

# COASTAL CAROLINA UNIVERSITY



## Spadoni College of Education and Social Sciences

### Internship Handbook

2022-2023

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## HANDBOOK INTRODUCTION

The internship is the culminating experience for candidates in the Professional Program in Teacher Education (PPTE) in the Spadoni College of Education and Social Sciences (SCESS). During your tenure in the PPTE, you have developed knowledge, skills, and dispositions through coursework, focused observations, and a variety of diverse field experiences. The internship is the final phase of your training where you will transfer the theory of the teacher preparation program into meaningful and practical experiences in a real classroom and school environment.

It is the feeling of the faculty in the College that you are well-prepared for this experience. If this were not the case, you would not have been allowed to begin. While you may not have been counting the hours specifically, each of you who is enrolled in one of the initial undergraduate teacher preparation programs has compiled, at a minimum, 100 hours of field experiences prior to this point in time. Each of you enrolled in one of the specializations in the Master of Arts in Teaching (M.A.T.) program has compiled no fewer than 75 hours of field experiences. If you have chosen to count your time in your clinical experiences leading up to the internship, you know that you have gone well beyond these minimums.

Your internship will give you the opportunity for intense and continuous involvement in a public-school setting. During your over-sixty days in the internship this semester, you will be expected to teach independently for no fewer than thirty-five days under the direction of your cooperating teacher and university supervisor. You will follow the daily schedule of your cooperating teacher. For example, if your cooperating teacher has bus duty, you will have bus duty. If your cooperating teacher has parent conferences, you will be involved in parent conferences. If your cooperating teacher participates in extracurricular activities, you will also participate in extracurricular activities. In many ways, your daily routine will mirror that of your cooperating teacher.

While the faculty feel that you are well-prepared for your internship experience, so too are your cooperating teacher, a highly regarded school-based faculty member, and your university supervisor, a faculty member in the SCESS. Both of these professionals have had preparation for their roles in supervision, in understanding and using the ADEPT system, and in your teaching major or grade level specialization. Each will give you a formative assessment and assistance for it. All formative assessments will include at least four classroom observations, two by your university supervisor and two by your cooperating teacher. Additionally, you will receive a summative evaluation at the end of the internship from your university supervisor and cooperating teacher. The summative evaluation will specifically address all ADEPT Performance Standards and will include appropriate data collection methods, including at least four classroom observations, two by your university supervisor and two by your cooperating teacher. As a part of the summative evaluation, you will receive written and oral consensus-based feedback on all ADEPT Performance Standards.

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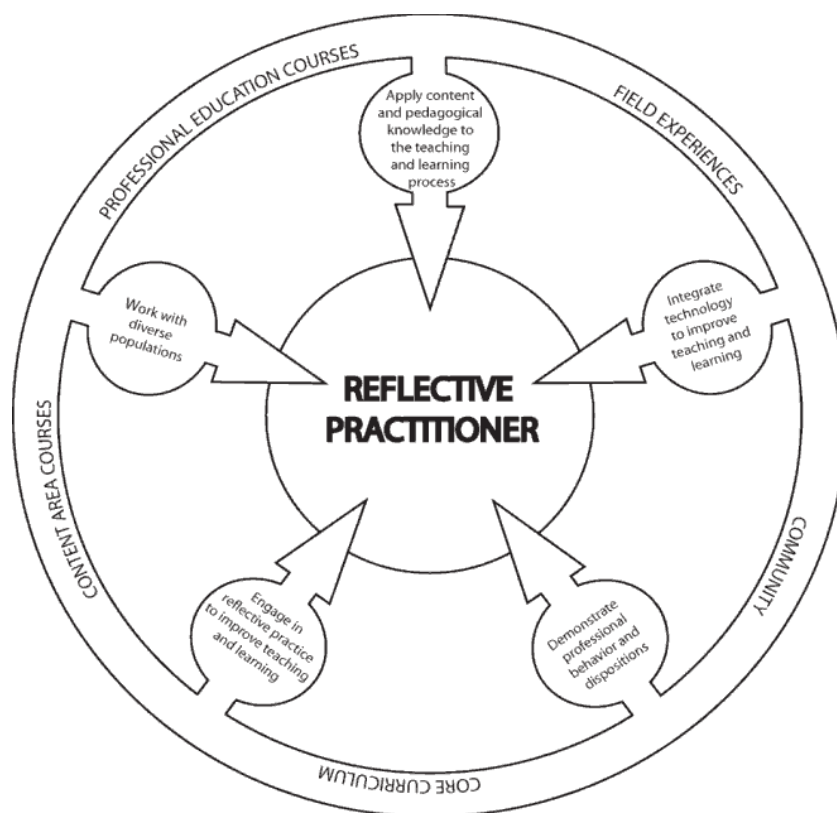
This handbook is intended to be a general reference for Coastal Carolina University interns. The information includes a general timeline of expectations related to the internship experience and the documentation required. Problems may arise from time to time. All problems should be addressed as soon as possible, but they should not be addressed in the presence of public-school students. The cooperating teacher and the intern should work collaboratively to resolve issues. The university supervisor will be consulted if the problem persists. If you have questions or need additional information about the information contained in this document, contact the Clinical Placements office by phone (843-349-6958) or visit our web site: <http://www.coastal.edu/education>.

