

FIELD & CLINICAL EXPERIENCES HANDBOOK

A Resource for Teacher Candidates, Cooperating
Teachers and University Supervisors



Clemson University College of Education
Office of Field and Clinical Partnerships and Outreach
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University Supervisors*

Clemson University College of Education is a transformational leader in education across the life-and-career-span. With a particular focus on rural and underserved schools and communities, the college has award-winning programs that prepare teachers, educational specialists, school-and-community-based mental health counselors, human resource professionals and leaders in education and allied fields.

We equip our students for lives and careers that make a difference. Through innovative educational programming, high-impact research and transformative outreach, we respond to critical societal and educational issues, such as workforce development; the role of technology in education and society; teacher recruitment and retention; mental health and well-being and leadership development. **We lead these vital initiatives as part of Clemson University's land-grant mission to serve the state of South Carolina and beyond.**

This handbook will assist teacher education students, referred to as teacher candidates, in program progression and with meeting the requirements for teacher certification/licensure. This guide is a supplement to the [Clemson University Catalog System](#).

Terms in this handbook are aligned with terminology of the Council for the Accreditation of Educator Preparation (CAEP).

TABLE OF CONTENTS

- I. [Field Experience](#)
- II. [Student Teaching](#)
- III. [Graduation and Certification](#)
- IV. [Cooperating Teachers and University Supervisors](#)
- V. [Ethical and Professional Expectations](#)

I. Field Experience

TEACHER PREPARATION DEGREE PROGRAMS

The College of Education offers a range of programs that equip our students to promote the growth, education, and development of all individuals. They can be found on our [Academics webpage](#).

FIELD EXPERIENCE PERSONNEL CONTACT INFORMATION

The College of Education administration and Office of Field and Clinical Partnerships Office (OFCPO) faculty and staff work with program faculty, university supervisors, cooperating teachers, and district personnel to schedule dynamic field experiences for each teacher candidate. Teacher candidates are encouraged to use the [COE directory](#) to find updated contact information.

TERMS TO KNOW

Refer to the glossary at the end of the handbook for clarification of College of Education terms and language.

PURPOSE

The goal of the field experience is to provide teacher candidates with opportunities to learn more about the teaching profession and prepare teacher candidates for successful completion of their student teaching. Early field experiences provide teacher candidates with opportunities to learn about the development of children and/or adolescents. Additionally, each field experience is designed to offer teacher candidates the opportunity to work in environments with diverse populations of students. At the conclusion of field experiences, teacher candidates will have invested significant time in learning how to collaborate with educators and administrators.

FIELD EXPERIENCES FOR PROGRAM AREAS

The following table includes early field experience courses. See [Student Teaching](#) section for courses associated with that experience.

Program Areas	Field Experience(s)	Hours
Agricultural Education	AGED 1020 – field-based observations	8
	AGED 1000 – field-based observations	40
	AGED 4000 – field-based observations, tutoring, teaching	40
	AGED 4010 – field-based observations, tutoring,	10
	AGED 4030 – field-based observations, tutoring	10
Early Childhood Education, BA	ED 1050 – field-based observations and tutoring	10
	EDEC 2010 – supervised field-based experience	25
	EDEC 2020 – supervised field-based experience	25
	EDF 3340 – field-based observations, service learning, and tutoring	6
	EDEC 3030 – supervised field-based experience	25
	EDEC 3040 – supervised field-based experience	25
Elementary Education, BA	ED 1050 – field-based observations and tutoring	10
	EDF 3340 – field-based observations, service learning, and tutoring	6

	EDEL 4611 – supervised field-based experiences	45
Middle Level – Math/Science, BS	ED 1050 – field-based observations and tutoring EDML 3200- field-based experience EDML 3260– field-based experience EDML 3270- field-based experience EDF 3350 – field-based observations and tutoring	10 45 22.5 22.5 6
Middle Level – Language Arts/Social Studies, BS	ED 1050 – field-based observations and tutoring EDML 3200- field-based experience EDML 3240 – field-based experience EDML 3280 – field-based experience EDF 3350 – field-based observations and tutoring	10 45 22.5 22.5 6
Middle Level Education, MAT	ED 8030 – field-based observations, tutoring EDML 81*0 – field-based observations, tutoring EDML 8910 – field-based observations, teaching	22.5 37.5 15
Modern Languages, BA	ED 1050 – field-based observations and tutoring EDSC 3250 – field-based experience EDF 3350 – field-based observations and tutoring	10 45 6
Modern Languages, MAT	ED 8030 – field-based observations EDSC 8650 – field-based observations, teaching EDSC 8910 – field-based observations, teaching	22.5 37.5 15
Secondary Education-English, BA	ED 1050 – field-based observations and tutoring EDF 3350 – field-based observations EDSC 3240 – field-based experience	10 6 45
Secondary Education – Mathematics, BA, Mathematics Teaching, BS	ED 1050 – field-based observations and tutoring EDF 3350 – field-based observations EDSC 3260 – field-based observations and tutoring	10 6 45
Science Teaching, BA, BS	ED 1050 – field-based observations and tutoring EDF 3350 – field-based observations EDSC 3270 – field-based observations and tutoring	10 6 45
Secondary Education-Social Studies, BA	ED 1050 – field-based observations and tutoring EDF 3350 – field-based observations EDSC 3280 – field-based observations and tutoring	10 6 45
Secondary Education, MAT	ED 8030 – field-based observations EDSC 86*0 – field-based observations, teaching EDSC 8910 – field-based observations, teaching	22.5 37.5 15
Special Education, BA	ED 1050 – field-based observations and tutoring EDF 3340 – field-based observations, service learning, tutoring EDSP 3730 – supervised field-based observations, case studies, teaching EDSP 3760 – field-based observations	10 6 15 15

