

Southern Wesleyan University

School of Education

Clinical Experience Handbook

2010-2011

SOUTHERN WESLEYAN UNIVERSITY MISSION STATEMENT

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

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

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

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

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

INTRODUCTION

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

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

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

CLINICAL EXPERIENCE OBJECTIVES

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

The general objectives of Clinical Experience are as follows:

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

ADMISSION REQUIREMENTS

A Teacher Candidate must complete the admission requirements that are prerequisites to enrollment in EDUC 4628/4638, Clinical Experience. The Praxis II examinations for the respective area of certification must be attempted prior to the Clinical Experience.

Teacher Education Admissions Committee

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

THE CLINICAL EXPERIENCE

Cooperating Teacher Assignment

In conjunction with the administrative personnel in the surrounding area school districts, the Coordinator of Field Studies determines the school(s) and Cooperating Teachers to which the Teacher Candidate will be assigned. Cooperating Teachers are selected on the basis of the Teacher Candidate's anticipated area of certification. These assignments are usually finalized the semester prior to the clinical experience as a part of the Teacher Candidate's requirements for EDUC 4502, Pre-Clinical Experience.

Attendance

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

It is imperative that the Teacher Candidate realizes the importance of punctuality and attendance as they relate to the successful completion of the clinical experience. Further, regular and prompt attendance provides pupils with a model of a desirable life practice and is contributory to their sense of safety and welfare at the beginning of each school day. Therefore, the Teacher Candidate is expected to be prudent in attendance and punctuality

unless there is a personal illness that necessitates the attention of a physician or threatens the health of others. Situations out of the control of the Teacher Candidate, such as a death in the immediate family or an automobile malfunction, may also be prohibitive to attendance at the school. In all such cases, it is the responsibility of the Teacher Candidate to immediately notify the Cooperating Teacher **by telephone** (E-mailing your Cooperating Teacher **is not** acceptable communication!) of the attendance status for that day, and submit “Request for Absence” form as soon as the Teacher Candidate returns to school. The coordinator and university supervisor for the week should also be notified either by e-mail or telephone.

Occasionally, the Teacher Candidate will know in advance that an absence from the school is necessary for an appointment, such as a job interview in a distant location. In situations like these, the Teacher Candidate should notify the Coordinator of Field Studies and submit a “Request for Absence” form signed by the Cooperating Teacher. However, it is preferable that all appointments be scheduled in such a manner that interference with the daily teaching schedule is avoided.

Compensation for Substitute Teaching

A Teacher Candidate may be approached to serve as a substitute teacher in the absence of the Cooperating Teacher or another teacher in the respective cooperating school. On these occasions the Teacher Candidate may act as a substitute for the Cooperating Teacher, but only in the presence of a hired substitute who is assigned to the same classroom. The Teacher Candidate is not permitted to receive compensation for any aspect of teaching until a minimum of 60 days of the Clinical Experience has been completed. When the Teacher Candidate is requested to act as a substitute teacher after fulfilling the minimum 60-day requirement, permission must be obtained from the Coordinator of Field Studies.

Clinical Experience and Maintaining a Job

Clinical Experience is the capstone experience for the education major and must be considered with the highest priority among the Teacher Candidate’s other activities. The fact that the Teacher Candidate’s schedule has been arranged so that all academic requirements have been fulfilled prior to clinical experience attests to the importance the School of Education faculty assigns to the Clinical Experience semester. Because of the demands inherent with Clinical Experience responsibilities, maintaining part-time employment during the Clinical Experience semester is strongly discouraged. If necessary, the Teacher Candidate may work part-time for no more than 20 hours per week. These hours should not interfere with required school hours and functions. The Dean of the School of Education must approve all exceptions.

Dressing for Teaching

The Teacher Candidate is a representative of the School of Education of Southern Wesleyan University and the education profession. Therefore, it is imperative that the Teacher Candidate dresses in a fashion that exemplifies the best qualities of both. The successful teacher dresses appropriately for work, dresses for success, and is a role model for students.

Harry and Rosemary Wong (1998) express this philosophy in their book, The First Days of School:

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

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

(51-52)

Although the School of Education does not have a specific dress code for the Teacher Candidate, it is expected that apparel will be chosen that is both professional and practical. (*Professional Dress: Clinical Experience Forms – page 8*)

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

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

Getting Started in the Cooperating School

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

- become familiar with the community in which the school is located and the demographics of its population;
- become familiar with administrators and staff employees and their respective responsibilities;
- become familiar with the school's daily schedule and routines, its curriculum offerings including special education, and its physical characteristics;
- become familiar with the school calendar for the period of the clinical experience placement;
- read the school policy manual and discuss its content with the Cooperating Teacher;
- become familiar with rules and regulations that are applicable to the faculty, staff, and students;
- locate the faculty lounge and workroom area(s);
- locate faculty automobile parking areas;
- learn the names of students as quickly as possible;

