

SPADONI COLLEGE OF EDUCATION

Guide to Clinical Experiences Prior to Internship



2020–2021
COASTAL CAROLINA UNIVERSITY

As a Coastal Carolina University teacher candidate, you are representing not just yourself, but the university and your fellow students, both current and future. As a teacher candidate you are expected to adhere to the Spadoni College of Education (SCOE) and the partnering school district's policies, practices, procedures, dress code, and/or standards of conduct. To avoid any misunderstanding, it is recommended that you obtain clarification regarding such matters from your cooperating teacher when you begin your assignment.

I understand and agree with the policies and procedures listed in this guide to clinical experiences handbook. I understand if any facet of the guide is not adhered to, I may be at risk of losing academic credit/tuition, removal from practicum experience, and/or removal from the education program.

Name (print): _____ Student ID: _____

Signature: _____ Date: _____

Email: _____

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Overview

Coastal Carolina University's teacher education program prepares students to become early childhood, elementary, middle level, special education, physical education, and secondary educators. The purpose of this handbook is to provide specific information about field placements for teacher candidates upon entering the professional program. These include the field experiences for UNIV 110E, MAT I, MAT II, Jr. I, Jr. II, and Sr. I blocks. Information and expectations for the final, semester-long internship, can be found in the Internship Handbook. (Additional information about each of these field experiences can be found in the course syllabi.)

Coastal Carolina offers the following degrees which lead to initial licensure.

Bachelor of Arts in Education

Early Childhood (PK-3)

Elementary (2-6)

Middle Level (5-8)

Special Education – Multi-Categorical (PK-12)

Bachelor of Science in Physical Education

Physical Education (PK-12)

Master of Arts in Teaching (MAT)

English (9-12)

Mathematics (9-12)

Music (PK-12)

Art (PK-12)

Science (9-12)

Social Studies(9-12)

Mission and Vision of the Spadoni College of Education

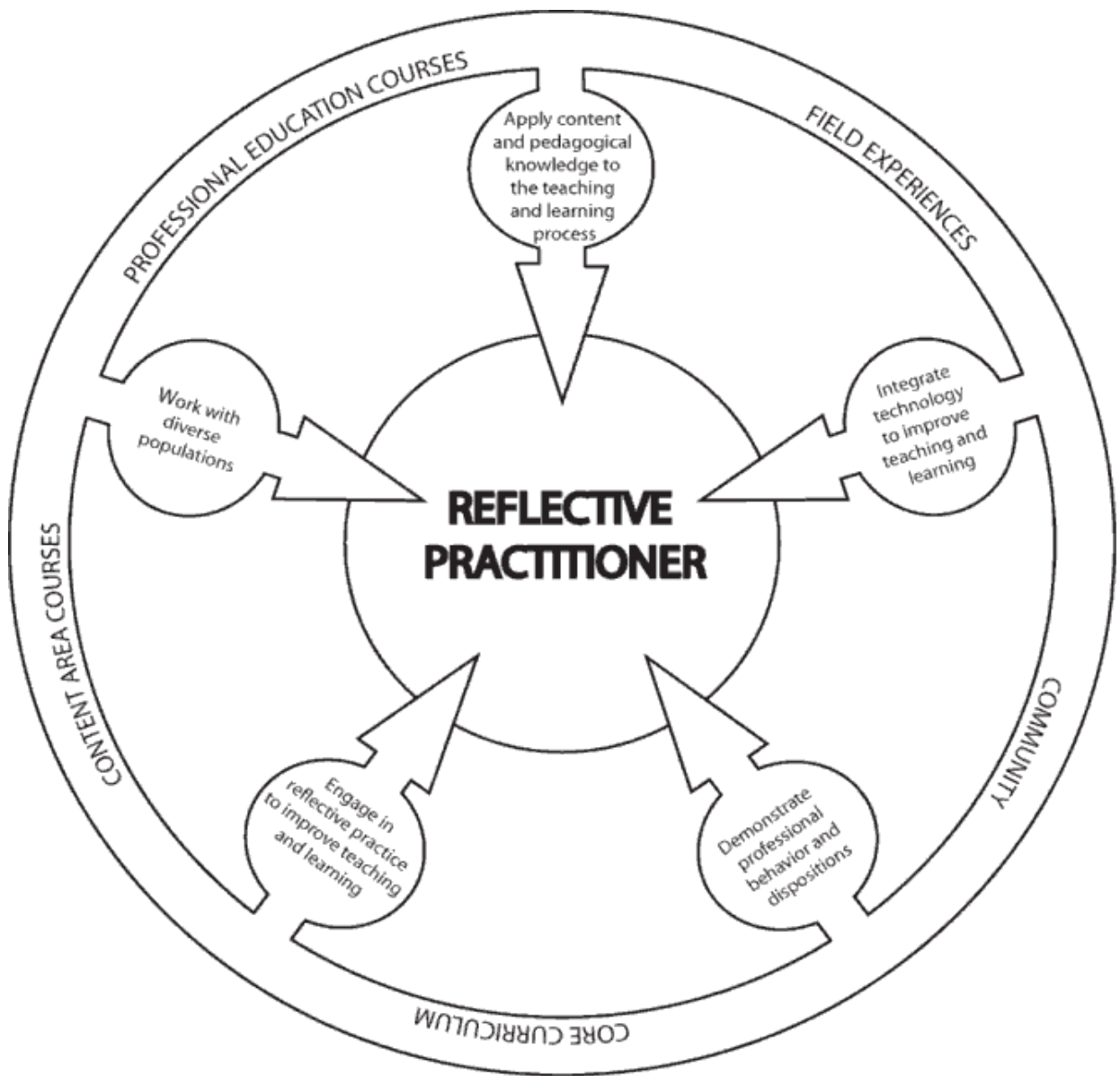
Mission Statement: "To prepare practitioners who are culturally inclusive, reflective, innovative, and who advocate for equitable educational opportunities for every learner.

