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UNIVERSITY

College of Education

Clinical Student Handbook

Clinical Experience
2021-2022

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Disclaimer: This handbook serves as a tool for informing teacher candidates about the policies, guidelines, and procedures necessary for successful completion of the Teacher Education Program. The South Carolina State Department of Education may change its requirements for teacher certification while a teacher candidate is completing the undergraduate education major or MAT in Elementary Education program. Therefore, a teacher candidate’s program may be affected by any of these revisions, which are not considered in this handbook. The requirements for the education major program and teacher certification specified in the College of Education Teacher Candidate Handbook and this Pre-Clinical/Clinical handbook reflect current South Carolina State Department of Education guidelines. The College of Education revises these handbooks periodically and reserves the right to change, delete, or add to any of the content at any time at its sole discretion.

In addition, this publication does not constitute a contract between a student and Anderson University, either expressed or implied, and Anderson University reserves the right at any time to change, delete, or add to any of the content at its sole discretion. This policy applies to the Teacher Education Handbook, and any other university publication that may contain descriptions of academic program requirements, student services, or rules and regulations regarding student behavior. (from Anderson University Academic Catalog)

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 Clinical Student 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 College. Further, the Clinical Student 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 Clinical Student will demonstrate professional behavior at all times, both on and off the public school campus;
2. the Clinical Student will demonstrate a knowledge of the content areas comprising the curriculum in the respective grade level;
3. the Clinical Student will demonstrate pedagogical techniques that reflect best practices associated with the effective instruction of the respective content areas;
4. the Clinical Student will practice pedagogical techniques that engage students in problem-solving activities that promote critical thinking skills;
5. the Clinical Student will reflect on his or her own practices to promote good teaching practices and improve student learning in the classroom;
6. the Clinical Student will demonstrate professional skills in speaking, writing, reading, and listening through an emphasis on communication;
7. the Clinical Student will demonstrate a belief that all students can learn by acting equitably toward all students;
8. the Clinical Student will demonstrate the ability to integrate appropriate technology strategies into the classroom curriculum;
9. the Clinical Student will implement appropriate behavior management techniques that promote the students' self-worth and provide a safe and effective learning environment;
10. the Clinical Student will exhibit an awareness of the diversity inherent in the community of the classroom;
11. the Clinical Student will recognize the value of the community-at-large as an integral part of the learning process as demonstrated by valuing its pluralist nature;
12. the Clinical Student will participate in the responsibilities of the cooperating faculty member that are beyond the scope of the classroom;

13. the Clinical Student will demonstrate a high degree of professionalism in the community of the cooperating school and society that is honorable to the field of education;
14. the Clinical Student will participate in professional education organizations; and
15. the Clinical Student will remain current in research related to the field of education.
16. The Clinical Student will demonstrate professionalism by being prompt in meeting all deadlines, as well as being punctual in his/her attendance at the participating school.

Expectations during the **FIRST WEEK** of Placement

- Take initiative.
- Move around the classroom assisting students at the appropriate times, hand out papers, work on bulletin boards, etc.
- Work individually with students as needed upon approval from the Cooperating Teacher (CT).
- Discuss the handbook with the CT- emphasize the CT checklist.
- “Actively observe” the CT (get away from the teacher’s desk) as he/she teaches; spend very little time at the teacher’s desk the first week when students are in the room.
- Refrain from being on the computer and personal cell phone for any reason while students are in class.
- If the CT doesn’t offer any advice initially as to what to do, provide the CT with options. “Can I work individually with a student during seatwork time?” “Can I pass out the papers for you?” “Would you like for me to take attendance or do the lunch count?”



Remember, don't just sit there. Be involved in the classroom environment.

ADMISSION REQUIREMENTS

The Clinical Student must complete the requirements for Benchmark II in order to enroll in EDU 490, Clinical Experience. In order to exit from the Clinical Experience, the Clinical Student must complete the requirements of Benchmark III, which are outlined in the following tables.

Benchmark III “Exit from the Clinical Experience” Criteria

In order to successfully complete Benchmark III, the Clinical Student must meet the following requirements:

Area I: Program Requirements and Description

Requirement	Description
Benchmark III Application	The Clinical Student will apply for admission as part of the requirements for EDU 490, Clinical Experience.
Code of Ethics	The Clinical Student must sign a statement indicating adherence to a Code of Professional Ethics.

Area II: Content Requirements and Description

Requirement	Description
Portfolio Review	The final review of the teacher candidate’s e-portfolio will be conducted by the candidate’s Clinical Supervisor. The portfolio will present evidence that the teacher candidate has met competency in all InTASC/Standards. The teacher candidate must obtain a rating of 3.0 or higher on each standard of the portfolio.
Clinical Experience Assessment	The Clinical Student must obtain a minimum final grade of B or higher in EDU 490, Clinical Experience to be considered for certification. The Cooperating Teacher and Clinical Supervisor will complete the <i>SCTS 4.0 Summative Evaluation</i> , which will be used in the final grading. The Clinical Student must be assessed at a minimum level of 1.90 out of 4.0 in the final grade to be recommended for state certification.

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Benchmark IV “Recommendation for Initial Certification” Criteria

The Clinical Student who wishes to be recommended by the College of Education to the South Carolina State Department of Education for initial teacher certification must complete Benchmark IV, “Initial Certification.” The requirements for Benchmark IV are not required for graduation from Anderson University with an undergraduate degree in education. However, they must be met for the Dean of the College of Education to offer a recommendation on behalf of the College of Education for the Clinical Student’s initial teacher licensure in the state of South Carolina. An explanation of how to complete this process will be given in one of the last seminars of the semester.

Content Requirements and Description

Requirement	Description
Praxis II: Licensure Area Test(s)	To be recommended for teacher certification, the Clinical Student must obtain minimum passing scores as established by the South Carolina State Board of Education on the required Praxis II: Licensure Area Test(s) for the areas in which the Clinical Student is seeking initial licensure.
Praxis II: Principles of Learning and Teaching (PLT)	To be recommended for teacher certification, the Clinical Student must obtain minimum passing scores as established by the South Carolina State Board of Education on the Praxis II content area and the Principles of Learning and Teaching (PLT) Test.

Table of Final Grade Computation

Final Grade Computation	
Requirement*	Percentage
SCTS 4.0 & AU Lesson/Activity Plan Evaluations	50 %
SPA Teaching Rubric Summative Evaluation	50 %
	100 %

*The Clinical Student is expected to submit documents on or before the assigned date. In the case where extenuating and rare circumstances prevent the timely submission of a document, the Clinical Student must inform the Clinical Supervisor and request an extension. The extension must be approved by the Director of Field Placements. As a

Clinical Student, who is about to become a qualified educator, you must observe the timely submission of all documents, as this is an expected and essential attribute of a professional. Part of your professionalism score will be based on your timeliness in uploading information.