- become familiar with the learning styles and abilities of the students through discussions with the Cooperating Teacher and personal observation;
- locate and become familiar with all instructional materials;
- become familiar with the classroom technology hardware and software;
- become familiar with class-running routines, lesson-running routines, and interaction routines;
- become familiar with the Cooperating Teacher's classroom management style;
- visit the school library and become familiar with its policies through discussions with the librarian;
- become familiar with the policies regarding student health care by way of visits to the school nurse and infirmary;
- become familiar with the fire drill exit route(s) from the classroom; and
- peruse the permanent files of the Teacher Candidates in the cooperating classroom under the supervision of the Cooperating Teacher, if permissible.

Cooperating School Faculty Handbook

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

The Teacher Candidate Evaluation Team

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

The supervising teachers will visit the Teacher Candidate's classroom in accordance with a schedule devised by the Coordinator of Field Studies.

Teacher Candidate Assessment

The function of the supervising teachers is to assess, in collaboration with the Cooperating Teacher, the ability of the Teacher Candidate to plan instruction and implement pedagogical techniques that facilitate the dissemination of content area subject matter while being sensitive to the pupils' learning rates and abilities. Additionally, the Evaluation Team assesses the Teacher Candidate's competency in managing the classroom and fulfilling professional responsibilities. Specifically, the Teacher Candidate is evaluated for competency in each of the ten Performance Standards of the South Carolina System for Assisting, Developing, and Evaluating Professional Teaching (ADEPT). The ADEPT instrument is used to evaluate the Teacher Candidate in a fashion that simulates the formal

evaluation process of a teacher employed in the state of South Carolina with at least a Provisional Contract.

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

Performance Standard 1	Long-Range Planning
Performance Standard 2	Short-Range Planning of Instruction
Performance Standard 3	Planning Assessments and Using Data
Performance Standard 4	Establishing and Maintaining High Expectations for Learners
Performance Standard 5	Using Instructional Strategies to Facilitate Learning
Performance Standard 6	Providing Content for Learners
Performance Standard 7	Monitoring, Assessing, and Enhancing Learning
Performance Standard 8	Maintaining an Environment that Promotes Learning
Performance Standard 9	Managing the Classroom
Performance Standard 10	Fulfilling Professional Responsibilities

(Resource Book: SAFE-T-System for ADEPT Formal Evaluations for Classroom Teachers)

Assessment of Performance Standards 1-3 and 10 – Domain 1

Performance Standard 1

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

The Teacher Candidate must submit a copy of the completed LRP to the Coordinator of Field Studies for a scoring guide evaluation on or before the date designated in the Clinical Experience Calendar. A score of Basic or above on all LRP components and an overall rating of Proficient are required. Teacher Candidates are expected to correct, add to, or adjust the LRP in order to meet these requirements. The scoring guide results for the LRP determine the rating for APS 1. If the Teacher Candidate is in a two-placement clinical, a partial LRP is submitted for second placement. A hardcopy of the LRP is kept in the classroom.

(Long-Range Planning Scoring Guide: Scoring Guides and Documents))

Performance Standards 2 and 3

An Instructional Unit, which addresses APS 2-Planning and APS 3-Assessment, is the Teacher Work Sample (TWS) that is evaluated by the Coordinator of Field Studies and

Supervisor I for a consensus score. The Coordinator of Field Studies reserves the right to require the Teacher Candidate to redo or submit another Instructional Unit based on the results of the scoring guide evaluation. The results of the Instructional Unit evaluation are averaged with the Lesson Planning and APS 2 Checklist average scores for the APS 2 final score and with the APS 3 Checklist average scores for the APS 3 final score. The Coordinator of Field Studies and Unit Supervisors evaluate APS 2 and 3. (*TWS-Instructional Unit Scoring Guide: Scoring Guides and Documents*)

Performance Standard 10

Performance Standard 10 covers professional responsibilities. The Teacher Candidate is expected to participate in all the extra-classroom activities for which the Cooperating Teacher is responsible. These may include, but are not limited to, various duties such as Parent-Teacher Organization meetings, Parent-Teacher Conferences, In-Service Workdays, and faculty meetings. As an advocate for the students, the Teacher Candidate works with other professionals, businesses, and community groups in order to meet the needs of the students. The Teacher Candidate maintains clear and effective communication with others. The Teacher Candidate exhibits responsibility, initiative, and completes required tasks in an efficient and timely manner.

