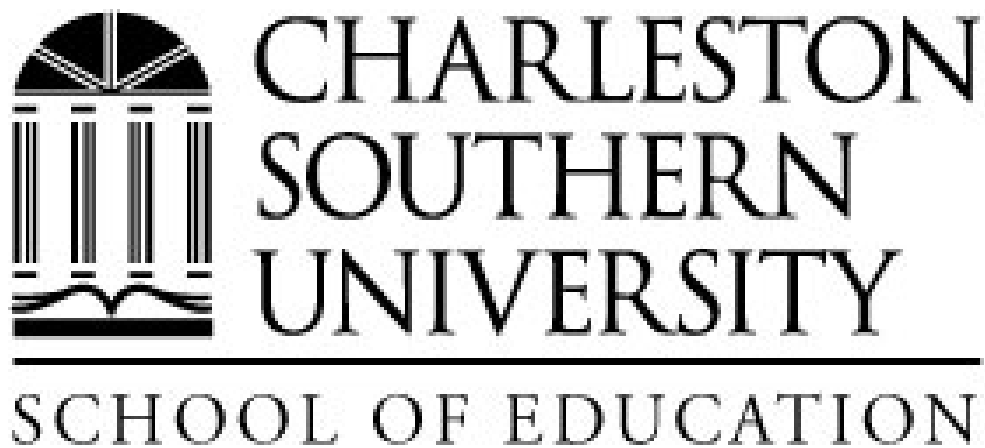


Teacher Candidates and Cooperating Teachers
Field Experiences Handbook



Promoting Academic Excellence in a Christian Environment

**9200 University Boulevard, Post Office Box 118087, Charleston, SC 29423
(843) 863-7555 or Fax (843) 863-7085**

Field Experiences Handbook

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Section I

Welcome and Program Overview

Field Experience Agreement

The School of Education places teacher candidates in field experiences in the Charleston County School District, Berkeley County School District, Dorchester School Districts Two and Four. Field experiences are required as part of each course in the Teacher Education Programs at CSU, and South Carolina certification requires the completion of ***a minimum of 100 contact hours prior to the final semester of internship***. Further, candidates must complete field experiences in ***public*** school districts in which the College has developed formal agreements about procedures for placement and supervision. All field experiences are arranged through and supervised among the Director of Field Experiences and School of Education faculty. When possible, candidates are placed within commuting distance of the university. Candidates are expected to conduct themselves as professionals and to fulfill all responsibilities associated with field experiences.

The School of Education's accreditation by NCATE requires that candidates experience diversity in placement. This means that candidates must study and practice in a variety of school communities, with students at differing grade levels, with culturally diverse backgrounds, and some with exceptional or special-needs learning situations. Additionally, field experiences are planned to be consistent with the conceptual framework and are developmentally sequenced to provide candidates with progressively complex experiences.

Each teacher candidate must acknowledge the receipt of this explanation of the procedures for placing education majors into the public schools for field experiences. Further, each candidate must agree to abide by the policies and procedures for field experiences, and must agree to complete all field experiences as assigned in order to successfully complete the Teacher Education Program and to be eligible for a recommendation for certification.

Candidate's Signature

Date

Cooperating Teacher's Signature

Date

Welcome and Program Overview

Thank you for giving your time and professional support to our teacher candidates at Charleston Southern University. Each candidate has been assigned to a public school for the purposes of completing structured observations, assignments, or experiences that fulfill their requirements for an NCATE accredited teacher preparation program. This handbook is designed to provide both cooperating teachers and teacher candidates with guidelines and information to facilitate the process of meeting these requirements.

In the handbook, one will find descriptions of the processes, program requirements, and expectation forms for each of the four levels of field experiences that precede directed teaching. There is a separate handbook for directed teaching, which is our Level V clinical experience.

CSU is an NCATE (National Council for the Accreditation of Teacher Education) accredited program. This means that the School of Education adheres to the guidelines set forth by this organization. A critical element of NCATE is the institution’s **Conceptual Framework**, a statement of philosophy upon which programs, dispositions, and concurrent field experiences are built.

Conceptual Framework

The Conceptual Framework of the School of Education at Charleston Southern University incorporates a shared view of how best to prepare graduates capable of providing quality services to students, schools, families, and communities. Our conceptual framework-- **The Competent, Caring Educator Committed to Student Success**—guides all our efforts to prepare educators who are committed to educating an increasingly diverse student body to higher academic standards in P-12 schools. This framework embodies the essential elements of our programs and provides a guide for ensuring coherence among program standards, curriculum, instruction, field experiences, and assessment of our candidates. As an integrative whole, the framework constitutes what we believe to be a highly qualified professional who contributes positively and productively to programs and practices that are in the best interest of students and the broader community. The School of Education standards and evidence indicators, benchmarks and best practices that connect programs within the unit are predicated on candidate performance expectations that are aligned to state, professional, and national standards and are systematically assessed to gauge candidate, program and unit performance and improvement. (Complete Conceptual Framework is available on the CSU Education webpage)

Teacher Candidates as Competent, Caring, Committed Professionals

Each new teacher who completes the program of studies and certification process through the School of Education at Charleston Southern University must demonstrate the skills and dispositions necessary to be a **competent, caring, committed** professional.

It is expected that the candidate’s demonstration of **competence, caring, and commitment** will be documented through the ADEPT Evaluation Instrument and feedback from the cooperating teacher. Listed below are the CSU standards and evidence indicators for teacher candidates. These standards are aligned to INTASC and SC ADEPT Standards.

