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
101 Gantt Circle
Clemson, SC 29634**

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Our Mission

The College of Education is a transformative leader in systemically improving education, beginning at birth. Our mission is to engage our students in high quality applied research, professional learning, and immersive experiences. We prepare culturally competent, scholar practitioners who promote the growth, education, and development of all individuals, with emphasis on underperforming schools and underserved communities across the state and nation.

OFCPO Handbook

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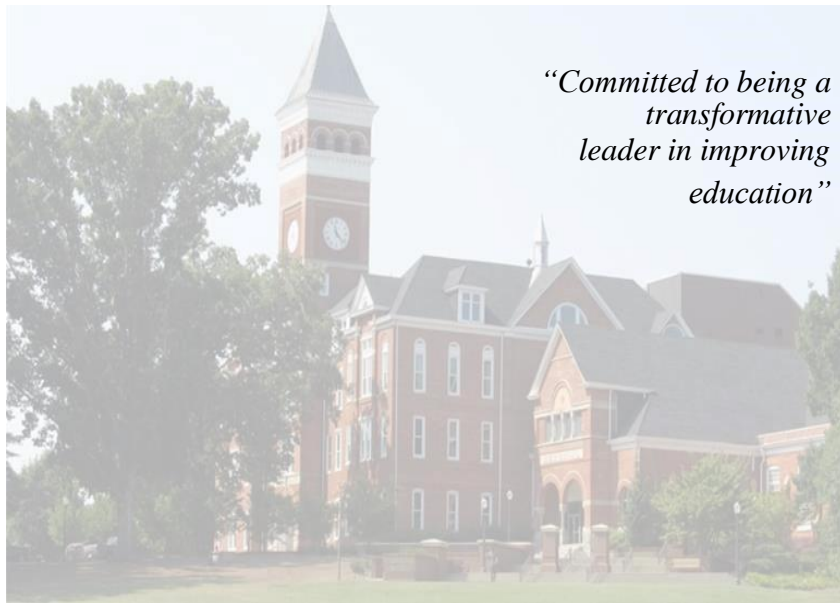
Terms in this handbook are aligned with terminology of the Council for the Accreditation of Educator Preparation (CAEP).

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"Committed to being a transformative leader in improving education"

I. General Information

DEAN & EXECUTIVE DIRECTOR'S LETTER

Dear Teacher Candidates, Cooperating Teachers, and University Supervisors,

Welcome to the College of Education!

The Clemson University College of Education and its educator preparation programs are nationally and state accredited. Our College is committed to being a transformative leader in improving education, beginning at birth. In addition to teacher candidates, we prepare counselors and leaders for P-12 schools; prepare counselors to serve in communities; train student affairs practitioners, administrators, and faculty to serve in higher education; and prepare training and development specialists for business and industry. We endeavor to engage tomorrow's educators in high-quality research and professional learning that will help them make a difference in the world.

The College of Education includes three academic departments - Education and Human Development; Educational and Organizational Leadership Development; and Teaching and Learning - and the Eugene T. Moore School of Education. In addition, the College of Education works in conjunction with the College of Agriculture, Forestry and Life Sciences to provide students an Agricultural Education degree option as well as to offer undergraduate teacher education preparation programs.

As a means of achieving our mission, this handbook has been designed to be a practical tool for teacher candidates, cooperating teachers, and for University faculty and supervisors. The handbook will assist teacher candidates in program progression and the requirements for teacher licensure. This guide is a supplement to the Clemson University Academic Catalogs for undergraduate and graduate programs.

Critical to the development of highly effective educators are opportunities for teacher candidates to participate in clinical field experiences. Clinical field experiences allow teacher candidates to work with dynamic teachers and administrators within our partnership network. Each unique experience also affords teacher candidates the occasion to work with students from diverse backgrounds and in schools with demographically different student populations. Office of Field and Clinical Partnerships and Outreach faculty and staff play a significant role in arranging teacher candidates' engagement in meaningful and quality field and clinical experiences.

Teacher candidates engage in field experiences and clinical practice throughout their time in the program. Initial experiences in ED 1050 include tutoring students within our partner school districts. Subsequent practicum experiences occur during the teacher candidate's sophomore and junior years in the program. During each experience, teacher candidates work with cooperating teachers to learn how:
- assessments inform instruction,
- technology integration can increase student engagement, and

- positive classroom environments increase students' productivity, performance, and address the needs of diverse learners (e.g., English language learners, students with special needs, gifted and talented learners, children living in poverty).

While our primary goal is for teacher candidates to develop competencies, knowledge, and skills to become highly effective educators, we also want teacher candidates to actively contribute to the learning environment where they are placed.

We sincerely thank each school and district within our network for their support of Clemson's teacher education candidates. We believe candidates' field and clinical practices should be at the center of candidates' learning and "serve as the central framework through which all teacher preparation programming is conceptualized and designed" (AACTE CPC Report, 2018).

On behalf of the faculty and staff of Clemson University and the College of Education, we thank each of you for the roles you play in each teacher preparation program. We hope that each scheduled clinical field experience will provide a rewarding opportunity for all members of the preparation programs – teacher candidate, cooperating teacher, and university supervisor. Please contact Leigh Martin at haltiwa@clemson.edu if we can be of assistance.

Sincerely,

Dr. Kristin Gehsmann

Dr. Kristin Gehsmann
College of Education Acting Dean

Dr. Leigh Martin

Dr. Leigh Martin, Executive Director
Office of Field and Clinical Partnerships and Outreach

College of
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 programs. The handbook outlines important information regarding policies, procedures, responsibilities and other related information associated with clinical field experiences. Therefore, teacher candidates may be 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 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)

Teacher Candidate's Name (Print): _____

Teacher Candidate's Signature: _____

Date: _____MO/DA/YEAR

TEACHER PREPARATION DEGREE PROGRAMS

The College of Education offers undergraduate and graduate teaching degrees in the following content areas.

COLLEGE OF EDUCATION
- Early Childhood Education, BA
- Elementary Education, BA
- Mathematics Teaching, BS
- Middle Level Education, BS
    - Mathematics and Science Teaching Area
    - Language Arts and Social Studies Teaching Area
- Middle Level Education, MAT
- Modern Languages, BA
    - American Sign Language Teaching Area
    - French Teaching Area
    - Spanish Teaching Area
- Modern Languages, MAT
- Science Teaching, BA
    - Teaching Area - Biological Sciences
    - Teaching Area – Chemistry
    - Teaching Area – Physics
- Science Teaching, BS
    - Teaching Area – Biological Sciences
- Secondary Education, BA
    - Teaching Area - English
    - Teaching Area - Mathematics
    - Teaching Area – Social Studies (History)
- Secondary Education, MAT
- Special Education, BA
- Teacher Residency in Early Childhood Education, MAT
- Teacher Residency in Elementary Education, MAT
- Teacher Residency in Middle Level Education, MAT
- Teacher Residency in Modern Languages, MAT
- Teacher Residency in Secondary Education – English, MAT
- Teacher Residency in Secondary Education – Mathematics, MAT
- Teacher Residency in Secondary Education - Science, MAT
- Teacher Residency in Secondary Education – Social Studies (History), MAT
- Teacher Residency in Special Education – MAT

Note: The College of Education and its educator preparation programs are nationally and state accredited. In addition, our programs are accredited by national specialized professional associations. Each program offers multiple layers of support for teacher candidates.

FCE Handbook

TEACHER CANDIDATES' CLINICAL FIELD EXPERIENCES

The general education components in the teacher education program comprise the major portion of the freshman and sophomore years. Courses in the sciences, composition, literature, speech, art, music, mathematics, and social sciences provide learning opportunities through which students acquire knowledge and develop competence in the skills of analysis, synthesis, and evaluation. Clinical field placements afford teacher candidates the opportunity to observe and work with children, teachers, school leaders, and/or center directors at various locations during their pre-service experience.

Clinical field experiences in classrooms, schools, and centers gradually increase in scope and responsibility with each placement. Teacher candidates in an undergraduate program begin their field experiences with an introductory education course (ED 1050) that includes observation and participation in public school classroom situations. Other courses provide opportunities for teacher candidates to observe public school classrooms and educational entities from a teacher's perspective, serve as an assistant to the teacher, administer tests, tutor individual students, and become generally familiar with the organization and operation of the classroom and school.

Teacher candidates are provided opportunities to correlate the knowledge and skills acquired through general education courses with practical application. They participate in required field experiences during several courses beginning in the freshman year. These experiences culminate with teacher candidates completing internships as student teachers or teacher residents. The goal of each placement is to foster our teacher candidates as they develop into culturally competent classroom teachers. Additionally, each experience is based on competencies associated with the South Carolina Evaluation System. Most importantly, teacher candidates will actively engage in experiences that will help them flourish in a 21st Century Learner Environment.