Vision Statement: "The Spadoni College of Education will distinguish itself as a leader in developing reflective, collaborative, and culturally inclusive professionals who positively impact student learning and development."

This mission and vision is accomplished by providing innovative undergraduate and graduate programs that focus on in-depth content and pedagogical knowledge, professional dispositions, diverse field experiences and internship placements, and the integration of contemporary technologies. We are also committed to continuous improvement by maintaining state and national recognition and accreditation.

Conceptual Framework

The overarching theme of the Conceptual Framework for all educator preparation programs is "*The Educator as Reflective Practitioner*." The initial and advanced teacher education programs focus on the development of knowledge, skills, and professional dispositions to ensure that all candidates are well prepared and meet all institutional, state, and professional standards at the completion of their program. The Conceptual Framework describes the shared vision of teaching, learning, and the preparation of teachers and school leaders. It outlines our philosophy and commitment to the education profession; guides programmatic decisions; and ensures coherence among curricula, field experiences, clinical practice, and the unit's assessment system. The Conceptual Framework reflects our commitment to integrate technology, demonstrate professional behavior and dispositions, engage in reflective practice, work with diverse populations, and apply content and pedagogical knowledge to the teaching and learning process.



Field Experience Policies and Responsibilities

Early Field Experiences

Early field experiences are an essential part of teacher preparation at Coastal Carolina University. During each field experience, the teacher candidate works with a collaborative team to mold, guide, and refine their skills. This collaborative team consists of the teacher candidate, professionals in our partnering school districts and CCU faculty. This team has the unified goal of preparing and providing opportunities for practice for the teacher education candidate. This practice and preparation ultimately will improve student outcomes in our PK-12 partnering classrooms. Constant, open communication between all members of this collaborative team is a crucial element in the success of early field experiences. **Your very first field experience is the start of your first job interview. You are a representative of Coastal Carolina University and the teaching profession, and you are expected to assume the role of a professional.**

Appropriate Use of Social Media

Teacher Candidates must conduct themselves in a manner that is consistent with professional, ethical, and moral standards. Teacher candidates should refrain from contact with their field experience students and cooperating teachers outside of the classroom. This includes communication through electronic sources other than school email for the purposes of relaying school assignments and answering students' academic questions. Communicating about any field experience topic with students, cooperating teachers, course instructors, other teacher candidates, or friends through a medium such as Facebook is considered inappropriate. It is highly recommended that candidates using online communication such as social networks, web pages, blogs, Twitter and Instagram set all access to the highest privacy possible.

Remember, anything you post can be accessed by parents, teachers, CCU employees, and potential employers. As such, all written and verbal communication with educational stakeholders should be done in a professional manner. A teacher candidate, just as a practicing teacher, must always be above reproach in regard to interaction with students and the school community.

All teacher candidates are expected to be familiar with the Standards of Conduct for South Carolina Educators. This document can be found at <http://ed.sc.gov/educators/certification/certification-forms/forms/standards-of-conduct-for-south-carolina-educators/>.

Background Check Requirement

In order to fulfill South Carolina legislative requirements and related public school policies, all students who participate in any type of field-based experience associated with schools must undergo a SLED background check. Students must show a clear record on this check. If a criminal record is revealed, results are considered on an individual basis to determine whether or not the students can be placed in a field experience. These decisions are made in conjunction with the school district. Typically students will not be placed in a field experience unless court records indicate that the matter was legally resolved or expunged from the individual's criminal record history. Coastal Carolina University will not place students in field experiences who have been convicted of or plead guilty to violent crimes or crimes of sexual nature. Additionally, students will not be placed in a field experience if they have been convicted of a felony that would make the student ineligible for a Professional Teaching Certificate.

SLED checks will be completed twice: once before the first field experience associated with UNIV 110E, and again before the JR. I block of the Professional Program.

In order to meet state certification requirements, an additional and more extensive FBI check is required prior to the senior year for undergraduate

teacher education students, or in June for MAT students. Students must show a clear record and no offenses that would make them ineligible for professional certification in order to be placed in an internship.

Attendance Requirements for Early Field Experiences

Teacher education candidates at the initial undergraduate level must complete a minimum of 100 hours of field experiences in multiple and diverse settings prior to their internship (see appendix p. 31).

Teacher education candidates at the initial graduate level must complete a minimum of 75 hours of field experiences in multiple and diverse settings prior to their internship (see appendix p. 31).

For each practicum, students must submit an attendance log documenting the number of hours in each field experience. This attendance log must be signed by the cooperating teacher and student. **Attendance logs should be collected by each course instructor and checked for accuracy, then submitted to Mrs. Betsey Costner, Prince 213H.**

Please see the attendance log in the appendix on pages 29-30 which should be used for all field experiences.

Attendance Expectations

It is fully expected that Coastal Carolina University field experience students will not miss ANY days during the field experience. If an extenuating circumstance does arise, the following procedure must be followed:

1. Teacher candidate notifies the cooperating teacher and university supervisor/course instructor before the absence or, in an emergency, as early as possible.
2. All absences from field experience days must be made up in order to receive credit for the field experience. Make-up days will be scheduled by the

teacher candidate, cooperating teacher and university supervisor/course instructor.




3. Absences will be excused for the documented cases of:
 - a) incapacitating illness,
 - b) official representation of the University (excuses for official representation of the University should be obtained from the official supervising the activity),
 - c) death of a close relative, and/or
 - d) religious holidays.


The University supervisor/course instructor will determine if absences from field experience will be documented as excused or unexcused.

4. In the case of excessive absences, the teacher candidate may be removed from the placement and required to repeat the course or field experience.