1.0 The competent teacher demonstrates the knowledge, disposition and skills to create and manage supportive learning environments that result in expected student achievement. To this end, the candidate:

CSU Evidence Indicators/Objectives	INTASC Standards	ADEPT Standards
1.1 demonstrates an understanding of the concepts, tools of inquiry and structures of the content	1, 4	PD 6

	area of specialization and the application of pedagogical content knowledge.		
1.2	demonstrates an understanding of professional knowledge and general pedagogical principles inherent in effective teaching and/or leading.	1, 4	PD 2, 4-9
1.3	understands how students learn and develop and is able to provide learning opportunities that foster optimal development across all domains	2, 5	PD 5
1.4	understands how students differ and demonstrates the ability to provide learning opportunities adapted to diverse learning needs .	2, 3	PD 1-9
1.5	plans, instructs, manages and assesses students using technology, methods, and strategies that result in the alignment of curriculum, instruction and assessment.	4, 7	PD 1-9
1.6	uses formal and informal assessment strategies appropriate to the learning outcomes to inform choices about student progress and adjust instruction to ensure the continuous development of the learner.	8	PD 3, 4, 7
1.7	uses methods of inquiry that are central to the discipline/ content area and multiple teaching strategies to encourage students in critical thinking and problem solving.	4	PD 5, 7
1.8	uses an understanding of individual and group motivation to create a learning environment that encourages positive social interaction, engagement in learning and self-motivation.	5	PD 8, 9
1.9	uses effective verbal, nonverbal and media (technology) communication to promote active inquiry and cooperative interactions in the classroom.	5, 6	PD 8, 9

2.0 The caring and reflective teacher relates effectively and sensitively to the diverse needs of learners and creates a positive and productive learning environment by ongoing inquiry and reflection. To this end, the candidate:

	CSU Evidence Indicators/Objectives	INTASC Standards	ADEPT Standards
2.1	possesses knowledge of self and the disposition to participate in reflective practice .	9	1, 2, 3, 10
2.2	uses knowledge of different cultural contexts within the community (socioeconomic, ethnic, cultural) to create a learning environment that respects individual differences.	3	1, 2, 3
2.3	assesses the effects of classroom activities on individuals and groups through observation and reflection of teaching/managing strategies.	8, 9	1-10
2.4	communicates effectively and sensitively in collaborative working relationships with students, parents, colleagues, agencies and members of the community to promote student	6, 9, 10	PD 10

success.		
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3.0 The committed teacher pursues learning experiences alone and collaboratively thereby demonstrating a true commitment to the profession and to seeking the best educational practices. To this end, the candidate:

CSU Evidence Indicator/Objective	INTASC Standards	ADEPT Standards
3.1 articulates an educational platform grounded in an ethical belief system and further understands the cultural, social and political contexts of schools and school systems.	9	PD 10
3.2 assumes responsibility for student learning relating sensitively to the diverse needs of all learners , indicating high expectations for their success.	3, 5, 8	PD 4, 5, 7
3.3 seeks professional growth experiences based on systematic inquiry and a continual assessment of personal and professional knowledge, skills and dispositions.	9	PD 10
CSU Evidence Indicator/Objective	INTASC Standards	ADEPT Standards
3.4 holds high standards for performance and is an active participant in the continual improvement of education through collaborative efforts and shared decision-making based on best practices and research.	10	PD 10

Dispositions for Candidates

These are the dispositions that candidates/candidates should be developing. We ask that you take a look at them and apply them in the field experience.

TEACHER EDUCATION PROFESSIONAL DISPOSITIONS AND DISPOSITIONAL BEHAVIORS

The Competent, Caring, and Committed Educator: The School of Education at Charleston Southern University operates within a unified conceptual framework that provides direction for all its undergraduate and graduate programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. Collaboratively developed both institutionally and within the School's greater educational community, three standard strands (Competent, Caring, and Committed) comprise the conceptual framework supporting the unit's programs and actions. These standards assessed by eleven (11) performance indicators are aligned with the standards of professional organizations (INTASC, NBPTS); South Carolina standards (ADEPT, ADEPP); and the Unit's vision, aim, mission, and philosophy. Six overarching dispositions describe the Charleston Southern University educator. The dispositions are an aggregation of information from INTASC Standard I-Dispositions, CSU Conceptual Framework and Christian values, CSU faculty, and the PK-12 Professional Community.

CHARLESTON SOUTHERN UNIVERSITY CATEGORIES OF DISPOSITIONS

CSU Institutional Standard I: The competent educator demonstrates the knowledge, dispositions, and performances (or skills) to create, manage, and/or supervise supportive learning environments that result in expected and/or increased student achievement.

PROFESSIONAL RESPONSIBILITY (COMPETENT/KNOWLEGE)

Believes and takes responsibility in that all children can learn at high levels and persists in helping children achieve success; appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower in a constructivist philosophy that values systematic inquiry; realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving that considers the cultural background of each student; believes in ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used in purposeful meaningful ways, are necessary for monitoring and promoting student learning; values both long and short term planning in collaboration with colleagues in a demonstration of initiative, flexibility, and openness.

SCHOOL AND CLASSROOM TECHNICAL OPERATIONS

Respects and appreciates the organizational and management dispositional behaviors in an organization, cultural, social, and political context of schools, school systems, and classrooms; believes in intellectual curiosity, self discipline, compassion, tolerance, and understanding in carrying out the daily operations and responsibilities of teaching; understands the need for and value of accurate and effective written and oral communication with constituent groups.

Standard II: The caring and reflective practitioner relates effectively and sensitively to the diverse needs of all learners and creates a positive and productive classroom and/or school-wide learning environment through on-going, systematic inquiry and reflection.