Final grades are generally derived using the observation scores from the Cooperating Teacher and Clinical Supervisor. However, a final grade for a student may be lowered by at least one letter grade if there has been unacceptable performance on Professionalism (SCTS 4.0 Domain IV) during the semester, regardless of the observations. The instructor of record also reserves the right to lower the final grade by one letter grade if any of the required assignments for Taskstream are not submitted at an acceptable level of 3.0 or higher, which could result in a grade of B or C. If a grade of C is received, which is not considered as passing, the student can re-enroll in EDU 491 and take Clinical again in its entirety.

Examples of unacceptable performance may include, but are not limited to: two or more unexcused absences for seminars, missing deadlines without prior approval, submitted work that does not meet expectations, and/or any professional issues in the public school as identified by the school administration or CT of the school.

THE CLINICAL EXPERIENCE

Cooperating Teacher Assignment

In collaboration with the administrative personnel in the school districts partnering with Anderson University, the Director of Field Placements assigns the Clinical Student to work with a public school Cooperating Teacher using a survey request form from the Clinical Student. The request does not guarantee a specific placement, but does assist in the location of possible placements. It should be remembered that the Director of Field Placements does not make the decision on the availability of a specific placement, but that the final decision for a proposed placement rests solely with the Director of Field Placements. Cooperating Teachers are selected on the basis of the Clinical Student's anticipated area of certification, among other criteria. These assignments are usually finalized the semester prior to the Clinical Experience.

Note:

All CEP credits must be completed by the end of the Clinical semester in order to graduate as per University policy. Any questions regarding this requirement should be directed to the Student Development office. Some CEP credit opportunities through AU PRO may be available during the Clinical experience/seminars.

Attendance

The Clinical Experience begins and concludes on dates determined by the Director of Field Placements in consideration of the calendar of events of the cooperating school district. The Clinical Student is scheduled to be in attendance in the cooperating school(s) for a total of 65 consecutive academic calendar days. If a student is in attendance for less than 65 days, but at least 60 days, he/she can submit a waiver to the Director of Field Placements. The request must include the reason(s) the maximum number of days was not attained. Upon submission, approval/disapproval will be given by the Dean of the College of Education. A waiver may only be approved in the event of an emergency or unique situation involving medical/family reasons

or future employment. *The Clinical Student who is present in the cooperating school(s) for fewer than 60 academic calendar days will not fulfill the attendance requirement for the Clinical Experience as required by the South Carolina State Board of Education.*

If a candidate misses more than two full school days during the semester that are not COVID related, he or she will need a medical note or other verification of the legitimacy of those additional absences if there is a need to seek a 65 day waiver at the end of the semester.

It is imperative that the Clinical Student realizes the importance of punctuality and attendance as they relate to the successful completion of the Clinical Experience. Further, regular and prompt attendance provides students in the cooperating classroom 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 Clinical Student 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 Clinical Student, 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 Clinical Student to immediately notify the Cooperating Teacher **by text message or phone call** (The student may send an email to the CT afterwards for documentation.) of his or her attendance status for that day. In addition, notify the Clinical Supervisor of this information at the same time. Further, the Clinical Student must submit a "Request for Absence" form, a copy of which is in the Appendix, to the Director of Field Placements as soon as possible.

Attendance for all seminars is mandatory unless there is a legitimate reason for the absence. The final grade may reflect a lower score than anticipated if there are excessive absences without approved excuses.

Occasionally, the Clinical Student knows in advance that an absence from the school is necessary for an appointment, such as a job interview in another location. In situations like these, the Clinical Student must submit a "Request for Absence" form signed by the Cooperating Teacher to the Director of Field Placements as close to the date of absence as possible. This is only required if the Clinical Student will be absent from his/her placement for more than 1/3 of the school day. It is preferable that all medical appointments be scheduled in such a manner that interference with the daily teaching schedule is avoided, if possible.

Any interviews that take the Clinical Student out of the classroom for more than 1/3 of a regular day will need to be made up at the end of the regularly scheduled 65 days. All other absences for any reason (personal illness, family emergency, etc.) should be made up in the same manner. The Cooperating Teacher **MUST** be informed of any impending absence and give his/her approval.

The Clinical Student is expected to arrive early before the beginning of school and must remain at the end of the school day to complete all duties. The start time is recommended at least 15 minutes before the in-service teachers of the school are required to arrive. The end time is after all duties and planning for the next day has been completed. This time must be at least as long as the in-service teachers are required to stay.

The Clinical Student is not to leave the cooperating school classroom to attend to personal business during the school day. This includes going to one's automobile to retrieve any materials, personal or otherwise, without the expressed consent of the Cooperating Teacher.

If the participating school/school district has a Professional Development (PD) day, but the CT does not have to attend, the Clinical Student is not to attend on that day, but must make up the day in the classroom at the end of the 65 day period. The unattended PD day cannot be counted as one of the 65 required days.

Disclaimer:

Teacher candidates are permitted and encouraged to continue in their placement upon conclusion of all requirements of the Anderson University College of Education program. However, continuing in the placement is contingent upon approval of the student's Cooperating Teacher and school district officials and/or building principals.

During this time, the candidate is operating as an individual agent independent of the College of Education. Therefore, the University relinquishes all liability during this time of transition from teacher candidate to volunteer while at the school.

Cell Phones

The personal use of a cell phone by a Clinical Student is prohibited when students are present. This includes the classroom, cafeteria or any other location where students congregate. Friends or relatives of the Clinical Student who would notify the Clinical Student of an emergency situation should be provided with the telephone number of the cooperating school main office.

Absence Due to Exigent, Medical, or other Circumstances

The South Carolina Department of Education stipulates that, among other requirements, the Clinical Student must complete 60 days of Clinical Experience in a cooperating public school classroom. This means 60 academic days during one semester.

Anderson University's College of Education cannot recommend any Clinical Student for initial teacher certification who has not fulfilled this requirement in its entirety. Anderson University's College of Education has Memorandum of Agreements (MOA) with surrounding school districts that facilitate the completion of this requirement. Therefore, it is imperative that the Clinical Student remains sensitive to the ongoing cooperation of the school districts for the benefit of future Clinical Students from Anderson University's College of Education.

