nedwards@swu.edu)

Dr. Sharon Feaster  
Associate Professor of Education

Newby Education Center 107  
633.5360  
[sfeaster@swu.edu](mailto:sfeaster@swu.edu)

Betty Hayes  
Secretary to Project Read Coordinator

Newby Education Center 111  
644.5355  
[bhayes@swu.edu](mailto:bhayes@swu.edu)

Bill Houston  
Adjunct, University Supervisor

Home: 864- 859-5417  
Cell: 864-593-2656  
[houstojbh@aol.com](mailto:houstojbh@aol.com)

Abraham Isham  
Adjunct, University Supervisor

654.3867  
[ABE1911@aol.com](mailto:ABE1911@aol.com)

Faculty and Staff Directory  
School of Education Office Phone 644.5362  
School of Education Office Fax 644.5906

Joy McJunkin  
Secretary/System Analyst

644-5356  
[jmcjunkin@swu.edu](mailto:jmcjunkin@swu.edu)

Sue Rickman  
Adjunct, University Supervisor

654-4505  
[srickman@swu.edu](mailto:srickman@swu.edu)

Roberta Sears  
Secretary, School of Education

Newby Education Center 103  
644.5362  
[rarsears@swu.edu](mailto:rarsears@swu.edu)

Kay Smith  
Adjunct, University Supervisor

882.3018  
[ksmith51@bellsouth.net](mailto:ksmith51@bellsouth.net)

Oscar Thorsland  
Adjunct, University Supervisor

843.9868  
[sothor@bellsouth.net](mailto:sothor@bellsouth.net)

Dr. Harold Waters  
Associate Professor of Education

Newby Education Center 105  
644.5361  
[hwaters@swu.edu](mailto:hwaters@swu.edu)

## **SOUTHERN WESLEYAN UNIVERSITY MISSION STATEMENT**

Since its founding by The Wesleyan Church in 1906, Southern Wesleyan University has been a Christian community of learners that recognizes God as the source of all truth and wisdom. The university seeks to create an atmosphere in which members of the community work together toward wholeness through the integration of faith, learning and living.

Located in Central, South Carolina, the university is a halfway point between Charlotte, North Carolina, and Atlanta, Georgia. It is thirty minutes from the Blue Ridge Mountains and ten minutes from Clemson University, with whom it shares some cooperative programs. Southern Wesleyan welcomes persons with a wide variety of backgrounds and abilities. Younger and older, undergraduate and graduate, residential and commuting, and traditional and non-traditional students work and interact with a faculty guided by a Christian understanding of the liberal arts.

The university evolved from a small Bible institute and its first charter as Wesleyan Methodist College in 1909 into a four-year, private, liberal arts college, regionally accredited in 1973. Historically, the founders of the college understood linguistic, quantitative, and analytical skills to be the foundation of a liberal arts education. Further, they believed that the cultivation of this curriculum within the context of faith, worship, studies in religion, and service to others created a fertile soil for intellectual and spiritual growth. Thus, the college ensured that every student would be well grounded in these areas by developing a general education curriculum of liberal arts studies. That tradition is alive today. All undergraduate programs--traditional and nontraditional--contain a core curriculum in the liberal arts.

Building on this tradition, Southern Wesleyan prepares students for graduate study and leadership in such fields as religion, education, music, business, medicine, law, and a variety of civic and social service professions. Graduate programs are offered in fields in which the university has demonstrated particular strengths. Although the university serves the Southeast, the Teacher Candidate population is a wholesome blending of cultural, ethnic, and regional diversity drawn from the entire United States and the international community. Such diversity encourages broader development of values

Ideal graduates of Southern Wesleyan have a healthy respect for themselves and others as bearers of God's image. This respect encourages care for personal, mental, physical, and spiritual health. They seek a biblical social awareness that cares for people and their environment. Through the completion of courses in world history, culture, and the arts (in traditional and nontraditional classes and in international settings), they are prepared to serve society with respect for the past and a vision for the future. Southern Wesleyan graduates are prepared to confront a rapidly changing world with skills in communication, information processing, analysis, synthesis, and problem solving. In summary, the success of the mission of the university will be measured ultimately in the lives of the alumni who grow in faith, knowledge, love, and hope as they serve God and others.

## INTRODUCTION

This handbook is designed to be a student guide to the successful completion of specific procedures and requirements related to the course, EDUC 4628/4638 - Clinical Experience, offered by the School of Education. There is an adage that states, “The moment of opportunity is built on hours of preparation.” Accordingly, the clinical experience simultaneously represents the culmination of numerous years of preparation and a transition into the realm of the education profession. The Teacher Candidate embarking on this endeavor should be mindful that the successful completion of this important semester is directly associated with the continual prioritization of responsibilities related to the assigned school and classroom. As a representative of Southern Wesleyan University to the community, the Teacher Candidate embodies the degree to which the ideas of specific content areas and pedagogy have been successfully taught and comprehended. It is the continued performance of the principles of successful teaching that will refine the skills of the novice and provide the experience that is necessary to make discriminating decisions regarding theory and practice in the daily activities of the classroom.