LEARNING COMMUNITY (CARING AND POSITIVE LEARNING ENVIRONMENT AND INTERACTIONS)

Establishes and participates in a positive learning environment in the classroom and school; values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning that demonstrates democratic values; respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests; committed to the continuous development of individual students' abilities and considers how different motivational strategies and intrinsic motivation contributes to students' life-long growth and learning.

COMMUNICATION and COLLABORATION

A thoughtful and responsive listener who appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class; recognizes the power of language for fostering self-expression, identify development, and learning; values many ways in which people seek to communicate and encourages many modes of communication in the classroom; values colleague communication and collaboration in professional activities and interactions.

RESPONSIVE TO DIVERSITY (ADAPTABILITY/FLEXIBILITY)

Appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence and believes that plans must always be open to adjustment and revision based on student needs and changing circumstances; values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs; sensitive to community and cultural norms and respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.

Standard III: The committed professional pursues personal and professional learning experiences alone and collaboratively on an ongoing, systematic basis thereby demonstrating a true commitment to the profession and to seeking the best educational practices.

PROFESSION INTEGRITY AND COMMITMENT

Values critical thinking and self-directed learning in supporting in own appropriate professional practices; believes in self-reflection to understand self and improve themselves in all aspects of their personal and professional life; committed to seeking out, developing, and continually refining practices that address the individual needs of students; values the role of research for informing the field of education; believes in modeling ethical, moral, Christian values in all aspects of life in and outside the classroom.

**CHARLESTON SOUTHERN UNIVERSITY CANDIDATE REMEDIATION
TEACHER EDUCATION PROFESSIONAL DISPOSITIONS
AND DISPOSITIONAL BEHAVIORS**

Student Name _____ Date _____

Disposition of Concern: Professional Responsibility School and Classroom Technical Operations
 Learning Community
 Communication & Collaboration Responsive to Diversity Professional Integrity & Commitment

Number of Offensives (Inclusive) 1 2 3 4 5 6

Describe Observable and/or Measurable Behavior/s:

Plan of Action:

Validation of Adjustments Made:

Date of Meeting with Professor/Director of UG Studies in Education _____

Professor Signature _____ Director's Signature _____

Teacher Candidate Signature (Indicating Understanding of Meeting Discussion and Possible Consequences)

Field Experiences Coordination and Organizational Structure

1. Each education course contains a field experience. The only exception is EDUC 313.
2. Prior to the beginning of each semester, letters are sent to building principals requesting teachers to serve as mentors for our students at the lower levels.
3. Level 4 practicum instructors must be ADEPT trained. Those serving as cooperating teachers for candidates also attend an orientation session at CSU.
4. The placement of all candidates who are assigned to school sites will be coordinated through the Office of Field Services. To facilitate these assignments, the director will work with faculty to designate selected schools to be used for courses.
5. Field experiences are sequenced and in levels according to the level of interaction with students in the classroom.
Field Experiences are assessed at four (4) incremental levels of participation.
6. Students taking EDUC 420, 421 and 422/696 will complete their field experience in the same setting as in Directed Teaching.
7. Field experiences and clinical practice materials will be provided to the candidate and to the cooperating teacher. The Office of Field Services will provide coversheets, color-coded “packets” that instructors attach to practicum packets for each course. Clinical faculty will be asked to evaluate students according to the criteria listed on the evaluation sheets.
8. Candidates are ensured experiences in diverse settings. Diversity is identified in terms of school size and setting, the demographics of the student body and faculty, and specialized programs that are available for all levels of practica and clinical practice. Student experiences will be tracked throughout their program.

Levels of Field Experiences

Within each level, expectations range from **no opportunity** to demonstrate knowledge, skills, or dispositions toward some degree of **developing them ultimately toward demonstrating proficiency**. With each level, the candidate's ability to demonstrate performance increases. While most field experiences are school based, some field may occur in off campus settings such as community centers, agencies, or homeless shelters.

Field Experiences

Candidates are **introduced to or initiated** in the knowledge base of theory and practice during practicum experiences largely through structured observations and interviews. Candidates put knowledge into practice by **assisting** in cooperating teacher-directed instructional situations with individuals, small groups, and whole group instruction. Candidates engage in subsequent reflection and self-assessment.

Structured Field Experiences

Candidates put knowledge into practice by **participating** in specially-designated instructional situations under careful supervision with individuals, small groups, and whole group instruction. Candidates engage in subsequent reflection and self-assessment. Candidates **apply knowledge and demonstrate performance growth** in periodically scheduled teaching situations where they plan, implement, analyze, and modify instructional practices directed toward identified student needs. Candidates engage in subsequent reflection and self-assessment.

Clinical Practice

Clinical Practice is defined as directed teaching or candidateship providing candidates with an intensive and extensive culminating activity. Candidates are immersed in the learning community and are provided opportunities to further develop and demonstrate their competence in the professional role for which they are preparing. The lengthy **clinical experience**, which is linked with the senior method's practicum, gives candidates an opportunity to practice both **competent and caring** behaviors toward a group of **diverse learners** and to write about their experiences in a journal. In the clinical, candidates work with their cooperating teacher to develop a **long-range plan**, based on the individual needs of students, which helps to develop insights toward both **caring and competency**.

OFFICE OF FIELD EXPERIENCES

The office of Field Experiences is housed in Wingo Hall in the School of Education Suite. The current director is Mrs. Brenda Marques. She can be reached at (843) 863-7542 or by email at bmarques@csuniv.edu. Professor Marques is the primary point of contact for all questions, concerns, and suggestions regarding but not limited to:

1. Placement of candidates in all 5 levels
2. Selection and recommendation of cooperating teachers
3. Communication with public and private schools
4. Concerns with candidate performance, punctuality, or professionalism in a field experience or at a school site
5. Completion and delivery of evaluation forms for field experiences

Note: Queries about specific lessons, assignments, or requirements for a course as it relates to a field experience component will be answered by the *professor of record* for the course, but a teacher or administrator can and should begin the process by contacting the Office of Field Experiences.