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## 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 and the advanced program in educational leadership 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.



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## **ASSISTING, DEVELOPING, EVALUATING PROFESSIONAL TEACHING**

Assessment of field work for teacher candidates is assessed and evaluated based upon competencies in planning, instruction, environment, and professionalism as defined by the South Carolina Expanded ADEPT Rubric. In addition, each program area identifies competencies specific to the discipline.

All candidates receive extensive training related to the current South Carolina Teaching Standards integrated into the Expanded ADEPT Support and Evaluation System. The SCTS 4.0 Rubric and supporting documents are found at <https://ed.sc.gov/educators/educator-effectiveness/south-carolina-teaching-standards-4-0/>

### **South Carolina Teaching Standards 4.0 Rubric for Classroom-Based Teachers**

Within the Expanded ADEPT System, the South Carolina Teaching Standards (SCTS) 4.0 Rubric serves as the observation instrument for classroom-based teacher evaluations. For the purpose of Expanded ADEPT, the term classroom-based teacher refers to those educators who are responsible for planning, delivering, and assessing instruction to students over time. The term classroom-based teacher does not include special-area personnel (i.e., school counselors, library media specialists, and speech and language therapists). The SCTS 4.0 rubric is based on sets of performance standards designed and validated by the National Institute for Excellence in Teaching (NIET) and establishes the expectations for what classroom-based teachers are to know, be able to do, and carry out as an integral part of their practice. These expectations, called the SCTS Indicators, are the foundation for good teaching and are designed to grow classroom-based teachers throughout their career continuum, beginning with teacher preparation and continuing through induction, high-stakes performance evaluations, and ongoing professional growth and development. A classroom-based teacher's proficiency in each of the standards is expected to occur developmentally and to increase continuously throughout the entirety of the teaching career. There are twenty-three SCTS Indicators for classroom-based teachers. These Indicators are grouped into four broad categories, or domains: Planning, Instruction, Environment, and Professionalism. Each Domain contains Indicators. Each of these Indicators contains a set of Descriptors—the critical components of the Indicator. Together, the Indicators and Descriptors establish the proficiency expectations for each Domain. The Descriptors are not intended to be used as a checklist. Good teaching takes different forms, depending on the content, the students, and the intended outcomes. Oftentimes, a variety of instructional and assessment methods and approaches are equally viable. For this reason, a checklist is far too restrictive to be used for gauging teacher effectiveness.

## **GENERAL INFORMATION**

### **Americans with Disabilities Act Statement**

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



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## Workers' Compensation Insurance for Non-Paid Teacher Candidates

The UNIVERSITY is an agency of the State of South Carolina whose liability insurance coverage requirements are governed by the South Carolina Tort Claims Act. The UNIVERSITY will obtain and maintain throughout the internship, general tort liability coverage insuring its respective employees and agents with liability coverage in accordance with the limits set forth in the South Carolina Tort Claims Act. The General Tort Liability Insurance policy covers the institution and student within the scope of duties-not the AGENCY.

The UNIVERSITY will provide Worker's Compensation insurance for job-related injuries that are compensable according to the law; the UNIVERSITY does not make the determination, rather, the insurance provider for the UNIVERSITY determines the liability. The UNIVERSITY also provides a Student Accident Insurance Plan offering a \$10,000 maximum yearly benefit to full-time Coastal students, in accordance with the terms of the policy and approval by Coastal Carolina University.