Appropriate Attire and Appearance

Teacher candidates representing Coastal Carolina University are expected to adhere to high standards of professional conduct in their interactions with students, employees, and families. By dressing like a professional, teacher candidates serve as role models for students and should present a positive, professional image at all times. Appearances can have a positive impact on student achievement, and behavior can influence how others perceive both teacher candidates and the university. Professional dress and behavior portray a sense of pride, respect, and commitment to a career in education. Professional attire includes, but is not limited to:

Male	Female	Shoes
<ul style="list-style-type: none"> • Neat slacks with a belt if there are belt loops • Dress shirt and tie • Jacket as requested by a supervisor 	<ul style="list-style-type: none"> • Neat slacks, Capri pants, cropped pants • Skirts or dresses of modest length (knee or lower). • Blouses, sweater, or twin sets (if tank, the shoulder should be covered at all times). 	<ul style="list-style-type: none"> • Comfortable shoes that provide support and protection • Sandals are acceptable if they have a professional appearance • Athletic shoes are appropriate for special area subjects, as the field requires.
		

Professional attire excludes:
<ul style="list-style-type: none"> • Provocative clothing (e.g., thin straps, tube tops, low necklines, strapless, too tight, too short, revealing, see through, sheer, or attire that shows undergarments, cleavage, or the midriff area) • Jeans (denim of any color), leggings, shorts, athletic pants* • T-shirts, tank tops, halter tops, sweatshirts • Clothing or attire that is suggestive of drugs, alcohol, sex, or other obscenity • Wrinkled or dirty clothing • Tattoos and body piercings (e.g., eyebrow, nose, tongue, lip) that are visible to students • Clothing that does not fully cover the waist, shoulders, and back thereby showing skin or undergarments while standing or moving • Flip-flops or other beach-type shoes • Slipper, house, or bedroom style shoes • Sneakers (unless required by program area or for specific events) • Hats or baseball caps

<p>*Students teaching in special areas such as physical education, preschool, kindergarten, or dance should dress as appropriate for their field, as approved by supervisor.</p>

Confidential Information

Teachers and other education professionals regularly work with confidential information in the context of schools. Confidential information can include student grades, student health records, academic records, Individualized Education Plans (IEP), family histories, and more. Teacher candidates are held to the same legal and professional standards as full-time teachers with regard to confidential information. In accordance with the Family Educational Rights and Privacy Act (FERPA), teacher candidates must refrain from discussing information related to the students and families with whom they are working. Field Experience candidates are responsible for abiding by the guidelines of FERPA.

Americans with Disabilities Act Statement

Coastal Carolina University provides individuals with disabilities reasonable accommodations to participate in university activities such as the field experiences. Individuals with disabilities requiring an accommodation to participate in field experiences should call 843-349-2341 or visit <http://www.coastal.edu/disabilityservices/>.

Workers' Compensation Insurance for Non-Paid Teacher Candidates

Coastal Carolina University provides workers' compensation insurance coverage for all students enrolled in non-paid internship courses or programs. Coverage is provided for any enrolled student not receiving monetary compensation for their internship training or experience. Workers' compensation insurance can provide 100% coverage for medical care should a student suffer a work-related injury or illness while performing the duties of their field experiences; however, compensation insurance cannot be applied to time spent in the experience before the start date for the specific field-based course or after the last day of the field-based course. In addition, coverage is not applied to travel to and from the placement site. If a student chooses to visit a school outside these dates, coverage would not be in effect. Insurance coverage is provided by the State Accident Fund (SAF) with medical

case management provided by Compendium Services, Inc., through a contractual agreement with SAF. Insurance claims are filed electronically by Compendium Services in response to the telephone submission of a "First Report of Injury" from the course instructor/supervisor or Director of the Center of Excellence, Academic Advising and Student Services.

Reporting Minor Injuries or Work-Related Illnesses

Should a teacher candidate sustain a minor injury or develop a work-related illness while performing their field-based duties, he/she must immediately report the injury or illness to their course instructor/supervisor.

Transportation

Transportation to and from all field experiences is the responsibility of the teacher candidate. The teacher candidate is also responsible for carrying all automobile, health, and personal injury insurance to cover any personal needs or liabilities related to participation in the field experience. Coastal Carolina University and the Spadoni College of Education do not assume any responsibility or liability for expenses related to participation in the field experience.


Transporting Students

Transportation of PK-12 students to and from the school will not be provided in automobiles belonging to or driven by teacher candidates.

Preparation Tips for Early Field Experiences


Cooperating Teachers hosting early field experience candidates are notified of field placements through the Center of Excellence, Academic Advising, Student Services and Clinical Placements. Teacher candidates will receive their placements from their course instructors/university supervisors. As soon as the placement has been confirmed, candidates should contact their

cooperating teacher through a telephone call or professional email. All Email contact should be professionally written with a clear purpose. In this communication, the candidate should provide the cooperating teacher with his/her name and email address, and any other contact information that is pertinent. Here are two examples of unacceptable and acceptable email communication between teacher candidates and cooperating teachers.

 Example 1 – unacceptable message

Hi lisa!
i am your field experience student from WU and i am so excited!!!!

i am 18 and from myrtle beach. my boyfriend cory and i have been together for 3 years and he is starting a band – he is definitely my BFF!
i will be there on monday for my class – we have to be their at 8 (OMG!)
can't wait to meet u! TTYL...

Karen 



Example 2 – acceptable message

Dear Mr. Johnson,

My name is Karen Taylor and I will be a Coastal Carolina University teacher candidate working in your class this semester. I am looking forward to collaborating with you and your students throughout my field placement.

One of my responsibilities as part of the course will be to develop relationships with and implement strategies for teaching students in all areas of learning. You can find more information about the course content and expectations at this website:

<http://www.coastal.edu/education>.