It is the responsibility of the Teacher Candidate to complete the “Fulfilling Professional Responsibilities” and “Conference” logs and return them with the Cooperating Teacher’s signature to Supervisor I at the conclusion of the placement. The Reflective Journal (page 9) is another APS 10 required document. The Coordinator of Field Studies and Unit Supervisors reach a consensus rating for APS 10 using information gathered from the Cooperating Teacher and Teacher Candidate. The E-folio Scoring Guide results are averaged with this consensus rating for an APS 10 score.

(*Logs: Clinical Experience Forms – pages 5 and 6*)

Assessment of Performance Standards 4-9 – Domain 2

Throughout the each of the visits to the Cooperating Teacher’s classroom, the supervising faculty will be observing the Teacher Candidate to assess competency related to Performance Standards 2-9. Data will be collected using the School of Education’s ADEPT Evaluation Instrument and the Clinical Experience Final Assessment document.

Accordingly, the following system will be used to describe the Teacher Candidate’s demonstrated competency regarding a specific Performance Standard:

4	Evident/Advanced
3	Developing/Proficient
2	Beginning to Develop/Basic
1	Not Evident/Below Basic

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

At the conclusion of the observation the Teacher Candidate will meet with the Unit Supervisor to receive feedback related to the observer's judgment of the Teacher Candidate's competency in the Performance Standards. The Cooperating Teacher should be prepared to assume the responsibilities related to the classroom during this meeting, which normally lasts approximately of 30 minutes. The Teacher Candidate should be mindful that the supervisor's intent is to gain an understanding of the Teacher Candidate's competency based upon a momentary assessment during the entire placement. Further, it is understood that intangible factors, such as nervousness, may adversely affect the Teacher Candidate's teaching performance on the day of the supervising teacher's visit. Therefore, the observation may or may not reveal characteristics that are typical of the Teacher Candidate's regular performance. The Unit 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 Teacher Candidate will be a successful classroom teacher.

(ADEPT Evaluation Instrument: Scoring Guides and Documents)

Reflective Journal

The Teacher Candidate is required to keep a Reflective Journal and the journal entries are the Teacher Candidate's reflections on each (Supervisors and/or Cooperating Teachers) ADEPT Observation conference. The Reflective Journal is available to Supervisor I and II to read in Clinical notebook and will be emailed to COFS. These reflective journal entries likely will be used for your LOCK III. The Teacher Candidate must also e-mail each reflection to the supervisor and the Coordinator of Field Experiences by Monday of the conference.

Reflective Journal Requirements

- Each entry must be double-spaced and at least one page in length.
- The conference date and evaluator's name are provided for each reflection.
- The journal entries must be presented and organized in Clinical notebook.
- Required number a minimum of 8 journal entries – supervisor might request additional.
- The Teacher Candidate must upload to Chalk and Wire and submitted to COFS by Monday of the following week
- E-mail each reflection to the supervisor if so requested.

Schedule of Observation Visits

The Coordinator of Field Studies develops a calendar of supervisor visits. An observation visit identified as "Announced" is scheduled to take place on a specific day about which the Teacher Candidate is notified. An "Unannounced" visit is scheduled within the parameters of a specific week, but the Teacher Candidate is not apprised of its exact day or time.

In addition to these observation visits, one mini-lesson or a part of a lesson will be videoed. The Teacher Candidate submits a reflection on the impact of his/her teaching on student learning. The lesson to be taped is chosen at the discretion of the Teacher Candidate and

should last no more than 15-20 minutes. The CD/DVD will become the property of the School of Education of Southern Wesleyan University.

The Teacher Candidate should prepare a location in the classroom that will facilitate the supervisor's visit. It is preferable that an adult-size desk or table and chair be provided in an inconspicuous place. The supervisor should also be given a copy of the lesson plan. The supervisor's visit to a secondary classroom will encompass a maximum of 60 minutes, and elementary classroom visits will last approximately 30-45 minutes.

Final Assessment

At the conclusion of a placement the Teacher Candidate will receive a final assessment for each of the ten ADEPT Performance Standards that are averaged for a final grade. A final grade of **2.5** or higher for each placement is required for successful completion of the Clinical Experience. This evaluation is derived from the accumulation of data collected by the Evaluation Team over the period of the placement. The final grade is the result of consensus evaluations made by the supervising teachers and the Cooperating Teacher regarding APS 4-9 and scoring guide and checklist evaluations for APS 1-3 and 10. (*Clinical Experience Final Summary: Scoring Guides and Documents*)

The Cooperating Teacher will verify all extra-classroom activities in which the Teacher Candidate has been involved as indicated on the "Fulfilling Professional Responsibilities" and "Conference Log" forms. Additional documentation will consist of the ADEPT Evaluations that have been completed by the supervisors and Cooperating Teacher during the placement, the Long-Range Planning Scoring Guide Evaluation, Instructional Unit Scoring Guide Evaluation, Lesson Plan Scoring Guide Evaluations, and the Reflective Journal.