The following terms clarify the types of clinical field experiences available to teacher candidates:

- **Early field placements** (freshman through junior year placements) include activities that assist teacher candidates with developing initial skills for working with and supporting students.
- **Senior field placements** focus on direct teaching and a full-time teaching experience in a year-long placement that includes student teaching and/or practicum 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.

GUIDING PRINCIPLES FOR SUPPORT DURING CLINICAL FIELD PLACEMENTS

It is through diverse, carefully constructed, and rigorous classroom-based instruction and field-based experiences that teacher candidates will gain strategies and skills necessary for teaching diverse student populations. Teacher candidates are supported by Cooperating Teachers (CTs)

and University Supervisors (USs) who play significant roles in helping guide the growth and development of the pre-service educators.

Cooperating teachers are clinical educators who provide mentorship and supervision for teacher candidates requiring early or senior field experiences. During semester long senior field experiences (practicum and student teacher/student intern), the CT collaborates with the US to assure that teacher candidates receive support and feedback throughout their assignment and/or takeover responsibilities.

University Supervisors are clinical educators who serve as liaison between Clemson University and the partner locations within our network. The US provides supervision for teacher candidates who are practicum students and student during their field experiences. During senior field experiences, the US collaborates with the CT to assure that teacher candidates receive support and feedback throughout their assignment and takeover responsibilities.

Furthermore, USs and CTs are clinical educators who serve as mentors for the student teacher during their final field experience. The goal is for the CT to collaborate with the US to ensure that each teacher candidate receives support and feedback throughout their assignments and during full takeover responsibilities.

For their final practicums and internships, teacher candidates are placed with teachers who:
- possess full certification for the area in which they are teaching;
- have taught successfully for a minimum of three years;
- are receptive to current teaching practices and new ideas;
- have demonstrated a positive impact on classroom student learning;
- recognize the inherent dignity and value of all individuals, promote equity in education, and advocate on behalf of children, families, and members of diverse communities;
- are aware of contemporary instructional technology and web-based applications for 21st Century Learning; and
- complete training provided by Clemson University.

Note: Some CTs are also responsible for interacting with teacher candidates during early field placements, while others work primarily with students during senior placements.

MEETING ETHICAL & PROFESSIONAL EXPECTATIONS DURING FIELD EXPERIENCES

The principal is responsible for all occurrences within the location setting. Therefore, during field experiences, the teacher candidate must respect the guidelines and rules set forth by the school, district, or location administrators. Moreover, teacher candidates must work to fit into the organizational framework of the location(s) where clinical field experience(s) are completed.

The teacher candidate is an ambassador for Clemson University and a guest at partnering locations. For this reason, teacher candidates are responsible for obtaining the policies of the school and for following these policies, and the Code of Conduct and Professionalism Standards established by CoE. Teacher candidates are responsible for reading and becoming

familiar with the Professionalism Standards for Clinical Experiences and the Code of Conduct, prior to starting field experiences, each semester.

Note: Teacher candidates will be required to verify that they have read all professionalism documents, as noted above, prior to completing initial visits at placement locations.

ABSENCES

Teacher candidates are required to complete all field placements 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 Cooperating Teacher, University Supervisor, Course Instructor, and/or OFCPO Faculty and Staff, if it is necessary to miss hours during clinical field experiences. Attendance must be recorded and approved, weekly, using Chalk and Wire time logs.

Practicum Students and Student Teachers have specific attendance requirements that relate to certification. This information is located in subsequent sections entitled Teacher Education Field Experience.

Note: Not completing clinical field experience hours **will adversely impact the teacher candidate's performance** and **may result in them failing the course** associated with the field placement.

CONNECTION TO SC EVALUATION SYSTEM

All clinical field experiences are based on competencies defined by the South Carolina Expanded ADEPT (**A**ssisting, **D**eveloping, and **E**valuating **P**rofessional **T**eaching) 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). The SCTS Rubric indicators are listed in the Table 1.

SCTS: Domains	
Planning	• Instructional Plans/Student Work • Assessment
Professionalism	• Beliefs About Student Learning • Collaboration for Student Learning • Professional Behavior • Standards of Conduct • Communication with Families • Communication with Professionals • Reflective Practitioner • Professional Learning and Engagement

Environment	• Managing Student Behavior • Expectations • Environment • Respectful Culture
Professionalism	• Beliefs About Student Learning • Collaboration for Student Learning • Professional Behavior • Standards of Conduct • Communication with Families • Communication with Professionals • Reflective Practitioner • Professional Learning and Engagement

Table 1. Representative of specific SCTS components, this table includes the 23 performance indicators used to assess the teaching competency of classroom-based educators. The indicators are grouped based on the four domains of the SC teacher evaluation system.

The SCTS Expanded ADEPT process was fully implemented in all South Carolina schools during the 2018-2019 school term.

CONNECTION TO THE PROFILE OF THE SOUTH CAROLINA GRADUATE

All clinical field experiences are purposed to address the guidelines set forth in SC Code of Laws Section 59-1-50. Section 59-1-50 provides for "educational achievement goals for South Carolina high school graduates and students" and establishes the "standards and areas of learning by which these goals are measured". Specifically outlined in the Profile of the South Carolina Graduate, the State expects that "reasonable and concerted efforts" will be made to "ensure that graduates have a world class knowledge based on rigorous standards in language arts and math for college and career readiness".

To address these goals, teacher candidates participate in diverse experiences that afford them opportunities to engage with students in 21st Century Learning Environments. Teacher candidates are taught collaboration skills and how to motivate and keep students engaged using innovative technology. Throughout their field and clinical experiences, teacher candidates also complete assignments and learning activities that strengthen their pedagogical skills. Figure 2 depicts an image of the Profile of the South Carolina Graduate that was adopted and approved by the South Carolina Association of School Administrators Superintendent's Roundtable, the South Carolina Chamber of Commerce and the South Carolina Council on Competitiveness.
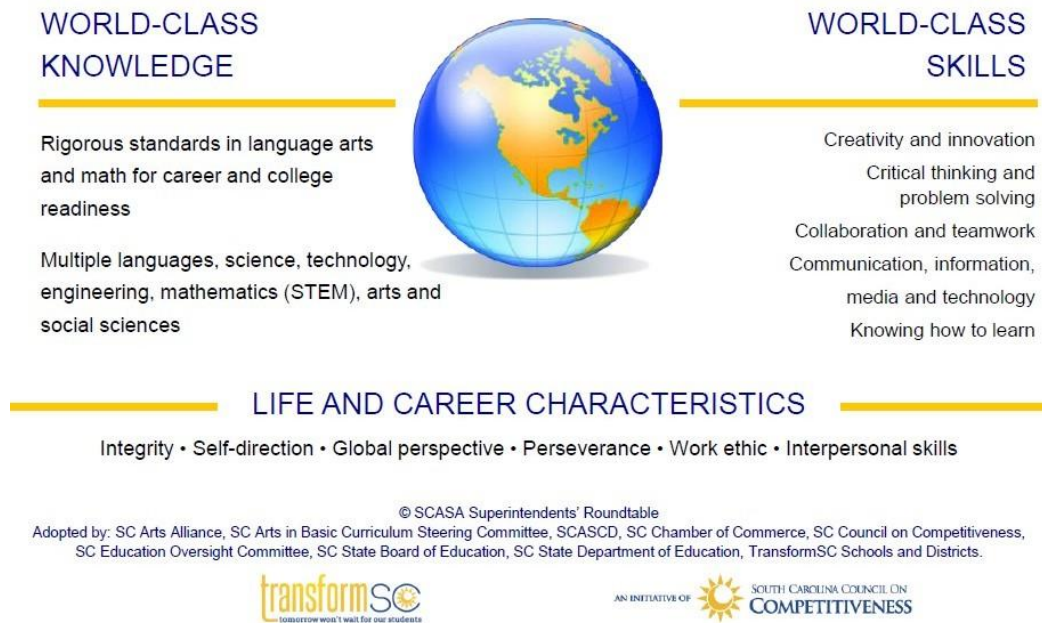
Figure 2: An image that depicts the Profile of the South Carolina Graduate

For more information on the Profile of the South Carolina Graduate and how it fosters academic development of children of all ages, visit the SC Education Oversight Committee website or the South Carolina Legislature website.

PRAXIS TESTS

Teacher candidates must successfully complete Praxis Tests at two levels while in the teacher preparation program. As indicated in the subsequent sections, the Praxis Core must be successfully completed before the teacher candidate can be admitted into the professional level of the teacher preparation program. Teacher candidates must submit scores for Praxis II Principles of Teaching and Learning (PLT) and Praxis II specialty area exams before graduation. Teacher candidates who do not submit official Praxis scores to Clemson University may not graduate, as this is a requirement of graduation. Teacher candidates will not be awarded initial certification/licensure by the South Carolina Department of Education until all required Praxis scores are passed. It is the candidate's responsibility to submit official Praxis scores to Clemson University and the SC State Department of Education.