The faculty of the School of Education is entirely supportive of the Teacher Candidate who desires to enter the profession of teaching. However, it is the full responsibility of the Teacher Candidate to complete the requirements specific to the respective Clinical Experience placement, as well as the necessary documentation in order to obtain initial certification for teaching in the state of South Carolina. Failure to do so may adversely affect the Teacher Candidate’s request for state certification and, by implication, the possibility of immediate employment. Because the Teacher Candidate will have limited personal contact with the School of Education faculty compared to previous semesters, it is imperative that the Teacher Candidate and the supervising faculty establish all means of possible communication at the commencement of the semester. It is highly recommended that the Coordinator of Teacher Education be considered the first source of information regarding the clarification of matters about which the Teacher Candidate may be uncertain.

The School of Education welcomes interaction with Teacher Candidates that leads to productive suggestions related to the enhancement of the clinical experience. Such communication between the faculty and the Teacher Candidate can often serve as the impetus for substantive changes that benefit academic programs, the university faculty, succeeding Teacher Candidates, and Cooperating Teachers. All those involved in the clinical experience share in the point of view that the success of the Teacher Candidate is of utmost importance. As the Teacher Candidate and the faculty fulfill their respective responsibilities toward this common goal, the ultimate beneficiaries will be the pupils whose welfare has been entrusted to those in this important societal position.

## **CLINICAL EXPERIENCE OBJECTIVES**

The period of clinical experience is believed to be the most vital phase in the continuing preparation of the future educator. The primary purpose of the Clinical Experience is to provide the Teacher Candidate with a planned and carefully supervised learning experience that will facilitate the presentation of content area subject matter while practicing appropriate pedagogical techniques in the venue of an actual school. Further, the Teacher Candidate is afforded the invaluable opportunity to acquire practical knowledge on the basis of the experience and expertise of an assigned mentoring Cooperating Teacher.

The general objectives of Clinical Experience are as follows:

1. The Teacher Candidate will demonstrate a knowledge of the content areas comprising the curriculum in the respective grade level;
2. the Teacher Candidate will demonstrate reliable pedagogical techniques associated with the effective instruction of the respective content areas;
3. the Teacher Candidate will demonstrate skills in speaking, writing, reading, and listening through an emphasis on communication;
4. the Teacher Candidate will demonstrate the ability to integrate appropriate technology strategies into the classroom curriculum;
5. the Teacher Candidate will implement appropriate behavior management techniques that promote the Teacher Candidate's self-worth and provide a safe and effective learning environment;
6. the Teacher Candidate will exhibit an awareness of the diversity inherent in the community of the classroom;
7. the Teacher Candidate will participate in the responsibilities of the cooperating faculty member that are beyond the scope of the classroom;
8. the Teacher Candidate will demonstrate a degree of professionalism in the community of the school and society that is honorable to the field of education;
9. the Teacher Candidate will participate in professional education organizations; and
10. the Teacher Candidate will remain current in research related to the field of education.

## **ADMISSION REQUIREMENTS**

A Teacher Candidate must complete the admission requirements that are prerequisites to enrollment in EDUC 4628/4638, Clinical Experience. Accordingly, to participate in the clinical experience the Teacher Candidate must:

1. meet all the requirements for Provisional Admission into the teacher education program;
2. have the academic status of a senior;
3. have a minimum grade point average of 2.5 in all courses;
4. complete all education courses;
5. have a minimum grade of 2.0 in each professional education course;
6. complete all academic and extra-academic requirements in the major field;
7. have a minimum grade of 2.0 in each course comprising the curriculum in the major field;
8. have submitted during EDUC 4502, Pre-Clinical Experience, an application, fingerprint card, and fee for an FBI background check;
9. submit "School Practicum Evaluation" forms from each of the EDUC 4502, Pre-Clinical Experience, Cooperating Teachers;
10. submit a "Teacher Candidate Personal Inventory";
11. submit the "Application for Full Admission" form to the Coordinator of Teacher Education, including all appropriate signatures;
12. obtain the approval of the Teacher Education Admissions Committee.

It is strongly recommended that the Praxis II examinations for the respective area of certification are completed prior to the Teacher Candidate clinical experience.