### 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 and the Director of Clinical Experiences.

## THE TEACHER CANDIDATE

### Teacher Work Sample

The Spadoni College of Education and Social Sciences requires the Teacher Work Sample (TWS) from every intern. Individual program areas may have specific additional requirements. It is the responsibility of the intern to discuss specific program-related requirements during the program area seminars. The TWS will include a Literacy component.

### PRAXIS II: Principles of Learning and Teaching (PLT)

The South Carolina Department of Education requires that all teaching candidates pass the PRAXIS II: Principles of Learning and Teaching (PLT) examination PRIOR TO being recommended for a teaching certificate. Your recommendation for Teacher Certification **cannot** be submitted to the South Carolina Department of Education until this examination is passed. In order to have your degree processed you must have taken the PRAXIS II: PLT and have signed a letter acknowledging that you have taken the PRAXIS II: PLT without passing scores. You **will not** receive a recommendation for Teacher Certification until the University receives evidence that you have passing scores. However, you will be able to walk in the graduation ceremony if

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all other requirements have been met. Information regarding registration dates for the PLT exam can be found at [www.ets.org](http://www.ets.org).

## **Additional Activities During Internship**

Successful completion of the internship and seminar is the top priority for an intern. For this reason, interns are strongly advised not to assume outside employment during the internship experience.

## **Appropriate Attire and Appearance**

The policies of cultures of each individual school and/or district and the nature of instructional experiences define permissible dress and grooming. Interns are expected to maintain the standards of dress and appearance that conform to established policies of the local schools. Interns should dress professionally at all times in the schools, typified by slacks, skirts, dresses, collared shirts, and ties (if applicable). It is the intern's responsibility to become familiar with the school's expectations for faculty appearance.

## **Attendance**

\*Attendance is expected on all internship days. The university supervisor is the only individual who can approve excused absences. All absences must be made-up according to a plan prescribed by the cooperating teacher in agreement with the university supervisor.

When an absence is necessary due to illness the intern **must** notify **both** the university supervisor and the cooperating teacher as far in **advance** as possible. Interns should pay particular attention to the following restrictions on absences.

- Unexcused absences may result in the requirement to repeat the **entire** internship.
- An excused absence, which would cause the intern to have fewer than the minimum number of days in the classroom, must be made up after the last scheduled day of the internship. In addition, the cooperating teacher, the university supervisor, and the Director of Clinical Placements must approve the rescheduling of the internship completion date.
- Failure to notify the cooperating teacher **and** the university supervisor of an absence may result in the absence being classified as *unexcused*.
- It is the responsibility of the university supervisor to notify the intern of the final determination of excused or unexcused status for an absence.
- After receiving a determination of *unexcused* for an absence, the intern has the right to appeal this decision to the Director of Clinical Placements.
- The intern must deliver a written request for appeal and schedule an appointment to present the circumstances regarding the absence to the Director of Clinical Placements within five calendar days after receiving notification of the *unexcused* determination. The Director of Clinical Placements will notify the intern within three business days of the final determination of the absence and any consequences resulting from that determination.



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## **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 with whom they are working. FERPA training is provided prior to the internship thus candidates are responsible for abiding by the guidelines.

## **Identification Badges**

Schools are secure environments and access to schools is controlled. All interns are required to wear an identification badge when in the schools to ensure the safety and security of students and staff. An intern may wear either their CCU identification badge or a badge provided by the placement site. It is university policy that interns sign in and out from the school site daily.

## **Professionalism**

Teacher candidates must at all times conduct themselves in a manner that is consistent with professional, ethical, and moral standards. Failure to do so may result in termination of the field experience. For example, teacher candidates should refrain from contact with their field experience students 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/university supervisors, or other interns through a medium such as Facebook® is considered inappropriate contact. It is highly recommended that candidates using online communication such as social networks, personal web pages, blogs, and Twitter® should set all access to the highest privacy possible. Remember, anything you post online can be accessed by parents, teachers, and potential employers. Also, teacher candidates must not convey to students any personal websites, personal spaces, or personal blogs. A teacher candidate, just as a practicing teacher, must always be above reproach in regard to interaction with students and the school community.