According to my course schedule, I will be with your class on September 8, 10, and 21; October 1, 14, 15, and 25; and November 1 and 5 from 8:00 AM until 10:00 AM. I have a journal through which we can communicate about classroom events and will be available by phone and email throughout the semester.

We have information about parking and entering the school, but please let me know if there are additional details specific to the class that I need to be aware of. Again, I look forward to working with you and your students this semester.

Sincerely,

Karen Taylor

Coastal Carolina University Teacher Candidate

taylork101@g.coastal.edu

843-349-1000

In addition to making professional contact with a cooperating teacher, all teacher candidates can be better prepared for the field placement by:

1. Visiting the placement school website to build background knowledge about the school climate, faculty, staff, students, and families,
2. Asking the cooperating teacher (before the first day) where teacher candidates should park and making a practice drive to the school to know approximately how much time to allow,
3. Obtaining a lanyard that will hold your CCU ID as identification while at the school site,

4. Reporting to the main office or following the instructions of the cooperating teacher or course instructor/university supervisor on the first day of field experience.

During the first days of the field experience, clearly communicate with the cooperating teacher. Items to discuss include:

- where you can place your personal items,
- what area of the classroom can be your workspace,
- paperwork that the cooperating teacher needs to complete for course requirements, and
- any course assignments that will need to be completed in that particular placement.

During each field experience, it is critical for candidates to demonstrate professionalism and responsibility. Prepare for each day you are involved in a field experience as you would for your first job interview. Teacher candidates in field experience must meet the following expectations:

1. Demonstrate punctuality, dependability, and professional decorum.

Report to your assigned school on time each day. Consider arriving fifteen minutes early before your scheduled start time to allow yourself time to get settled and to minimize distractions your arrival can cause in the classroom. If you are arriving in the school parking lot at the time you are to begin your work in the assigned classroom then you are LATE!!

2. Actively participate in your assigned classroom. Interact with students, cooperating teachers, parents and school faculty and staff.

3. Arrive prepared for tasks assigned by the cooperating teacher or course instructor.

4. Complete specific class assignments in a timely manner.

5. Leave your cell phone turned off. If there is an emergency and someone needs to reach you while you are in the school, give them the phone number

for the school. They can call the office and leave a message for you with the office staff. You should not be seen on your phone.

6. Teacher candidates may not invite a guest, a family member, or outsider to the school unless he/she is a guest speaker who has been approved by the cooperating teacher.

7. You may not leave the school any time during the school day. Teacher candidates are expected to stay on the school campus during the hours of your field experience.

8. You should not communicate any information about your placement, students, or cooperating teacher with any colleague or classmate.

Personnel Concerns

Teacher candidates and course instructors must follow the procedures below should any concerns arise regarding a cooperating teacher or teacher candidate fulfilling his/her responsibilities during the field experience:

Concerns from the Teacher Candidate

1. The teacher candidate should contact the course instructor to discuss the concern. Depending on the situation, the instructor will determine if the matter should be addressed by the teacher candidate independently with the cooperating teacher or whether the course instructor should talk with the cooperating teacher and/or the cooperating teacher and teacher candidate together. The course instructor may also opt to discuss this matter with Mrs. Amanda Darden, Director of the Center of Excellence, Academic Advising and Student Services, Mrs. Betsey Costner, Clinical Placements or the program coordinator.

2. If step one is followed and no resolution ensues, then the instructor should bring the matter to Mrs. Amanda Darden, Mrs. Betsey Costner, or the program coordinator to discuss the next steps.

3. Mrs. Darden or Mrs. Costner will contact the appropriate administrator at the cooperating teacher's school, as applicable to the situation.

Concerns from the Course Instructor

1. The course instructor should discuss with the cooperating teacher any situation felt to be interfering with the teacher candidate's development during field experience. Dependent on the circumstances, the instructor can opt to bring the concern directly to Mrs. Darden, Mrs. Costner, or the program coordinator.
2. The course instructor should notify Mrs. Darden, Mrs. Costner, or the program coordinator if he/she feels the teacher candidate is in a placement that is non-conducive to the field experience. Mrs. Darden or Mrs. Costner will contact the appropriate administrator at the cooperating teacher's school, conduct site observations, talk with the cooperating teacher to clarify roles and responsibilities, and will offer support.
3. In collaboration with the course instructor and school administrator, a decision regarding a change in placement is made.

Concerns from the Cooperating Teacher

1. The cooperating teacher should discuss the concern with the teacher candidate.
2. If the cooperating teacher addresses the concern in step 1 and no resolution ensues, the cooperating teacher should contact the course instructor to determine the next steps. These steps may include additional site observations, talking with the teacher candidate to clarify roles and responsibilities, and offering support.

Information About Field Experience Placements

1. All placements are made by the Center of Excellence, Academic advising and Student Services/Clinical Placements in conjunction with the principals and/or school liaison in partnering school districts and the respective program coordinators at Coastal Carolina University.
2. Placements must be made in school settings with teachers who meet the criteria required for hosting a candidate.

3. A teacher candidate may not be assigned a placement with a relative or close family member/family friend/colleague who is serving as the cooperating teacher (or paraprofessional), or where the principal is a family member. Candidates may not be assigned to a school they attended as a child or that a family member attends.
4. Every candidate is required to have a variety of diverse experiences throughout his/her program. Students must be assigned to a site which will have the necessary requirements for placements.
5. Candidates may be placed in **any** of our partnering school districts.

Placement Changes

Challenges may emerge that interfere with the successful completion of the field experience and require a reassignment. These concerns should be directed first to the course instructor/University supervisor. The course instructor/supervisor, Mrs. Darden, or Mrs. Costner will determine whether the teacher candidate will be reassigned in the same school or placed in another setting. In the event that the cooperating teacher is unable to perform the roles and responsibilities in this document, the teacher candidate will be reassigned. The principal, course instructor/university supervisor, Mrs. Darden or Mrs. Costner will determine whether a reassignment will take place in the same school or in another school setting.