### **Teacher Education Admissions Committee**

The Teacher Education Admissions Committee (TEAC) functions to determine the eligibility of students enrolled in the curriculum of the School of Education to participate in EDUC 4628/4638, Clinical Experience. The members of the committee are the faculty of the School of Education, a faculty member from the Division of Modern Languages, and a faculty member from the Division of Math and Science. The committee meets once a semester to consider the admission of students nominated by the Coordinator of Teacher Education. Nominees are submitted to the committee for consideration on the basis of the accomplishment of each of the criteria necessary for admission. The committee can approve each nominee for admission into EDUC 4628/38, Clinical Experience, or recommend the respective nominee graduate without teacher certification. The nominee who is not accepted for admission into EDUC 4628/4638, Clinical Experience, may reapply for consideration after all the conditions for admission have been completed and the recommendation of the Coordinator of Teacher Education has been obtained.

## THE CLINICAL EXPERIENCE

### Cooperating Teacher Assignment

In conjunction with the administrative personnel in the surrounding area school districts, the Director of Teacher of Education determines the school(s) and Cooperating Teachers to which the Teacher Candidate will be assigned. Normally, the Teacher Candidate will be assigned to one Cooperating Teacher for 38-40 academic calendar days and another Cooperating Teacher for 28-30 academic calendar days. These assignments are respectfully referred to as the Teacher Candidate's "first placement" and "second placement." Cooperating Teachers are selected on the basis of the Teacher Candidate's anticipated area of certification. These assignments are usually finalized the semester prior to the clinical experience as a part of the Teacher Candidate's requirements for EDUC 4502, Pre-Clinical Experience.

### Attendance

The clinical experience commences and concludes on dates determined by the Coordinator of Teacher Education with consideration of the calendar of events of the cooperating school district. The Teacher Candidate is normally scheduled to be in attendance in the cooperating school(s) for 70 academic calendar days, including 2 orientation days. The Teacher Candidate who is present in the cooperating school(s) for fewer than 68 academic calendar days will not fulfill the attendance requirement for the Clinical Experience as required by the School of Education.

It is imperative that the Teacher Candidate realizes the importance of punctuality and attendance as they relate to the successful completion of the clinical experience. Further, regular and prompt attendance provides pupils with a model of a desirable life practice and is contributory to their sense of safety and welfare at the beginning of each school day. Therefore, the Teacher Candidate is expected to be prudent in attendance and punctuality unless there is a personal illness that necessitates the attention of a physician or threatens the health of others. Situations out of the control of the Teacher Candidate, such as a death in the immediate family or an automobile malfunction, may also be prohibitive to attendance at the school. In all such cases, it is the responsibility of the Teacher Candidate to immediately notify the Cooperating Teacher and university supervisors of the attendance status for that day, and submit "Request for Absence" form as soon as the Teacher Candidate returns to school.

Occasionally, the Teacher Candidate will know in advance that an absence from the school is necessary for an appointment, such as a job interview in a distant location. In situations like these, the Teacher Candidate must complete the "Request for Absence" form and return it to the supervising teacher for approval at least two weeks in advance of the scheduled absence. However, it is preferable that all appointments be scheduled in such a manner that interference with the daily teaching schedule is avoided.

### **Compensation for Substitute Teaching**

A Teacher Candidate may be approached to serve as a substitute teacher in the absence of the Cooperating Teacher or another teacher in the respective cooperating school. On these occasions the Teacher Candidate may act as a substitute for the respective Cooperating Teacher or other grade-level teacher, but only in the presence of a hired substitute who is assigned to the same classroom. The Teacher Candidate is not permitted to receive compensation for any aspect of teaching until a minimum of 60 days of clinical experience has been completed. Subsequently, the Teacher Candidate may function in the capacity as the sole teacher in the classroom. Compensation may be remitted at the rate that is appropriate for the experience level and academic credentials of the Teacher Candidate as defined by the respective county and district. When the Teacher Candidate is requested to act as a substitute teacher either before or after fulfilling the minimum 60-day requirement, permission must be obtained from the Coordinator of Teacher Education. In situations involving substituting for another grade-level teacher, permission must also be obtained from the Cooperating Teacher.

### **Clinical Experience and Maintaining a Job**

Clinical Experience is the capstone experience for the education major and must be considered with the highest priority among the Teacher Candidate's other activities. The fact that the Teacher Candidate's schedule has been arranged so that all academic requirements have been fulfilled prior to clinical experience attests to the importance the School of Education faculty assigns to the Clinical Experience semester. Because of the demands inherent with Clinical Experience responsibilities, maintaining part-time employment during the Clinical Experience semester is strongly discouraged. However, the Teacher Candidate who plans to maintain part-time employment during the Clinical Experience semester must obtain permission from the Coordinator of Teacher Education.

### **Dressing for Teaching**

The Teacher Candidate is a representative of the School of Education of Southern Wesleyan University and the education profession. Therefore, it is imperative that the Teacher Candidate dresses in a fashion that exemplifies the best qualities of both. The successful teacher dresses appropriately for work, dresses for success, and is a role model for students. Harry and Rosemary Wong (1998) express this philosophy in their book, The First Days of School:

Make no mistake, we judge others by their dress, and they judge us too. It may not be fair. It may not be right. But people tend to treat other people as they are dressed.

