

Developing Teachers as Educational Leaders: Responsibilities, Policies, and Practices for Early Clinical Experiences



**A Resource for Teacher Candidates, Host Teachers,
and University Supervisors**

**Richard W. Riley College of Education, Sport, and Human
Sciences
Winthrop University
2024 – 2025**

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I. GENERAL INFORMATION

An Introduction from the Dean

Dear Teacher Candidates, Host Teachers, and University Supervisors:

The early clinical experiences and yearlong internship epitomize the ideal of “learning by doing,” and our aim is that our graduates will be fully prepared as competent, confident, and committed educators to meet the challenges that teachers face today.

We want the early clinical experiences to be rewarding for our host teachers and of real benefit to host schools. Our P-12 colleagues are central to the teacher preparation program and share their expertise and daily professional experiences with teacher candidates. We hope you benefit from having these “junior faculty members” on your team and that your students will benefit from the added assistance in the classroom. Of course, we are also appreciative of the valuable role that our university supervisors play in this entire process. This approach to teacher preparation hinges on the teacher candidates, host teachers, university supervisors, as well as the school liaisons, principals, and College of Education, Sport, and Human Sciences support staff collaborating as a team to provide a constructive learning experience for both the teacher candidates and students in the partnership schools. *Open, honest, and constructive communication and feedback from all involved is essential.*

This handbook is provided for all those involved in the early field experiences. **By carefully reading and following the guidance found in this handbook, the chance for success during the internship will greatly increase.**

For teacher candidates who are completing field experiences, you will find information about:

- Requirements and responsibilities of the internship. *It is important to remember that, in all you do, you serve as a reflection of both Winthrop University and the school hosting your internship.*
- Schedules integral to the internship.
- University policies related to the internship.

For Host Teachers who will be hosting yearlong interns, this handbook provides you:

- Clarification on your role as a host teacher and partner in teacher education.
- Information on your mentor roles and responsibilities.
- Guidelines for ensuring that the intern is upholding his/her responsibilities.

For university supervisors who will be supporting and assessing, this handbook will assist you in:

- Structuring and facilitating the internship experience.
- Providing information to both interns and host teachers concerning roles and responsibilities.
- Ensuring that, as a supervisor, all University policies and expectations are implemented.

On behalf of Winthrop University and the Richard W. Riley College of Education, Sport, and Human Sciences, I sincerely thank each of you for the important roles you will play this year. I hope that you will all experience both professional success and personal reward because of your participation in the internship program.

Sincerely,



Beth Greene Costner, PhD

Dean, Richard W. Riley College of Education, Sport, and Human Sciences

College of Education, Sport, and Human Sciences Administrative and Support Personnel

Dean Dr. Beth Costner	106 Withers 803/323.2154	costnerb@winthrop.edu
Associate Dean Dr. Erin Hamel	106 Withers 803/323.4727	hamele@winthrop.edu
Director, Rex Institute for Educational Renewal and Partnership Dr. Bettie Parsons Barger	143 Withers 803/323.4734	bargerbp@winthrop.edu
Director, Office of Field and Clinical Experiences Ms. Kristin Culbreath	141 Withers 803/323.4751	culbreathk@winthrop.edu
Director, Student Academic Services Ms. Joanna Harris	144 Withers 803/323.4738	harrisjp@winthrop.edu
Director, Graduate Studies Dr. Lisa Harris	111 Withers 803/323.2588	harrisl@winthrop.edu
Chair, Dept. of Curriculum & Pedagogy Dr. Kavin Ming	204 Withers 803/323.2115	mingk@winthrop.edu
Chair, Dept. of Physical Education, Sport, & Human Performance Dr. Alice McLaine	116-A West Center 803/323.3711	mclainea@winthrop.edu
Chair, Dept. of Counseling, Leadership, & Educational Studies Dr. Patricia Arter	204 Withers 803/323.2158	arterp@winthrop.edu
Director, Instructional Technology Center Ms. Shaniqua Corley-Moore	307 Withers 803/323.2583	corleymoore@winthrop.edu
Director, Macfeat Laboratory School Ms. Melanie Sanders	41-B Macfeat (Withers) 803/323.4545	sandersm@winthrop.edu
Coordinator, Field Placements Ms. Dia Hablutzel	143 Withers 803/323.4753	hablutzeld@winthrop.edu
Academic Advisor Ms. Elizabeth Moore	144 Withers 803/323.4592	mooreke@winthrop.edu
Administrative Specialist, Office of Field and Clinical Experiences Ms. Jamie Larsen	141 Withers 803/323.4734	larsenj@winthrop.edu
NetSERVE Teacher Residency Mentor and Induction Dr. Audrey Allan	316 Withers 803/323.3843	allana@winthrop.edu

II. GUIDING DOCUMENTS FOR THE TEACHER EDUCATION PROGRAM

Mission Statement

We prepare professionals to become lifelong leaders, learners, and contributing citizens who demonstrate excellence in their fields in order to serve individuals, schools, partner organizations, and the community. Our work is grounded in a rich heritage that creates a culture of caring, excellence, and innovation.

Adopted by faculty – 2019

Initial Teacher Preparation Unit Standards

The Mission Statement for the Richard W. Riley College of Education, Sport, and Human Sciences serves as the focal point for the *Initial Teacher Preparation Unit Standards* that guides the Educator Preparation Program. Education is a noble calling that entails both challenges and responsibilities. As educational leaders, teacher candidates are expected to uphold the highest standards of the profession as they relate to students, families, and communities. Each teacher candidate exhibits four dispositions in their work with colleagues, faculty, and staff in University and PK-12 settings, and PK-12 students and their families: **Fairness, Integrity, Communication, and Commitment**. Disposition descriptions and form can be found online at: <https://www.winthrop.edu/ceshs/conceptual-frameworks-and-dispositions.aspx> .