Teacher candidates entering the Clinical Experience who anticipate an extended period of absence due to exigent, medical, or other circumstances should carefully consider whether it is prudent to pursue the completion of this requirement during the semester for which it is scheduled. Any Clinical Student who does not complete the minimum 60-day requirement will be administratively withdrawn from the course, receive a grade of "Incomplete" or "Fail"

depending on the circumstances, and repeat the course in its entirety during a subsequent semester.

This means that regardless of the number of days that have been completed by the Clinical Student during the previous Clinical Experience, the full 65-day requirement must be repeated in another semester.

NOTE: Regardless of whether the absence is anticipated or excused, no exceptions will be made to this policy, even if the student completes 59 days as per South Carolina Department of Education policy.

Failure to Show Progress in the Semester

In addition, should the Clinical Student fail to show satisfactory progress during the semester of his/her clinical experience, the student may be given an adjusted plan for completion of the semester and/or be recommended to re-take the class again the following semester for certification. An adjustment in the plan could include individual mentoring and miscellaneous assignments with the Cooperating Teacher, Clinical Supervisor and/or Advisor/Mentor as well as formal observations in various classrooms as arranged by the Director of Field Placements.

Revised Pro Policy for Missing Deadlines with No Submission

- **PRO POLICY: First time offense:** Considered a warning. A CAP is written by the Clinical Supervisor with three working days (Monday-Friday) provided for submission; failure to meet the deadline for the first PRO POLICY will be considered second offense.
- **PRO POLICY: Second offense:** Student is temporarily suspended from his/her placement for one day; an email will be sent to the Cooperating Teacher (CT) and the Clinical Supervisor with the Clinical Supervisor and Director of Field Placements copied, explaining the reason for missing the day; a CAP is written by the Clinical Supervisor with a mandatory successful completion of submission within three working days; failure to meet the PRO POLICY requirements will result in third offense. A meeting with the Director of Field Placements and/or the Dean of the College of Education may be required.
- **PRO POLICY: Third offense:** Student is temporarily suspended from his/her placement for two days and an email is sent to the CT and the Clinical Supervisor with a copy to the Clinical Supervisor and Director of Field Placements explaining the reason for the suspension; a CAP is written by the Clinical Supervisor with a mandatory successful completion of submission within three working days; Failure to meet the PRO POLICY requirements will result in a mandatory meeting with the Director of Field Placements and/or the Dean of the College of Education.
- **Important Notes:** This policy will carry over in full effect from the Pre-Clinical experience to the Clinical experience. The policy does **not** start over each semester.

A third offense will be the last opportunity to remain in the COE Teacher Education Program. Should a student have another deadline infraction (4th violation) at any time during the Pre-Clinical/Clinical experience, the student will be suspended from the College of Education program for a period of one year from the current semester. At the end of the one-year period, the student may petition for re-entry into the

TEP. If re-entry into the TEP is allowed, no additional offenses for any reason will be accepted for continuation in the program. If there is an additional deadline infraction or any other offense deemed unacceptable by the Dean of the College of Education upon re-enrollment, the student will be removed from the COE Teacher Education Program permanently.

The email to be used is located in the Appendix.

The student is to copy the Director of Field Placements and Clinical Supervisor when sending the email to the CT.

Academic Adjustments

The Clinical Student who has a disability that interferes with completing assignments associated with the Clinical Experience must contact Dr. Dianne King: Associate Vice President/Dean of Student Success/Title IX Coordinator. She will help secure the right documentation, know what accommodations are appropriate, and authorize the Clinical Student's Cooperating Teacher and Clinical Supervisors to accommodate the respective disability. She will disclose the information requested by the Clinical Student only to those identified by the Clinical Student. Neither she nor the Clinical Student's instructors can provide accommodations unless specifically requested each semester. Documentation must meet the guidelines of the *Americans with Disabilities Act (ADA)*. The College of Education wants the Clinical Student to have equal opportunity to learn and have fair assessment of that learning. The Clinical Student's abilities, skills, and efforts should determine success or failure, not the disability.

Candidates who have provided documentation and are eligible for accommodations through the University, will be permitted to utilize approved accommodations for academic requirements associated with clinical experiences (i.e., extended time for submission of lesson plans). However, in-field clinical requirements (i.e., observed teaching) cannot be accommodated and all candidates must demonstrate competency in order to meet the professional licensure requirements as outlined by the program in alignment with South Carolina Department of Education. Candidates requesting accommodations should communicate with the Director of Field Placements and their clinical supervisor prior to the start of the academic term in which they are completing Clinicals.

Serving as a Substitute Teacher and Compensation for Student Teaching

In some emergency cases, a Clinical Student may be approached to serve as a substitute teacher in the absence of the Cooperating Teacher or another teacher in the respective cooperating school. The Clinical Student may act as a "substitute" for the Cooperating Teacher even if the student has not assumed teaching responsibilities from the CT at that time, but only in the presence of a hired substitute who is assigned to the same classroom. The Clinical Student is **not allowed** to serve as a substitute teacher for another classroom teacher due to liability. **In all cases, when the Clinical Student is requested to act as a "substitute teacher" with no hired substitute teacher available for that classroom, notification by the student must be made to the Director of Field Placements.**

The Clinical Student is permitted to receive compensation as an intern candidate from the local school district (at the discretion of that participating district) as per South Carolina Department of Education regulations. If a district agrees to pay a Clinical Student during his/her experience in EDU 490, an amended MOA must be signed by the district and the COE. In addition, a vetting process will be used by the Director of Field Placements and the Dean of the College of Education.

Clinical Experience and Maintaining a Job

The Clinical Experience is the capstone experience for the education major and must be considered with the highest priority among the Clinical Student's other activities. The fact that the Clinical Student's schedule has been arranged so that all academic requirements have been fulfilled prior to Clinical experience attests to the importance the College 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 allowed, but not encouraged.

In the case where the Clinical Student faces circumstances that necessitate employment, he or she may elect to maintain part-time employment. These hours must not interfere with any required hours or functions at the cooperating school. **There will be no exceptions to this rule.** The Director of Field Placements will maintain copies of all requests for employment, and the Clinical Student is also required to submit his or her work schedule to the Director of Field Placements along with the request. (see Appendix)

Dressing for Teaching

The Clinical Student is a representative of the College of Education of Anderson University and the education profession. Therefore, it is imperative that the Clinical Student 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.