EARLY FIELD EXPERIENCE REQUIRED FORMS

The field experiences teacher candidate must submit the following forms prior to receiving an initial field placement:

- South Carolina Law Enforcement Division [Background Check](#)
- Statement of Disclosure concerning all Prior Convictions [Form](#)
- Handbook Verification [Form](#)
- [Tuberculosis Test](#) results
- FERPA Records Release [Form](#)

EARLY FIELD EXPERIENCE RESPONSIBILITIES

- complete process for scheduling early field placements in accordance with deadlines established by OFCPO Faculty and Staff
- visit the school or organization website to learn more about the faculty, staff, and students.
- review the school and/or district handbook to become familiar with rules and policies related to students and teachers.
- if needed, make carpool arrangements prior to the field placement start date.
- identify a driving route to and from the school by making a visit or using a navigation tool to plan route.
- review [College of Education Professionalism Standards for Clinical Experiences](#) and Code of Conduct.
- send an introductory correspondence to cooperating teacher (CT) after placements have been verified. (See sample email in College of Education Professionalism Standards for details on how to construct the introductory correspondence.)
- submit all field experience assignments in accordance with the schedule created by the instructor or program faculty.
- actively engage in classroom learning experiences during each field experience.
- communicate, as soon as possible, concerns and questions with CT and/or OFCPO faculty and staff.
- complete all field experience hours as scheduled and immediately notify the CT, course instructor, and/or OFCPO faculty and staff of any absence(s).
- record hours completed in Anthology field experience time logs for each course that requires a field experience.

SCHEDULING EARLY FIELD EXPERIENCES

The teacher candidate will:

Step 1: Complete the Field Placement Scheduling Survey, in accordance with the deadline established by OFCPO faculty and staff

Step 2: Regularly check Clemson email for OFCPO correspondences about field experience placements. Each semester, teacher candidates are responsible for verifying placement locations, CT assignments, and confirming transportation. The teacher candidate is also responsible for communicating, as soon as possible, any challenges or schedule changes with the OFCPO faculty and staff assigned to his/her program.

PLACEMENT LOCATIONS

The relationship and communication among Clemson's program faculty, OFCPO faculty and staff, network partners, CTs, school and organization supervisors, principals, and school staff are key to the growth and development of teacher candidates. Our Memorandum of Understanding (MOU) with partners outlines the high-quality criteria and expectations for this successful partnership.

For teacher education field experiences, Clemson primarily works with the following schools and institutions within our partnering network: Anderson One, Anderson Two, Anderson Three, Anderson Four, Anderson Five, Greenville County Schools, the School District of Pickens County, and the School District of Oconee County. The College of Education also partners with area Head Start programs and child development centers within the same counties. Placements in districts outside our partnering network must be approved by the OFCPO Executive Director, and an MOU must be first established with the district/organization.

To maintain the integrity of established processes and protocols, field placements must be coordinated by OFCPO faculty and staff. Early field experiences that are arranged by individuals outside of OFCPO faculty and staff will not be honored. Teacher candidates must contact OFCPO faculty and staff assigned to your program to request alternative plans or express concerns regarding field placements.

TRAVEL/TRANSPORTATION

Field experiences are designed to allow teacher candidates to gain a variety of experiences in schools and locations within our partnering network. Some assignments may require teacher candidates to travel to locations beyond a 30-mile radius of the campus. In these instances, OFCPO faculty and staff will make every effort to establish carpools and consider prior and future placements when scheduling field experiences.

Clemson University and the College of Education do not assume any responsibility or liability for travel expenses associated with field and clinical experiences.

Concerning PreK-12 students of field placements, transportation of these students to and from school and/or to school-related activities is not permitted in automobiles belonging to or driven by teacher candidates.

ANTHOLOGY

Anthology is the College of Education's system for measuring candidate learning and gathering data to inform decisions and ensure continuous improvement. It is an online candidate assessment data collection system used for program accreditation. All education majors are **provided a free Anthology account** for use throughout their program. Starting with ED 1050 and continuing through each field experience course, candidates are required to upload assignments to Anthology. Instructors score these assignments using specific Anthology assessment scoring guides and rubrics. Teacher candidates can see the instructor's scores within the system.

For assistance with Anthology, please email coecw@clemson.edu or consult the Anthology user guide below.

Student: <http://integrationresources.chalkandwire.com/m/49357/l/490734-canvas-quickstart-guide-forstudents>

ANTHOLOGY TIME LOGS

Teacher candidates are required to complete field experience time logs in Anthology in all classes with an associated a field experience. The following steps should be taken:

Step 1: Access Placements by clicking on the Main Menu icon after logging into chalk and wire. Then select My Placements. A list of placements should populate on the left side of the screen. Next, select the placement by clicking on it.

Step 2: Complete time logs associated with the placement by clicking on the Name of the placement or location. Then click New Journal Entry. After you finish, save the entry at the bottom of the page.

EVALUATING FIELD EXPERIENCES

Field Experience assignments and activities are designed to formatively assess teacher candidates on competencies related to the 27 indicators and four domains (planning, instruction, environment, and professionalism) of [SCTS](#) **before** they begin student teaching. Specific course requirements will define teacher candidates' experiences and development as related to the Expanded ADEPT domains and indicators.

DISMISSAL FROM FIELD PLACEMENT

It is expected that teacher candidates will complete all course assignments and demonstrate professionalism during early field experiences. If at any point there is concern about the teacher candidates' performance during early field experiences, they may be dismissed from completing the field experience.

Teacher candidates can be dismissed from field experiences at the request of the CT, and OFCPO, as well as the partnering school, district, or CoE faculty.

