



**ANDERSON**<sup>®</sup>  
UNIVERSITY

**College of Education**

# Cooperating Teacher Handbook

Clinical Experience  
2021-2022

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## INTRODUCTION FOR THE COOPERATING TEACHER

This handbook is designed to assist you in the implementation of certain responsibilities that will help ensure that your Clinical Student will successfully complete the requirements of EDU 490 or EDU 594, Clinical Experience. The Clinical Experience simultaneously represents the culmination of numerous years of preparation and a transition into the realm of professional teaching. As an integral part of the teacher education program at Anderson University, you will provide the model of those things about which the Clinical Student has read and learned that represent the attributes of the successful classroom teacher.

The Clinical Student has been informed to consistently respect the rules, procedures, and pedagogical practices you have established as essential to your students' success in the classroom. However, the Clinical Student has also been encouraged to continue to formulate a personal philosophy of teaching from among the differing opinions that become apparent in the

interaction with professionals during the directed teaching experience. All the participants involved in the directed teaching experience realize that the Cooperating Teacher (CT) retains the legal and ethical responsibility for the pupils in the classroom. Accordingly, there will be no opposition of your decisions regarding unresolved matters that may become evident as a result of differing teaching philosophies or your accommodation of the Clinical Student's personal style of teaching.

The faculty and staff comprising the College of Education at Anderson University appreciate and value the contributions the CT makes to our Clinical Student during the course of interaction. As you reflect on your own undergraduate studies and your student teaching experience, you will recall the innumerable things you learned as a result of your Cooperating Teacher's model. As a result of that initial "on the job" experience you probably learned more than any text could explain, and you became enlightened to the fact that reality frequently transcends theory in the daily practice of the classroom. It is our hope that your Clinical Student will remember the model you provide as a positive influence in the formulation of a personal philosophy of classroom teaching. It is our desire and the intent of this handbook to assist you in the successful completion of that goal. Should you have any questions, you are free to contact the Clinical Supervisor who has been assigned by the university for this student. His or her contact number is listed in the front of the handbook.

The College of Education welcomes interaction with Cooperating Teachers that leads to productive suggestions related to the enhancement of the Clinical Experience. Such communication between colleagues can often serve as the impetus for substantive changes that benefit academic programs, the university faculty, and succeeding Clinical Students and Cooperating Teachers. All those involved in the Clinical Experience share in the point of view that the success of the Clinical Student is of utmost importance. As the Clinical Student and professional educators fulfill their respective roles 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**

**T**he 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.

### **Table of Final Grade Computation**

<b>Final Grade Computation</b>	
<b>Requirement</b>	<b>Percentage</b>
SCTS 4.0 Teaching Rubric Summative Evaluation	50 %
SPA Teaching Rubric Summative Evaluation	50 %
E-Portfolio InTASC/Domains	Met 3.0 or higher
Unit Work Sample	Met 3.0 or higher
Long Range Plans	Met 3.0 or higher
Three Lesson Plans/Activities	Met 3.0 or higher
All Other Requirements Listed In Taskstream	Met 3.0 or higher

## THE CLINICAL EXPERIENCE

### **C**ooperating Teacher Assignment

In collaboration with the administrative personnel in the school districts surrounding 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 locations. It should be remembered that the Director of Field Placements does not make the decision on the availability of a specific placement, but that that decision rests solely with the personnel of the cooperating school districts. However, the final decision for a proposed placement rests 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.

### **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.*

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** (You may send an email to the CT afterwards for documentation.) of his or her attendance status for that day. In addition, notify your 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.

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, 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 2/3 of a regular day will need to be made up at the end of the regularly scheduled 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 will be 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 cell phone of a Clinical Student is prohibited from being used 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 State Board 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 articulation agreements 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.

Clinical Students 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 have to 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.

**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 State 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 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.

### **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 because of liability reasons. **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 the participating school 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 (e.g., 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.