CONTACT INFORMATION

Mary Antley, Administrative Assistant.....	863-7555
Dr. Donald Clerico.....	863-7569
Dr. Marie Griffin	574-5844
Dr. Patty Hambrick	863-7781
Dr. Norma W. Harper	863-7765
Dean for the School of Education	
Dr. Linda Karges-Bone.....	863-7570
Mrs. Brenda Marques.....	863-7542
Director of Field Experiences & Assessment	
Dr. Melanie Murphy.....	863-7914
Director of Graduate Studies in Education	
Dr. Cynthia Putman	574-3208
Mrs. Marsha Humphries.....	863-7571
Director of Teaching Fellows Program	

Section II

Collaboration between Schools

and

University Partners

“Field experiences facilitate candidates’ development as professional educators by providing opportunities for candidates to observe in schools and other agencies, tutor students, assist teachers or other school personnel, attend school board meetings, and participate in education-related community events prior to clinical practice.” (NCATE Standards) This statement reflects the mission of the Office of Field Experiences. Additionally, “Field experiences allow candidates to apply and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of settings with students and adults. Both field experiences and clinical practice extend the unit’s conceptual framework into practice through modeling by clinical faculty and well—designed opportunities to learn through doing.” (NCATE Standards)

To that end, the Office of Field Experiences has determined guidelines for appropriate cooperating teachers to model best practices for candidates and to supervise their work in the field.

1. Teachers who have been identified by their peers as master teachers.
2. Teachers who are willing to mentor future educators.
3. Teachers who use the most current "best practices" in their classrooms.
4. Teachers who are willing to complete appropriate orientation and training in order to work with candidates and who are willing to complete appropriate evaluation and documentations of candidates’ work in the field.

Cooperating teachers for Level I-Level IV field experiences are recommended by building principals and/or PDS lead teachers for work with interns. These teachers must have:

1. Current SC Teaching Credentials
2. At least 3 years of experience
3. Appropriate certification in the area in which the candidate is completing the experience
4. ADEPT certification is required for CT’s in the Level IV-V experiences.

CSU seeks cooperating teachers and sites that reflect diversity in as many ways as possible, including ethnicity, socio-economic status, and setting. We will track this information using demographic forms, so teachers may be asked to submit data to assist us in that process.

Recommendations for Cooperating Teachers

1. Provide documentation for ADEPT training. (Levels IV and V)
2. Welcome candidate and introduce him or her to the students, colleagues, and administrators.
3. Provide work space for candidate and information for using media, copying, and materials.
4. Meet with the candidate and go over requirements for the practicum. Note that each course will have specific lessons, tasks, observations, etc. that match the course objectives. The candidate is required to share this with the CT at the first visit and get approval for the work as well as set up a plan for the timely completion of the work. Please note that there will be forms and expectations for each course that go beyond the required departmental documentation/evaluation forms that are included in

this handbook. Typically, these other forms, with the exception of a Log Form, are kept in the candidates' notebook and not turned into the SOE.

5. Conference-daily and weekly according to the level of experiences.
6. Conference-w/Candidate and supervisor in the event of a problem in a Level IV-V experience.
7. Use lesson critiques using the approved ADEPT forms for teaching lessons at levels III-IV.
8. Approve lesson plans that meet the CSU format. There is a generic departmental format and rubric for lesson planning. (See Appendix). We ask that lesson plans be approved **24 hours in advance** before a candidate teaches.
9. Refrain from criticizing the candidate. Field experiences are an opportunity for growth and development of new teachers. Please use the appropriate conference forms when communicating with candidates. In the event of a problem, please contact the Director of Field Experiences who will serve as a mediator and assist in the facilitation of the issue.
10. Please remain in the classroom at all times when a candidate is in attendance. Candidates are not "teachers of record" and cannot be legally responsible for pupils. Likewise, candidates are not permitted to share information with parents by phone, email, or letter.
11. Model best practices for candidates. These novices participate in field experiences in order to observe and learn, not just to "do work". It is good for them to see you in action before they attempt to do a lesson on their own.
12. Be positive and encouraging to candidates. They are eager to learn and to please, but can easily be discouraged.

Procedures for Evaluation of Candidates and Documentation

The candidate will bring you a packet with forms for evaluation and documentation. Copies of these forms are included in the **Appendix** of this handbook. Please complete all forms with appropriate ratings, comments, and evaluative criteria. Remember that evaluation is a process, not a product. To that end, we ask that you *discuss the evaluation with the candidate*. Then, you are asked to put the forms in an envelope, seal it, and **sign over the seal**. The forms should be returned to CSU by the candidate. Please do not mail forms since they may be lost and few of us make copies of such things. It is the candidate's responsibility to return the forms to the professor or Director of Field Experiences *with the seal undisturbed*.

Placement Note

Candidates may not complete field experiences in settings where they:

1. Have a relative in employment
2. Are working in an after-school program or in any paid position
3. Do substitute teaching
4. Have children/step-children/ grand-children attending school

Additionally, candidates **may not**:

1. Make their own placements for a field experience
2. Complete field experiences as part of substitute teaching, a maternity leave experience, or teaching assistantship
3. Complete all or a majority of their field experiences in a single site. Diversity is important in field experiences and candidates must have adequate exposure to urban, suburban, and rural schools with a variety of ethnic and socio-economic populations.