COMPLETING THE FIELD PLACEMENT

If a student earns a C or better in a course with a required field placement but does not meet the field placement hour requirement, the student will not be allowed to participate in subsequent field placements until the current hour requirement is met. To meet the hour requirement associated with a course after the course has been completed, the student should follow the steps outlined below.

- **Step One:** The student must submit a written statement to the program chair, the executive director of OFCPO, and department chair. The written statement should include details about why an incomplete is being requested and why the request should be considered. The statement must be submitted before the end of the current term. Statements submitted late will not be considered.
- **Step Two:** Meet with OFCPO executive director and/or placement coordinator, program coordinator, and/or department chair to discuss the details of the situation. This committee will determine if the student will be allowed to make up missed time in the field placement.

Once these steps are completed, the OFCPO will allow the student to complete their missed hours. If possible, the OFCPO prefers the student make up missed hours at the site associated with their course. The OFCPO will determine if this is possible and notify the student. If necessary, the OFCPO will attempt to find a new

placement for the student to make up missed hours. The OFCPO cannot guarantee that a new site can be secured for making up missed hours.

II. Student Teaching

PURPOSE AND OVERVIEW

The goal of student teaching is to prepare teacher candidates for initial service as induction year teachers. The experience is designed to evaluate the teacher candidates' competencies on each of the 27 indicators that represent the four domains the [SC Teaching Standards 4.0 Rubric](#). Teacher candidates who successfully complete program requirements and obtain passing scores on required Praxis exams can initiate processes to receive teacher certification.

Student Teachers will work under the guidance of a CT and University Supervisor (US) in a public school for a period of 14 to 16 weeks. The ST follows the district employee calendar for their placement. Student Teaching is a culminating semester-long experience in which the teacher candidate assumes full classroom responsibilities.

OFCPO faculty and staff will provide teacher candidates with placement information before they begin their student teaching. Teacher candidates will receive access to a copy of the syllabus from the program faculty or instructor who is responsible for student teaching. The syllabus for each program area will supplement the information detailed in subsequent parts of this handbook.

Most teacher candidates must earn a C or better in the student teaching course. If a ST receives a grade of D or F for their student teaching course, they will not be recommended for teacher certification.

Special Education teacher candidates must earn a B or better in the student teaching course. If a ST receives a grade of C, D, or F for their student teaching course, they will not be recommended for teacher certification.

STUDENT TEACHING APPLICATION

Teacher candidates will apply for student teaching after completing program requirements for their junior year. **The application process is initiated by OFCPO faculty and staff** for both the first semester field experience and the second semester student teaching placement. Teacher candidates in the Agriculture Education Program have a different application process that is initiated by the Agriculture Department.

For a teacher candidate to qualify for student teaching, they must

- be admitted to the professional level of the teacher preparation program, and
- have a minimum cumulative grade-point average of 2.75

SOUTH CAROLINA DEPARTMENT OF EDUCATION (SCDE) APPLICATION

Teacher candidates must create an [Educator Portal](#) and complete the Application for Student Teaching. This application is to be completed **March 1 – 15 prior to spring student teaching semester** or **November 15 –December 1 prior to fall student teaching semester**.

An online fee payment option is available, and the candidate will be provided payment instructions as part of this online certification application process.

The certification application fee does not include the FBI fingerprint processing fee. Teacher candidates will make a separate payment for FBI fingerprint processing.

OFCPO faculty and staff will monitor lists prepared by the State Department of Education to determine which candidates have been cleared for student teaching. Candidates will be contacted by email and/or telephone if any tasks required for completion of the background check/fingerprinting and clearance for student teaching have not been completed.

Failure to meet these requirements and state deadlines could prevent a candidate from student teaching.

Questions regarding this process should be directed to certification@ed.sc.gov.

FBI BACKGROUND CHECK

In accordance with State Board of Education guidelines, a prior criminal record could prevent a teacher education candidate from being certified as a teacher in this state.

Section 59-25-115 of the South Carolina Code of Laws specifies that before beginning the fulltime student teaching experience in South Carolina, a teacher education candidate shall undergo a state criminal records check by the South Carolina Law Enforcement Division (SLED) and a national criminal records check supported by fingerprints by the Federal Bureau of Investigation (FBI). The cost associated with the FBI background checks are the responsibility of the candidate. Information reported relative to prior arrests or convictions will be reviewed by the State Department of Education, and the State Board of Education, when warranted, according to board guidelines. **A teacher education candidate with prior arrests or convictions of a serious nature that could affect his/her fitness to teach in the public schools of South Carolina may be denied the opportunity to complete student teaching, which would affect eligibility for initial teacher certification.** An individual who is denied this opportunity because of prior arrests or convictions may request reconsideration under guidelines established by the State Board of Education after one year.

The criminal records check is handled through the Office of Educator Services at the South Carolina State Department of Education and is considered a part of the Student Teaching precertification phase of a teacher candidate's application for a teaching credential. Teacher candidates will receive specific instructions via the Educator Portal from the SCDE once their student teaching application is submitted and fees are paid.

A graduate of a teacher education program applying for initial teacher certification must have completed the FBI fingerprint process within eighteen months of formally applying for initial teacher certification or the fingerprint process must be repeated. This background check normally requires 6 to 8 weeks to process. Out-of-state candidates are strongly encouraged to complete the process while in South Carolina.

Teacher candidates must have a South Carolina driver's license at the fingerprinting appointment. If the teacher candidate does not have a current South Carolina driver's license, two forms of government-issued ID – one of which being a photo ID – are required. These forms of ID could be another state's driver's license, passport, military ID, social security card, etc. Teacher candidates will receive a signed receipt at the end of the fingerprinting session, which is to be kept by the candidate for personal records. Failure to complete this process by the deadline established by the South Carolina State Department of Education could prevent a candidate from student teaching.