## **Transportation**

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

## **Transporting Students**

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

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## Interns as Substitute Teachers

At the conclusion of the internship, the intern may substitute teach before his/her license has been processed. No intern may receive monetary compensation for substitute teaching during the internship experience unless they are operating on a paid internship contract with a school district. Most districts require substitute teacher training before substitution is allowed. For all questions concerning substitute teaching, please contact the Director of Clinical Placements at 843-349-6958.

## Communication Protocol

The professional chain of command protocol applies to all communication related to field experiences. Interns, cooperating teachers and university supervisors should communicate issues of concern or problems immediately to the appropriate person.

- Interns should direct questions and concerns to the cooperating teacher and/or university supervisor.
- Cooperating teachers should address questions to the university supervisor.
- Cooperating teachers should address concerns to the university supervisor **after** discussing the issue with the intern.
- University supervisors should address concerns to the program coordinator.
- In all cases, if the immediate step has been exhausted without satisfactory results, or if the problem is egregious, the program coordinator should be advised and/or consulted immediately.

For the interns or cooperating teachers to circumvent the communication chain of command and discuss concerns or problems with other college students/interns, other teachers at the school, or other college faculty or staff is inappropriate. For cooperating teachers to keep their school principals (or their designee) apprised of field experience issues is understood.

## SEQUENCE OF THE INTERNSHIP EXPERIENCE

### The Early Days

During the initial stage, there is a need for the intern and the cooperating teacher to establish a personal working relationship.

What are you both like, in and out of school?  
What educational beliefs do each of you hold?  
What interests do you have in common?

Taking the time to develop rapport can lay a strong foundation for a cooperative working relationship. One important fact to remember during this early phase is that the cooperating teacher is the main teacher. The intern should not be left alone for more than short periods at this point.

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During the first week, the intern will receive the following:

- Copies of seating charts so the intern can learn to associate student names and faces;
- Books, materials and a personal desk space for use of the intern;
- Information about routines and discipline methods;
- Expectations of what the intern is to do while in the classroom, i.e., what time to arrive at school, appropriate dress, extracurricular activities and meetings to be attended, activities that he or she should begin to assume;
- Orientation about how to handle problem situations as they occur;
- Orientation about reports to parents and parent conferences;
- Orientation about various safety drills (Tornado, Fire, and Intruder).

## **Assuming Teaching Responsibilities**

The rate at which the intern assumes the teaching load should be based on a mutual agreement between the cooperating teacher and the intern with input from the university supervisor. Assigning full responsibility for the classroom should be a gradual process. A schedule should be established that will be sufficiently flexible to allow for unexpected changes or interruptions. The cooperating teacher will provide considerable guidance and direction as the intern's responsibilities are increased.

## **Phasing Into Teaching**

### **Observation**

The intern will need to engage in some focused observation during the first few days of the internship experience. Here are some suggestions for the intern on how to make it worthwhile.

- Observe what the teacher does:
  - How does the teacher start the lesson?
  - How does he or she capture students' interest?
  - How does the teacher make the purpose and relevance of the lesson apparent?
  - What procedures are incorporated into the body of the lesson?
  - What materials were used in the lesson?
  - What is the teacher's style of teaching?
  - How was the lesson effective?
  - What provisions were made for individual differences?
  - What disciplinary techniques does the teacher use?
  - How does the teacher end the lesson?
  - What evaluation techniques were selected?
- Observe the students:
  - To what extent did the students participate in the class?
  - Was there a balance between teacher-oriented and student-oriented activities?
  - How well do students interact with each other?

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## **Initial Teaching Responsibilities**

This refers to various early teaching experiences that take only a portion of the class period and are relatively easy to accomplish. Here are just a few of the numerous possibilities.

- Show a film/video.
- Read a story.
- Do a demonstration.
- Work with a small group.
- Monitor student work for those needing help.
- Help a student who was absent catch up.
- Sponge activities.
- Play a learning game.
- Make a presentation.
- Make an activity.
- Grade a set of papers or do a re-teaching activity for those who need it.

## **Planning**

One of the most important factors for a successful internship is the willingness to plan in detail. **Detailed lesson plans should be available for each lesson taught.** Weekly lesson plans are to be submitted to the cooperating teacher for any week that partial or full instructional responsibility lies with the intern. The lesson plans will provide a specific outline of the major standards, topics, skills, and activities addressed during the week. The plans are due to the cooperating teacher no later than the beginning of the school day on the Friday before the week of instructional duties, or earlier if the public school policy so dictates.