It's common sense. You will be treated as you are dressed. A salesperson sees two shoppers approaching, one appropriately dressed and the other inappropriately dressed. You know very well who will get the immediate and better service.

How much credibility would a bank have if the teller who processes your paycheck were dressed in jeans and wore a T-shirt emblazoned with the slogan, 'Poverty Sucks'? Would you buy life insurance from a salesperson who called on the family wearing a bowling jacket with the inscription, 'Ma's Donuts' on the back?

In an ideal world, viewed through rose-colored glasses, it would be wonderful to be accepted for ourselves alone, not for our appearance. In the real world, however, our all too-visible selves are under constant scrutiny.

The fact is, most people think that the cover is the book, the box front is the cereal, and the leather jacket is the person. We all make judgments. We look at someone and judge status, income, and even occupation.  
(51-52)

Although the School of Education does not have a specific dress code for the Teacher Candidate, it is expected that apparel will be chosen that is both professional and practical. Dress that includes jeans, T-shirts, sweatshirts, canvas-covered shoes, and similar fashion items are not considered appropriate for inclusion in the working wardrobe of the classroom Teacher Candidate. The education student who is teaching in the physical education area should dress appropriately in consideration of the planned activities for the day. The Teacher Candidate should not participate in faculty "dress down" days, but may participate in school-wide "theme dress" days in which the entire faculty and student body is expected to be involved.

Because of the nature of activities characteristic of the classroom, it is strongly recommended that the Teacher Candidate exercise discretionary judgment in the amount and type of jewelry worn in the classroom. Jewelry typically associated with body piercing, such as studs or other types of jewelry worn in the tongue, eyebrows, nose, or lips are not permitted. Excessive amounts of studs or other types of jewelry worn in the ears are strongly discouraged.

The Teacher Candidate should be completely familiar with the dress codes established by the respective school districts and cooperating schools. At any time the Teacher Candidate is in doubt concerning appropriate dress, the Cooperating Teacher or a school administrator should be consulted for clarification.

## **Getting Started in the Cooperating School**

During the first few days and weeks of the clinical experience, it is recommended that the Teacher Candidate attend to the following:

- become familiar with the community in which the school is located and the demographics of its population;
- become familiar with administrators and staff employees and their respective responsibilities;
- become familiar with the school's daily schedule and routines, its curriculum offerings including special education, and its physical characteristics;
- become familiar with the school calendar for the period of the clinical experience placement;
- read the school policy manual and discuss its content with the Cooperating Teacher;
- become familiar with rules and regulations that are applicable to the faculty, staff, and students;
- locate the faculty lounge and workroom area(s);
- locate faculty automobile parking areas;
- learn the names of students as quickly as possible;
- become familiar with the learning styles and abilities of the students through discussions with the Cooperating Teacher and personal observation;
- locate and become familiar with all instructional materials;
- become familiar with the classroom technology hardware and software;
- become familiar with class-running routines, lesson-running routines, and interaction routines;
- become familiar with the Cooperating Teacher's classroom management style;
- visit the school library and become familiar with its policies through discussions with the librarian;
- become familiar with the policies regarding student health care by way of visits to the school nurse and infirmary;
- become familiar with the fire drill exit route(s) from the classroom; and
- peruse the permanent files of the Teacher Candidates in the cooperating classroom under the supervision of the Cooperating Teacher, if permissible.

## **Cooperating School Faculty Handbook**

The Teacher Candidate should obtain a copy of the school faculty handbook and become thoroughly familiar with its contents. The school faculty handbook provides important information regarding the dispensing of medications to students, fire drill procedures, and responsibilities of certain duties outside of the classroom.

## **The Teacher Candidate Evaluation Team**

For each of the two Clinical Experience placements, the Coordinator of Teacher Education will assign two supervising teachers from the faculty of Southern Wesleyan University. One supervising teacher will be a faculty member in the School of Education, and the other supervising teacher will be a faculty member in the Teacher Candidate's major curriculum area. These faculty members from the respective divisions will be designated as Supervisor I and Supervisor II. The Teacher Candidate's Cooperating Teacher will also function in an evaluative capacity with the university faculty. This group of three educators is referred to as the "Evaluation Team."

The supervising teachers will visit the Teacher Candidate's classroom in accordance with a schedule devised by the Coordinator of Teacher Education. During the first placement, Supervisor I will complete three observations of the Teacher Candidate, while Supervisor II will observe the Teacher Candidate once. During the second placement, the Teacher Candidate will be observed twice by Supervisor I and once by Supervisor II.

