

# State Standards for Educator Preparation Units

## Newberry College

### State Standard 9: Field and Clinical

- Candidates at the initial undergraduate level have completed a minimum of 100 hours of field experience prior to clinical practice.
- Candidates at the initial graduate level (MAT) have completed a minimum of 75 hours of field experiences prior to clinical practice.
  - **Not applicable to Newberry College**
- Candidates have cleared background checks by the Federal Bureau of Investigation prior to clinical practice.
- Clinical practice experiences provide for candidates' intensive and continuous involvement in a public school setting.
- Clinical practice experiences are equivalent to a minimum of twelve weeks or sixty full days.
- During clinical practice experiences candidates teach independently for a minimum of ten full days in one setting.
- During clinical practice experiences candidates adhere to the daily schedule of the cooperating teachers (e.g., bus duty, faculty meetings, parent conferences, extracurricular activities, in-service training, and rehearsals).
- Candidates in traditional clinical practice experiences do not receive monetary compensation for their work. Candidates in Board approved innovative clinical practice experiences may be paid for their work.

- During clinical practice experiences candidates are supervised by one or more institutional faculty members who have preparation in supervision, in the ADEPT system, and in the teaching major.
- During clinical practice experiences candidates are supervised by one or more school-based faculty members who have training in the ADEPT system.
- During clinical practice experiences candidates receive formative assessments, written and oral feedback, and assistance from both their institutional faculty supervisors and their school-based faculty supervisors. All formative assessments include a minimum of four classroom observations (two observations by institutional faculty supervisors and two by school-based supervisors).
- During clinical practice experiences candidates receive at least one summative evaluation that addressed all ADEPT Performance Standards. All summative evaluations include appropriate data collection methods, including at least two classroom observations (one observation by the institutional faculty supervisors and one observation by school-based faculty supervisors). All candidates receive written and oral consensus-based feedback on all ADAPT Performance Standards.

### **Description of Success**

The Newberry College Teacher Education Program is very proud of its field and clinical experiences model. All candidates complete a minimum of 108 hours of field experience prior to student teaching. Candidates must have a cleared background check prior to field experience (required by the school district) and internship (required by the State Department). The internship is fourteen consecutive weeks of intensive and continuous involvement in a public school setting. All majors except secondary complete two- seven week placements in two

different schools and grade levels. Secondary majors stay in the same placement for the entire fourteen weeks. The internship is approximately 65 full days, or 560 hours. During the internship, candidates teach independently far more than the minimum of ten full days in one setting. When a candidate is in a setting for seven weeks, he or she will generally teach four weeks, or 20 days, in that setting and then repeat the same in the second setting. The Newberry Teacher Education Program faculty feels the minimum of ten full days is not enough practice for someone who is becoming a teacher. During the internship, the candidate adheres to the daily schedule of the school and participates in afterschool meetings and assignments. The candidates are not paid to serve as interns. During the internship candidates are supervised by one faculty member and one mentor teacher, both of whom have been prepared in supervising using the ADEPT system, and both of whom have teaching experience in the major. As indicated by the ADEPT plan, candidates receive formal assessments, written and oral feedback, and assistance from both the college supervisor and the mentor teacher. Formative assessments include a minimum of four classroom observations completed in each setting by the mentor teacher and two observations completed in each setting by the college supervisor. This calculates as a total of 12 observations with formative feedback provided in a conference after the observations have been completed for each setting. At midterm, candidates receive a formative evaluation giving them feedback on what they need to do going forward in order to be successful in the second half of the internship. Candidates receive one summative evaluation that is aligned to the ADEPT performance standards, called the Final Internship Evaluation. They also engage in summative assessments on their ability to plan lessons and on the unit work sample.

## **Evidence of Success**

Field Experience Chart

Internship Handbook

ADEPT Observation Record

Final Internship Evaluation