Protocol

The competent, caring, committed teacher is a professional person who models the dispositions of honesty and integrity. Therefore, it is expected those candidates:

1. Complete all field experiences as required and on time.
2. Use log forms to document hours and tasks completed.
3. Get CT's signatures and approval on lesson plans.
4. Follow the protocol for evaluation forms.

Failure to follow the protocol or to fulfill all requirements will result in the candidate's removal from the practicum and an awarding of a grade of "F" for the course.

How Are Placements Made?

This question is important to the teacher candidate. There is a process in the School of Education that leads to placement of candidates in a variety of field placements. All placements are made *by the Director of Field Experiences* with input from professors, school administrators, master teachers in school settings, and our PDS liaisons (mentioned below).

1. Each course has a set number of practicum hours. These hours represent a minimum and candidates may need to do more hours in order to complete the required tasks.
2. Professors may use a set site for all practica associated with a course. For example, the **Ladson Project** in which Education 412/413 does a practicum, takes place at Ladson Elementary School.
3. If a professor is not working in a PDS or on a special project associated with a school or group of schools, such as the Charleston County School District project in the North Area schools, he or she will give the Director of Field Experiences a list of candidates who need placement.
4. The Director of Field Experiences determines the number of placements needed and contacts schools that are part of the PDS first and then works with other schools to make placements. The Director will also review the candidates by semester to determine the number of hours that each candidate needs and in which settings, so that diversity, logistics, and availability of special classrooms (special education, technology) can be met.
5. Candidates may not request placements at levels I-III. Levels IV-V, which constitute the senior year experiences in one setting have an application process that includes a request by county.
6. Although the Director of Field Experience will make efforts to match candidates with the county and grade level of preference in the senior year, there are no guarantees.
7. Typically, clusters of four interns will be placed together for Directed Teaching, so that a professor can supervise the experience. That is why few single placements are made in the Level V experience.

What about Multiple Placements?

The Office of Field Experiences does not encourage multiple placements in a single semester. The **Ladson** Project in the senior year is the exception. It is a stand alone placement and candidates will be assigned a separate CT for their 421 clinical. Unless the course professor prohibits it, candidates are encouraged to complete their hours and requirements for Education practica in one setting each semester. This will require the permission and cooperation of the cooperating teacher, who must agree to and be informed of all requirements. For example, a candidate who is taking Education 319 (Teaching Reading) and Education 324 (Fine Arts) should complete both sets of requirements in the same setting, as long as the CT and professor are informed of this and agree. In the event that a particular task requires a special setting, such as a technology lab, Reading Recovery class, or Resource Room, the candidate can and should ask the CT for a referral to another teacher at the same site to complete the assignment.

Directory of Schools for Berkeley County School District

School	Last Name	First Name	Phone Number
Berkeley Elementary	Gaskins	Tracy	(843) 899-8860
Berkeley High	McLaren	Kim	(843) 899-8801
Berkeley Intermediate	Shaw	Michael	(843) 899-8870
Berkeley Middle	Westberry	Lee	(843) 899-8840
Bonner Elementary	Locklear	Natalie	(843) 899-8958
Boulder Bluff Elementary	White	Diane	(843) 553-1223
Cane Bay Elementary	Rogers	Michelle	(843) 899-5100
Cane Bay High	Jennings	Cassandra	(813) 899-8786
College Park Elementary	Prince	Amanda	(843) 797-2711
College Park Middle	Dukes	Ingrid	(843) 553-8300
Cross Elementary	Gillens	Carolyn	(843) 899-8916
Cross High	Streeter	Robb	(843) 899-8900
Devon Forest Elementary	Mitchum	Christen	(843) 820-3880
Goose Creek High	Huskey	Jimmy	(843) 553-5300
Goose Creek Primary	Sullivan	Kathy	(843) 820-8008
Hanahan Elementary	Sparkman	Thomas L	(843) 553-3290
Hanahan High	Levine	Glenda	(843) 820-3710
Hanahan Middle	Rogers	Robin	(843) 820-3800
Howe Hall/AIMS	French	Marty	(843) 820-4096
J K Gourdine Elementary	Bradley	Lorene	(843) 567-3637
Macedonia Middle	Langley	Janie L	(843) 899-8940
Marrington Elementary	Coull	Arnold	(843) 572-3373
Marrington Middle	Coull	Arnold	(843) 572-0313
Sangaree Elementary	Wilson	Alan	(843) 820-3868
Sangaree Intermediate	Siegling	Angel	(843) 820-3850
Sangaree Middle	Gehlmann	Jude	(843) 821-4028
Sedgefield Intermediate	Best	Susan	(843) 820-4090
Sedgefield Middle	Lucas	Mike	(843) 797-2620
St Stephen Elementary	Norton	Elaine	(843) 567-2813
St Stephen Middle	Jamison	Brenda	(843) 567-8161
Stratford High	Spencer	Jim	(843) 820-4000
Timberland High	Barrow	Dave	(843) 567-2817
Westview Elementary	Boston	Rusty	(843) 797-2992
Westview Middle	Davis	Jerome	(843) 572-1700
Westview Primary	Carter	Luci	(843) 820-4082
Whitesville Elementary	Taylor	Julia	(843) 899-8880