IMPORTANT DEADLINES:

Application for Educator Certification

- For **spring student teaching**, the application should be completed **March 1-15** in the year prior to student teaching
- For **fall student teaching**, the application should be completed **November 15- December 1** in the year prior to student teaching

Fingerprinting (FBI background check) - must be done AFTER the Application for Educator Certification is completed

- For **spring student teaching**, fingerprinting should be completed by **April 1** in the year prior to student teaching
- For **fall student teaching**, fingerprinting should be completed by **December 7** in the year prior to student teaching

COURSES ASSOCIATED WITH STUDENT TEACHING

Program Areas	Field Experience(s)	Hours
Early Childhood Education BA	EDEC 4000 –supervised field-based observations and teaching; portfolio	215
	EDEC 4840 – supervised field-based observations and direct teaching; portfolio	540
Elementary Education, BA	EDEL 4010 – supervised field-based observations and teaching; portfolio	215
	EDEL 4830 – supervised field-based observations and direct teaching; portfolio	540
Middle Level Education – Math/Science, BS	EDML 4260 or EDML 4270- supervised field-based observations and teaching	45
	EDML 4460 or EDML 4470- supervised field-based observations and direct teaching	540
Middle Level Education – English/Social Studies, BS	EDML 4240 or EDML 4280- supervised field-based observations and teaching	45
	EDML 4440 or EDML 4480- supervised field-based observations and direct teaching	540
Middle Level Education, MAT	EDML 86*0- supervised field-based observations and direct teaching	37.5
	EDML 8910- supervised field-based observations and direct teaching	540
Modern Languages, BA	EDSC 4250- supervised field-based observations and teaching	45
	EDSC 4450- supervised field-based observations and direct teaching	540
Modern Languages, MAT	EDSC 86*0- supervised field-based observations and direct teaching	37.5
	EDSC 8910- supervised field-based observations and direct teaching	540
Science Teaching, BA/ BS	EDSC 4270- supervised field-based observations and teaching	45
	EDSC 4470- supervised field-based observations and direct teaching	540
Secondary Education, MAT	EDSC 86*0- supervised field-based observations and direct teaching	37.5
	EDSC 8910- supervised field-based observations and direct teaching	540
Secondary Education, English, BA	EDSC 4240- supervised field-based observations and teaching	45
	EDSC 4440- supervised field-based observations and direct teaching	540
Secondary Education, Mathematics, BA; Mathematics Teaching, BS	EDSC 4260- supervised field-based observations and teaching	45
	EDSC 4460- supervised field-based observations and direct teaching	540
Secondary Education, Social Studies, BA	EDSC 4280- supervised field-based observations and teaching	45
	EDSC 4480- supervised field-based observations and direct teaching	540
Special Education, BA	EDSP 4960 – supervised field-based observations, teaching, IEP evaluations	172
	ED SP 4980- supervised field-based observations, teaching, portfolio	540

SCHEDULING STUDENT TEACHING

Step 1: Teacher candidates will apply for student teaching after completing program requirements for their “junior” year. The process **will be initiated by OFCPO faculty and staff**. If a student is not contacted by OFCPO faculty and staff by the end of the fall semester prior to their student teaching semester, the student must contact OFCPO faculty and staff. The process for Ag Ed field experiences is initiated by program faculty in the Agriculture Department.

Step 2: OFCPO faculty and staff will send confirmation of the student teaching placement. It is the teacher candidate’s responsibility to check their email to verify placement location(s), teacher(s), grade level(s), and content area(s). The teacher candidate is also responsible for communicating any challenges as soon as possible.

Any student teaching placement made outside of the partnering network must be approved by the OFCPO. Student teachers are not permitted to arrange their student teaching placement.

ABSENCES DURING STUDENT TEACHING

Teacher candidates are required to complete all placement hours, in accordance with the practices and guidelines for each course. Specific details regarding absences will be provided by the instructor of each course. It is the professional responsibility of the teacher candidate to inform the CT, US, course Instructor, and/or OFCPO faculty and staff, if it is necessary to miss hours during student teaching. **Attendance must be recorded and approved, weekly**, using Anthology time logs.

Student Teachers have specific attendance requirements that relate to certification.

Not completing student teaching hours will adversely impact the teacher candidate’s performance and **may result in them failing the course** associated with the field placement.

Unless otherwise noted by your program/capstone instructor, Student Teachers are only permitted to miss 4.5 days (excused or unexcused) during the student teaching experience. Students get 3 days for sickness or emergencies, 1 day for interviews, and 0.5 days to attend the Clemson career fair. In the event of more than 4.5 absences, the teacher candidate must inform their university supervisor and schedule additional days to complete prior to graduation and prior to being recommended for certification.

If a teacher candidate knows of personal or medical reasons that would cause them to miss more than three days of student teaching, the teacher candidate must schedule an appointment to discuss the matter with Dr. Leigh Martin. To receive consideration for more than 4.5 absences, the teacher candidate should file a written appeal and explanation to Dr. Martin at least two months prior to the start of the student teaching semester. The appeal must:

- specify why the request is being made,
- indicate the number of days the teacher candidate will miss and
- detail how they will make up or complete days that will be missed due to the extended absence.