## **Teacher Candidate Assessment**

The function of the supervising teachers is to assess, in collaboration with the Cooperating Teacher, the ability of the Teacher Candidate to plan instruction and implement pedagogical techniques that facilitate the dissemination of content area subject matter while being sensitive to the pupils' learning rates and abilities. Additionally, the Evaluation Team assesses the Teacher Candidate's competency in managing the classroom and fulfilling professional responsibilities beyond the classroom. Specifically, the Teacher Candidate is evaluated for competency in each of the ten Performance Standards of the South Carolina System for Assisting, Developing, and Evaluating Professional Teaching (ADEPT). The ADEPT instrument is used to evaluate the Teacher Candidate in a fashion that simulates the formal evaluation process of a teacher employed in the state of South Carolina with at least a Provisional Contract. The ADEPT instrument will be used during the first placement in a manner that is parallel to the fashion in which it is used to evaluate a salaried teacher during an entire fall semester. Similarly, the manner in which the ADEPT instrument is used to assess a salaried teacher during an entire spring semester is adapted to evaluate the Teacher Candidate during the second placement.

The various ADEPT Performance Standards (APS) measure competency in the respective areas listed below:

Performance Standard 1	Long-range Planning
Performance Standard 2	Short-Range Planning of Instruction
Performance Standard 3	Short-Range Planning, Development, and Use of Assessments
Performance Standard 4	Establishing and Maintaining High Expectations for Learners
Performance Standard 5	Using Instructional Strategies to Facilitate Learning
Performance Standard 6	Providing Content for Learners

Performance Standard 7	Monitoring and Enhancing Learning
Performance Standard 8	Maintaining an Environment that Promotes Learning
Performance Standard 9	Managing the Classroom
Performance Standard 10	Fulfilling Professional Responsibilities Beyond the Classroom

### **Assessment of Performance Standards 1-3 and 10**

#### **Performance Standard 1**

Performance Standard 1, Long-Range Planning, refers to a document that addresses responsibilities related to developing and maintaining strategies for facilitating student achievement of long-range learning and developmental goals. For the purposes of the Teacher Candidate, this document is developed in conjunction with the Cooperating Teacher and reflects the curriculum-related plans of the Cooperating Teacher as they have been perceived for the semester or full academic year. If a student is assigned to a Cooperating Teacher who has not developed a Long-Range Plan, the Teacher Candidate must formulate a Long-Range Plan with the assistance of the Cooperating Teacher.

The Teacher Candidate must submit a copy of the completed LRP for first placement to the Coordinator of Teacher Education for a scoring guide evaluation on or before the date designated in the Clinical Experience Calendar. The scoring guide results for the LRP determine the rating for APS 1. If the Teacher Candidate receives Competent on APS 1 in first placement, the Teacher Candidate will complete a modified LRP for second placement.

#### **Performance Standards 2 and 3**

An Instructional Unit, which addresses APS 2-Planning and APS 3-Assessment, is developed in the first placement and is evaluated by the Coordinator of Teacher Education and Supervisor I for a consensus score. The Coordinator of Teacher Education reserves the right to require the Teacher Candidate to complete an Instructional Unit for second placement based on the results of the scoring guide evaluation. The results of the Instructional Unit evaluation should be considered in the overall ratings for APS 2 and APS 3. However, ratings for APS 2 and APS 3 will be consensus ratings between the Cooperating Teacher and supervisors.

Near the conclusion of second placement, the Teacher Candidate will respond to a series of questions posed by Supervisor I that focus on APS 2 and 3. Each question addresses some aspect of the responsibilities related to the Short-Range Planning of a specific instructional unit specified in the Long-Range Plan, as well as responsibilities related to planning, developing, and using assessments during an instructional unit taught by the Teacher Candidate during the placement. The responses to these questions are considered in the overall ratings for APS 2 and APS 3. However, ratings for APS 2 and APS 3 will be consensus ratings between the Cooperating Teacher and supervisors.

#### **Performance Standard 10**

Performance Standard 10 covers the Teacher Candidate's responsibilities beyond the classroom. The Teacher Candidate is expected to participate in all the extra-classroom activities for which the Cooperating Teacher is responsible. These may include, but are not

limited to, various duties such as Parent-Teacher Organization meetings, Parent-Teacher Conferences, In-Service Workdays, and faculty meetings. It is the responsibility of the Teacher Candidate to complete the “Professional Responsibilities Beyond the Classroom” form and return it with the Cooperating Teacher’s signature to Supervisor I at the conclusion of each placement. Supervisor I and the Cooperating Teacher evaluate APS 10.