Directory of Schools for Charleston County School District

School	Principal		Office
	Last Name	First Name	
AC CORCORAN	PLASTER	KENNETH	764-2218
ACADEMIC MAGNET	PETERSON	JUDITH	746-7905
ALICE BIRNEY	BARTLETT	CAROL	818-3398
ANGEL OAK	MOORE	RODNEY	559-6274
ASHLEY RIVER ES	ELLICOTT	JAYNE	763-1558
BAPTIST HILL HIGH	WINBUSH	JAMES	889-2277 Ext. 115
BELLE HALL	CONKLIN	KEVIN	849-2844
BLANEY	SIMMONS	MICHELLE	889-4063
BRENTWOOD	GLEARS	LAWANDA	514-6356
BUIST ACADEMY	BALLARD	SALLIE	724-7750
BURKE	CANNON	MAURICE	297-7991
BURKE HIGH	BENTON	CHARLES	579-4303
BURNS	MCCRAW	ELIZABETH	745-1951
CE WILLIAMS MS	GRIMM	ROBERT	860-4590
CFDC	STAGGERS	LATETIA	529-3911
CHARLES PINCKNEY	SHEPPARD	LEANNE	216-6610
CHARLESTON PROGRESSIVE	SHEATS	WANDA	577-1665
CHARLESTON SCHOOL OF THE ARTS (6-12)	REINHART	JAMES	566-8828
CHARLESTOWNE ACADEMY	PENICK	KATHY	746-1349, Ext. 11
CHICORA	LEE	CAMILLE	745-7099
DRAYTON HALL	COBB	JOHN	852-0678
DUNSTON	MALONE	JANICE	745-7109
ELLINGTON	HOLLINSHEAD-BROWN	KAREN	889-5202
FRASER	PETERSON	PERREN	937-9123
FRIERSON	ADAMS	BLONDELL	559-4504
FT. JOHNSON MIDDLE	PARLER	DAVID	762-5529
GARRETT ACADEMY	PARSONS	DAVID	529-4908
GOODWIN	ROSS	DIANE	767-5911
HARBORVIEW	ELLENBERGER	TIMOTHY	762-2749
HAUT GAP MIDDLE	PADRON	Paul	200-5429
HUNLEY PARK	ARD	MICHAEL	767-5914
HURSEY	CONROY	LADENE	745-7105
JAMES B. EDWARDS	LEE	TOM	849-2808
JAMES ISLAND	MCDONALD	GARY	762-2784 x122
JAMES SIMONS	OWINGS	LAURA	805-6714
JANE EDWARDS	MILES	SUSAN	843-869-4804
JENKINS ACADEMY	CALDWELL	MYRNA	746-7401
JENNIE MOORE	FELDER	KAREN	849-2815
LADSON	BRIGHT	REGINALD	764-2225
LAING	PRICE	DEBORAH	849-2809 x110
LAMBS	TIMKO	JANICE	767-5900
LAUREL HILL	ANTONELLI	MICHAEL	849-3366
LINCOLN HIGH	GLOVER	MICHELE	577-6021 local or
MARY FORD	SMALLS	CINDY	745-7131
MCCLELLANVILLE	SWETCKIE	CHRISTOPHER	887-5061
MEMMINGER	DIXON	ANTHONY	789-2248
MIDLAND PARK	CANDILLO	ROBERT	574-2183
MILITARY MAGNET	TOWNSEND	ANDERSON	745-8612
MINNIE HUGHES	MIDDLETON	MARGUERITE	889-4044

School	Principal		Office
	Last Name	First Name	
MITCHELL	BEDFORD	DIRK	958-8784
MONTESSORI	HAY	KIM	769-0346
MORNINGSIDE	GOODWINE	KALA	745-2005
MOULTRIE	SIEWICKI	JEAN	216-6619
MT. PLEASANT ACADEMY	DAVIS	JANE	849-2828
MT. ZION	FORDHAM	DEBORAH	559-3841
MURRAY LASAINE	LATTO	LARA	762-2765
NCES	VAUGHN-BRANDON	LATISHA	745-7107
NORTH CHARLESTON HIGH	MOORE	FRED	745-7147
OAKLAND	SWEARINGEN	JENNIFER	763-1510
PEPPERHILL	UNDERWOOD	TANYA	767-5905
SANDERS-CLYDE	MIDDLETON	MELVIN	973-3435
SCHRODER	BISS	SHERRY	296-8361
SEPTIMA CLARK ACADEMY	HALEVI,	ANDREW	762-2774, Ext.110
SPRINGFIELD	DINGE	JACKIE	763-1538
ST. ANDREW'S MIDDLE	BRAGG	BENJAMIN	297-6555
ST. ANDREWS ELEM	SHEA	MARK	769-2555
ST. JAMES-SANTEE	SMITH LEE	LERAH	723-3428
ST. JOHNS HIGH	BUSCH	ADRIAN	559-6203
STALL HIGH	CONNOR	DAN	764-2210
STILES POINT	BURGER	STEVE	762-8244
STONO PARK	TAYLOR	RUTH	763-1507
SULLIVAN'S ISLAND	KING	SUSAN	883-3002
THOMAS CARIO	BOUIS	SHARI	375-4670
WANDO HIGH	BECKHAM	LUCY	881-8205
WEST ASHLEY HIGH	RUNYON	MARY	573-1208
WEST ASHLEY MIDDLE	COKER	JENNIFER	296-9801
WHITESIDES	POUNDER	LONA	849-2857