FIELD EXPERIENCE PERSONNEL CONTACT INFORMATION

The College of Education administration and 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

contact information below to express questions or concerns about early and senior field placements.

Office of Field and Clinical Partnerships and Outreach Faculty

Contact Name & Position	Office Address	Email
Executive Director, Field and Clinical Partnerships and Outreach, Dr. Leigh Martin	**101 Gantt Circle** **113 Old Main** **864-656-5115**	haltiwa@clemson.edu
Coordinator, Early Childhood & Elementary Placements Dr. Latasha Chappell	**101 Gantt Circle** **100 Old Main** **864-656-5095**	latashc@clemson.edu
Coordinator, Middle Grades & Secondary Placements Mrs. Paula Adams	**101 Gantt Circle** **100 Old Main** **864-656-9701**	padams2@clemson.edu
Coordinator, Special Education and Counseling and Certification Officer Dr. Jennifer Hall	**101 Gantt Circle** **100 Old Main** **864-656-7692**	jgh3@clemson.edu

Academic Advisors

Advisor **Early Childhood Education** **Middle Level Education,** Stacy Dillard	**101 Gantt Circle** **Old Main** **864.656.3872**	swolfe2@clemson.edu
Advisor **Math Teaching, Science Teaching, Secondary Education and Special Education,** Jamie Garland	**101 Gantt Circle** **105 Old Main** **864.656.318**	jgarlan@clemson.edu
Advisor **Early Childhood Education** **Elementary Education** **Teaching Fellows** Ms. Staci Koonce	**101 Gantt Circle** **105 Old Main** **864.656.0491**	skoonce@clemson.edu
Advisor **Elementary Education, Modern Languages** Ms. Valerie Oonk	**101 Gantt Circle** **105 Old Main** **864.656.3482**	vwhite@clemson.edu

Anthology Support Staff

Manager, Assessment and Learning Systems (Anthology) Mr. Kent Ellison	**1101 Gantt Circle** **05G Tillman Hall (Old Main)**	coecw@clemson.edu

Department Chairs

Department Chair, Teaching & Learning Dr. Dave Fleming	**101 Gantt Circle** **407E Tillman Hall (Old Main)** **864.656.5112**	dflemin@clemson.edu
Department Chair, Education & Human Development Dr. Deborah Switzer	**101 Gantt Circle** **211A Tillman Hall (Old Main)** **868.656.5098**	debi@clemson.edu

Agricultural Education

Dr. Cathy DiBenedetto	**251 McAdams Hall,** **Clemson, SC 29634** **864.656.0296**	andiben@clemson.edu

II. Field Experience: Requirements & Resources

ACADEMIC ADVISING (REGISTRATION)

Throughout their time in the teacher preparation program, teacher candidates will be advised by professional advisors in the Academic Advising Center. In addition to assisting with registration, Academic Advisors will also provide teacher candidates with information about the processes associated with admission to the professional level of the teacher preparation program.

Teacher candidates are encouraged to contact their advisors at any time during the year when questions or concerns arise. In addition, teacher candidates are reminded that degree audits are always available online through Degree Works. Also, after admission to the professional level of the education program, each candidate will be assigned an education faculty mentor who serves as an additional professional resource.

Note: The University's "Academic Eligibility Policy" can be found in the *Clemson University Catalog System* in the Academic Regulations section at http://catalog.clemson.edu. The College of Education has additional policies defined in the *Clemson University Catalog System* under College of Education and the specific academic programs.

CU NAVIGATE (TECHNOLOGY)

Figure 3. Student Orientation slide on how to access CU Navigate to schedule an appointment with Student Advising

CU Navigate is an individualized information system for students. The technology will permit students access to campus resources, provide information on key dates, and allow students to directly schedule advising appointments with Academic Advisors. During each teacher candidate's initial orientation, Academic Advisors provide students with additional information on how CU Navigate will be used in CoE. If teacher candidates need more information on how to use CU Navigate or help with downloading the app, they should consult the [CU Navigate for Students website](#)

ANTHOLOGY (TECHNOLOGY)

Anthology is the College of Education's system for improving student learning and gathering data to inform decisions and ensure continuous improvement. It is an online web-based candidate performance assessment data collection, archival, and report generation system used by many colleges and universities for program accreditation. All education majors are required to make a one-time purchase of Anthology for use throughout their program. This can be purchased either at the Clemson University bookstore or online through the Clemson University bookstore website. Starting with ED 1050 and continuing through each field placement course, undergraduate 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. Individual teacher candidate performance data is aggregated, summarized, and reported for continued accreditation and for our program improvement.

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/l/210868-quickstart-guide-for-assessors

Cooperating Teachers:
http://userguide.chalkandwire.com/m/Assessor/l/210869-quickstart-guide-for-external-assessors

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 field placements. 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.

INITIAL BACKGROUND CHECK & SEX OFFENDER CHECK REQUIREMENTS

A prior criminal record could prevent a teacher education candidate from being certified/licensed as a teacher in South Carolina, in accordance with State Board of Education guidelines. Teacher candidates in Clemson University teacher preparation programs are required to complete background checks prior to initial field placements. Also, in order to meet certification requirements, teacher candidates will complete a more comprehensive background check prior to student teaching.

Specifically, all South Carolina public schools require university students to complete a South Carolina Law Enforcement Division (SLED) background check before they are permitted to complete university field placements in their schools. Teacher candidates typically enroll in courses that require completion of field placements in public schools during their first semester at Clemson. Therefore, it is imperative that incoming students complete this SLED check requirement before they begin classes at Clemson University.

Additionally, South Carolina K-12 public schools, private day facilities, and other partnering organizations require a national sex offender list check before volunteers can work in the schools. Since teacher candidates will serve in classrooms as observers, tutors, and in other capacities, OFCPO faculty and staff will check to see if the student is registered as a national sex offender.

If a criminal record is revealed, results will be considered on an individual basis. Teacher candidates who have been convicted of or plead guilty to violent crimes, whose names appear in the National Sex Offender Registry, or who have been required to register as a sex offender will not be placed at locations for field experiences. Also, if a teacher candidate has been convicted of a felony, they are ineligible to meet certification requirements and will not be scheduled for a field experience.

Teacher candidates are encouraged to self-report or disclose information that they think will hinder their progress in the teacher preparation program at Clemson University.

Note: Records retained by Clemson University that contain personally identifiable information about the teacher candidates may be protected from disclosure to third parties under the federal law known as the Family Educational Rights and Privacy Act (FERPA).

III. The Early Field Experiences

PURPOSE

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

SUMMARY

Beginning in their freshman year (ED1050), teacher candidates begin working with CTs to gain initial experiences as pre-service educators within various courses. Embedded in early field experiences are opportunities for teacher candidates to observe in classrooms, child development centers, or Head Start locations. Teacher candidates gain insight on effective teaching strategies and begin exploring the connections between child/adolescent development and learning. Also, teacher candidates have a chance to complete class assignments, develop informal lessons, and work with teachers, school leaders, or parents in classrooms at assigned locations. Course assignments are designed to help teacher candidates develop confidence and competence as pre-service educators and to assist in their decision to pursue a teaching career.

Clinical field experience activities and assignments are created by the university faculty or course instructors and are designed to extend opportunities to further examine course content. Through guided observations, tutoring, planning and teaching, and collaborative projects, teacher candidates develop competencies to work with diverse student populations. The required time for field placements varies from program to program and is based on the individual courses. The primary goal for each early field experience is for teacher candidates to develop teaching competences established by indicators in SC Teaching Standards 4.0 Rubric (SCTS).

Teacher candidates should understand that courses with field experiences require field work to be arranged by the course instructor, OFCPO faculty and staff, and/or the network partner. Placements will occur during the workday hours that are relative to the assigned location. In other words, teacher candidates are required to complete clinical field experiences during **normal hours of operation** and in accordance with the schedule provided by at each location administrator or district contact. When registering for these courses, please be aware of the field experience commitment required; flexibility is essential. Early field experiences will range from 6 to 40 hours in a semester, depending on content and relevance of course.

Note: During early field experiences, teacher candidates will work directly with a cooperating teacher (CT) and are never left alone to assume sole responsibility of the classroom.