Although the College of Education does not have a specific dress code for the Clinical Student, it is expected that apparel will be chosen that is both professional and practical. Among other things, this means that the Clinical Student's apparel should be clean and free of wrinkles. Because of the nature of activities characteristic of the classroom, it is strongly recommended that the Clinical Student 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 may not be permitted. An excessive amount of studs or other types of jewelry worn in the ears may not be permitted.

In all cases, body art (ex.: tattoos) should be thoroughly covered while the Clinical Student is on the grounds of the cooperating school. Unnatural hair coloring (i.e. pink, green, purple) will not be allowed during the Clinical Experience. Students who have mustaches and/or beards must keep them short, well-trimmed and appropriately groomed.

Any appeal of this dress code policy will be made to the Dean of the College of Education.

The Clinical Student should be completely familiar with the dress code established by the respective school district and cooperating school. At any time the Clinical Student is in doubt concerning appropriate dress, the Cooperating Teacher, a school building administrator, Clinical Supervisor, or the Director of Field Placements should be consulted for clarification. Under no circumstances should a Clinical Student ignore the admonition of any official in the cooperating school when a concern is addressed related to apparel and grooming.

Important: *Teacher candidates are reminded that they are considered guests while completing placement requirements in schools. Professional behavior and attire as well as successful progress must be maintained at all times within these classrooms. Therefore, if the Cooperating Teacher (CT) or the administration of the school feels there is sufficient reason to remove the candidate, the policy of the COE is to immediately acknowledge the removal. The candidate will not be allowed to return to that classroom without permission from the Director of Field Placements.*

Placement hours are embedded into the course work, so any removal from the placement may affect the final grade and/or successful completion for the candidate.

Getting Started in the Cooperating School

During the first few days and weeks of the Clinical Experience, the Clinical Student should 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, administering a student survey 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;
- review the semester calendar for the district/school in which your cooperating school is located;
- become familiar with the fire drill exit route(s) from the classroom; and
- if possible, peruse the permanent files of the students in the cooperating classroom under the supervision of the Cooperating Teacher.

Cooperating School Faculty Handbook

The Clinical Student should obtain a copy of the cooperating school *Faculty Handbook* and become thoroughly familiar with its contents. The school faculty handbook provides important information regarding the dispensing of medications to students, emergency procedures, and responsibilities of certain duties outside of the classroom.

Field Trips

The Clinical Student is encouraged to be involved in all the activities that are associated with the cooperating classroom and school, including field trips. The Clinical Student has liability coverage through Anderson University while on a public school campus or while serving in a teaching capacity off campus. The insurance coverage is in effect for the Clinical Student on a school field trip. In all cases, the Clinical Supervisor should be notified of the Clinical Student's pending participation in such activities.

Inclement Weather Information & Seminars

In the event of inclement weather or other school disruption, the Clinical Student must be aware of their school district's plan for attendance that day. The district plan for the in-service teachers will be in effect for the Clinical Student.

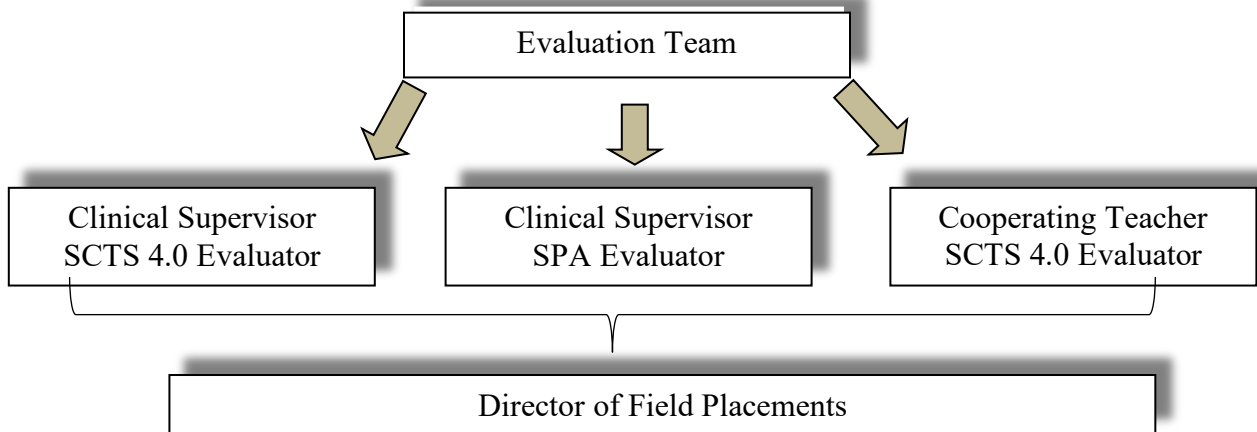
When making an attempt to attend a seminar on inclement weather days, the Clinical Student should watch for Anderson University emails regarding the early dismissal of classes. The email may come from the University Administration for the entire campus or from the Director of Field Placements for the Clinical seminar only. However, on inclement weather days, it is ultimately left to the Clinical Student's judgment whether to attend the seminar when the Clinical Student's safety is in question. Safety is the number one consideration in these circumstances.

Attendance at a seminar is not expected if the Clinical Student's school district was closed or dismissed early due to inclement weather or for other reasons, even if the University classes are still held.

The Clinical Student Evaluation Team

The Director of Field Placements assigns one or more Clinical Supervisors from the College of Education to Clinical Students during the Clinical Experience. The Clinical Supervisor assesses

the Clinical Student using an Expanded *SCTS 4.0* evaluation instrument, and also assesses the Clinical Student using an evaluation instrument based on the Specialty Professional Association (SPA) standards of the respective SPA of the Clinical Student’s major program. The Clinical Student's Cooperating Teacher will also function in an evaluative capacity with the Clinical Supervisors. These evaluators, along with the Director of Field Placements, compose the “Evaluation Team.”



The function of the Clinical Supervisor is to assess, in collaboration with the Cooperating Teacher, the ability of the Clinical Student 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 Clinical Student’s competency in managing the classroom and fulfilling School Responsibilities. Specifically, the Clinical Student is evaluated for competency in each of the four Domains/Performance Standards of the South Carolina System for the National Institute for Excellence in Teaching NIET/Expanded Assisting, Developing, and Evaluating Professional Teaching (SCTS 4.0). The SCTS 4.0 instrument is used to evaluate the Clinical Student in a fashion that simulates the formal evaluation process of a teacher employed in the state of South Carolina with at least an Annual Contract.