As a result of the teacher candidate submitting an appeal, Dr. Martin will:

- convene a panel to include the Chair, a faculty member from the candidate's program area, and another OFCPO faculty/staff.
- communicate the results of the ruling on the appeal and notify the candidate

SUBSTITUTE TEACHING POLICY

- Student teachers may be allowed to work as a paid substitute for up to 6 days/semester; no more than 3 days should be for a teacher other than the Cooperating Teacher
- Student teachers can only work as a substitute teacher for teachers *in their current school*
- Time spent as a substitute teacher must be logged in your time log in Anthology
- Student teachers are only allowed to work as a paid substitute teacher for a full day (approximately 7.5 hours). Student teachers are not allowed to be a substitute teacher for less than a full day (i.e., covering for another teacher for one class period, covering for cooperating teacher for a half day).
- Student teachers who are on an improvement contract are not allowed to be a substitute teacher.
- All student teachers who are interested in being paid as a substitute teacher must complete the substitute training for their school district *prior to the start of the spring semester*.
- All student teachers who are interested in being paid as a substitute teacher must complete the Substitute Teaching Policy Google Form prior to substituting (see email with link).

OUTSIDE EMPLOYMENT

It is strongly recommended that teacher candidates avoid outside employment during the student teaching experience.

STUDENT TEACHER RESPONSIBILITIES

The **Student Teacher** is expected to:

- submit the survey to the OFCPO to make a request for student teaching placement.
- apply to the State Department of Education to receive clearance for student teaching. (certification application)
- complete the required fingerprinting process and have the results sent directly to the SCDE.
- become familiar with the school and community assigned for student teaching and visit the school and district websites to build background knowledge.
- become familiar with and follow all the school policies and regulations. The school and/or district determines all aspects of the educational programs and policies for each site.
- attend all meetings and activities that the CT is expected to attend. The only exceptions are when the activity is not part of the CT's regular contract or when required courses are scheduled.
- review the school district's calendar(s).
- establish a regularly scheduled time with the CT to collaborate on planning, assessments, and other classroom related items. STs should welcome and ask for assistance, advice, feedback, coaching, and constructive criticism and act on the suggestions appropriately. Specifically, STs should:
 - ask CT for students' academic performance data for planning lessons and unit assessments for impact on student learning.
 - request current student information on IEP/504 plans and ask for opportunities to attend IEP/504 planning meetings. (dependent upon parent permission)
 - observe and/or participate in conferences with parents when the CT considers it appropriate.
 - collaborates with CT to complete: take-over plan, Evidence of Student Learning assignment, lesson plans and reflections, and program specific assignments

Any other requirements are listed in the student teaching syllabus for the program or capstone course. Specific program area assignments, calendars, evaluation forms and other student teaching resources can be found at the [Teacher Education Field Experience](#) webpage by clicking on the specific program area.

EVALUATING STUDENT TEACHING

Student teaching is based on competencies defined by the South Carolina Expanded ADEPT (Assisting, Developing, and Evaluating Professional Teaching) system. The assessment and evaluation of teacher candidates is based on their demonstrated competencies on Expanded ADEPT performance indicators in the [South Carolina Teaching Standards 4.0 Rubric](#) (SCTS) and on national standards related to their program area(s).

STs receive the following evaluations:

- Cooperating Teachers: 2 formative evaluations and 1 summative evaluation
- University Supervisors: 3 formative evaluations and 1 summative evaluation
- Consensus midterm evaluation from CT and US
- Consensus final evaluation from CT and US

The results of the final evaluation for STs are used to determine the ST grade and if the teacher candidate will be recommended for certification. STs may have other program-specific assignments and evaluations associated with their capstone or methods courses. STs will also be evaluated in student teaching on unit-wide key assessments associated with accreditation requirements with the Council for the Accreditation of Educator Preparation.

For specific assignments associated with student teaching, go to the [Teacher Education](#) webpage and click on the program area.

DISMISSAL FROM STUDENT TEACHING

It is expected that student teachers will show steady progress in planning, instruction, environment, and professionalism domains during their student teaching placement. If at any point there is concern about the ST's performance in the classroom, they may be placed on an improvement contract. The contract will outline the specific expectations for improvement necessary for the ST to continue in the assigned student teaching placement. Failure to meet the contract expectations may result in dismissal from student teaching.

STs can be dismissed from student teaching at the request of the US, CT, and OFCPO, as well as the partnering school, district, or CoE faculty. Causes for removal from student teaching may be based on consistent deficiencies in any of the following areas:

- Effective teaching (instruction and planning),
- Classroom management,
- Content knowledge, and
- Ethical and professional behavior.

In some cases, STs dismissed from student teaching or those unable to successfully complete their student teaching semester may be able to get approval from the OFCPO Executive Director, program faculty, and the appropriate department chair to enroll in student teaching a second time. Student teachers dismissed from student teaching a second time or unable to successfully complete a second attempt at student teaching are not permitted to enroll in subsequent student teaching semesters. Extenuating circumstances are considered on an individual case-by-case basis.

III. Graduation & Certification Requirements

Attention: Teacher Candidates who receive a final score of D or F in content or education courses, including the student teaching course, may not graduate or be recommended for teacher certification.

PRAXIS II TESTS

PLT

The Principles of Learning and Teaching (PLT) exam is part of the Praxis II series of tests and is required for all teacher candidates seeking certification. The South Carolina State Department of Education [website](#) provides information on the PLT exam that is required for teacher candidate's areas of certification. Teacher candidates must take the exam that is approved and required by the South Carolina State Department of Education for their content level. The Principles of Learning and Teaching exams, test dates, and registration information can be found online at the [ETS website](#).

Praxis II Specialty Area Exam Requirements

Praxis II Specialty Area Exams are designed primarily for the area in which the teacher candidate is seeking certification. The South Carolina State Department of Education [website](#) provides information on the Praxis II Specialty Area Exam that is required for each certification area. Teacher candidates must take the exam that is approved and required by the South Carolina State Department of Education for their content area. Specialty Area exams, test dates, and registration information can be found online at the [ETS website](#).