EARLY FIELD EXPERIENCE TEACHER CANDIDATE RESPONSIBILITIES

The early field placement teacher candidate (freshmen-juniors) will:

- submit information for applicable background checks, **prior to starting initial field experience(s)** and in accordance with deadline(s) established by OFCPO faculty and staff.
  - ✦ South Carolina Law Enforcement Division (SLED) check results
  - ✦ Statement of Disclosure Concerning all Prior Convictions Form
  - ✦ current
  - ✦ Tuberculosis Test results
  - ✦ FERPA Records Release Form
- complete process for scheduling early field placements **in accordance with deadlines established by OFCPO Faculty and Staff**. (See *Scheduling Early Field Experiences,* in the next section, for details on how to schedule field experiences.)
- visit the school or organization website to learn more about the faculty, staff, and students.
- review the school handbook to become familiar with rules and polices 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 actually 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 CT after placements have been verified. (See sample email in College of Education Professionalism Standards for Clinical Experiences for details on how to construct the introductory correspondence.)
- submit all field experience assignments in accordance to the schedule created by the instructor or program faculty.
- actively engage in classroom learning experiences in the classrooms during each field experience.
- communicate, as soon as possible, concerns and questions with CT and/or OFCPO Faculty and Staff.
- complete all field placement hours as scheduled and immediately notify the CT, course faculty, and/or OFCPO faculty and staff of any absence(s).
- record hours completed in field experience time logs for each course that requires a field experience.

Note: It is essential that all applicable documentation for criminal background checks, and medical clearance are submitted before the teacher candidate starts early field placements. *Teacher candidates **will not participate in field experiences** if the documentation is not received in the OFCPO. Not participating in required field experiences may lead to candidates not being recommended for licensure.

DISMISSAL FROM EARLY FIELD PLACEMENTS

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 US, CT, and OFCPO, as well as the partnering school, district, or CoE faculty.

Note: Removal from field or clinical experiences can result in the failure of courses requiring field or clinical experiences.

Early Field Experiences and Clinical Practices for Program Areas

Program Areas	Field Experience(s)	Hours
Agricultural Education	AGED 1020	8
	AGED 1000	40
	AGED 4000	40
	AGED 4010	10
	AGED 4030	10
	AGED 4060	540
Early Childhood Education, BA	ED 1050 – field-based observations and tutoring	10
	EDEC 2010 – supervised field-based experience	30
	EDEC 2020 – supervised field-based experience	30
	EDF 3340 – field-based observations, service learning, and tutoring	6
	EDEC 3030 – supervised field-based experience	30
	EDEC 3040 – supervised field-based experience	30
	EDEL 3100 – supervised field-based experience	10
Elementary Education, BA	ED 1050 – field-based observations and tutoring	10
	EDF 3340 – field-based observations, service learning, and tutoring	6
	EDEL 4520 – supervised field-based experiences	10
	EDLT 4620 – supervised field-based experiences	10
	EDLT 4610 – supervised field-based experiences	7
Middle Level – Math/Science, BS	ED 1050 – field-based observations and tutoring	10
	EDML 3260 or EDML 3270 – field-based experience	45
	EDF 3350 – field-based observations and tutoring	6
	EDML 4260 or EDML 4270 – field-based experience	45
Middle Level – Language Arts/Social Studies, BS	ED 1050 – field-based observations and tutoring	10
	EDML 3240 or EDML 3280 – field-based experience	45
	EDF 3350 – field-based observations and tutoring	6
	EDML 4260 or EDML 4280 – field-based experience	45
Middle Level Education, MAT	ED 8030	22.5
	EDML 8110, 8120, 8130, 8140	37.5
	EDML 8910	15
Modern Languages, BA	ED 1050	10
	EDSC 3250	45
	EDF 3350	6
	EDSC 4250	45
Modern Languages, MAT	ED 8030	22.5
	EDSC 8650	37.5
	EDSC 8910	15

Secondary Education-English, BA	ED 1050 – field-based observations and tutoring	10
	EDF 3350 – field-based observations	6
	EDSC 3240 – field-based experience	45

Secondary Education- Mathematics, BA, Mathematics Teaching, BS	ED 1050 – field-based observations and tutoring	10
	EDF 3350 – field-based observations	6
	EDSC 3260 – field-based observations and tutoring	45
Science Teaching, BA, BS	ED 1050 – field-based observations and tutoring	10
	EDF 3350 – field-based observations	6
	EDSC 3270 – field-based observations and tutoring	45
Secondary Education-Social Studies, BA	ED 1050 – field-based observations and tutoring	10
	EDF 3350 – field-based observations	6
	EDSC 3280 – field-based observations and tutoring	45
Secondary Education, MAT	ED 8030	22.5
	EDSC 8610, 8620, 8630, 8640	37.5
	EDSC 8910	15
Special Education, BA	ED 1050 – field-based observations and tutoring	10
	EDF 3340 – field-based observations, service learning, and tutoring	6
	EDSP 3730 – supervised field-based observations, case studies, and teaching	10
	EDSP 3760 – field-based observations	15

Table 3. This comprehensive list of courses requiring clinical field experiences includes a brief summary of the clinical activities and the number of clinical hours the teacher candidate must successfully complete for each program area. Teacher candidates will receive additional course requirements from advisors or program faculty.

SCHEDULING EARLY FIELD EXPERIENCES

The teacher candidate will:

Step 1: Schedule an appointment with their respective Academic Advisor to create a semester course schedule to include field experiences.

Each semester, teacher candidates will schedule an appointment with their Academic Advisor by logging into CU Navigate with their university credentials and then clicking on the "Schedule and Appointment" button. *See Figure 3 for additional details on CU Navigate.*

Step 2: Register for classes in IROAR - based on the Academic Advisor's recommendations.

Each semester, teacher candidates will register for courses by logging into iROAR with their university credentials. When registering for these courses, candidates must be flexible about placement locations and committed to each experience.

Step 3: Complete the Field Placement Scheduling Survey, in accordance with the deadline established by OFCPO faculty and staff.

Each semester, OFCPO faculty and staff creates the Field Placement Scheduling Survey for teacher candidates before confirming their field placements. Teacher candidates will receive email notification as soon as the survey is available . Before completing the survey, teacher candidates should consider the following questions:

- In addition to my class schedule, what times am I unavailable to complete field experiences due to work, practice, medical reasons, etc.?
- Can I transport others to field experience locations? If so, how many other teacher candidates can I transport? Also, are there specific teacher candidates that I would like to have in my carpool?
- Based on my entire schedule (classes, work, practice, medical, etc.), what are the best times for me to complete **each** of my field experiences this semester?

Step 4: 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.

Note: Any changes to placements must be communicated with OFCPO faculty and staff in order for proper communication to occur between CoE and the partner organization. Teacher candidates are not permitted to schedule their own placements.

TRAVEL/TRANSPORTATION

Early field experiences are designed to allow teacher candidates to gain a variety of experiences in schools and locations within our partnering network. Because it is our goal to prepare culturally competent scholar practitioners, 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.

Travel to and from the placement is the teacher candidate's responsibility, and he/she assumes liability for any required travel. Since, in most cases, more than one teacher candidate is assigned to the same school site, carpooling with other candidates is recommended as a way to alleviate travel costs. However, carpooling is not required.

As a part of scheduling field placements, teacher candidates will provide information on opportunities to carpool to and from assigned locations. OFCPO faculty and staff will use this information to assist with coordinating carpools. 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.

Note: Teacher candidates are encouraged to note any travel challenges on their Field Placement Scheduling Survey and to contact OFCPO faculty and staff if there are problems.

PLACEMENT LOCATIONS

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

For teacher education field placements, CoE 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. CoE also partners with area Head Start Programs and child development centers within the same counties. Clinical field placements in districts outside our partnering network must be approved by the OFCPO Executive Director.

Note: In order to maintain the integrity of established processes and protocols, field placements must be coordinated by OFCPO Faculty and Staff. Clinical field experiences that are arranged by individuals outside of OFCPO faculty and staff will not be honored. Teacher candidates must contact the OFCPO faculty and staff assigned to your program if you need to request alternative plans or express concerns regarding field placements.

EVALUATING EARLY FIELD EXPERIENCES

Early Field Experience assignments and activities are designed to formatively assess teacher candidates on competencies related to the 23 indicators and four domains (planning, instruction, environment, and professionalism) of SCTS **before** they begin their final clinical field experience (practicum and student teaching or teacher residency).

Below is a selective list of activities and assignments that are geared towards teacher candidates gaining experiences related to SCTS. Specific course requirements will define teacher candidates' experiences and development as related to the Expanded ADEPT domains and indicators.

Planning
- Plan culturally responsive, age-appropriate, standards-based lessons that address their discipline and focus on the differentiated needs of students.
- Work with CTs to determine appropriate strategies for tutoring students and assessing their needs.
- Develop assessments (formal or informal, depending on the course) and analyze results to guide instructional planning.

Instruction
- Communicate learning goals and expectations to students during tutoring or teaching assignments.

- Maintain high expectations for student performance and provide feedback to students as they work on assignments and respond to questions in class.
- Use effective communication skills to keep students motivated during instruction and to deliver instruction or training.
- Model instructional outcomes and learning strategies when working with students in small groups.