Removal from Placement

The responsibility to remove a teacher candidate from the placement is based on the recommendation of the cooperating teacher, course instructor/university supervisor, program coordinator, and the school administrators.

Reasons for considering removal or withdrawal from any field experience include, but are not limited to the following: content deficiency; pedagogical deficiency; insubordination, failure to complete work in a timely manner; unprofessional conduct (habitual tardiness, excessive absences, inappropriate

attire, and breach of confidentiality); inappropriate interaction with students, parents, or school staff; inability to accept constructive criticism and implement change.

It should be noted that constructive criticism should not be confused with personality differences; illuminating inadequate performance should be documented and conveyed in objective terms, and the candidate, cooperating teacher, and university supervisor/course instructor should work together towards a viable solution. When such removal is the result of one of the above reasons, the candidate will not be given the option to begin a second assignment in another school during the same semester and will fail the course.

Suggested Activities for Early Field Experience Teacher Candidates

Although the experiences of candidates will vary according to the setting, cooperating teacher, grade level, subject area, and interests and abilities of the teacher candidates, the following are suggested activities that may assist the teacher candidate in gaining an understanding of the school and classroom placement, and in developing competence as an educator. Time permitting, the teacher candidate could:

1. Become familiar with the layout of the building;
2. Visit the media and technology centers and become familiar with any hardware, software, materials, services, and procedures that could support teaching,
3. Become familiar with district and school policies and procedures, including school codes of conduct and disciplinary referrals,
4. Learn to use copiers, laminating machine, computers, and other technologies available at the school,
5. Learn the names of students,
6. Work with individual students and small groups under the supervision of the cooperating teacher,

7. Assist with routine tasks such as taking lunch counts or recording attendance,
8. Ask the cooperating teacher about communication with families and assist in writing a communication (electronic newsletter, web-based application, school/classroom website, paper communication),
9. Ask questions about lesson plans, daily routes, classroom organization, student work, technology, instruction, and classroom management,
10. Participate in other activities designated by the cooperating teacher,
11. Be inquisitive in a constructive manner without burdening the cooperating teacher with too many questions, and
12. Meet the principal, assistant principal, office personnel, other teachers, media specialist, technology specials, lunchroom and custodial staff.

What else can Teacher Candidates do in Early Field Experiences?

Candidates can show initiative, or “with-it-ness”, during early field experiences by doing any of the following:

1. Find out what your supervising teacher thinks of teaching,
2. Find a student who needs assistance,
3. Supervise in the hall between classes,
4. Assist the teacher in planning a lesson,
5. Review classroom materials,
6. Grade a set of papers,
7. Learn how to record grades,
8. Share a book with a child during independent reading time,
9. Teach a lesson,
10. Actively participate in a classroom routine,

11. Create a bulletin board that supports a current topic of study,
12. Assist students in selecting library books, and
13. Help students with independent work.

Documentation and Assessment Required During Field Experiences

Candidates within the Spadoni College of Education are assessed throughout the program beginning in UNIV 110E and continuing through the internship. All candidates within the college are assessed on the development of their dispositions. Candidates must also provide documentation that indicates the diversity setting of each field experience.

Diversity Documentation

How does SCOE define Diversity Settings?

Students in the SCOE will have clinical experiences in four diverse settings. These settings are a placement where the poverty rating of the student population is above 60% (for middle and high schools) or above 70% (for elementary schools). A placement where the poverty rating is below 60% (for middle and high school) or below 70% (for elementary schools). A placement where the non-white population is greater than 40%. A placement where the non-white population is less than 40%. Students also need to have a variety of placements in rural, urban, and suburban settings. The diversity ratings for each of our partnering schools are analyzed every two years.

A diversity affirmation form must be completed for every field placement. You may also be requested to submit a digital version of this form. A hard copy of this form can be found in the Appendix.

Assessment of Teacher Candidate Dispositions

What are dispositions? Dispositions are the commitments, values, and professional ethics that influence candidate behaviors toward students, families, colleagues, and communities. The dispositions are the driving forces that affect candidate learning, motivation and development toward continual professional growth (*Standard 1: Council for the Accreditation of Educator Preparation-CAEP; SC ADEPT standards*). The dispositions are based on the Spadoni College of Education’s Conceptual Framework and also reflect entry-level licensure competencies. All teacher candidates will be evaluated for dispositional growth and development.

When and where is a candidate assessed? Each candidate will be reviewed for dispositional growth and development throughout their participation in the Teacher Education Program. The assessments (both self-assessment and ones completed by your faculty/university supervisor) will occur a minimum of three times. The table below outlines the point in each program where the assessment will occur. Faculty may choose to use the assessment at other appropriate times to promote optimal candidate growth.

Who completes the assessment? Each designated faculty member, university supervisor, and/or cooperating teacher will complete their own assessment of the candidate.

Assessment Schedule:

Early Childhood	Elementary	Middle Level	Physical Education	Special Education	Who Submits?
Junior I Practicum	Junior I Practicum	Junior I Practicum	Junior I Practicum	Junior I Practicum	Faculty Member
Senior I Practicum	Senior I Practicum	Junior II Practicum	Senior I Practicum	Senior I Practicum	Faculty Member
Internship	Internship	Internship	Internship	Internship	University Supervisor

MAT Program	Who submits?
Start of Program (Summer)	Faculty Member
Internship	University Supervisor

Addressing Problems and Concerns with Dispositions

It is the responsibility of the faculty of the Spadoni College of Education to ensure that education candidates are aware of and demonstrate professional behaviors expected of all educational professionals. In many circumstances, making the teacher candidate aware of the behavioral concern corrects the behavior. In other, more serious or repetitive cases, the behavioral remediation process may include additional strategies and documentation appropriate to the situation. In these cases, a **Professional Behaviors Improvement Plan** should be developed and used.