Teacher candidates should take the Praxis II exam(s) by the end of the semester immediately preceding the student teaching semester.

- **Teacher candidates are required to take the Praxis II Principles of Learning and Teaching (PLT) exam and the specialty area exam(s) for graduation.** Official scores must be reported from ETS to Clemson to graduate. If scores are not on file with Clemson University, teacher candidates will not be allowed to graduate.
- **Teacher candidates are required to take and pass the Praxis II Principles of Learning and Teaching (PLT) exam and the specialty area exam(s) for SC certification.**

Praxis Test Reminders

- For detailed information regarding required Praxis II exams teacher candidates should consult the [ETS](#) an [SDE](#) websites.
- When registering for Praxis tests, candidates must request that scores be sent to both Clemson University (code 5111) **and** to the South Carolina State Department of Education (code 8108). ***This is not done automatically.***
- If for some reason the score reports are not sent to Clemson University by ETS, **the candidate must contact ETS and request scores be sent to Clemson.**
- When registering for Praxis exams, the teacher candidate must enter their correct social security number and official first and last name. *If an incorrect social security number is entered or omitted on the registration form, scores will not be sent to the South Carolina State Department of Education or to Clemson University.*
- The South Carolina State Department of Education **will not process the teaching license** until passing Praxis scores are received **directly from Education Testing Services (ETS).**

- Candidates will not be recommended for certification until the PLT and Praxis II Specialty Area exam(s) are passed and scores are on file with Clemson University and The South Carolina Department of Education

READ TO SUCCEED

The SCDE requires all candidates to earn a C or better in Read to Succeed courses AND complete all courses at Clemson University. Candidates who do not earn a C or better in all the Read to Succeed courses will not graduate or be recommended for licensure. To see a list of the Read to Succeed courses, click this link <https://www.clemson.edu/education/academics/certificates-endorsements/index.html>.

STANDARD APPLICATION

Teacher candidates must complete the Recommendation for Certification survey prior to completing any additional SCDE applications. This survey will be sent via email to teacher candidates from the Certification Officer. The Certification Officer uses survey results to submit recommendations for certification to the SCDE.

Teacher candidates must complete an additional SCDE application at no cost via their [Educator Portal](#). Standard applications are due by **May 1 prior to graduation**. **ALL candidates** should complete the application for ***in-state program completers*** as though they have graduated. Candidates can indicate additional areas of certification on this application.

Candidates who wish to add additional areas of certification must submit a completed [Request for Change/Action Form](#) electronically via the Educator Portal.

Please contact the [Certification Officer](#) for assistance with this process.

TRANSCRIPT(S) REQUIREMENT

After successfully completing program requirements for certification recommendation and the graduation date has posted on your transcript, **it is the teacher candidate's responsibility to request that [final transcripts](#)** from all attended colleges and universities be sent to the South Carolina Department of Education. Follow the instructions at linked SCDE site. **The Clemson University transcript does not list courses taken at other institutions.**

Teacher candidates can find directions for requesting Clemson University Transcripts by accessing the Registrar Office [website](#). The block on the Transcript Request Form labeled ***After Degree Posts*** should be checked to ensure conferred degree and graduation date are shown on the official transcript. Teacher candidates should consult with the Transcript Office or visit the Registrar's website to find out about the fee that is required for each transcript.

To meet the requirements for teacher certification, the South Carolina Department of Education requires official transcripts from all the colleges and universities attended.

OUT-OF-STATE CERTIFICATION

If teacher candidates are applying for certification to states other than South Carolina, it is their responsibility to ensure that the OFCPO has the necessary documents for making recommendations. Also, the teacher candidate is responsible for contacting the education

department or commission for the state in which they are interested in receiving certification to find out about specific state requirements. To find out more information about reciprocity, please visit <https://airtable.com/shrAbQbdGD2XUZC4i/tblw5cCKb0YI3NO3m?backgroundColor=purpleLight&viewControls=on>

Please contact the [Certification Officer](#) for assistance with this process.

EXIT SURVEY

Teacher candidates are asked to complete the exit survey prior to graduation. OFCPO faculty and staff will notify students via email when the survey is launched prior to May graduation.

FIELD AND CLINICAL EXPERIENCES CHECKLIST

Early Field Experiences

Completed	Program Requirements
	Complete SLED Initial Background Check
	Complete and submit Statement of Disclosure Concerning all Prior Convictions Form
	Complete and submit FERPA Records Release Form
	Complete TB Test
	Complete and submit Handbook Verification Form

Student Teaching

	Complete Application for Student Teaching Placement with OFCPO . This is typically done in the fall of the junior year.
	Complete the Student Teaching Application via your Educator Portal at the SC State Department of Education website and pay the required fee.
	Complete the requirements for an FBI Background Check and Sex Offender Requirements (fingerprinting). This must be done AFTER submitting the Application. Directions will be available in your Educator Portal upon completing the Student Teaching Application.
	Student Teacher Candidate: Take the appropriate Praxis II Principles of Learning and Teaching (PLT) Exam after completing EDF 3020/8020 Educational Psychology.
	Take the required Praxis II Specialty Area Exam(s) for certification/licensure area at the end of the semester prior to student teaching.

Graduation & Certification

	Verify all Praxis II scores are on file with Clemson University and South Carolina Department of Education.
	Complete the Recommendation for Licensure survey sent via email from the Certification Officer
	Request <i>Final Transcripts (with degree and graduation date) from all colleges/universities attended</i> to be sent to the South Carolina Department of Education.
	Submit Exit Survey prior supplied by OFCPO by May 1 prior to graduation.
	Complete the Standard Application via your Educator Portal at SCDE; complete by May 1 prior to graduation.
	Check your Educator Portal via SCDE website to ensure required test scores and transcripts are sent to the SCDE and that fingerprints are valid.