Environment
- Demonstrate respect for all students in actions and words.
- Assist the CT with managing instructional transitions and routines to maintain classroom order.
- Support the CT in maintaining a positive classroom environment.
- Participate in activities and learning experiences that support students, demonstrating respect for cultural differences.
- Examine strategies for managing student behaviors and generate ideas for managing students' behaviors.

Professionalism
- Prepare for field experiences and arrive promptly at each site to complete assignments.
- Establish and maintain professional relationships with staff, students, administrators, and parents, when applicable.
- Maintain confidentiality and adhere to university and district rules on professional conduct.
- Self-reflect on practices and seek opportunities to enhance performance.
- Demonstrate effective verbal, non-verbal and written communication skills.
- Be respectful and receptive of feedback and incorporate feedback into plan for growth and development.

IV. Transitioning to the Professional Level

During the teacher candidate's sophomore year, they will be evaluated for admission to the professional level of the teacher preparation program in CoE. Professional level courses are 3000 and 4000 level courses that focus on specific content or age-appropriate pedagogical practices relevant to each program area.

Admission to the professional level of the teacher preparation program is processed during the term in which the teacher candidate completes 60 semester hours of program specific coursework. (Typically, this will include coursework completed during the teacher candidate's freshman and sophomore years in the program and/or transfer courses.) To assure that all requirements are met, Academic Advisors will review academic records and test scores to advise each teacher candidate of their status. Academic Advisors will also email the professional level acceptance or denial notification to the teacher candidate through their University email account.

GRADE POINT AVERAGE & PRAXIS CORE EXEMPTION REQUIRMENTS

Requirements for acceptance to the professional level include:
- A minimum GPA of 2.75 at Clemson University
- Passing score on all three parts of the Praxis Core (Praxis I Pre-Professional Skills Test, PPST if taken prior to October 2014). A candidate may exempt Praxis Core by meeting **one** of the following:
  - An SAT score of 1100 or better on the two-part SAT **or**
  - An ACT composite score of 22 or better

The teacher candidates should schedule to meet with an Academic Advisor if they took the SAT or ACT prior to September 1, 2016.

Note: Candidates who do not meet requirements to be admitted to the professional level of the teacher preparation program **will NOT** be allowed to enroll in selected 3000-level and any 4000-level education courses. Once professional level admission requirements are met, the teacher candidate is required to maintain the admissions requirement GPA to continue in the program progression. **During orientation, teacher candidates signed an agreement indicating their understanding of requirements associated with admission to the professional level of the teacher preparation program.**

PRAXIS CORE TESTS

The three parts of the Praxis Core **must be taken and passed** before a teacher candidate is admitted to the professional level of the teacher preparation program. The Praxis Core tests measure critical thinking and academic skills in reading, writing, and mathematics.
- When registering for the PRAXIS Core Tests, the teacher candidates **must**:
  - request the scores be sent to both Clemson University (code 5111) and to the South Carolina State Department of Education (code 8108).
  - enter their correct social security number.
  - record their **official** last name and first 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.
- If the official score reports are not sent to Clemson University by ETS, the teacher candidate must contact ETS and request the scores be sent to the University.

Note: Failure of the teacher candidate to have PRAXIS results sent to Clemson University will impede processes associated with the teacher candidate advancing to the professional level, **graduating**, or receiving licensure.

V. Preparing to Student Teach

APPLICATION FOR SENIOR FIELD PLACEMENTS

Teacher candidates will apply for their senior field experience after completing program requirements for their junior year. **The application process will be initiated by OFCPO faculty and staff** for both the first semester practicum student placement and the second semester student teaching placement for teacher candidates in early childhood, elementary, middle grades, secondary, and special education programs. Teacher candidates in the Agriculture Education Program will 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,
- have documented completion of at least 95 semester hours related to their degree program, and
- have a minimum cumulative grade-point average of 2.75 (2.5 for those entering the education program prior to 2014-15).

Additional details on scheduling student teacher placement can be found in the subsequent section, VI. The Senior Field Experiences.

Student Teaching Note for Teacher Residents

The Teacher Residency program is outlined in detail in the Teacher Residency Handbook. Nevertheless, teacher residents are responsible for completing all required steps in this section by the deadlines established by the OFCPO.

Note: Teacher candidates with a lower than the minimum cumulative grade-point average may write an appeal to the Chair of Teacher and Learning (early childhood, elementary, middle, secondary) or Chair of Education and Human Development (special education teacher candidates, only), but exceptions are not common. The OFCPO Executive Director should be copied on all appeals.

Student Teaching 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.**

The website can be accessed by clicking on the "website" link or by typing https://ed.sc.gov/educators/certification/portal/ in your web browser.

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

Non-Refundable Application Fee

An online credit card fee payment option is available, and the candidate will be provided payment instructions as part of this online licensure application process. Submitting a check or money order for the required fee to cover the processing of your application materials is also an option. Checks or money orders should be made payable to the "South Carolina Department of Education" and can be mailed to the South Carolina State Department of Education to: Office of Educator Services, 8301 Parklane Rd., Columbia SC 29223.

Note: 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 your background check/fingerprinting and clearance for student teaching have not been completed.

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

FBI BACKGROUND CHECK & SEX OFFENDER CHECK REQUIREMENTS

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

Section 59-25-115 of the South Carolina Code of Laws specifies that before beginning the fulltime clinical 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 the clinical teaching experience, which would affect eligibility for initial teacher certification/ licensure.** An individual who is denied this opportunity as a result 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.

Provided the criminal records check/fingerprinting is conducted within eighteen (18) months of the time the teacher candidate formally applies for a teaching certificate/license, the fingerprinting will not have to be repeated at the time of application. A graduate of a teacher education program applying for initial teacher certification/licensure must have completed the FBI fingerprint process within eighteen months of formally applying for initial teacher certification/licensure or the fingerprint process must be repeated. This background check normally requires 6 to 8 weeks to process.

Teacher candidates must also 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.

IMPORTANT DEADLINES:

Application for Educator Licensure
- 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 Licensure 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

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Note: Failure to complete this process by the deadline established by the South Carolina State Department of Education could prevent a candidate from student teaching.

LIABILITY INSURANCE (OPTIONAL)

Tort liability/litigation is a concern for anyone working in a public school classroom. School and institutional supervisors are responsible for the protection of all teacher candidates while they are completing field experiences at assigned locations. When a student accident or injury occurs, the teacher or teacher candidate may be charged with negligence. For this reason, during the teacher candidates' senior field experience, they are encouraged to have some type of liability insurance.

Many professional organizations offer professional liability coverage as a benefit of membership. Below are options for teacher candidates who would like to obtain coverage.

- American Federation of Teachers (AFT)
- Council for Exceptional Children (CEC)
- Palmetto State Teachers Association (PSTA)
- South Carolina Education Association (SCEA)

OUTSIDE EMPLOYMENT

It is strongly recommended that teacher candidates avoid employment during the student teaching experience. Time outside of the classroom should be devoted to fulfilling student teaching requirements.

VI. The Senior Field Experiences

PURPOSE

The goal of senior field experiences is to prepare teacher candidates for successful completion of certification requirements for initial service as induction year teachers. The experience is designed to evaluate the teacher candidates' competencies on each of the indicators that represent the four domains of SCTS/Expanded ADEPT. The 28 indicators and criteria for demonstrating competency are listed in the SC Teaching Standards 4.0 Rubric. By the end of student teaching, teacher candidates will have invested significant time in developing skills and strategies as a pre-service educator. Also, the teacher candidate who successfully completes program requirements and obtains passing scores on the Praxis PLT and content area exams can initiate processes to receive teacher licensure/certification.

Note: Student Teachers are not allowed to substitute for Cooperating Teachers.

SUMMARY

Senior field experiences are comprised of year-long placements that include practicum and student teaching/student internship experiences. During senior placements, teacher candidates are sometimes referred to as practicum students during their practicum experience (typically in the fall) and student teachers or student interns (typically in the spring) while they are student teaching. Depending on the program, senior placements may include teacher candidates remaining with the same CT during their practicum experience and student teaching. Other senior placements require teacher candidates to complete a practicum experience at one grade level and their student teaching in a different grade level. *Teacher candidates who apply and are accepted into the teacher residency program during their junior year will complete a practicum experience during the spring of their senior year. (See The Teacher Residency Handbook to find out more about the year-long residency program.)*

Eligibility for student teaching is dependent on:
- admission to the professional level of the program;
- completion of at least 95 semester hours; and
- a minimum cumulative grade-point average of 2.75 (2.5 for those entering education program prior to 2014-15).

Note: Teacher candidates with a lower than the minimum cumulative grade-point average may write an appeal to the Chair of Teacher and Learning (early childhood, elementary, middle, secondary) or Chair of Education and Human

Development (special education teacher candidates, only), but exceptions are not common. The OFCPO Executive Director should be copied on all appeals.