The various *SCTS 4.0* Domain/Performance Standards measure competency in these respective areas:

DOMAIN I – INSTRUCTION

- A. Standards and Objectives - (SO)
- B. Motivating Students - (MS)
- C. Presenting Instructional Content – (PIC)
- D. Lesson Structure and Pacing – (LSP)
- E. Activities and Materials – (AM)
- F. Questioning – (QU)
- G. Academic Feedback - (AF)
- H. Grouping Students (GS)
- I. Teacher Content Knowledge - (TCK)
- J. Teacher Knowledge of Students – (TKS)

- K. Thinking – (TH)
- L. Problem Solving – (PS)

DOMAIN II -PLANNING

- A. Instructional Plans – (IP)
- B. Student Work – (SW)
- C. Assessment – (AS)

DOMAIN III – ENVIRONMENT

- A. Expectations – (EX)
- B. Managing Student Behavior – (MSB)
- C. Environment – (EN)
- D. Respectful Culture – (RC)

DOMAIN IV – PROFESSIONALISM

- A. Growing and Developing Professionally – (GDP)
- B. Reflecting on Teaching – (RT)
- C. Community Involvement – (CI)
- D. School Responsibilities – (SR)

ASSESSMENT OF SCTS 4.0 PERFORMANCE STANDARDS

Domain I: INSTRUCTION

SCTS 4.0 Domain I emphasizes components of effective instruction that all lessons should contain. Following the AU Lesson Plan template assures that students address all the necessary components for this domain. Referring to the rubric and the areas found under this domain can best explain expectations for this domain and how best to meet them.

Domain II: PLANNING

SCTS 4.0 Domain II, PLANNING, contains a scoring standard for the “Long-Range Plan” (LRP), and shows strategies for facilitating student achievement of long-range learning and developmental goals. For the purposes of the Clinical Student, 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 Clinical Student is assigned to a Cooperating Teacher who has not developed a “Long-Range Plan,” the Clinical Student must formulate a “Long-Range Plan” with the assistance of the Cooperating Teacher.

The Clinical Student must submit a copy of the completed LRP in Taskstream for evaluation on or before the date designated on the Clinical Experience calendar. A minimum rating of “3.0” on all LRP components is required. Clinical Students are expected to correct, add to, or adjust the

LRP in order to meet the assessment requirements and to accommodate the actual application of the LRP.

Throughout the Clinical Experience, the Clinical Supervisor and Cooperating Teacher will be observing the Clinical Student to assess his or her competency in regard to SCTS 4.0. Data will be collected using not only the LRP but also the College of Education's Unit Work Sample, UWS. The Unit Work Sample, assessed under Domain II, "Planning," is evaluated by the Clinical Supervisor. The Clinical Supervisor reserves the right to require the Clinical Student to resubmit one or more sections of the Unit Work Sample based on the results of the evaluation. A minimum rating of 3.0" on the Unit Work Sample is required.

Domain III: ENVIRONMENT

The Clinical Student is observed to assure that the classroom environment is perceived to be "safe" by all students, which is fostered by the Clinical Student demonstrating a nurturing and caring attitude. The Clinical Student must demonstrate equity in interactions, exemplify sensitivity to learners' nonacademic needs, encourage individual responsibility, and act on the belief that all students can learn. Further, the Clinical Student should value the diversity of the classroom as a context for teaching. The Clinical Student must maintain a classroom management system that clearly states the expectations for appropriate student behavior and include procedural systems that ensure the classroom operates efficiently.

Domain IV: PROFESSIONALISM

DOMAIN IV, "PROFESSIONALISM", includes School Responsibilities beyond those associated with the classroom. The Clinical Student 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. As an advocate for the students, the Clinical Student works with other professionals, businesses, and community groups in order to meet the needs of the students.

The Clinical student must also maintain clear and effective communication with others. (caregivers, administration, students, other teachers, counselors, etc.)

The Clinical Student exhibits responsibility, initiative and completes required tasks in an efficient and timely manner as well as proofreading all documents and correcting errors prior to submission. The Clinical Supervisor and Cooperating Teacher will complete section IV on the SCTS 4.0 rubric, which assess the Professionalism of the Clinical Student's proficiency in this area.

It is the responsibility of the Clinical Student to complete the "SCTS 4.0 IV: PROFESSIONALISM" forms for School Responsibilities, Caregiver Communication, and the

form for Conference and Communications and submit them on Taskstream. Copies of these forms are included in the Appendix.

SCTS 4.0 Evaluations

The observer will provide narrative comments on the Clinical Student's perceived strengths and areas that need improvement in each SCTS 4.0 Domain/Performance Standard area. In cases where areas for improvement are noticed, the supervisor's commentary will include suggestions and recommendations for improvement. It is the Clinical Student'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 each supervisor observation, the Clinical Student will meet with the supervisor to receive feedback related to the observer's assessment of the Clinical Student's competency in the SCTS 4.0 Domain/Performance Standards. The Cooperating Teacher should be prepared to assume the responsibilities related to the classroom during this meeting, which normally lasts approximately 20-30 minutes.

The Clinical Student should be mindful that the supervisor's intent is to gain an understanding of the Clinical Student's competency, based upon a specific assessment instrument, during the entire placement. Further, it is understood that contextual factors, such as nervousness, may adversely affect the Clinical Student's teaching performance on the day of the Clinical Supervisor's visit. Therefore, the observation may or may not reveal characteristics that are typical of the Clinical Student's regular performance. The Clinical Supervisor 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 Clinical Student will be a successful classroom teacher. Clinical Supervisors may return for additional observations when areas of improvement are seen that would keep the student from successfully completing Clinical.

Clinical Supervisors and/or the Director of Field Placements may request a video of the entire lesson be recorded and submitted, if directed. This video may be used in summative evaluation for the final grade.

Specialty Professional Association (SPA) Evaluations

A Specialty Professional Association (SPA) recognizes each major program or add-on certification program offered by the College of Education. Each respective SPA has standards that must be met by the unit in order for that program to be "Nationally Recognized." Evidence that the standards are being met is provided by the unit in the form of data accumulated from requirements met by Clinical Students in the respective programs. The Clinical Student should be familiar with the respective SPA and its standards from courses that led to his or her program completion of the course work to this point.