IV. Cooperating Teachers and University Supervisors

COOPERATING TEACHER

The cooperating teacher (CT) models effective teaching practices, serves as a mentor and supports teacher candidates during their pre-service experience to enhance their professional growth. We encourage the CT to engage the teacher candidate in best practices by implementing the following:

Building Relationships

- Establish a positive relationship with the teacher candidate
- Promote open communication, collaboration and mutual respect
- Create a safe space for the teacher candidate to reflect or ask questions
- Model a commitment to diversity by demonstrating dignity and value of all individuals, by promoting equity and creating a culturally responsive classroom
- Involve the teacher candidate in decision making when appropriate
- Encourage the teacher candidate to seek help when needed and celebrate their success

Classroom Community

- Welcome and introduce the teacher candidate to students and explain their role in the classroom
- Share classroom routines, expectations, instructional/non-instructional procedures and ideas about how the teacher candidate can take initiative in the classroom
- Share classroom management strategies if applicable
- Model how to show respect and empathy for students
- Share insight on how to build relationships with parents and families
- Provide the teacher candidate with a desk or designated space within the classroom
- Explain the rationale for professional decisions

Communication & Contacts

- Maintain an open line of communication with the teacher candidate and university supervisor
- Share any questions, concerns or celebrations with the university supervisor throughout the year

Professionalism

- Introduce the teacher candidate to administration, grade level teachers, office staff and other support staff or personnel within the school community
- Familiarize the student with school policies, procedures, school environment, emergency drills and share details surrounding checking in, parking etc.
- Model how to maintain professional relationships with school personnel, students, parents and families

Planning and Instruction

- Establish high expectations and provide oral and written feedback to the teacher candidate as needed
- Be willing to share ideas, resources or instructional materials with the teacher candidate
- Model effective teaching practices and create opportunities for teamwork and co-teaching
- Assist the teacher candidate with understanding how to use assessments to plan and differentiate instruction
- Encourage the teacher candidate to reflect on their teaching as well as their strengths and potential areas for growth
- Schedule a time each week during planning to share feedback on lesson plans, areas of growth or areas of focus for improvement
- Invite the teacher candidate to participate or observe planning while in grade level meetings when appropriate

University Assignments & Anthology

- Cooperating Teachers must complete the **South Carolina Teaching Standards 4.0 Rubric Training**. Training opportunities will be shared via email
- Provide feedback to the teacher candidate on lesson plans prior to observations
- Participate and provide feedback during midterm (spring) and final evaluation meetings (fall & spring)
- Verify and sign off on the teacher candidate's time log weekly in Anthology
- Utilize the teacher education field experience website to access resources

Cooperating Teacher Stipends and Supports

Cooperating teachers who host a senior student will receive a monetary stipend and a letter that can be used for recertification credit. Teachers who host a freshman, sophomore, or junior student will receive a letter that can be used for recertification credit.

UNIVERSITY SUPERVISOR

USs support student teachers in the following ways:

- Attend training sessions required by Clemson University.
- Complete an initial visit with the CT and student teacher.
- Become familiar with the school and community assigned to the student teacher and visit the school and district websites to build background knowledge.
- Assist the student teacher and CT with required assignments.
- Establish a general semester-long/yearlong observation schedule with the student teacher.
- Observe and assess lessons taught by the student teacher.

- Complete a final summary evaluation and conference involving the student teacher and CT.
- Maintain an open line of communication with the student teacher and CT via email, phone, and/or site visits.
- Enter evaluation results and provide feedback in Anthology.
- Communicate any concerns with the OFCPO at Clemson University.
- Complete a consensus midterm evaluation and conference involving the ST and CT
- Complete a final evaluation and conference involving the ST and CT.
- Complete specialized program area (SPA) evaluations, as needed.
- Evaluate the final portfolio, if required by program.
- Submit final ST grade to OFCPO

SUPERVISION TIPS

Teacher candidates need your encouragement and support. Often, they are anxious, nervous, and want to make sure they are performing their best. Below are some tips we've learned to help lessen the anxiety of the teacher candidate and help them have successful clinical experience.

Be Positive and Respectful

- Be positive about what you observe
- Be positive about what the CT is doing and how they are teaching
- Be positive about the school and district
- If you have concerns during a ST lesson, do not interrupt the ST while teaching; share with CT and address at the end of the lesson

Be Flexible

- Be flexible with scheduling observations
- Be open to observing on days that work with the ST's and CT's schedule
- Be responsive to what the ST and CT have already planned
- Be flexible with how you communicate with the ST and CT
- Be flexible in scoring the ST if they are required to use a scripted lesson

Announce Observations

- Schedule all formative and summative observations. The ST needs time to prepare their lesson plan and submit it to Anthology. These should be scheduled in advance, never at the last minute.
- Limit unannounced check-ins to one/semester. You should always clear this with the CT first.

Give Feedback

- Give lots of written and verbal feedback
- Written feedback should serve as evidence for the scores you provide
- If a ST has a low score, written feedback should be clear about why the score was low and should give examples for how to improve
- Feedback should also affirm what the ST is doing well
- Always be transparent about your decisions

Share Feedback

- Share your feedback with CTs. You can download/save your observation notes and share them with the CT and the ST.
- Even if you have philosophical differences, you can find ways to frame your feedback to the ST so that the CT understands your perspective and the feedback you are providing.