Practicum Students

During a semester-long experience, the practicum student collaborates with and assists the CT with classroom routines during instruction. As instructional assistants and lesson facilitators, practicum students work with individual students, small groups, or provide whole group instruction. The practicum student will also work with the CT to analyze assessment data to plan instruction. In conjunction with their senior experience, practicum students are enrolled in methods courses that are taught by university faculty. (Assignments for methods courses may be different from those associated with the practicum student field experience.) SCTS will be used to formatively assess the practicum students' performance on indicators related to the planning, instruction, environment, and professionalism domains of Expanded ADEPT.

Student Teacher (ST)

The final clinical experience for teacher candidates - who will not complete teacher residency during the subsequent year - is full-time student teaching. STs will work under the guidance of a CT and US in a public school for a period of 14 to 16 weeks (64 - 72 days). Student Teaching is a culminating semester-long experience in which the teacher candidate assumes full classroom responsibilities. Like the practicum experience the ST works with the CT to continue developing competencies based on areas of Expanded ADEPT. Different from the practicum experience, student teaching requires the ST to demonstrate proficiency in the four domains of SCTS, which is the evaluation criteria used for senior field placements. Also, the US and CT will summatively evaluate the student teacher based on SCTS components as well as national content-specific standards.

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

Note: If a ST receives a grade of D or F for their student teaching course, they will not be recommended for teacher certification.

ACTIVITIES ASSOCIATED WITH SENIOR FIELD PLACEMENTS

Table 4 includes a complete list of courses requiring senior field experiences for each teacher education initial licensure area.

Program Areas	Field Experience(s)	Hours
Early Childhood Education BA	EDEC 4000 –supervised field-based observations and teaching; portfolio	264
	EDEC 4840 – supervised field-based observations and direct teaching; portfolio	540
Elementary Education, BA	EDEL 4010 – supervised field-based observations and teaching; portfolio	278

	EDEL 4830 – supervised field-based observations and direct teaching; portfolio	540
Middle Level Education –	EDML 4260 or EDML 4270 – supervised field-based observations and teaching	45
Math/Science, BS	EDML 4460 or EDML 4470 – supervised field-based observations and direct teaching	540
Middle Level Education – Language	EDML 4240 or EDML 4280 – supervised field-based observations and teaching	45
Arts/Social Studies, BS	EDML 4440 or EDML 4480 – supervised field-based observations and direct teaching	540
Middle Level Education, MAT	ED 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
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-Social Studies, BA	EDSC 4280 – supervised field-based observations and teaching	45
	EDSC 4480 – supervised field-based observations and direct teaching	540
Modern Languages, BA	EDSC 4450 – supervised field-based observations and directed teaching	540
Secondary Education, MAT	ED 8910 – Supervised field-based observations and direct teaching	540
Modern Languages, MAT	ED 8910 – Supervised field-based observations and direct teaching	540
Special Education, BA	EDSP 4960 – supervised field-based observations, teaching, IEP evaluations	172
	EDSP 4980 – supervised field-based observations, teaching, portfolio	540

Table 4. Senior Field Experiences for each program area in the College of Education.

ABSENCES DURING PRACTICUM/STUDENT TEACHING

Unless otherwise noted by your program/capstone instructor, Student Teachers are **only permitted to miss three days** (excused or unexcused) during the student teaching experience. In the event of unexpected absences, more than three, the teacher candidate must inform their university supervisor and schedule additional days to complete required days.

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 their department chair. To receive consideration for more than 3 absences, the teacher candidate should file a written appeal and explanation to the Teaching and Learning Chair (early childhood, elementary, middle grades, secondary), or Education and Human Development Chair (special education) at least two months prior to the start of the student teaching semester. (The OFPCO Executive Director must be copied on your correspondence.) 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, the Chair will:
  • Convene a panel to include the Chair, a faculty member from the candidate's program area, and the Executive Director, OFPCO.

- Communicate the results of the ruling on the appeal and notify the candidate (within three weeks).

Note: Teacher candidates should contact OFPCO faculty and staff with any questions or concerns. The appeal must include specifications on how they will make up/complete days that will be missed due to the extended absence.

SENIOR FIELD EXPERIENCE TEACHER CANDIDATE RESPONSIBILITIES

The **Practicum Student/*Student Teacher** is expected to:
- submit an application to make a request for student teaching placement.
- submit information and documentation to the State Department of Education to receive clearance for student teaching. (certification application, fingerprints)
- become familiar with the school and community assigned for student teaching and visits 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.
  - observe and/or participate in conferences with parents when the CT considers it appropriate.
  - collaborates with CT to complete
    - ✦ *Take-over plan to gradually assume full classroom responsibilities
    - ✦ *SLO Assignment
    - ✦ *Unit Plan
    - ✦ Lesson Plans
    - ✦ Midterm Self-Assessment
    - ✦ *Video Lesson (if required)
    - ✦ *Portfolio (if required)
    - ✦ Pre/Post Philosophy (if required)
    - ✦ Final Self-Assessment
    - ✦ Lesson Reflections
    - ✦ Other program specific assignments and evaluations, if applicable

Note: Activities that relate only to student teachers/student interns are noted with an (*). Otherwise, teacher candidates are required to complete activities during their practicum and student teaching semesters. 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 College of Education Academic Resources webpage by clicking on the specific 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 senior field experience. 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 will 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 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.

Note: Removal from field or clinical experiences can result in the failure of courses requiring field or clinical experiences. Removal will also impact the ST's ability to graduate and be recommended for teacher certification.

SCHEDULING SENIOR FIELD EXPERIENCES

Step 1: Teacher candidates should schedule an appointment with their Academic Advisor to create their schedule – including time for clinical field placements. Teacher candidates can schedule an appointment with their Academic Advisor by logging into CU Navigate with their university credentials and clicking on the "Schedule and Appointment" button. (See Figure 3 for how to access CU Navigate.)

Step 2: To register for courses, the teacher candidate must log into iROAR to schedule classes based on the recommendations made by the Academic Advisor.

Step 3: Teacher candidates will apply for their senior field experience after completing program requirements for their junior year. The process for completing the senior practicum (typically in the fall) placement and the second semester student teaching placement application **will be initiated by OFCPO faculty and staff** (early childhood, elementary, middle grades, secondary and special education). If a student is not contacted by OFCPO faculty and staff by the end of the fall semester prior to their senior practicum and student teaching semesters, the student must contact OFCPO faculty and staff. The process for Ag Ed field experiences will be initiated by program faculty in the Agriculture Department.

Step 4: During the summer, following the teacher candidate's second semester of their junior year, OFCPO faculty and staff will send confirmation of senior placements. 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) for practicum assignments and student teaching assignments. The teacher candidate is also responsible for communicating any challenges as soon as the details are made known to them.

SENIOR FIELD PLACEMENT LOCATIONS

Teacher candidates are typically placed in the school districts of the four counties (Anderson, Greenville, Oconee, and Pickens) within the vicinity of Clemson University. **Teacher candidates will not be placed in a school where their relatives work or attend. Also, teacher candidates will not be placed in the schools they attended.**

Note: Any student teaching placements that are made outside of the partnering network must be approved by the OFCPO. Student teachers are not permitted to arrange their field placements.

EVALUATING SENIOR FIELD EXPERIENCES

Expanded ADEPT Assessment and Evaluation during the Senior Field Experience

Senior Field Experience assignments and activities are designed to formatively and summatively assess teacher candidates' abilities to:

- deliver performance-based instruction to diverse learners;
- facilitate lessons based on standards and best practices;
- create and maintain organized and culturally responsive classroom environments, and
- sustain professional standards for teaching, communicating, and collaborating with educational stakeholders to promote student achievement.

During the senior practicum and student teaching, teacher candidates demonstrate their competency in each of the twenty-seven (27) performance indicators associated with Expanded ADEPT. Consequently, the practicum experience focuses on formatively assessing teacher candidates and providing feedback on their performance. As a ST, teacher candidates are summatively evaluated on the four domains of Expanded ADEPT. The results of the summative evaluation for STs are used to determine the ST grade and if the teacher candidate will be recommended for teacher certification/licensure.

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

Program Specific Assessment and Evaluation during the Senior Field Experience

STs will be evaluated in student teaching on content-specific professional association standards. In addition, 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.

VII. CT & US Teacher Candidate Support

COOPERATING TEACHER

CT Early Field Experience Support

CTs support early field experience teacher candidates in the following ways:
- Supervise and monitor field experience activities and assignments.
- Mentor teacher candidates who observe, tutor, and complete activities and assignments.
- Model research-based best practices for teacher candidates by:
  - planning for diverse learners based on needs, abilities, and interests.
  - communicating with students about learning goals and expectations.
  - establishing high expectations and providing oral and written feedback on students' performance.
  - treating students in an equitable manner and creating a culturally responsive classroom.
  - managing rituals and routines to promote learning.
  - maintaining professional relationships with school personnel, students, and parents.
  - demonstrating effective written and verbal communication skills.
  - adhering to Standards of Conduct for South Carolina Educators and school or organization policies on staff conduct.
- Engage teacher candidates in classroom activities, when applicable.
- Assist teacher candidates with understanding how assessments are used to plan and facilitate instruction, when applicable.
- Verify and sign off on hours completed by teacher candidate.