The severity of the behavior will determine the level of action and the appropriate sanction.

This plan is to be used to outline goals and a timeline for completion. The plan can also include additional supports provided by the faculty. The plan will require a **follow-up** to ensure the candidate has completed all of the goals set in the meeting. The faculty advisor will be responsible for the follow-up on the document. After the documents are signed, the following will receive a copy of the document:

- 1) The faculty member (also will file in the student's permanent file)
- 2) The teacher candidate
- 3) The program coordinator
- 4) Director of the Center of Excellence, Academic Advising and Student Services – Amanda Darden
- 5) Associate Dean

The severity of the behavior will determine the level of action and the appropriate sanction.

Level One: The faculty member and an appropriate advisor/administrator will meet with the teacher candidate and discuss and document the behavior(s) in question. The next step will be to document goal(s) and the timeline and persons responsible for completion. Once all have come to an agreement, all participants will sign and date the document and make the appropriate copies.

Level Two: If the behavior(s) in question continue, a second meeting will take place with the faculty member and program coordinator. The level one course of action will be discussed along with progress toward goal(s) previously set. Also, any remedial activity will be prescribed and followed up by the faculty member and/or program coordinator. Once all have come to an agreement, all participants will sign and date the document and make the appropriate copies.

Level Three: If there is little or no change in the behavior the teacher candidate will meet with the Education Adviser, Department Chair and the Office of the Associate Dean and discuss level one and two courses of action, in addition to the candidate's professional history, progress toward previously set goals, and possible removal from the teacher education program at the discretion of the Dean. Once all have come to an agreement, all participants will sign and date the document and make the appropriate copies.

Appeals Process: Please refer to Page 4 of the Professional Behaviors Improvement Plan found in the appendix to review the appeals process.

All teacher education candidates must read and be familiar with the Professional Behavior Improvement Plan found in the Appendix.

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Assessment of Teacher Candidate Professional Dispositions at the Initial Level

Candidate's Name:	Program Area:
School Site:	Grade/Subject:
Cooperating Teacher:	
Rater's Name (Instructor's Name [Last, First] and/or Cooperating Teacher's Name [Last, First]):	
Course Number/Name/Section:	

Dispositions (CAH, page 180) are defined by CAEP as: The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6.) Evaluators should rate each candidate on each professional disposition indicator. Scores that approach the negative should be given to students who exhibit less than acceptable habits and practices. Scores approaching the positive are reserved for students displaying positively remarkable behaviors. A score of 0 or "No Evidence to Believe Otherwise" signifies that there have been no observations of behaviors that would suggest a disposition that is not acceptable.

-2	Strongly Disagree
-1	Disagree
0	No evidence to believe otherwise
+1	Agree
+2	Strongly Agree

-2=Strongly Disagree -1=Disagree 0=No evidence to believe otherwise +1=Agree +2=Strongly Agree	-2	-1	0	+1	+2
1. The candidate engages with course concepts and materials (e.g., promotes EEDA Core Values, integrates hands-on instruction, cooperative learning)					
2. The candidate strives to establish a supportive climate for working and learning (e.g., believes all students can achieve at high levels, promotes safe environment).					
3. The candidate establishes and maintains non-discriminatory and inclusive practice (e.g., promotes inclusive classroom, facilitates student collaboration, and employs student engagement strategies).					
4. The candidate interrupts or re-directs discriminatory discourses (e.g., proactive against bullying, harassment and intimidation).					

5. The candidate critically analyzes the content knowledge and pedagogy of his/her profession (e.g., communicates the application of content to the real world, requires students to think critically).					
6. The candidate welcomes and uses constructive criticism and feedback to improve his/her content knowledge and pedagogical skills (e.g., employs strategies for personal resiliency and growth).					
7. The candidate consistently comes to school prepared and ready to contribute to the educational experience (e.g., professional demeanor, follows dress code, follows schedule, protocol and procedures including reporting lateness or absences).					
8. The candidate takes the initiative to confidently discuss student abilities with appropriate personnel to strengthen the learning of all students (e.g., maintains confidentiality, adheres to code of ethics, uses good judgement).					
9. The candidate evaluates and reflects on his/her actions and how it affects others.					
10. The candidate properly uses formative and summative assessments to match the learning objectives, minimize bias and address the learning needs of all his/her students (e.g., develops varied assessment that meets the diverse needs of students).					
11. The candidate respects students, peers, families, and school personnel (e.g., respects diversity and individual worth, uses strategies for building positive relationships, and demonstrates collegial behaviors).					
12. The candidate demonstrates a commitment to improve his/her teaching practice (e.g., advocates for the profession, engages in professional development experiences to foster life-long learning).					
13. The candidate engages in tasks with colleagues and school personnel in a respectful and professional manner (e.g., uses professional language).					
14. The candidate designs and delivers instruction to address individual student differences (e.g., integrates instructional technology and digital content).					
15. The candidate communicates clearly to engage students to make connections to prior learning experiences (e.g., takes responsibility for instructional leadership, employs classroom management strategies).					
16. The candidate works to develop students' discipline-related communication skills for a variety of contexts and audiences (e.g., facilitates student-to-student relationships, promotes team building)					

Spadoni College of Education Field Experience Attendance Log

Teacher Candidate _____ School Site _____

Program Area/Course _____ Cooperating Teacher _____

Use the “#” heading to keep track of the number of days in the school, as shown in the sample table on the right.

#	Day	Date	Time In	Time Out
	Monday	n/a	n/a	n/a
	Tuesday	n/a	n/a	n/a
1	Wednesday	08/21/16	7:30 a.m.	4:30 p.m.
2	Thursday	08/22/16	7:15 a.m.	4:15 p.m.