Education Programs and Affiliated Specialty Professional Associations		
Major Program or Add-on Certification Area	Specialty Professional Association	Web Address
Art Education (K-12)	National Association of Schools of Art and Design (NASAD)	http://nasad.arts-accredit.org/
Early Childhood Education (K-3)	National Association for the Education of Young Children (NAEYC)	http://www.naeyc.org/
Elementary Education (2-6)	Association for Childhood Education International (ACEI)	http://acei.org/
Music Education: Choral or Instrumental (K-12)	National Association of Schools of Music (NASM)	http://nasam.arts-accredit.org/
Physical Education (K-12)	American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)/National Association for Sport and Physical Education (NASPE)	http://www.aahperd.org/naspe/
Secondary English Education (9-12)	National Council of Teachers of English (NCTE)	http://www.ncte.org/
Secondary Mathematics Education (9-12)	National Council of Teachers of Mathematics (NCTM)	http://www.nctm.org/
Secondary Social Studies Education (9-12)	National Council for the Social Studies (NCSS)	http://www.socialstudies.org/
Special Education: Multi-categorical (K-12)	Council for Exceptional Children (CEC)	http://www.cec.sped.org/

Another function of the Clinical Supervisor, therefore, is to assess the Clinical Student's proficiency in all respective SPA standards that are applicable during the Clinical Experience. Each Clinical Student has access to review the rubric in *Taskstream* that reflects the respective SPA standards that will be evaluated during the Clinical Experience. The Clinical Student should be thoroughly familiar with the respective rubric throughout the entire Clinical Experience. All SPA observations must be at a 3.0 or higher for a passing grade.

The Clinical Supervisor will visit the Clinical Student's classroom to observe and evaluate the student's performance. The required number of times is a minimum of two observations, though additional observations and evaluations may be needed to show sufficient progress. Additional visits above the minimum of two will be decided by the Clinical Supervisor in agreement with the Director of Field Placements.

One of the observations by the Clinical Supervisor will be scored using the SCTS 4.0 rubric and will be unannounced, while the other observation will be scored using the AU Lesson/Activity Plan III Observation rubric. This announced observation, as well as the two observations by the Cooperating Teacher, must use the Anderson University template when developing the lesson plans.

Clinical Supervisors may return for additional observations when areas of improvement are seen that would keep the student from successfully completing Clinical.

The Clinical Supervisor will complete one Professional Dispositions evaluation of the Clinical Student. Information gathered through this evaluation is used to provide feedback and guidance to teacher candidates. The score on this evaluation can range from 0-54. **Please note that a score**

of zero on any of the indicators *does not penalize you*; this indicates that the evaluator had no opportunity to see a demonstration of this indicator, so it could not be scored.

Cooperating Teacher Assessment

The Cooperating Teacher will also complete two evaluations during the Clinical Student’s Clinical placement. One of these evaluations will be scored using the SCTS 4.0 rubric, and one of the observations will be scored using the AU Lesson/Activity Plan III Observation rubric. Obviously, the Cooperating Teacher will observe the Clinical Student for the entire placement in a myriad of classroom situations. According to the degree that the Cooperating Teacher observes the Clinical Student, the faculty of the College of Education considers the evaluation by the Cooperating Teacher to be a reliable source of feedback regarding the Clinical Student’s ability to be an effective classroom teacher. **Therefore, the cooperating teacher is not under any obligation to arbitrarily assess a Clinical student as “Exemplary” or “Proficient” on the SCTS 4.0.** Upon the presentation of the appropriate documentation, the Clinical Supervisor is disposed to be supportive of the Cooperating Teacher’s opinion of the Clinical Student’s competency and potential success as a classroom teacher.

The Cooperating Teacher will also complete one Professional Dispositions evaluation of the Clinical Student using the same criteria as outlined above for Clinical Supervisors.

Suggested Schedule of Clinical Student Teaching Responsibilities

The table below shows the suggested schedule for Clinical student teaching experience. **The Clinical Student MUST teach at least fifteen (15) consecutive days with ALL of the required assigned classes.** This means the CT cannot solely pick up any of the assigned classes during this time while the Clinical Student is present. If a team teaching model is used, the Clinical Student should be in the lead position during these 15 consecutive days. For Clinical students in a secondary setting, this schedule may need adjustments based on the daily class arrangements (i.e. A/B schedule in the school). You should discuss this with your Clinical Supervisor for guidance on what is recommended for you to allow sufficient time to pick up all of the classes in order to teach 15 consecutive days.

Recommended Clinical Experience Timeline													
Week	1	2	3	4	5	6	7	8	9	10	11	12	13
% of Clinical Student Teaching	0	20	40	60	80	100	100	100	80	60	40	20	0

The following table indicates the number and type of evaluations completed by each member of the evaluation team during the Clinical Student’s Clinical Experience. These observations are minimum numbers.

Clinical Experience Evaluation Team Evaluation Assignments		
Evaluator	Evaluation Instrument	Number of Evaluations
Cooperating Teacher	SCTS 4.0	1
Cooperating Teacher	AU Lesson/Activity Plan III Observation	1
Cooperating Teacher	Professional Dispositions	1
Clinical Supervisor	SCTS 4.0 / SPA (simultaneously)	1
Clinical Supervisor	AU Lesson/Activity Plan III Observation	1
Clinical Supervisor	Professional Dispositions	1

Preparation for Supervisors' Observations

In preparation for a Clinical Supervisor's visit, the Clinical Student should prepare a location in the classroom that facilitates the supervisor's visit. It is preferable that an adult-size desk or table and chair be provided in an inconspicuous place. The supervisor's visit to a secondary classroom will encompass an entire class period, bell to bell, plus an additional 20 – 30 minutes for the post observation conference. An elementary and early childhood visit will encompass an entire lesson plan or activity plan, plus an additional 20 – 30 minutes for the post conference.

CLASSROOM SCHEDULE FOR CLINICAL STUDENTS

The Cooperating Teacher Assignment

In conjunction with the administrative personnel in the surrounding area school districts, the Director of Field Placements determines the school and Cooperating Teachers to which the Clinical Student will be assigned. Individual teachers chosen to act as Cooperating Teachers will be based on recommendations from the specific school districts and schools within those districts. A Cooperating Teacher is selected on the basis of the Clinical Student's anticipated area of certification and the grade level of interest. The Clinical Student will be assigned to one Cooperating Teacher for 65 school days. Each Cooperating Teacher must have a minimum of two years of experience at the grade level and/or content area at which the Clinical Student is completing the Clinical Experience and be SCTS 4.0 trained.