Maintain Confidentiality

- If you have concerns about a ST or CT, share those concerns with the OFCPO, not other STs or CTs or school/district administrators.
-

Use Approved Rubrics

- You can copy approved rubrics to a Google Doc to share, but it is important to always use approved rubrics that are on the OFCPO website or in Anthology
-

ANTHOLOGY

Anthology is the College of Education's system for measuring candidate learning and gathering data to inform decisions and ensure continuous improvement. It is an online candidate assessment data collection system used for program accreditation. When it is time for you to submit a lesson observation or verify a student's time log in Anthology you will receive an email with a link to access the system.

For assistance with Anthology, please email coecw@clemson.edu or consult the appropriate Anthology user guide below.

University Supervisors:

<http://userguide.chalkandwire.com/m/Assessor/210868-quickstart-guide-for-assessors>

Cooperating Teachers:

<http://userguide.chalkandwire.com/m/Assessor/210869-quickstart-guide-for-external-assessors>

V. Ethical and Professional Standards and Expectations

CODE OF CONDUCT

- Teacher candidates will arrive to school on time and check in at the main office.
- Teacher candidates are to conduct themselves as professionals in accordance with expectations for faculty members in the school.
- Teacher candidates will maintain a professional appearance according to the standards for faculty members of the school. It is the candidate's responsibility to know these standards.
- If a teacher candidate must be late or absent, the cooperating teacher and university supervisor must be immediately contacted.
- Teacher candidates should not become personally involved with students in social activities not sponsored by the school. They should refrain from contact with their 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.
 - For example, communicating about ANY student teaching related topic with students, cooperating teachers, university supervisors, or other student teachers through a medium such as Facebook, Instagram, Snapchat or any other social media outlet is considered inappropriate contact. Posting photos of students in any way is not allowed without school permission.
- Teacher candidates should not become personally involved, romantically or socially, with any student, teacher, or administrator in their assigned school or in any school connected with Clemson University.
- Teacher candidates will work with confidential information including student grades, student health records, academic records, Individualized Education Plans (IEP), family histories, and more. 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), candidates must refrain from discussing information related to the students with whom

they are working. Questions about confidentiality policies should be directed to the cooperating teacher and/or the university supervisor.

- Teacher candidates are expected to avoid unfavorable criticism of the participating school, teachers, and the community.

PROFESSIONALISM STANDARDS FOR CLINICAL FIELD EXPERIENCES

Teacher candidates are responsible for accessing, reviewing, and maintaining familiarity with the [Professionalism](#) document throughout their field experiences.

SC STANDARDS OF CONDUCT FOR SOUTH CAROLINA EDUCATORS

Teacher candidates must conduct themselves in a manner consistent with professional, moral, and ethical standards including the College of Education Code of Conduct, the SCTS indicators of Professionalism, and the [SC Standards of Conduct for South Carolina Educators](#).

Clemson University of Education teacher candidates can be removed from field experiences and student teaching at the request of the University Supervisor, the Classroom Teacher, the Cooperating School, the Cooperating School District and/or the Executive Director of the OFCPO for violations of the College of Education Policy for Field and Clinical Experiences. Removal from field or clinical experiences can result in the failure of courses requiring field experiences or student teaching.

MODEL CODE OF ETHICS

The Model Code of Ethics for Educators (MCEE) is a guide for that establishes the principles for ethical best practice, mindfulness, self-reflection, and decision making, setting the groundwork for self-regulation & self-accountability. Teacher candidates can find more information here:

https://www.nasdtc.net/page/MCEE_Doc

GLOSSARY

Field Experiences: (freshman through junior year placements) include activities that assist teacher candidates with developing initial skills for working with and supporting students.

Cooperating Teacher: P12 school-based clinical educator

OFCPO: Office of Field and Clinical Partnerships and Outreach

Teacher Candidate: College of Education student who engages in field and clinical experiences

Teacher residency: focuses on a year-long placement in which the teacher candidate works with the master teacher to implement a co-teaching model.

Student: P12 student in a public-school, child-development center, or Head Start center

Student Teaching: focus on direct teaching and full-time teaching experience in a year-long placement that includes student teaching and/or practicum experiences.

University Supervisor: University-based clinical education



HANDBOOK VERIFICATION DOCUMENT

Clemson University Office of Field and Clinical Partnerships and Outreach
Verification of Receipt of the Field & Clinical Experience Handbook

The Field & Clinical Experiences Handbook serves as a guide for Clemson University teacher candidates, at all stages of their program. The handbook outlines important information regarding policies, procedures, responsibilities and other related information associated with clinical field experiences. Therefore, teacher candidates are required to sign a statement indicating that they are aware of policies and procedures outlined in this handbook.

Below is a summary of the information included in this handbook. The list should not be considered as an exhaustive list of the content and information that is required to successfully complete the teacher preparation program. Teacher candidates are responsible for reading and understanding the contents of this handbook to gain an understanding of:

- roles and responsibilities associated with clinical field experiences
- procedures for continuance and dismissal from the teacher preparation program
- academic requirements and assignments associated with clinical field experiences
- expectations of professional behaviors and advocacy during clinical field experiences
- standards for teacher performance and how they are evaluated or assessed during clinical field experiences

All teacher candidates are asked to sign this form acknowledging electronic receipt of the Field & Clinical Experiences Handbook. Teacher candidates will receive an electronic copy of this verification form through Anthology. You are required to sign and submit the form, prior to the start of field and clinical experience(s). (Faculty for courses requiring this document will provide specific deadlines for your submission.) Your signed document will be kept on file as an official record of your acknowledgement of electronic receipt and agreement to comply with the policies, mandates, and procedures of the College of Education Office of Field and Clinical Partnership and Outreach.

YOUR CUID AND PROGRAM NAME ARE REQUIRED FOR SUBMISSION.

CUID #	Program (e.g., Early Childhood, Math)
Your Name (print)	
Your Signature	
Date (month/day/year)	