### **Assessment of Performance Standards 2-9**

Throughout the each of the visits to the Cooperating Teacher’s classroom, the supervising faculty will be observing the Teacher Candidate to assess competency related to Performance Standards 2-9. Data will be collected using the School of Education’s ADEPT Evaluation Instrument and the Clinical Experience Final Assessment document. Accordingly, the following system will be used to describe the Teacher Candidate’s demonstrated competency regarding a specific Performance Standard:

E Evident

NE Not Evident

The observer will also provide narrative comments on the Teacher Candidate’s perceived strengths and weaknesses in each Performance Standard area. In such cases where deficiencies are noticed, the supervisor’s commentary will also include suggestions and recommendations for improvement. It is the Teacher Candidate’s responsibility, with the assistance of the Cooperating Teacher, to integrate these ideas into forthcoming instructional strategies in an effort to achieve sustained, perceptible improvement.

At the conclusion of the observation the Teacher Candidate will meet with the supervising teacher to receive feedback related to the observer’s judgment of the Teacher Candidate’s competency in the Performance Standards. The Cooperating Teacher should be prepared to assume the responsibilities related to the classroom during this meeting, which normally lasts approximately of 30 minutes. The Teacher Candidate should be mindful that the supervisor’s intent is to gain an understanding of the Teacher Candidate’s competency based upon a momentary assessment during the entire placement. Further, it is understood that intangible factors, such as nervousness, may adversely affect the Teacher Candidate’s teaching performance on the day of the supervising teacher’s visit. Therefore, the observation may or may not reveal characteristics that are typical of the Teacher Candidate’s regular performance. The supervising teacher is aware of these matters on the occasion of each classroom visit and is seeking to observe teaching competency that is typical of the novice classroom instructor. It is the development of teaching skills over an appropriate period of time that will lead each member of the Evaluation Team to conclude whether the Teacher Candidate will be a successful classroom teacher.

### **Schedule of Observation Visits**

The following general plan is included to give the Teacher Candidate an indication of the type of observation visits that will be completed by the supervising teachers throughout the Clinical Experience semester. An observation visit identified as “Announced” is scheduled to take place on a specific day about which the Teacher Candidate is notified. An

“Unannounced” visit is scheduled within the parameters of a specific week, but the Teacher Candidate is not apprised of its exact day or time.

### **First Placement**

Announced	ADEPT Observation—Supervisor I
Announced	ADEPT Observation—Supervisor I
Unannounced	ADEPT Observation—Supervisor II
Unannounced	ADEPT Observation—Supervisor I
Announced	End of Placement Consensus Evaluation with Cooperating Teacher
	End of Placement Exit Meeting with Teacher Candidate

### **Second Placement**

Announced	ADEPT observation—Supervisor I
Unannounced	ADEPT observation—Supervisor II
Unannounced	ADEPT observation—Supervisor I
Announced	End of Placement Consensus Evaluation with Cooperating Teacher
	End of Placement Exit Meeting with Teacher Candidate

In addition to these observation visits, one mini-lesson or a part of a lesson will be recorded on CD and reviewed by the Coordinator of Teacher Education. The lesson to be taped is chosen at the discretion of the Teacher Candidate and should last no more than 15-20 minutes. The CD will become the property of the School of Education of Southern Wesleyan University.

The Teacher Candidate should prepare a location in the classroom that will facilitate the supervisor’s visit. It is preferable that an adult-size desk or table and chair be provided in an inconspicuous place. The supervisor should also be given a copy of the lesson plan and, if possible, the materials that will be used during the respective lesson. The supervisor’s visit to a secondary classroom will encompass a maximum of 60 minutes, and elementary classroom visits will last approximately 45 minutes.

### **Final Assessment**

At the conclusion of each placement the Teacher Candidate will receive a final assessment of “Competent,” “Needs Improvement,” or “Unsatisfactory.” This evaluation is derived from the accumulation of data collected by the Evaluation Team over the period of the placement. The final rating is the result of consensus evaluations made by the supervising teachers and the Cooperating Teacher regarding each of the ADEPT Performance Standards. Each supervising teacher, the Cooperating Teacher, and the Teacher Candidate will sign the “Evaluation Summary Sheet” form.

Near the end of each placement, Supervisor I and Supervisor II will meet to reach a consensus judgment about the Teacher Candidate’s typical performance during the

placement. With these results as a basis for discussion, Supervisor I will meet with the respective Cooperating Teacher to formulate a consensus judgment related to each Performance Standard and the Teacher Candidate's overall competency during the placement. The Cooperating Teacher will verify all extra-classroom activities in which the Teacher Candidate has been involved as indicated on the "Professional Responsibilities Beyond the Classroom" form. Additional documentation will consist of the ADEPT Evaluations that have been completed by the supervisors and Cooperating Teacher during the placement and the Long-Range Planning and Instructional Unit Scoring Guide Evaluations.