### **Cooperating School Faculty Handbook**

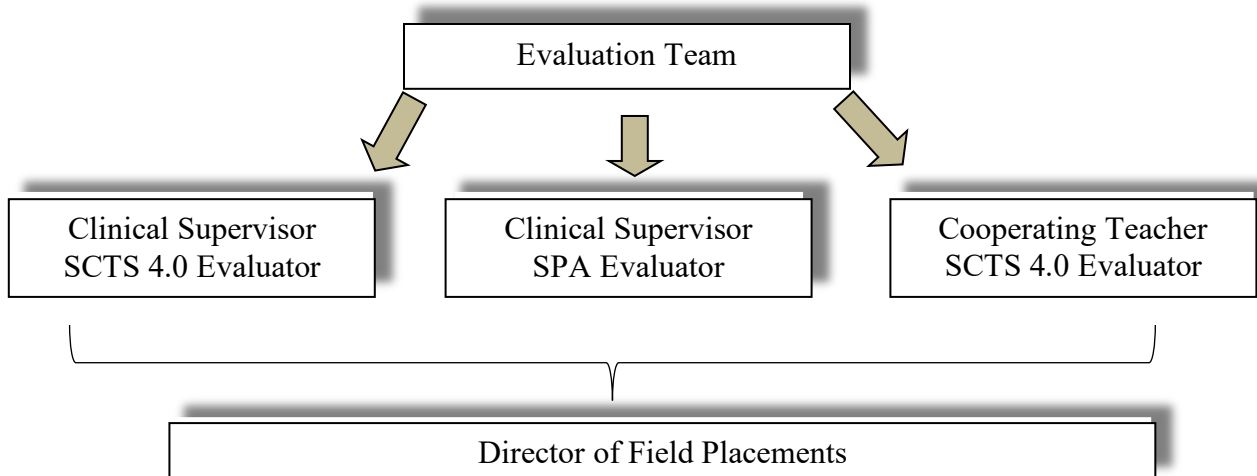
The Clinical Student should obtain a copy of the cooperating school *Faculty Handbook* and become thoroughly familiar with its contents. The school faculty handbook provides important information regarding the dispensing of medications to students, emergency procedures, and responsibilities of certain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

### **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 *ADEPT* 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 professional 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* 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 Standard II, refers to a document that addresses responsibilities related to 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 the College of Education’s “Unit Work Sample” rubric. Accordingly, 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. A minimum rating of 3.0 on all components related to this domain “ENVIRONMENT” is required.

#### **Domain IV: PROFESSIONALISM**

DOMAIN IV, “PROFESSIONALISM”, includes professional 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 maintains clear and effective communication with others. 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 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 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.

### **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 intent of the Clinical Supervisor's observation is to gain an understanding of the Clinical Student'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 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 neophyte classroom instructor. Therefore, the Evaluation Team will rely heavily on the Cooperating Teacher's assessment in reaching its consensus judgment.

The Cooperating Teacher will also complete one Professional Dispositions evaluation of the Clinical Student.

### **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.

<b>Recommended Clinical Experience Timeline</b>													
<b>Week</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>
<b>% of Clinical Student Teaching</b>	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.

<b>Clinical Experience Evaluation Team Evaluation Assignments</b>		
<b>Evaluator</b>	<b>Evaluation Instrument</b>	<b>Number of Evaluations</b>
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 should be given a hard copy of the lesson plan on the Anderson University template as well as the attendance sheet. The supervisor's visit to a secondary classroom will encompass a time period of 60-90 minutes, and elementary classroom visits will last 30-60 minutes.

## 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 three 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 full load, with a team teaching model being preferred.**

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

<b>Week</b>	<b>Responsibilities</b>
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



The Cooperating Teacher is encouraged to exhibit a positive attitude and a genuine interest in the Clinical Student by formulating comments in a context that enhances the Clinical Student's perception of his or her abilities. The Cooperating Teacher should also be of assistance to the Clinical Student in the development of critical thinking skills that may be effectively used in periodic self-evaluations. Such contributions that are based on the Cooperating Teacher's years of experience and expertise are invaluable to the novice educator.