Interns will prepare lesson plans according to the model prescribed by the program faculty in their program area. All internship lesson plans, and critiques of the plans, should be kept in a folder or notebook accessible to the cooperating teacher and the university supervisor. Always have a copy of your lesson plan for the University supervisor upon his/her arrival to formally observe your teaching.

## **University Supervisor Observations**

Most observations are pre-planned with the intern and the cooperating teacher being aware of the date and time of the expected visit. At the conclusion of each observation, the university supervisor conferences with the intern. The university supervisor frequently asks the intern for his or her self-evaluation first. Together, they also generally review the effectiveness of the lesson based upon the essentials for effective instruction. In addition, the university supervisor and the intern will discuss classroom management, strengths and weaknesses, alternative classroom strategies, and professional behaviors and dispositions.

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## THE MIDDLE PERIOD

### Duration

The middle period of interning is both crucial and lengthy. It extends from approximately the third week to the eleventh week of the assignment. During this time the intern will move from limited responsibility to assuming the majority of the teaching load and its related duties. A minimum of thirty-five (35) days of full-time teaching is required during the internship.

### Assuming Increased Responsibilities

Assuming full responsibility for the classroom should be a gradual process. The rate at which the intern increases responsibility for the teaching load should be based on a joint agreement between the cooperating teacher and the university supervisor. A schedule should be established that will allow flexibility for unexpected changes or interruptions.

The cooperating teacher will provide considerable guidance and direction in the early stages of this middle period. Toward the end of this period, as the intern's responsibilities are increased, the cooperating teacher will leave the intern in charge of the room for short and then increasingly longer periods of time, provided the intern is demonstrating progress in the development of teaching and classroom management skills. Interns placed in departmentalized (single subject) classrooms at the elementary level will be expected to teach in other content areas as required by the elementary education program.

### Extra Duties

Interns will gradually assume the full teaching responsibilities of a classroom teacher during the internship. The intern will adhere to the daily schedule of the cooperating teacher during the internship including all extra-curricular duties. These extra-curricular duties may include, but are not limited to:

- bus, hall, cafeteria, or playground duty,
- general faculty meetings,
- parent conferences,
- open house or PTA meetings that the faculty or department is required to attend,
- departmental meetings,
- in-service training and activities required for all faculty or for the specific department to which the intern is assigned,
- team planning meetings,
- rehearsals or practice sessions, and
- field trips planned during the school day.

The intern is not responsible for participation in activities or duties assigned to his or her cooperating teacher that are *extra-duty paid positions*. The cooperating teacher may ask the intern not to participate in committee meetings that are specialized and are of a confidential nature for either the public school student or the school (e.g.: due-process discipline hearings, placement meetings for students that the intern does not teach).

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## INDEPENDENT TEACHING

When the cooperating teacher determines that the intern is ready to assume all responsibilities of teaching, the intern will assume the planning, implementation, and evaluation of all aspects of the lesson and classroom. The purpose of independent teaching is to provide the intern the opportunity to assume the role, and all responsibilities, of a full-time educator in the classroom for a minimum of thirty-five (35) days.

## OBSERVING, EVALUATING, AND DOCUMENTING

### Formative Evaluation Conference

The purpose of the Formative Evaluation Conference is to give the intern a formal assessment of his or her progress. The conference is held at the midpoint in the internship, not later than week eight.

The Formative Evaluation is completed during this conference. This evaluation should identify both the strengths and weaknesses of the intern at this point in the internship. Specific improvement goals and suggestions must be written for all areas of weaknesses. This Formative Evaluation is not a final evaluation, but rather a checkpoint of progress. All three parties (the intern, cooperating teacher, and university supervisor) will share their perspectives based upon prior written observations and conversations relating to the intern's performance on the formative evaluation and Expanded ADEPT Rubric. A consensus is reached by the university supervisor and cooperating teacher.