The Cooperating Teacher is requested to work with the Clinical Student to create a schedule for the inclusion of the Clinical Student into the normal classroom routine. This paradigm has proven effective in facilitating a smooth transition of classroom responsibilities to the Clinical Student in a manner that is acceptable by the students. The schedule below is a sample of a student who teaches all core subjects. It is not required for a Clinical Student to be assigned to a classroom that teaches all four core subject areas. Therefore, this is a suggested guide only. **The Clinical Student must teach at least 15 consecutive days with a team teaching model being preferred.**

Sample Clinical Responsibilities Schedule (Secondary and Special Ed. will differ)

Week	Responsibilities
1	Observe and Assist
2	Routines, Procedures, and Daily Read Aloud (May include attendance, lunch count, behavior folders, etc.)
3	Math
4	Math, Science
5	Math, Science, Social Studies
6	Math, Science, Social Studies, Reading
7	Full Load- Math, Science, SS, All ELA (Reading, Writing, Spelling)
8	Full Load
9	Full Load
10	ELA, SS, Science
11	ELA, SS
12	ELA
13	Routines, Procedures, and Daily Read Aloud

Data Collection Forms

The Cooperating Teacher is requested to complete an *SCTS 4.0* Evaluation Rubric during the tenure of the Clinical Student's assignment in the cooperating school using the *Taskstream* account. This evaluation instrument indicates the various components of each Performance Standard about which the Cooperating Teacher should formulate an opinion concerning the Clinical Student's success. Comments should be written in narrative form in the "Comments" section designated for the respective Performance Standard. The objective of these observations is to document the Clinical Student's performance in each Performance Standard over the period of the placement and to use this evidence as the basis for assessment meetings between the Cooperating Teacher and the Clinical Student during the placement. The Cooperating Teacher's "Data Collection Forms" also serve as an important and vital component in the final assessment of the Clinical Student during the final consensus meeting.

Final Assessment

At the conclusion of the placement, the Clinical Student will receive a final assessment of "Exemplary," "Proficient," "Approaching Proficiency," or "Unsatisfactory." This final decision is derived from the accumulation of data collected by the Evaluation Team over the period of the placement. The final opinion is the result of consensus evaluations made by the Clinical Supervisor and the Cooperating Teacher regarding each of the *SCTS 4.0* Performance Standards.

The Clinical Supervisor will meet with the respective Cooperating Teacher to formulate a consensus judgment related to each Domain/Performance Standard and the Clinical Student's overall competency during the placement. The Cooperating Teacher will also verify all extra-classroom activities in which the Clinical Student has been involved. Additional documentation will be collected on the student's attendance and on the *SCTS 4.0* Evaluation Rubrics and the respective SPA Evaluation Rubrics that have been completed by the Clinical Supervisor and the Cooperating Teacher. In the event the Cooperating Teacher becomes unavailable to meet with the Clinical Supervisor to develop a summative evaluation, a final decision will be made by the Clinical Supervisor, using all available data for the student.

Interpretation of the Final Assessment

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 Clinical Student in each of the Performance Standards of the *SCTS 4.0* system and the criteria of the respective SPA Evaluation Instrument and reach a conclusion regarding the Clinical Student's overall success. **The findings of the Evaluation Team will lead to an overall consensus rating of "Exemplary," (2.40-4.0) which will result in a grade of "A;" "Proficient" (2.20-2.39), which will result in a grade of a high "B;" "Approaching Proficiency," (1.90-2.19), which will result in a grade of a low "B;" or "Unsatisfactory" (1.89 and lower), which will result in a grade of C.**

For a student to graduate and be recommended for state certification, completion of the course with an overall observation score of 1.90 or higher in the summative observation and a "Met" score on ALL of the following: Long Range Plans, Three Lessons uploaded into Taskstream, and all other forms and assignments as noted in Taskstream, including Caregiver Communication, Conference Log, School Responsibilities Log, Non-Assigned Observations and the Attendance Certification document. A student who receives a final grade of 1.89 or lower ("C") will be allowed to re-enroll and take the Clinical class again in its entirety. A support plan, implemented by the staff/faculty of the College of Education to continue towards state certification, may be required before or during the repeated semester.

Exemplary

A Clinical Student who may be given this final rating has been rated at a level of "Exemplary" on the *SCTS 4.0* Summative. This evaluation classification indicates the Evaluation Team has considered the Clinical Student highly and unusually successful at this level of performance. **This classification is normally reserved for experienced, contracted professional educators.**

Proficient

The Clinical Student who has achieved this rating has achieved a final rating of "Proficient" on the *SCTS 4.0* Summative. In assigning this overall rating to the Clinical Student, the Evaluation Team indicates **the Clinical Student exhibits proficiency in the respective *SCTS 4.0* Performance Standards that is indicative of the average teacher in his or her first year of teaching.**

Approaching Proficiency

The Clinical Student who achieves this final rating has been rated at the level of "Approaching Proficiency" on the *SCTS 4.0* Summative. **The Clinical Student who has been rated in this category is considered qualified to receive a teaching certificate at the current time but has shown the need for additional support and assistance to be successful at the Proficient level.**

Unsatisfactory

The Clinical Student who receives this final rating has been rated at the level of “Unsatisfactory” on the SCTS 4.0 Summative. The Clinical Student must schedule a meeting with the Dean of the College of Education and the Director of Field Placements to discuss possible plans for the future.

SCTS 4.0 Grading for Clinicals:

A: 2.40-4.0

B: 1.90-2.39

C: 1.89 and lower

SPA & Lesson Plan Observation Scoring for Clinicals:

Met: 3.0 or higher

COOPERATING TEACHER SUPPORT

Daily Lesson Plans

The Clinical Student is required to write a lesson plan for each subject that will be taught during an academic day with approval from his/her Cooperating Teacher. With permission of the Clinical Supervisor, the Clinical Student may begin using the school district’s lesson plan template once proficiency has been demonstrated with the Anderson University template. The Clinical student may continue using the format of the cooperating school unless weaknesses in instruction are seen. If this should occur, the Clinical student may be requested by the Clinical Supervisor or the cooperating teacher to use the AU Lesson Plan Template, until such time as the cooperating teacher deems the student is once again ready to use the format of the cooperating school. Initially, the Clinical Student may pattern his/her lesson plans after those developed by the Cooperating Teacher. However, the Clinical Student should progress from writing lesson plans in collaboration with the Cooperating Teacher to producing lesson plans independently. Lesson plans should be submitted for approval to the Cooperating Teacher **at least one day prior** to the scheduled implementation.

NOTE: Daily lesson plans must be written using the AU College of Education Lesson Plan Template until the Clinical Supervisor, in conjunction with the Cooperating Teacher, feels the Clinical Student has progressed to a level of proficiency. At that point, the new template that will be used is the lesson plan format approved by the cooperating school.

All observed lessons by the Clinical Supervisor and Cooperating Teacher must use the Anderson University templates.