As a result of consensus meetings and the consideration of data collected over the period of the placement, the Evaluation Team will assess the competency of the Teacher Candidate in each of the Performance Standards of the ADEPT system and reach a conclusion regarding the Teacher Candidate's overall success. The findings of the Evaluation Team will lead to an overall consensus rating of "Competent," "Needs Improvement," or "Unsuccessful."

#### Competent - C

A Teacher Candidate who has been given an overall rating of "Competent" on the "Final Evaluation Summary Sheet" has been found competent in a minimum of 9 of the Performance Standards of the ADEPT system. This evaluation classification indicates that the Evaluation Team has considered the Teacher Candidate successful in the completion of the requirements of the respective placement. Therefore, the Teacher Candidate may continue to the next phase in the completion of EDUC 4628/4638.

#### Needs Improvement - NI

The Teacher Candidate who has been given a rating of "Needs Improvement" in 2 or 3 of the ten Performance Standards of the ADEPT system is given an overall rating of "Needs Improvement." In assigning this overall rating to the Teacher Candidate, the Evaluation Team has indicated that remediation is necessitated in specific areas. Accordingly, the Evaluation Team will recommend a plan of action that will allow the Teacher Candidate to implement strategies for improvement in the identified areas. The Teacher Candidate may not continue in the next phase of the Clinical Experience until the Evaluation Team has concluded that significant remediation has taken place in the areas of deficiency.

#### Unsuccessful - U

When the Teacher Candidate has been rated as "Needs Improvement" in 4 or more of the Performance Standards, the Evaluation Team will issue an overall rating of "Unsuccessful." The Teacher Candidate who has been determined "Unsuccessful" may exercise one of two options: (1) complete modified requirements for EDUC 4628/4638 for a degree in Education without the recommendation of the Coordinator of Teacher Education for certification; or, (2) reenroll in EDUC 4628/4638 upon the completion of a remedial plan of action written by the School of Education. Upon the recommendation of the Coordinator of the Teacher Education, the Teacher Candidate may request readmission to the Clinical Experience program through the approval of the Teacher Education Admissions Committee.

## CLINICAL EXPERIENCE DOCUMENTS

### **Daily Lesson Plans**

The Teacher Candidate is required to write a lesson plan for each subject that will be taught during an academic day. Lesson plans should be submitted for approval to the Cooperating Teacher at least one day prior to their scheduled implementation. Lesson plans should be kept in an appropriate folder or notebook that is available on the Teacher Candidate's desk at all times. On the occasion of an observation visit, the supervising teacher should be provided with a copy of the appropriate lesson plan.

Daily lesson plans do not have to be written in an exhaustive, detailed fashion. The Teacher Candidate is permitted to use the lesson plan format in a manner that provides a general idea of how the lesson will proceed. Brief or incomplete sentences indicative of ideas relevant to an aspect of the lesson may be included under its respective heading in the lesson plan format. The State Standard and learning objective, however, must be thoroughly written.

The exception to this guideline is related to the lesson plans of a selected unit of study. As previously mentioned, the Teacher Candidate will complete an Instructional Unit for a scoring guide evaluation for Performance Standards 2 and 3. The unit must contain complete lesson plans related to the unit topic. These lesson plans should be complete and written in a narrative format that provides specific information about each part of the lesson.

### **Clinical Experience Time Report**

The "Sign In/Sign Out Sheet" must be completed and returned to the Coordinator of Teacher Education at the completion of the Clinical Experience semester. The Cooperating Teacher must sign this Sign In/Sign Out Sheet and verify its contents for accuracy; therefore, it is suggested that the Cooperating Teacher frequently review the accuracy of the information reported on this form.

### **Observation of Non-assigned Classrooms**

The Teacher Candidate should arrange to visit a minimum of four other classrooms in the two assigned schools. It is recommended that the Teacher Candidate observe two non-assigned classrooms during First Placement and two non-assigned classrooms during Second Placement. The scheduling of these visits should be in consideration of the schedules of the Cooperating Teacher and the respective classroom teacher(s) whose class(es) will be visited. The purpose of these visits is to familiarize the Teacher Candidate with the various grade levels, subjects, and student populations for which certification is desired. The Teacher Candidate, with the assistance of the Cooperating Teacher, should determine the specific objectives for the visits prior to their occurrence. A key goal for each Teacher Candidate is to learn from the models provided by other teachers with many years of experience. However, teacher candidates are not required to strictly imitate a teacher's style of teaching. From the critical examination of teaching theories that are evident in various classroom models, the Teacher Candidate should extract those ideas that appear successful and integrate them into a unique and ever-evolving philosophy of the nature of teaching.