### **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.

### **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, the course must be completed with an overall observation score of 1.90 or higher and a “Met” score on ALL of the following: Long Range Plans, Unit Work Sample, Three Lessons uploaded into Taskstream, SCTS 4.0 forms (Phone Call Log, Conference Log, School Responsibilities Log, Non-Assigned Observations) and the Attendance Certification document. A student receiving a final grade of 1.89 or lower, which results in a grade of “C” and is considered not passing, will be allowed to re-enroll and take the Clinical class again in its entirety upon the completion of a support plan implemented by the staff/faculty of the College of Education to continue towards state certification.

### **Exemplary**

A Clinical Student who receives 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 only awarded in very rare instances and 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.

#### **Grading for Clinicals:**

**A: 2.40-4.0**

**B: 1.90-2.39**

**C: 1.89 and lower**

**SPA & Lesson Plan Observation: must be 3.0 or higher to pass**

## TASKSTREAM

*Taskstream* is a software system that allows the Clinical Student to access the requirements for each education course, submit and store course assignments, and publish an electronic program portfolio. It is also used to evaluate Clinical Students during the various field experiences, as well as their Clinical Experience.

### Setting Up a *TaskStream* Account

Each Cooperating Teacher is provided a *Taskstream* account by the College of Education. The Data and Reporting Specialist creates each Cooperating Teacher's *Taskstream* account. Each Cooperating Teacher receives information via email regarding how to access *Taskstream* through the initial log-in process. In addition, information is provided regarding how the Cooperating Teacher accesses the evaluations that must be completed for the respective Clinical Student. The Data and Reporting Specialist for the College of Education is Ms. Jan James, and she may be contacted by phone at (864) 231-5519 each weekday from 9:00-4:00 or by email at [jjames@andersonuniversity.edu](mailto:jjames@andersonuniversity.edu).

## COOPERATING TEACHER SUPPORT

### **D**aily 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. Initially, the Clinical Student may use lesson plans 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, excluding any unannounced observation by the Clinical Supervisor.**

### **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 is 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.**

### **\*\*\*\*\* Cooperating Teacher Compensation Worksheet \*\*\*\*\***

Each Cooperating Teacher receives a stipend of \$300.00 as compensation for assisting in the preparation of the Clinical Student. This stipend is paid directly from Anderson University at the conclusion of Anderson University's semester. ***In order for the request for compensation to be processed by the Payroll Office, the Cooperating Teacher must complete and submit in Taskstream the "Cooperating Teacher Pay Form".*** The compensation worksheet will not be processed until all evaluation forms related to the student teacher and all other pertinent documents are completed in *Taskstream*. Information supplied on this state-mandated form remains confidential.



**Cooperating Teacher (CT) Checklist**

It is the responsibility of the student get these assignments to the Cooperating Teacher	Due by...
Attendance Record: Clinical students are required to complete 65 days in the cooperating school.	Check periodically & sign on last day <b>Recommended:</b> Sign at least once a week
Copy of Information Exchange Form turned in to Cooperating Teacher by the end of the first week	Student gets information on first day with CT
School Responsibilities Log	Sign after completion
Caregiver Communication	Sign after completion
Conference Log	Sign after completion
<p>Four Non-assigned Classroom Observations</p> <p>The unassigned observations should be in a different grade or content area, if possible, and arranged by the Cooperating Teacher for the student</p>	Sign after each occurrence
Cooperating Teacher Pay Form – complete first week and pay will be sent after completion of Clinical Student’s days	Upload into Taskstream first week of Clinical Student’s start date
Cooperating Teacher SCTS 4.0 Evaluation	Upload Score into Taskstream after each observation
Cooperating Teacher AU Lesson/Activity Plan III Observation	
Cooperating Teacher Professional Dispositions	Upload Score near the end of the 65 day period for the student