In preparation for the Formative Evaluation Conference the intern will:

1. ensure the Anthology attendance log is current and approved by cooperating teacher
2. complete a self-reflection on the teaching experience to that point in time,
3. complete a self-evaluation listing strengths and weaknesses to that point in time,
4. complete a Formative Evaluation and Expanded ADEPT Rubric on his or her progress and bring to the conference to share,
5. complete a Formative SPA assessment
6. complete a Formative Conceptual Framework assessment
7. generate a set of suggested strategies for further improvement and enhancement of his or her teaching abilities,
8. remind the cooperating teacher to complete the Formative Evaluations in advance of the conference,
9. compile all of the written observations (include lesson plans) on his or her performance to that point in time to have at the conference,
10. provide the university supervisor with an update on the status of his/her Praxis 2 and PLT.

At the conclusion of the evaluation conference, the university supervisor will summarize the conference conclusions based upon a consensus by the university supervisor and cooperating teacher and record the Intern's scores on the Formative Evaluations. The university supervisor will also remind the intern of the mandatory mid-point meeting and required completion of the EEDA, Code of Conduct and Safe Schools quizzes.



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## COMPLETION/PHASING OUT PERIOD

During the final few weeks of the field experience, there will be a gradual transition of responsibilities from the intern back to the cooperating teacher. This will allow time for the intern to:

- complete all classroom teaching responsibilities,
- observe other teachers,
- complete the Summative evaluations,
- self-reflect, and
- complete ALL program requirements (TWS, Portfolio, etc.).

### Summative Evaluation Conference

The summative evaluation conference is held during the last week of the internship. The university supervisor, cooperating teacher, and the intern will review all observation feedback, formative conference evaluations, the formative conference Expanded ADEPT Rubric, and any improvement plans created for the intern. Each party will have the opportunity to share comments and ratings on the summative evaluation and summative Expanded ADEPT Rubric as well as the Assessment of Teacher Candidate Dispositions. This conference will produce final consensus evaluations of the intern's progress and ability to take on the responsibilities of a classroom teacher.

In preparation for the Summative Evaluation Conference the intern will:

1. ensure the attendance documentation in Anthology is up to date and verified by the cooperating teacher (list start date and end date for full-time teaching),
2. complete exit surveys and evaluations of the cooperating teacher and university supervisor,
3. complete a summative evaluation and Expanded ADEPT Rubric on his or her progress,
4. complete a self-evaluation of the Assessment of Teacher Candidate Dispositions and bring to the conference,
5. compile all written observations on his or her performance, and
6. complete the graduate follow-up form and internship feedback survey

### DISMISSAL OR REASSIGNMENT DURING INTERNSHIP

In certain situations, an intern may need to be moved to a second teaching assignment or removed totally from the internship. It is imperative that the university supervisor identify any difficulties early in the semester and notify the Director of Clinical Placements as soon as the problem becomes evident. If the intern is withdrawn from the internship experience, a meeting of the

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university supervisor, intern and Director of Clinical Placements will be held to assess the particular issues. Some or all of the following actions may be taken. The intern has the right to appeal any decision through standard university procedures.

1. An improvement plan is developed.
2. The university supervisor recommends reassignment or dismissal, a meeting will be held with the intern, university supervisor, and the Director of Clinical Placements. The Director may contact additional individuals prior to the meeting for information that is pertinent to the situation.
3. The Director of Clinical Placements may arrange for another classroom situation. It is likely that the time period for the internship will be extended and additional observations required if a reassignment occurs. The intern may choose to withdraw (under standard university policies for class withdrawal) from the internship and reapply for the internship during another semester if he or she is dissatisfied with the reassignment or is in danger of failure.
4. If the intern is unable to complete the internship a grade of Incomplete will be assigned.
5. The Dean of the Spadoni College of Education and Social Sciences can recommend that an intern be dismissed with a failing grade.

## EVALUATION AND GRADING

### Evaluation

At the midpoint of the intern experience the cooperating teacher, the university supervisor and the intern will complete a detailed midterm evaluation (formative evaluation) of the intern's progress. Copies of those evaluations are given to the university supervisor, the cooperating teacher, and the intern.

A final internship evaluation (summative evaluation) will be completed by the cooperating teacher, the university supervisor, and the intern near the end of the internship experience. School administrators are encouraged to contribute to the final evaluation. The original form, including the intern's signature, must be submitted to the Office of Clinical Placements in the intern packet that includes all of the hardcopy documentation. The signature is an indication that the intern has read the evaluation but does not indicate that the intern necessarily agrees with the evaluation. The cooperating teacher's evaluation should reflect a fair and accurate assessment of the intern's professional growth during the internship semester.