CLINICAL EXPERIENCE DOCUMENTS

Daily Lesson Plans

The Teacher Candidate is required to write a lesson plan using the Southern Wesleyan University School of Education Lesson Plan Format for each subject that will be taught during an academic day. The Teacher Candidate must submit one detailed lesson plan each week, until they are three lessons that have scored a 3 or higher using the SWU Lesson Plan Rubric. After they have mastered three lesson plans, they will be allowed to write all plans using a grid format. Weekly lesson plans should be submitted for approval to the Cooperating Teacher at least one day prior to their scheduled implementation. Lesson plans should be kept in an appropriate folder or notebook that is available on the Teacher Candidate's desk at all times. On the occasion of an observation visit, the Unit Supervisor should be provided with a copy of the appropriate lesson plan. (*SWU Lesson Plan Format: Lesson Planning*)

Clinical Experience Sign-in/Sign-out Sheet

The "Sign In/Sign Out Sheet" must be completed and returned to the Coordinator of Field Studies at the completion of the Clinical Experience semester. The Cooperating Teacher must sign this Sign In/Sign Out Sheet and verify its contents for accuracy; therefore, it is

suggested that the Cooperating Teacher frequently review the accuracy of the information reported on this form.

E-folio

The specific requirements for the Teacher Candidate's e-folio will present evidence that the Teacher Candidate has met competency in all INTASC Principles and the SWU Dispositions. An overall holistic rating of "Basic" (2.0) or above on the e-folio is required for certification recommendation. The Coordinator of Field Studies using the E-folio Scoring Guide evaluates the E-folio and the resulting score is part of the APS 10 final score.

THE PROFESSIONAL TEACHER

Enhancement Behaviors

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

One of the most important areas in which the Teacher Candidate must display professional conduct involves interaction with administrators, teachers, and staff employees of the cooperating school. Such behavior should be positive and indicative of enhancement behaviors typically demonstrated by the teacher as leader. Therefore, it is inappropriate for the Teacher Candidate to engage in conversations with the personnel of the cooperating school in which complaints and dissatisfaction with the administration, faculty, and staff of Southern Wesleyan University are voiced or the perceived inadequacies of its curriculum are discussed.

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

Sexual Harassment

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

The Autonomy of the Cooperating Teacher

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

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

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

FYI:

- The Teacher Candidate may take the students to recess without the Cooperating Teacher if there are other teachers from the school on the playground with the Teacher Candidate.
- The Teacher Candidates must turn cell phones off when in the classroom.
- The Teacher Candidate should arrive at the cooperating school no later than the required arrival time and leave no earlier than the required departure time for district contract teachers.

- The Teacher Candidate must attend all meetings and participate in all school functions required of the Cooperating Teacher.
- The Teacher Candidate is not required to participate in school functions for which the Cooperating Teacher receives additional compensation beyond the regular teacher's salary such as after-school programs and coaching responsibilities.
- The Teacher Candidate may not leave the cooperating school during school hours to "run errands" unless asked to do so by a school administrator.
- The Teacher Candidate may not bring his/her sick children to the classroom.
- The Teacher Candidate should be addressed by last name only in the presence of students.
- The Teacher Candidate should obtain the school administrator's permission before participating in before/after school activities with students on school grounds.
- The Teacher Candidate is not permitted to date students and/or teachers in the cooperating school during the Clinical Experience.

CLINICAL EXPERIENCE REMEDICATION PLAN

The Evaluation Team, which consists of the Coordinator of Field Studies, Supervisor I, Supervisor II, and the Cooperating Teacher, determines when and if the Teacher Candidate needs remediation at anytime during the Clinical Experience and is responsible for recommending a **Plan of Action** that will allow for needed improvement. Successful completion of the Clinical Experience requires a final grade of 2.5 or higher for each placement.

One-Placement Clinical Experience

Upon completion of the Clinical Experience Progress Report done by the Cooperating Teacher midway through the Clinical Experience, the Evaluation Team determines if there is need for remediation and a **Plan of Action**. This POA will allow the Teacher Candidate to implement strategies for improvement and/or complete assignments in the identified areas needing improvement. The Teacher Candidate who makes a Clinical Experience final grade lower than a 2.5 has the option of requesting readmission in EDUC 4628/4638 (or EDUC 4609) upon the completion of a **Plan of Action** written by the School of Education. Upon the recommendation of the Dean of the School of Education, the Teacher Candidate is eligible for readmission to the Clinical Experience program through the approval of the Teacher Education Admissions Committee.