Directory of Schools for Dorchester 2 County School District

School	Last Name	First Name	Phone Number
Alston Middle	Clark	Sam	(843) 873-3890
Ashley Ridge High	Radcliffe	Karen	(843) 695-4900
Beech Hill Elementary	Harris	Renee	(843) 821-3970
Dubose Middle	Farrell	Kenneth	(843) 875-7012
Eagle Nest Elementary	Spillane	Karen	(843) 695-2460
Flowertown Elementary	Goodwin	Donna	(843) 871-7400
Fort Dorchester Elementary	Farris	Carol	(843) 832-5550
Fort Dorchester High	Atkinson	James	(843) 760-4450
Gregg Middle	Phillips	Lori	(843) 871-3150
Knightsville Elementary	Ruff	Anita	(843) 873-4851
Newington Elementary	Groome	Cammy	(843) 871-3230
Oakbrook Elementary	O'Dea	Monica	(843) 821-1165
Oakbrook Middle	Crump	Garland	(843) 873-9750
Reeves Elementary	Blanchard	Laura	(843) 695-2450
River Oaks Middle	Sobolewski	Kathy	(843) 695-2470
Rollings Middle School of the Arts	Furnari	Elena	(843) 873-3610
Spann Elementary	Carroll	Wanda	(843) 873-3050
Summerville Elementary	Sires	Eugene	(843) 873-2372
Summerville High	Edwards	Roger	(843) 873-6460
Windsor Hill Elementary	Davies	Mary	(843) 760-9820

Section III

Candidate Information

We anticipate that candidates will have a successful field experience. In order to facilitate this experience, we offer a list of procedures for candidates to read and consider before beginning work in a site.

Procedures for Successful Completion of a Field Experience

1. Call the contact number listed and explain that you are a student in EDUC _____ and have been placed with _____ teacher to perform a _____ hour practicum which will consist of specific observation, assisting, or teaching experiences dictated by the course requirements. Be courteous and provide the most accessible point of contact, cell phone, email, parent's home number, so that your CT can easily find you. Be sure that your ***email address and/or voice mail message is professional and worthy of a future teacher.*** *Crude, silly, or unprofessional email addresses or voice mail recordings send the wrong message and one that can harm your reputation as a new teacher.*
2. The contact person will arrange for you to either call, email, or meet your cooperating teacher. It is your responsibility to make contact and set the first appointment.
3. In some cases, the Director of Field Experiences will provide you with a direct contact with your Cooperating Teacher and the afore-mentioned procedures will not be used. At any rate, the candidate cannot simply appear unannounced at a site. He or she must have permission to go to the site and an appointment with the CT.
4. Always make sure the C.T. knows when you will be there. Do not make unannounced visits to the classroom unless the C.T. specifies that you should do so. The C.T. or contact person at the school will give you information on where to park, how to sign in and other school procedures.
5. Be punctual and professional at all times. Candidates must communicate with CT's about changing a time for field experiences or about missing an appointment. It is the responsibility of the candidate to complete tasks in a timely manner. The CT can assist you in developing a long-range plan for completing hours or tasks but it is not his or her job to make sure that you do.
6. If it becomes necessary to cancel a scheduled visit, you must notify the school, the teacher, and the professor. Then arrange a make-up visit directly with the school and teacher. The total number of required in-school contact hours for field experiences must be completed for course credit.
7. During the visit the teacher candidate should be unobtrusive and respectful of the teacher's authority in the classroom. Questions or comments for the cooperating teacher should be saved for discussion after the pupils leave.
8. Maintain confidentiality during all field experience visits. Discretion in conversations, later discussions, writings in journals and reports is essential to avoid disclosure of the identities of the persons that have been observed.
9. Keep information you gather factual and avoid making premature judgments. The purpose of your visits is to see the content of your campus courses applied in school classrooms; it is not to assess your cooperating teacher's performance. While you will have some reactions to and reflections upon what the teacher does, report your observations as factual and objectively as possible.

10. A candidate who misses appointments is chronically late to appointments, or who fails to communicate about requirements and complete the practicum in a timely, professional manner will be removed from the placement and may be in danger of failing the course.
11. Take time to go over course requirements with the CT. You must make sure that the CT understands the type, duration, and substance of each requirement. For example, if you need to teach a phonics lesson and the CT does not teach reading, then you can make an adjustment and teach that lesson in another classroom in the same grade level at the site, as long as the CT sets it up for you. **Note: Be prepared to make reasonable accommodations such as this on your own.**
12. Lesson plans must follow the approved format and be approved 24 hours in advance of teaching a lesson. This may be done by email, fax, or in person.
13. Professionalism is expected. You will be evaluated during this practicum by your cooperating teacher on dispositions, knowledge and professionalism. Punctuality, manner of dress, attendance and demonstration of mutual respect, dignity, and integrity in relationships with students and others in the school setting. You must model appropriate behavior at all times. It is recommended that you read the **Dispositions Statement** in this handbook.
14. You are to follow all rules and policies of the schools. Be sure to ask for a copy of the School Handbook and to bring a copy of this Field Experiences Handbook, which will also be available online at _____ to your CT. Candidates will be issued one copy of the Field Experiences Handbook and will be responsible for printing it out from the School of Education web page if it is lost.
15. It is your responsibility to bring materials, check out media or technology, or secure resources integral for the success of a lesson or activity. While it is permissible to ask your CT for assistance, it is not his or her responsibility to find the right kind of paper, or an LCD projector when you need it. Part of the process is learning to find resources, plan ahead, and be organized.
16. Remember, you are a guest in the schools. Make sure to have your CSU I.D. available and to dress in a professional manner. See the **Dress Code** in this section.

Dress Code for Clinical Practice and Field Experiences

In order to provide a professional atmosphere that enhances learning, instills discipline, prevents disruption, avoids safety hazards, sets an example for students and improve student behavior, Charleston Southern University's School of Education requires all of our future teachers to dress in a professional manner.

- The intent is to present a professional appearance to the schools' faculty/staff, students, parents and community.
- The purpose of this dress code is not to restrict unduly, but to permit our future teachers to dress in accordance with standards conducive to a proper educational atmosphere in the schools, and conforms to the dress code of the school districts and schools.