The formative, summative, Assessment of Teacher Candidate Dispositions and Expanded ADEPT Rubric forms are available online to the university supervisor, cooperating teacher, and intern throughout the semester.

### Assigning a Grade

Interns will receive a grade of S or U for the internship and a letter grade for the seminar course (if the program area has an individual seminar course). The university supervisor assigns the internship grade based on the consensus evaluations discussed during the summative conference.

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## TEACHER CERTIFICATION PROCESS

Upon completion of the internship and the seminar course, several things will happen that relate to issuing a teaching certificate. First, the staff in the Office of Clinical Placements will review your records. If you have met all of the requirements, you will be issued an “eligibility letter” for possible employers. This document is issued through the Spadoni College of Education and Social Sciences Dean’s Office while your records are being reviewed. The letter states that you have successfully completed your program of study at CCU and will be recommended to the South Carolina Department of Education for provisional certification. You will be able to use this “pending certification letter” to apply for professional teaching positions while your teaching certificate is being processed. Within 90 days, you will be notified that your provisional teaching certificate from the South Carolina Department of Education can be accessed online through the State Department of Education website. No “eligibility letters” will be issued without documentation of passing scores on the required Praxis 2 Content and PRAXIS II: PLT examinations. At the conclusion of the internship semester, candidates will complete an updated application in the Educator portal. Specific details and directions for this application will be provided at the midpoint meeting. Candidates will also be responsible for submitting a transcript request to the University Registrar’s Office. The candidate will request for the State Department of Education to receive a final transcript, after degree conferral.

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# CODE OF PROFESSIONAL AND ETHICAL CONDUCT FOR TEACHER EDUCATION CANDIDATES

## General Statements

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 and Social Sciences (SCESS) 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.

Your performance while on assignment as an intern will be evaluated by your cooperating teacher and your University Supervisor. Upon completion, you will receive a grade of S-Satisfactory or U- Unsatisfactory in the course. A passing grade of S will be required in order for the internship to be recognized by the university. You must keep your University Supervisor and your sponsoring cooperating teacher apprised of any changes to your current e-mail address, physical address and telephone number.

You are required to maintain the established work schedule and meet internship obligations. Absences, excused or not, do not absolve you from the responsibility of completing all assigned work promptly. Students who miss assignments or deadlines due to excused absences, will be allowed to make up the work in a manner deemed appropriate by the University Supervisor. It is your responsibility to notify your University Supervisor and your cooperating teacher of an absence as far in advance as possible. 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
- d) Religious holidays

The University Supervisor will determine whether other absences from class should be excused or unexcused. If at any time during your internship you experience a situation that raises concern, please contact your University Supervisor immediately.

## Specific Statements

You will conduct yourself in a professional manner at all times. This includes but is not limited to:

1. Reporting for the internship on-time and maintaining the required work schedule.
2. Demonstrating honesty, cooperation, integrity, courtesy, and a willingness to learn.
  - a) The teacher candidate should always be in control of emotions/language.
  - b) The teacher candidate should not use inappropriate social media images and/or language.
  - c) The teacher candidate should not be in possession or use of alcohol and/or drugs.

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- d) The teacher candidate should always meet deadlines, maintain academic integrity, and always be prepared.
    - e) The teacher candidate should not use a cell phone during class time.
  3. The teacher candidate should follow all rules and policies as required by the school district and SCESS including: dress code, interactions with students, faculty or staff, and attend required activities.

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## **Appendix A**

### **State of South Carolina General Assembly ‘Safe School Climate Act’ to Prevent School Harassment, Intimidation, or Bullying Findings**

#### **Section 1.**

(A) The General Assembly finds that:

(1) A safe and civil environment in school is necessary for students to learn and achieve high academic standards.

(2) Harassment, intimidation, and bullying, like other disruptive or violent behaviors, are conducts that disrupt both a student’s ability to learn and a school’s ability to educate its students in a safe environment.

(3) Since students learn by example, school administrators, faculty, staff, and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.

(B) The purpose of this act is to protect the health and welfare of, and improve the learning environment for South Carolina school children.

## **Appendix B**

### **Safe School Climate Act**

Section 2. Chapter 63, Title 59 of the 1976 Code is amended by adding:

Section 59-63-110. This article may be cited as the ‘Safe School Climate Act’.