#	Day of Week	Date	Time In	Time Out	#	Day of Week	Date	Time In	Time Out
	Monday					Monday			
	Tuesday					Tuesday			
	Wednesday					Wednesday			
	Thursday					Thursday			
	Friday					Friday			
	Monday					Monday			
	Tuesday					Tuesday			
	Wednesday					Wednesday			
	Thursday					Thursday			
	Friday					Friday			
	Monday					Monday			
	Tuesday					Tuesday			
	Wednesday					Wednesday			
	Thursday					Thursday			
	Friday					Friday			
	Monday					Monday			
	Tuesday					Tuesday			
	Wednesday					Wednesday			
	Thursday					Thursday			
	Friday					Friday			
	Monday					Monday			
	Tuesday					Tuesday			
	Wednesday					Wednesday			
	Thursday					Thursday			
	Friday					Friday			

Signatures required on Page 2

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#	Day of Week	Date	Time In	Time Out	#	Day of Week	Date	Time In	Time Out
	Monday					Monday			
	Tuesday					Tuesday			
	Wednesday					Wednesday			
	Thursday					Thursday			
	Friday					Friday			

#	Day of Week	Date	Time In	Time Out	#	Day of Week	Date	Time In	Time Out
	Monday					Monday			
	Tuesday					Tuesday			
	Wednesday					Wednesday			
	Thursday					Thursday			
	Friday					Friday			

#	Day of Week	Date	Time In	Time Out	#	Day of Week	Date	Time In	Time Out
	Monday					Monday			
	Tuesday					Tuesday			
	Wednesday					Wednesday			
	Thursday					Thursday			
	Friday					Friday			

#	Day of Week	Date	Time In	Time Out	#	Day of Week	Date	Time In	Time Out
	Monday					Monday			
	Tuesday					Tuesday			
	Wednesday					Wednesday			
	Thursday					Thursday			
	Friday					Friday			

#	Day of Week	Date	Time In	Time Out	#	Day of Week	Date	Time In	Time Out
	Monday					Monday			
	Tuesday					Tuesday			
	Wednesday					Wednesday			
	Thursday					Thursday			
	Friday					Friday			

Candidate's Signature _____ Date _____

Cooperating Teacher's Signature _____ Date _____

Diversity Affirmation Form for Initial Programs

Instructions: Diverse clinical experiences are a requirement of the Coastal Carolina University Spadoni College of Education. Submit this form to your course instructor at the completion of the clinical experience with all signatures affixed. In addition to the submission of this form, you need to complete a digital version at:

CT Signature: _____ **Print Name:** _____ **Date:** _____

Signature of cooperating teacher verifying that the diversity information listed is accurate.

Candidate Signature: _____ **Print Name:** _____ **Date:** _____

*Signature above verifies that the candidate named above has a current background check on file with SCOE.

A. Candidate Information:

First Name:	Middle Initial:	Last Name:
ID Number:		Major:
Email Address:		Phone:

B. Course Information:

Instructor's Name:	Program Area:
Course Name:	Course Number:

C. Field Experience School:

School Name:			
Address:			
City:	State:	Zip:	
Phone:	Cooperating Teacher's Name:		
Cooperating Teacher's Email Address:			
Geographic Location (check one): <input type="checkbox"/> Urban <input type="checkbox"/> Rural <input type="checkbox"/> Suburban			
Select the type of setting for this placement. Check all that apply to your school or agency:			
<input type="checkbox"/> Public School	<input type="checkbox"/> Charter School	<input type="checkbox"/> Montessori School	<input type="checkbox"/> Federally Funded Pre-K
<input type="checkbox"/> Primary	<input type="checkbox"/> Elementary	<input type="checkbox"/> Intermediate	<input type="checkbox"/> Middle School
<input type="checkbox"/> High School	<input type="checkbox"/> Early College High School	<input type="checkbox"/> Scholars Academy	
<input type="checkbox"/> Other (please describe):			

Demographics on school/agency site: (South Carolina Report Card information is available at: <http://ed.sc.gov/data/report-cards/> and <https://nces.ed.gov/ccd/schoolsearch/>)

- a) Total number of learners enrolled/served _____
- b) List percentage (%) of learners in poverty _____
- c) List percentage (%) of learners with disabilities _____
- d) Serves at least 10% Hispanic American or Latino learners Yes No
- e) Serves at least 10% American Indian or Alaska Native learners Yes No
- f) Serves at least 10% Asian American learners Yes No
- g) Serves at least 10% African American learners Yes No
- h) Serves at least 10% Native Hawaiian/Other Pacific Islander learners Yes No
- i) Serves at least 10% of learners reporting two or more races Yes No
- j) Serves at least 10% Limited English Proficient (LEP) learners Yes No

D. Information related to your specific classroom experience:

Check the type of classroom in which you conducted your placement. Check all that apply:				
<input type="checkbox"/> Honors	<input type="checkbox"/> AP	<input type="checkbox"/> Self-contained	<input type="checkbox"/> Resource	<input type="checkbox"/> Collaborative Teaching/Inclusion
<input type="checkbox"/> General Education				
Grade Levels (if appropriate): <input type="checkbox"/> Pre-K <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12				
Check the exceptionality of students observed in the classroom during the experience (check all that apply):				
<input type="checkbox"/> Developmentally Delayed	<input type="checkbox"/> Gifted & Talented	<input type="checkbox"/> Deafblind		
<input type="checkbox"/> Blind or Visually Impaired	<input type="checkbox"/> Intellectually Disabled	<input type="checkbox"/> Multiple Disabilities		
<input type="checkbox"/> Deaf or Hard of Hearing	<input type="checkbox"/> Learning Disabled	<input type="checkbox"/> Speech/Language Impaired		
<input type="checkbox"/> Emotional/Behavior Disabled	<input type="checkbox"/> Physical, Health Disabled, TBI	<input type="checkbox"/> Autism		
<input type="checkbox"/> Unidentified Exceptionality				
Check the race of students observed in the classroom during the experience (check all that apply):				
<input type="checkbox"/> Hispanic American or Latino	<input type="checkbox"/> American Indian or Alaska Native	<input type="checkbox"/> Native Hawaiian/Other Pacific Islander		
<input type="checkbox"/> Asian American	<input type="checkbox"/> Black or African American	<input type="checkbox"/> Caucasian American		
<input type="checkbox"/> Two or more races	<input type="checkbox"/> Middle Eastern	<input type="checkbox"/> Other		