CT Senior Field Experience Support

CTs support practicum and student teaching internship students in the following ways:
Practicum Student
- Mentor the practicum student on classroom responsibilities and strategies throughout the semester (e.g., classroom management, lesson development, content delivery, transitions, family involvement).
- Assist the practicum student with understanding how to use assessments to plan and facilitate instruction to meet the needs of diverse students.
- Engage the practicum student in research-based best practices by:
  - planning for diverse learners based on needs, abilities, and interests.
  - communicating with students about learning goals and expectations.
  - establishing high expectations and providing oral and written feedback on students' performance.
  - treating students in an equitable manner and creating a culturally responsive classroom.
  - managing rituals and routines to maintain classroom order.
  - maintaining professional relationships with school personnel, students, and parents.
  - demonstrating effective written and verbal communication skills.

- adhering to Standards of Conduct for South Carolina Educators and school or organization policies on staff conduct.
- creating lesson plans based on content and grade level standards and objectives. Lesson plans should also focus on teacher candidates demonstrating competency in the 26 indicators identified as components of Expanded ADEPT.
- Conduct formative observations and provide feedback.
- Complete a final evaluation and conference involving the US and practicum student.
- Communicate with the US throughout the semester via email, phone, and/or during site visits about the progress of the practicum student.
- Share any concerns with the US and with the Office of Field and Clinical Partnerships and Outreach at Clemson University.

Student Teacher (ST)
- Mentor the ST on classroom responsibilities and strategies throughout the semester (e.g. classroom management, lesson development, content delivery, transitions, family involvement).
- Guide ST through creating lesson plans based on content and grade level standards and objectives. Lesson plans should also focus on the teacher candidate demonstrating competency in the 26 indicators of Expanded ADEPT/SCTS.
- Guide the ST through the instructional planning process to gradually reduce assistance as the ST assumes full responsibility of the classroom.
- Support the ST in creating and facilitating a take-over schedule.
- Assist the ST with program specific requirements, as indicated on the Teacher Education webpage.
- Help the ST in developing, monitoring, and assessing their SLO.
- Assist the ST in developing a Unit Plan.
- Conduct formative and summative observations and upload results in Chalk and Wire.
- Complete a consensus midterm evaluation and conference involving the US and ST.
- Complete a final evaluation and conference involving the US and ST.
- Communicate with the US throughout the semester via email, phone, and/or during site visits about the progress of the ST.
- Share any concerns with the US, program area faculty, and with the Office of Field & Clinical Partnerships & Outreach at Clemson University.

Note: Additional details on program specific support can be found on the Cooperating Teachers and Site Mentors webpage by clicking on the specific program area checklist.

Teachers who are interested in serving as a Cooperating Teacher should have their principal complete the following form.

College of Education
Office of Field and Clinical Partnerships and Outreach
Cooperating Teacher Nomination Form

To ensure the highest quality student teaching experience, it is important that teacher candidates are matched with a host teacher who is an excellent role model, has experience mentoring adults, and demonstrates superior teaching knowledge and a positive impact on student learning. Our goal is to collaborate with school/district partners to identify a mutually beneficial placements that provide teacher candidates an opportunity to grow as a professional.

Cooperating Teachers: host traditional student teachers for one semester
Mentor Teacher: host yearlong teacher resident candidates for one full year

Completion of this form is part of the co-selection process and documents that school administration supports the placement of a teacher candidate with the identified Cooperating/Mentor Teacher, the school district approves the teacher as someone who meets qualifications (outlined below), and allows Clemson University to demonstrate to accreditors that both the school and university arrived at a mutual decision for a quality placement for the candidate.

Cooperating/Mentor Teacher Qualifications
- Holds a teaching credential or license for the subject area and/or grade level being taught;
- Minimum of 3 years teaching experience, 5 years preferred;
- Evidence of positive impact on student learning in the classroom;
- Master's degree, preferred;
- Cooperating Teacher experience, preferred;
- Mentor experience, preferred;
- Demonstrated effectiveness in instruction (e.g., SCTS evaluation);
- Demonstrated record of professional excellence;
- Consistently models the dispositions and ethical considerations expected of Clemson University teacher candidates:
    - Caring and considerate,
    - Affirming of diversity,
    - Reflective practitioner,
    - Takes initiative,
    - Recognized as an innovative instructor,
    - Comfortable taking risks,
    - Interested in co-teaching and shared responsibility,
    - Demonstrated interest in collaboration,
    - Technologically proficient,
    - Dedicated to remaining in the classroom.

Additional Qualifications for Mentor Teachers
- Complete one Clemson graduate course (ED 8760: Curriculum, Instruction, Assessment, and Learning from a Mentor Perspective) and attend a Summer Institute.

Please rate the teacher's proficiency in the following areas.

	Still Developing	Partially Proficient	Proficient	Advanced Proficiency
The teacher possesses subject area, content knowledge expertise.	1	2	3	4
The teacher possesses the knowledge of student developmental and learning characteristics and can adapt instruction for diverse learners.	1	2	3	4
The teacher demonstrates effective instructional planning skills.	1	2	3	4
The teacher demonstrates effective teaching skills.	1	2	3	4
The teacher demonstrates effective classroom management skills.	1	2	3	4
The teacher communicates effectively with others.	1	2	3	4
The teacher demonstrates the ability and willingness to work collaboratively with colleagues.	1	2	3	4
The teacher demonstrates professional excellence and ethical behavior.	1	2	3	4
The teacher possesses the skills to effectively mentor a Clemson University teacher candidate.	1	2	3	4

Please indicate your overall level of rating:
The below named Cooperating/Mentor Teacher has demonstrated overall effectiveness in the classroom based South Carolina's Teacher Evaluation System.

_____   Strongly Agree
_____   Agree
_____   Disagree
_____   Strongly Disagree

Please select *one*. This recommendation is for a

_____ Cooperating Teacher

_____ Mentor Teacher

Principal/School Leader Name:	Cooperating/Mentor Teacher Name:
School Name:	School District Name:

UNIVERSITY SUPERVISOR

US Senior Field Experience Support

USs support practicum students/student teachers in the following ways:
Practicum Student
- Attend training sessions required by Clemson University.
- Complete an initial visit with the CT and practicum student.
- Become familiar with the school and community assigned to the practicum student and visits the school and district websites to build background knowledge.
- Assist the practicum student and CT with required assignments.
- Establish a general semester-long observation schedule with the practicum student.
- Observe and assess lessons taught by the practicum student.
- Complete a final summary evaluation and conference involving the practicum student and CT.
- Maintain an open line of communication with the practicum student and CT (via email, phone, and/or site visits).
- Enter evaluation results and provide feedback in Anthology.
- Communicate any concerns with the Office of Field & Clinical Partnerships and Outreach at Clemson University.

Student Teacher
- Attend training sessions required by Clemson University.
- Become familiar with the school and community assigned to the student teacher and visit the school and district websites to build background knowledge.
- Conduct an orientation meeting with ST and CT.
- Assist the ST and CT with the assignments required on the [Teacher Education](#) webpage.
- Review the take-over plan the ST has established with the CT.
- Establish a general semester-long observation schedule with the ST.
- Review and evaluate the Unit Plan developed by the ST, if required.
- Review and evaluate the SLO assignment, when applicable.
- Observe and evaluate a minimum of four lessons taught in the classroom by the ST.
- 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.
- Maintain an open line of communication with the ST and CT (via email, phone, and/or site visits).
- Enter evaluation results and provide feedback in Anthology.
- Communicate any concerns with the Office of Field & Clinical Partnerships and Outreach at Clemson University.
- Evaluate the final portfolio, if required by program.
- Submit final ST grade to the Office of Field & Clinical Partnerships and Outreach.

IX.   Graduation & Certification Requirements

PRAXIS II TESTS

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

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/licensure. 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. Exams, test dates, and registration for exams are found online at ETS website.

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 permanent certification/licensure. The South Carolina State Department of Education website provides information on the PLT exam that is required for teacher candidate's licensure areas. 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.

Note: It is recommended that teacher candidates take the PLT exam after completing EDF 3020, Educational Psychology.