Section 59-63-120. As used in this article:

(1) “Harassment, intimidation, or bullying” means a gesture, an electronic communication, or a written, verbal, physical or sexual act that is reasonably perceived to have the effect of:

(a) Harming a student physically or emotionally or damaging a student’s property, or placing a student in reasonable fear of personal harm or property damage; or

(b) Insulting or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of the school.

(2) ‘School’ means in a classroom, on school premises, on a school bus or other school-related vehicle, at an official school bus stop, at a school-sponsored activity or event whether or not it is held on school premises, or at another program or function where the school is responsible for the child.

Section 59-63-130. (A) A person may not engage in:

(1) Harassment, intimidation, or bullying; or

(2) Reprisal, retaliation, or false accusation against a victim, witness, or one with reliable information about an act of harassment, intimidation, or bullying.

(B) A school employee, student, or volunteer who witnesses, or has reliable information that a student has been subject to harassment, intimidation, or bullying shall report the incident to the appropriate school official.

Section 59-63-140. (A) Before January 1, 2007, each local school district shall adopt a policy prohibiting harassment, intimidation, or bullying at school. The school district shall involve parents and guardians, school employees, volunteers, students, administrators, and community representatives in the process of creating the policy.



## STANDARDS OF CONDUCT FOR SOUTH CAROLINA EDUCATORS

Pursuant to State Board of Regulation 43-58, the State Board of Education has the legal authority to deny, revoke, or suspend a certificate, or issue a public reprimand, for the following causes:

- incompetence,
- willful neglect of duty,
- willful violation of the rules and regulation of the State Board of Education,
- unprofessional conduct,
- drunkenness,
- cruelty,
- crime against the law of this state or the United States,
- immorality,
- any conduct involving moral turpitude,
- dishonesty,
- evident unfitness for the position for which one is employed,
- sale or possession of narcotics,
- obtaining or attempting to obtain a certificate by fraudulent means or through misrepresentation of material facts,
- failure to comply with the provisions of a contract without the written consent of the local school board,
- test security violation,
- failure to comply with a court order for child support, and
- failure for a second time to complete successfully the formal evaluation process as an annual contract teacher.

The State Board of Education may impose any one of the following disciplinary actions on an educator certificate:

- permanent revocation;
  - revocation with the right to reapply after three years,
  - suspension for a specified period of time;
  - suspension for a specified period of time, upon satisfaction of certain conditions
- such as drug or alcohol testing, counseling, or treatment; psychiatric testing, counseling, or treatment; or other conditions appropriate to the facts of the case;
- public reprimand.

The process for taking disciplinary action on an educator certificate:

1. The Department of Education may learn of possible grounds for disciplinary action on an educator certificate from a school district superintendent pursuant to State Board of Education Regulation

43-58.1, other states, the media, and individual complaints.

2. Once the Department of Education learns of conduct that may constitute just cause for disciplinary action, the Department will notify the educator of pending disciplinary action and of the educator's right to a hearing. The educator has fifteen days from the receipt of the notice to make a written request for a hearing.
3. If the educator fails to request a hearing within this time frame, he or she will waive the right to a hearing and the State Board may impose disciplinary action based on the information presented by the Department.
4. If the educator requests a hearing, a hearing will be conducted before the Board or a hearing officer, pursuant to State Board of Education Rule BCAF, Procedures for Educator Certification Hearings.

South Carolina educators have had disciplinary action taken on their certificates for

- pursuing a personal, inappropriate relationship with a student;
- touching a student inappropriately;
- engaging in a physical altercation with a student;
- supplying alcohol or drugs to a student;
- using a school computer to view or download pornography;
- sending or receiving prurient e-mails;
- violating test security;
- violating state or federal laws involving drugs or alcohol or other illegal behavior;
- embezzling public funds;
- committing breach of trust; and
- breaching a teaching contract.

Applicants for certification in South Carolina have had their applications for certification denied because they have serious criminal records and, in some cases, failed to fully disclose their criminal records.

Notice of the denial, suspension or revocation of an educator's certificate is sent to all districts in South Carolina and to the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse. Notice of a public reprimand is sent only to the school districts.

## Appendix C

All teacher education candidates should be familiar with laws and policies related to education. These important laws and policies are found at <https://www.ed.sc.gov/policy/> and knowledge of these laws and policies are assessed during internship.