## References

At the conclusion of each placement, the Teacher Candidate is responsible for returning the “South Carolina Teacher Application Reference Form” to the Coordinator of Teacher Education. This document is to be completed by the respective Cooperating Teacher that has been assigned for each placement. The Teacher Candidate is responsible for providing the information requested at the top of the form and for deciding whether to sign the waiver of access before requesting the Cooperating Teacher to complete it. Teacher Candidates often ask whether they should sign the waiver of access statement. There are differences of opinion related to the expediency of signing this statement. Some feel that more candid and accurate information will be provided when the person completing the reference form knows the applicant will not see the responses. Others believe that by retaining access to the form, the Teacher Candidate can withdraw those forms that may not be beneficial by their submission to a potential employer. This decision is at the discretion of the Teacher Candidate after careful consideration of all the factors.

Teacher Candidates may request a reference form be completed on-line at [www.winthrop.edu/scteach](http://www.winthrop.edu/scteach). In such cases, the Teacher Candidate will submit the necessary information to have the form emailed to the Cooperating Teacher. The Cooperating Teacher is asked to submit a hard copy reference to Supervisor I.

## E-folio

The specific requirements for the Teacher Candidate’s e-folio will present evidence that the Teacher Candidate has met competency in all INTASC Principles and the SWU Disposition. The Teacher Candidate must score an overall holistic rating of “Basic” (2.0) or above on the e-folio.

## **THE PROFESSIONAL TEACHER**

### **Enhancement Behaviors**

Wong (1998) posits that the successful teacher is a leader who typically demonstrates “enhancement behaviors” by spending time participating, learning, and growing. The clinical experience is critical for the development of such enhancement behaviors in the professional life of the novice teacher. On the other hand, “protective behavior” is revealed when teachers complain, rationalize, and disparage others to avoid their responsibilities and keep colleagues off task.

One of the most important areas in which the Teacher Candidate must display professional conduct involves interaction with administrators, teachers, and staff employees of the cooperating school. Such behavior should be positive and indicative of enhancement behaviors typically demonstrated by the teacher as leader. Therefore, it is inappropriate for the Teacher Candidate to engage in conversations with the personnel of the cooperating school in which complaints and dissatisfaction with the administration, faculty, and staff of Southern Wesleyan University are voiced or the perceived inadequacies of its curriculum are discussed. Although certain deficiencies are typically associated with the novice teacher, these weaknesses can be corrected with hard work, a positive attitude, and interaction with experienced professional educators. It is the responsibility of the Teacher Candidate to recognize such areas of deficiency and accept the constructive criticism, suggestions, and recommendations offered by mentoring professionals.

Disparaging others actually reflects more negatively on the one offering the criticism than the person who is the object of the criticism. In the first four verses of I Timothy 2, Paul offers this exhortation: “I urge, then, first of all, that requests, prayers, intercession, and thanksgiving be made for everyone . . . that we may live peaceful lives in all godliness and holiness. This is good and pleases God, our Savior, who wants all men to be saved and come to a knowledge of the truth.” Therefore, behavior that is pleasing to God becomes the instrument through which the Gospel is represented.

### **Sexual Harassment**

The Teacher Candidate is expected to be thoroughly familiar with the policies and procedures related to reporting incidents of sexual harassment as adopted by the district in which the cooperating school is located. Strict compliance with district guidelines is imperative when the Teacher Candidate believes there has been a personal incident involving sexual harassment. Further, such incidents should be reported to the Cooperating Teacher and Supervisor I immediately. It is of critical importance that the Teacher Candidate has a thorough understanding of the respective district’s meaning of the term “sexual harassment” before initiating any action.

## **The Autonomy of the Cooperating Teacher**

The autonomy of the cooperating classroom teacher is practiced in an environment in which there are many individuals concerned with the supervision of the Teacher Candidate. The professional educators who are involved in the supervision and assessment of the Teacher Candidate have theoretical positions that may inevitably lead to some variance of ideas. The essence of the theory of professional autonomy in teaching, however, is that such differences are constructive and ultimately serve the Teacher Candidate in the development of a personal philosophy of classroom teaching.

The dilemma that these divergent ideas foster relates to their resolution within the framework of the Teacher Candidate's ever-evolving viewpoint of the composition of correct teaching practice. The Teacher Candidate should attempt to construct a personal style of teaching from among the differing positions that become apparent in the interaction with professionals during the clinical experience. It must be remembered, however, that the Cooperating Teacher retains the legal and ethical responsibility for the pupils in the classroom. Therefore, although the Cooperating Teacher may permit the Teacher Candidate to practice a personal style of teaching, there will be no contradiction of the Cooperating Teacher's decisions regarding unresolved matters that may become evident as a result of differing teaching philosophies.

In a sense, the supervisors view the Teacher Candidate as one who is attempting to carry some of the ideals of the profession into the personal teaching experience. Among those concepts are a commitment to an important work, freedom in research, and the pursuit of knowledge. Accordingly, the Teacher Candidate should be allowed considerable freedom and autonomy in teaching, consistent with the legitimate prior claims of the school.