Caregiver Communication (CI)

Questions and Comments to Address with Caregivers when Placing Calls at Beginning of the Semester

These are suggestions for the teacher candidate to consider when calling or speaking in person to the caregiver of the students. It is recommended that the teacher candidate discuss potential topics with the CT before speaking with caregivers. It is also recommended that the CT be present when the Clinical student is speaking with the caregivers. **If the caregiver is not available on a phone call, do not leave a message.** Instead, ask for a good time to call again or try again later.

If the teacher or school will not allow calls to the individual parents or if opportunities to meet face to face are not available, discuss other options with the Clinical Supervisor to meet this requirement. The requirement must be met to indicate communication with caregivers in some way.

1. Introduce yourself: AU student; working with Mr./Ms. (CT) for this semester and will be in the classroom of your child.
2. Mention something positive about caregiver's child if you know of that at the time of the call or meeting.
3. Ask for an interest the student has when not in school (ex.: plays piano, likes a specific sports team, takes gymnastics, etc.) and make a note in the comments section for future use. You can use this when establishing the relationship with the student.
4. If the caregiver divulges personal information about his or herself (health info, etc.) make a note in the comments section for future reference. You may refer back to that in future communications with the caregiver in show of support/interest.
5. Let the caregiver know you are showing support for their child. Do not discuss anything of a negative nature unless the caregiver introduces the topic.

Reflecting on Teaching

Directions: Write a brief reflection (approximately one single spaced page) from an observed lesson. It is to be uploaded to Taskstream.

The Clinical Student can reflect on an observed lesson from either the Clinical Supervisor or the Cooperating Teacher.

Reflections should include items that the CT or Clinical Supervisor stated were strengths as well as those that were weaknesses. Other possible questions to consider are below, but you are not limited to these questions.

- What did you learn from teaching this lesson?
- How will you adjust it in the future?
- Did you meet all of your students' needs?
- How was your classroom management and behavior management and lesson pacing?
- What are you learning about yourself as a teacher and the teaching profession now that you have begun to see what it is really like?
- Any other items that show insight into your progress so far.

Non-assigned Classroom Observations

During the Clinical Experience, the Clinical Student should arrange to visit a minimum of four other classrooms in the assigned school. 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 Clinical Student with various teaching strategies and classroom management techniques. A key goal for each Clinical Student is to learn from the models provided by other teachers with many years of experience. However, caution must be exercised not to strictly imitate. From the critical examination of teaching theories that are evident in various classroom models, the Clinical Student should extract those ideas that appear successful and integrate them into a unique and ever evolving philosophy of the nature of teaching.

The Cooperating Teacher is requested to take the initiative in arranging the Clinical Student's visits to other classrooms, and is asked to review the "Non-assigned Classroom Observation Report Form" that has been completed by the Clinical Student to assure the goal(s) and objective(s) of the observation visit were satisfied.

It is requested the visits not be limited to the same grade or subject area whenever possible. A variety of grades and subjects are recommended, specifically focusing on at least one related arts class or special education class, if possible.

Cooperating School Attendance Certification Form

The "Cooperating School Attendance Certification" form must be completed and uploaded as one of the requirements for completing the Clinical experience. The Cooperating Teacher must sign this report and verify its contents for accuracy. Therefore, **it is recommended that the Cooperating Teacher review the accuracy of the information reported on this form at least on a weekly basis.**

Covid-19 Health and Safety Measures - Face Coverings

Teacher candidates should follow both the guidelines for Anderson University as well as the school district in which he or she is placed. If either AU or the district does not require wearing a mask, but the other one does, you will need to follow the guidelines for the institution that does require it. If neither require wearing a mask, it becomes the option of the teacher candidate if he or she wishes to wear it.

Taskstream Note:

After submitting work into Taskstream, verify successful submission by clicking on the “Scores/Results” tab and confirming the word “Submitted” and the date/time are in the Actions column beside the assignment.

Demo.Benchmark III.S.21

Template: Demo.Benchmark III.S.21

Work

Scores/Results

Scores/Results Summary

Print View Export to PDF

Area	Status	Actions	Results	History
Area I: Program Requirements				
Benchmark III Application	Submitted	Submitted : 03/02/2021 03:05:09 PM Cancel Submission	Where are my results?	History/Comments
Code of Ethics		Edit Work		
SC 4.0 Training Power Point	Evolution Released	Submitted : 03/02/2021 03:08:29 PM 	Meets Requirement Score/Results Report	History/Comments
Overall Grade Point Average	N/A	No work is required for this area		
Curriculum Grade Point Average	N/A	No work is required for this area		
Area II: Performance Requirements				
InTASC Standard 1 Artifact	In Progress	Edit Work Submit Work		
InTASC Standard 2 Artifact	Needs Revision	Edit Work	Evaluator Feedback Where are my results?	History/Comments

Clinical Grading Chart

Below is the chart for easy access to needed grades for each assignment. If a score is below the requirement, a CAP may be placed on the assignment and re-submission will be needed within three working days upon notification by the Clinical Supervisor.

Reminder: All assignments must be at the scores below to be considered passing. The final grade will be from the observations of the Clinical Supervisor and the Cooperating Teacher.

Long Range Plan	3.0 or higher
Unit Work Sample/Student Work Sample	3.0 or higher
Lesson Plan/Activity Plan 1 from UWS/SWS graded by Clinical Supervisor	3.0 or higher
Lesson Plan/Activity Plan 2 from UWS/SWS graded by Clinical Supervisor	3.0 or higher
Lesson Plan/Activity Plan 3 from UWS/SWS graded by Clinical Supervisor	3.0 or higher
Lesson Plan/Activity Plan III Observation graded by Clinical Supervisor	3.0 or higher
Lesson Plan/Activity Plan III Observation graded by Cooperating Teacher	3.0 or higher
SCTS 4.0 Observation by Cooperating Teacher	B: 1.90-2.39; A: 2.40-4.0
SPA Observation by Clinical Supervisor	3.0 or higher
SCTS 4.0 by Clinical Supervisor	B: 1.90-2.39; A: 2.40-4.0
Reflecting on Teaching	3.0 or higher
Dispositions III by CT	No min. score required*
Dispositions III by Clinical Supervisor	No min. score required*
Caregiver Communication Log	3.0 (Met)
Conference Log	3.0 (Met)
School Responsibilities Log	3.0 (Met)
Portfolio and <i>InTASC</i> Reflections	3.0 (Met)
Non-Assigned Classroom Observations	3.0 (Met)
Attendance Sheet	3.0 (Met)

*See Disposition description elsewhere in handbook