The following attire is considered unprofessional:

- Jeans or jeans style pants
- T-shirts
- Tank tops
- Halter tops or midriffs
- Leggings
- Mini skirts/dresses
- Spaghetti Strap Sundresses/Tops that are revealing
- Shorts of any kind
- Sweat suits
- Wind suits
- Flip-flops

On spirit days and teacher workdays interns should follow the lead of their cooperating teacher.

What about Multiple Placements?

The Office of Field Experiences does not encourage multiple placements in a single semester. The **Ladson** Project in the senior year is the exception. It is a stand alone placement and candidates will be assigned a separate CT for their 421 clinical. Unless the course professor prohibits it, candidates are encouraged to complete their hours and requirements for Education practica in one setting each semester. This will require the permission and cooperation of the cooperating teacher, who must agree to and be informed of all requirements. For example, a candidate who is taking Education 319 (Teaching Reading) and Education 324 (Fine Arts) should complete both sets of requirements in the same setting, as long as the CT and professor are informed of this and agree. In the event that a particular task requires a special setting, such as a technology lab, Reading Recovery class, or Resource Room, the candidate can and should ask the CT for a referral to another teacher at the same site to complete the assignment.

Procedures for Evaluation of Candidates and Documentation

The candidate will bring you a packet with forms for evaluation and documentation. Copies of these forms are included in the **Appendix** of this handbook. Please complete all forms with appropriate ratings, comments, and evaluative criteria. Remember that evaluation is a process, not a product. To that end, we ask that you *discuss the evaluation with the candidate*. Then, you are asked to put the forms in an envelope, seal it, and **sign over the seal**. The forms should be returned to CSU by the candidate. Please do not mail forms since they may be lost and few of us make copies of such things. It is the candidate's responsibility to return the forms to the professor or Director of Field Experiences *with the seal undisturbed*.

Ethics

The competent, caring, committed teacher is a professional person who models the dispositions of honesty and integrity. Therefore, it is expected that candidates:

1. Complete all field experiences as required and on time.
2. Use log forms to document hours and tasks completed.
3. Get CT's signatures and approval on lesson plans.
4. Follow the protocol for evaluation forms.

Failure to follow the protocol or to fulfill all requirements will result in the candidate's removal from the practicum and an awarding of a grade of "F" for the course.

APPENDIX

PRACTICUM REQUIREMENTS AND HOURS BY COURSE

PRACTICUM LOG FORM

Program	Field Experiences (Observation and/or Practicum)	Clinical Practice (Student Teaching or Internship)	Total Number of Hours
Early Childhood Education	14 practicum experiences in the following Education courses, Level 1 EDUC 201 (12hrs), EDUC 221 (6hrs), Level 2 EDUC 300 (12hrs), EDUC 324 (6hrs), EDUC 361 (12hrs) Level 3 EDUC 310 (10hrs), EDUC 319 (10hrs), EDUC 320 (10hrs), EDUC 326 (10hrs), EDUC 390 (8hrs) EDUC 405 (10hrs) Level 4 EDUC 412 (10hrs), EDUC 413 (10hrs), EDUC 420 (10hrs), Total 136 hours.	12 weeks, 60 full days of clinical practice with 6 weeks of full time teaching in an early childhood setting; Total 480 hours	616 hours
Elementary Education	12 practicum experiences in the following Education courses, Level 1 EDUC 201(12hrs), EDUC 221 (6hrs) Level 2 EDUC 300 (12hrs), EDUC 324 (6hrs), EDUC 361 (12hrs) Level 3 EDUC 319 (10hrs), EDUC 321 (10hrs), EDUC 405 (10 hrs) Level 4 EDUC 380 (10hrs), EDUC 412 (10hrs), EDUC 413 (10hrs), EDUC 421 (10hrs); Total 118 hours	12 weeks, 60 full days of clinical practice with 6 weeks of full time teaching in an elementary classroom setting; total 480 hours	598 hours
Secondary Education English Math Social Studies Science Spanish	9 practicum experiences in the following Education Courses Level 1 EDUC 201 (12hrs), EDUC 221 (6hrs) Level 2 EDUC 300 (12hrs), EDUC 361 (12hrs) Level 3	12 weeks, 60 full days of clinical practice with 6 weeks of full time teaching in an secondary classroom setting; total 480 hours	602 hours

	EDUC 325 (20hrs), EDUC 405 (10hrs) Level 4 EDUC 381 (10hrs), EDUC 422 (20hrs), EDUC 425 (20hrs); Total 122 hours		
Music Education	8 practicum experiences in the following education courses Level 1 EDUC 201 (12hrs), EDUC 221 (6hrs) Level 2 EDUC 300 (12hrs), EDUC 361 (12hrs) Level 3 EDUC 325 (20hrs), EDUC 405 (10hrs) Level 4 Music 403(14hrs) and Music 405 (14hrs); Total 100 hours	12 weeks, 60 full days of clinical practice with 6 weeks in a elementary setting and another 6 weeks in a secondary setting; total 480 hours	580 hours
Physical Education	7 practicum experiences in the following education courses Level 1 EDUC 201 (12hrs), EDUC 221 (6hrs) Level 2 EDUC 300 (12hrs) Level 3 EDUC 325 (20hrs), EDUC 405 (10hrs) Level 4 EDUC 427 (40hrs) KINE 404 (12hrs); Total 112 hrs	12 weeks, 60 full days of clinical practice with 6 weeks in a elementary setting and another 6 weeks in a secondary setting; total 480 hours	592 hours

PRACTICUM LOG FORM

Date	Class	Teacher's	# Hours Spent
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of Visit	Grade	Name & Initials	School	Observation	Instruction	Conference