Spadoni College of Education Professional Behaviors Improvement Plan

It is the responsibility of the Coastal Carolina University (CCU) faculty, as well as school-based professionals to complete and submit a **Professional Behaviors Improvement Plan** if an education candidate demonstrates behaviors that are unprofessional and contrary to the professional behaviors expected of teacher candidates at CCU. Staff are also encouraged to report unprofessional behavior to their immediate supervisor or faculty member. The report must include a description of the candidate's behavior, circumstances, and Level of the violation. Upon completion, the report must be submitted to the office of the Associate Dean in the Spadoni College of Education. Following submission to the office of the Associate Dean, a copy of the report will be forwarded to the candidate's Education Advisor and the Program Coordinator.

Candidate Information

Name: _____ CCU ID: _____ Program _____

Please indicate (√) the Level of the violation demonstrated and refer to the applicable course of action for remediation.

Level One (1st occurrence/initial meeting with appropriate adviser and faculty member)

Level One: The candidate meets with the sanctioning Faculty/Staff Member and/or his/her Education Adviser or designee and discusses:

- observed behavior(s)
- reasons why behavior was inappropriate
- goal setting and create an action plan

Level Two (2nd occurrence/second meeting with appropriate administrative and faculty member)

Level Two: The candidate meets jointly with his/her Education Adviser and the Program Coordinator or other appropriate Faculty member and discusses Level One course of action in addition to:

- prescribed remedial activity and follow-up by the Program Coordinator
- progress towards goals previously set

Level Three (3rd occurrence/third meeting with administration)

Level Three: The candidate meets jointly with his/her Education Adviser, Department Chair and the office of the Associate Dean and discusses Level One and Level Two courses of action in addition to:

- possible removal from the teacher education program at the discretion of the Dean
- candidate's prior professional history
- progress towards goals previously set

Professional Behaviors Improvement Plan

Date:

Candidate's Name: _____ Major/Licensure Area: _____

Reason(s) for Improvement Plan:

Professional Behavior(s) of Concern	Goal	Action/Timeline	Person(s) Responsible
Tardiness			
Excessive Absences			
Inappropriate Attire			
Lack of Control of Emotions and Language			
Failure to Meet Deadlines			
Inappropriate Images and/or Language on Social Media			
Dishonesty			
Inappropriate Language			
Lack of Academic Integrity			
Inappropriate Use of Cell Phone in Classroom			
Inappropriate Interaction(s) with Students, Faculty Members, or Staff			
Lack of Preparedness			
Failure to Attend Required Activities			
Evidence, Possession, or Use of Alcohol and/or Drugs			

***The severity of the behavior will determine the level of action and the appropriate sanction.**

Required Signatures:

Teacher Candidate: _____

Date: _____

Education Advisor/Designee: _____

Date: _____

Faculty/Staff Member: _____

Date: _____

Review of Improvement Plan

Date of Review	Progress Indicator	Comments
	Revise Goal No Progress In Progress Goal Met	
	Revise Goal No Progress In Progress Goal Met	
	Revise Goal No Progress In Progress Goal Met	
Progress Key: RG = Revise Goal NP = No Progress on Goal IP = In Progress GM = Goal Met		

Final Decision Summary:

- Concern has been resolved/goals have been met
- Progress toward goal(s) noted – continue with revised Improvement Plan
- Counseled on other career options
- Dismissed from Licensure Program (attach dismissal letter)

Required Signatures:

Teacher Candidate: _____	Date: _____
Program Coordinator: _____	Date: _____
Department Chair: _____	Date: _____
Associate Dean: _____	Date: _____
Dean: _____	Date: _____

Appeals Process:

The candidate must appeal to the Spadoni College of Education Petitions Committee in writing within five university school days following the meeting. The appeal will be considered at the next Spadoni College of Education Petitions Committee meeting. The candidate will be notified in writing via certified letter of the Committee’s decision within five university school days following the Committee meeting. If the Petitions Committee upholds the appeal, the candidate’s record will be amended as appropriate.

If the Spadoni College of Education Petitions Committee denies the appeal, the candidate may appeal in writing to the Dean of the Spadoni College of Education within five university school days of receipt of the certified letter from the Petitions Committee. A meeting will then be scheduled with the candidate and the Dean by the Office of the Dean. If the Dean upholds the appeal, the candidate’s record will be amended as appropriate. If the Dean denies the appeal, the candidate may follow the university appeals procedure described in the *“Coastal Carolina University Code of Student Conduct.”*

As a Coastal Carolina University teacher candidate, you are representing not just yourself, but the university and your fellow students, both current and future. As a teacher candidate you are expected to adhere to the Spadoni College of Education (SCOE) and the school district's policies, practices, procedures, dress code, and/or standards of conduct. To avoid any misunderstanding, it is recommended that you obtain clarification regarding such matters from your cooperating teacher when you begin your assignment.

I understand and agree with the policies and procedures listed in this guide to clinical experiences handbook. I understand if any facet of the guide is not adhered to, I may be at risk of losing academic credit/tuition, removal from practicum experience, and/or removal from the education program.

Name (print): _____ Student ID: _____

Signature: _____ Date: _____

Email: _____