Praxis II Specialty Area Exam Requirements

Praxis II Specialty Area Exams are designed primarily for the undergraduate major or area in which the teacher candidate is seeking certification/licensure. 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

Note: Most of the teacher candidate's content are courses should be completed prior to taking the Praxis II specialty area examination(s). Candidates may not be awarded initial certification/licensure until the PLT and specialty area examination(s) are passed. If scores are not on file with Clemson University, teacher candidates **will not be allowed to graduate.**

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.***
- Candidates may not be awarded initial certification/licensure until the PLT and Praxis II Specialty Area exam specialty area examination(s) are passed.

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.*
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.**

Note: The South Carolina State Department of Education **may not process the teaching certificate/license** until passing Praxis scores are received **directly from Education Testing Services (ETS).**

READ TO SUCCEED

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

TRANSCRIPT(S) REQUIREMENT

After successfully completing program requirements for certification/licensure recommendation and the graduation date has posted, **it is the teacher candidate's responsibility to request that transcripts** from all attended colleges and universities be sent to the South Carolina Department of Education. **The Clemson University transcript does not list courses taken at other institutions.** Therefore, all official transcripts should be sent to the following address:

> **South Carolina State Department of Education**
> **Office of Educator Services**
> **8301 Parklane Rd.**
> **Columbia, SC 29223**

Teacher candidates can find directions for requesting Clemson University Transcripts by accessing the Registrar Office website or by visiting the Transcript Office in 104 Sikes Hall. 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.

Note: In order to meet the requirements for teacher licensure, 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 licensure/certification to states other than South Carolina, it is their responsibility to assure 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/ licensure to find out about specific state requirements. To find out more information about reciprocity, please visit https://airtable.com/shrAbQbdGD2XUZC4i/tblw5cCKb0Yl3NO3m?backgroundColor=purpleLight&viewControls=on

Please contact the Certification Officer for assistance with this process.

Standard Application

Teacher candidates must complete the Recommendation for Licensure 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 licensure to the SCDE.

Teacher candidates must complete an additional SCDE application at no cost via their Educator Portal https://cert.ed.sc.gov . Standard applications are due by **May 1 prior to graduation**. Candidates should complete the application 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. https://ed.sc.gov/educators/certification/certification-forms/forms/request-for-change-action-form/

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 in April prior to May graduation.

Important Dates to Remember	
Take PLT exam	Prior to January 1 of Junior Year
Take Specialty Area PRAXIS exams	Prior to January 1 of Senior Year
PRAXIS scores on file with Clemson University and SC State Department of	Prior to graduation
Complete Exit Survey	Prior to graduation
Complete Academic Application	May 1 of Senior Year
Request transcripts be sent to State Department of Education	Once degree is conferred

X. Ethical & 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, they must call the school 24 hours in advance or as soon as possible in an emergency. If a teacher candidate is in the senior field experience, the cooperating teacher and university supervisor must also 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.
- Student teachers and teacher residents are expected to place school duties ahead of personal concerns and accept responsibilities that are a necessary part of the profession.
- Teacher candidates are expected to avoid unfavorable criticism of the participating school, teachers, and the community.

PROFESSIONALISM STANDARDS FOR CLINICAL FIELD EXPERIENCES

During the 2018-2019 school term, OFCPO faculty and staff, CoE faculty, and OFCO Advisory Board members collaborated on the creation of the Professionalism Standards for Clinical Experiences document to accompany the Code of Conduct established in the CoE conduct policy. Teacher candidates are responsible for accessing, reviewing, and maintaining familiarity with the document throughout their field experiences. Although a facsimile of the document is included in this section (see figure 5), teacher candidates should access the full-size version of the document to review: https://clemson.box.com/s/bhd048q5jrownmsnegjzs7dzav9d2cfo
.

Figure 5. Facsimile of CoE Professionalism Standards

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.

Note: Clemson University of Education teacher candidates can be removed from field or clinical experiences 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 or clinical experiences.

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.nasdtec.net/page/MCEE_Doc

XI. Other Resources

Below are resources available for teacher candidates to access and explore throughout the teacher preparation program. Additional resources can be accessed by logging onto the College of Education homepage or the Clemson University website.

SC DEPARTMENT OF EDUCATION RESOURCES

South Carolina Teaching Standards 4.0

Expanded ADEPT is South Carolina's system for assisting, developing, and evaluating professional teaching. The standards are aligned with nationally recognized professional standards and form a seamless continuum for educators throughout the teaching career. The South Carolina Teaching Standards 4.0 rubric was integrated into the Expanded ADEPT system during the 2018-2019 school year. For more information, visit the SC Department of Education's Office of Educator Effectiveness and Leadership Development.

CLEMSON UNIVERSITY CAMPUS RESOURCES

Job Search & Michelin Career Center

School district websites provide postings for teaching positions in schools within the district.

The Michelin Career Center offers on-campus interviews with prospective employers, specific workshops, and counseling on various types of job search and career topics. They also provide assistance with creating resumes, mock interviews, and job search skills. In the spring of each academic year, the Center holds a campus Educator's Career Fair. School districts from all over the southeast and beyond attend the Educator's Career Fair and interview candidates the following day.

Through ClemsonJobLink, the Michelin Career Center's online recruiting system, students are able to see job opportunities and connect not only with employers in the USA who are directly seeking Clemson graduates, but also with employers across many different countries. ClemsonJobLink is part of NACE link, the world's largest network of college and university career centers and includes over 5 million employers. For those students looking do something with their major other than teach, the center offers resources and guidance in options for careers as well as graduate school and professional school options.

Academic Success Center

The University provides tutoring, supplemental instruction, and academic workshops for students through the Academic Success Center. Students should refer to the Academic Success Center website for additional information.

Counseling & Psychological Services (CAPS)

Many students experience developmental or personal concerns, which may interfere with their academic performance. In any community, depression, anxiety, drug or alcohol abuse, or other serious problems may stress the population. CAPS provides a variety of services including individual and group counseling, testing for learning disabilities and ADHD, workshops on

topics such as assertiveness training, stress management, test anxiety, and full range of consultative services centering on student adjustment in higher education. The CAPS counselors help candidates function well to profit throughout their educational experience and prefer to work with the students before their concerns develop into serious problems.

Writing Center

Clemson University's Writing Center offers free one-on-one tutoring for all Clemson students. Visit the Writing Center's website (Links to an external site.) for more information about their services or to make an appointment.

Accommodations for Students with Disabilities

Students with disabilities should contact the Office of Student Accessibility Services. Clemson University is committed to providing educational opportunities for all Clemson students and assisting them in making their college experiences successful and positive. In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended in 2008, Clemson recognizes a student with a disability as anyone who has a physical or mental impairment that substantially limits one or more major life activity. SAS coordinates the provision of reasonable accommodations for students with disabilities and students experiencing barriers due to inaccessibility. All reasonable accommodations are individualized, flexible and confidential based on the nature of the disability and the academic environment. Students can make an appointment by calling 864-656-6848, by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the Academic Success Center building.

Clemson University Title IX Statement

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information, or protected activity in employment, educational programs and activities, admissions, and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at http://www.clemson.edu/campus-life/campus- services/access/title-ix/. Alesia Smith is the Clemson University Title IX Coordinator and Executive Director of Equity Compliance at 223 Holtzendorff Hall, 864-6563184 (voice) or 864-656-0899 (TDD).

COLLEGE OF EDUCATION (COE) RESOURCES

CoE Student Organizations

There are several education-related student organizations that teacher candidates may wish to join.

Education Media Center (EMC)

The Education Media Center, located in 212 Old Main(100 Gantt Circle), is a curriculum laboratory and materials center that supports education. All services and resources are focused on hands-on, classroom-based learning to prepare teachers for various learning environments. Items in the collection include K-12 textbooks and lesson planning guides in many subject areas, juvenile and young adult literature, A/V and educational equipment, digital resources, kits, games, manipulatives, DVDs and more. The EMC also offers large format lamination, CD/DVD duplication, book binding, VHS to DVD formatting, a workroom for die cutting, and other creative activities. Clemson University Library materials can be picked up and returned at the EMC. For more details on services at EMC visit the EMC website.

PROGRAM CHECKLIST

Completed	Program Requirements
	Complete Initial Background Check & TB Test. Instructions can be found here: https://clemson.app.box.com/s/2qyzcm6y72dbwowa0tcr32fm9k3loii4
	Complete and submit ***Statement of Disclosure Concerning all Prior Convictions Form***
	Complete and submit ***FERPA Records Release Form***

Software Requirements

	Create a CU Navigate account using university credentials.
	Purchase Anthology from the University bookstore and register the Anthology account.

Transitioning to the Professional Level

	Take Praxis Core Tests Results *or have* Exemption are verified by the Academic Advisor.
	Verify Program Course Requirements *and* GPA with the Academic Advisor.

Preparing to Student Teach

	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 ***Transcripts from all colleges/universities attended*** 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.

For more details on Clinical & Field Placements contact Office of Field and Clinical Partnerships and Outreach Faculty.
https://www.clemson.edu/education/resources/academic-resources/field-experiences/contact.html