Host teachers are encouraged to use the [Professional Dispositions and Skills Concerns Form](#) in instances where they are concerned about a candidate's disposition. Completed copies of the form signed by the host teacher, school liaison, course instructor/university supervisor, and teacher candidate must be submitted by the course instructor/university supervisor to the candidate's department chairperson within ten days of completion.

The Teacher Education Certification Programs

Winthrop University supports 17 teacher certification programs within three university colleges: the Richard W. Riley College of Education, Sport, and Human Sciences, the College of Arts & Sciences, and the College of Visual & Performing Arts. These certification programs include:

- Early Childhood (PK-3)
- Elementary (2-6)
- Middle Level (5-8) with concentrations in math, science, social studies and English
- Physical Educ. (K-12)
- Special Educ. (K-12)
- Art (K-12)
- Dance (K-12)
- English (9-12)
- Modern Languages (K-12)
- Mathematics (9-12)
- Music Education (Choral & Instrumental; K-12)
- Biology (9-12)
- Chemistry (9-12)
- Social Studies (9 -12)
- Theatre (K-12)

All 17 programs share an Education Core curriculum of targeted clinical experiences aimed at transitioning teacher candidates from student to professional. The Core provides opportunities for introduction, practice, and mastery of foundational experience working with students in a P-12 classroom setting.

Connections to Expanded ADEPT and South Carolina Teaching Standards 4.0 (SCTS 4.0)

Field work for teacher candidates is assessed and evaluated based upon competencies in planning, instruction, environment, and professionalism as defined by the Expanded South Carolina ADEPT (**A**ssisting, **D**eveloping, and **E**valuating Professional Teaching) system. In addition, each program area identifies competencies specific to the discipline. Teacher candidates will meet the competencies in each of the four domains below **BEFORE** entering Internship I.

Planning

Teacher candidates will:

- Plan developmentally appropriate standards-based lessons in accordance with the requirements of the discipline.
- Design, select, or modify meaningful assessments aligned with lesson objectives.
- Assess prior learning and use this information to guide instructional planning. Plan for differences in individual need, abilities, and interests.

Instruction

Teacher candidates will:

- Communicate to the students (a) what they are expected to learn (i.e., to know and be able to do) and (b) the overall purpose (i.e., why they are expected to know and/or be able to do it).
- Provide specific instructional feedback to students on their performance and maintain high expectations for student achievement and participation.
- Use appropriate voice, tone, inflection and nonverbal communication to deliver instruction effectively.
- Implement strategies that address the needs of diverse learners.

Environment

Teacher candidates will:

- Treat students in a caring, fair, and equitable manner.
- Use positive strategies for reinforcement or redirecting behavior.
- Manage instructional routines and transitions between activities or events in an efficient and orderly manner.
- Create and maintain a positive and safe classroom environment conducive for learning.

Professionalism

Teacher candidates will:

- Maintain professional relationships with school personnel and students.
- Demonstrate effective verbal communication that is appropriate for the intended audiences and use Standard English.
- Demonstrate effective external written communication that is appropriate for the intended audience and use Standard English.
- Adhere to the university and school/district rules, *Standards of Conduct for South Carolina Educators*, and FERPA requirements and act appropriately when faced with legal issues with children. **
- Be receptive to constructive criticism from host teacher and course instructor/university supervisor and incorporate feedback.
- Use self-reflection to evaluate and improve professional practice.
- Demonstrate professional responsibility (e.g. preparedness, responsibility, initiative, time management).

III. THE EARLY CLINICAL EXPERIENCE: Steps to Success

Overview

Clinical experience is foundational to the Educator Preparation Program at Winthrop University. During each experience, the teacher candidate is part of a collaborative team that provides opportunities for practice under the guidance of experienced professionals from local schools and the university. The teacher candidate, host teacher, and course instructor/university supervisor form a team charged with the goal of preparing the candidate to improve learning and achievement for students in P-12 classrooms. The course instructor/university supervisor and the host teacher provide support and guidance to facilitate the learning process. Collaboration and frequent, open communication between the teacher candidate, host teacher, and course instructor/university supervisor are critical for a successful clinical experience. ***Teacher Candidates are representatives of Winthrop University and the teaching profession and are expected to take on the role of a professional. This is the beginning of a professional reputation that will have a significant impact on a future career.***

Preparing for the Early Clinical Experience

Teacher candidates and their host teacher are notified of clinical placements through Student Learning and Licensure or SL &L (formerly Via). As soon as the placement is confirmed, candidates should contact the host teacher via **professional** email or telephone call. Email contact should exemplify skilled writing practices and make clear the purpose of the communication. Communication should include providing the host teacher with pertinent contact information (cell phone, email address, etc.). The following two examples distinguish between non-acceptable and acceptable email communication between the teacher candidate and the host teacher.



Example 1 – unacceptable message

Hi lisa! i am your early clinical experience student from WU and i am so excited!!!!

i am from charlotte. my boyfriend cory and i have been together for 3 years and he is starting a band – he is definitely my BFF!

i will be there on monday for my class – we have to be their at 8 (OMG!)
can't wait to meet u! TTYL...

karen 😊



Example 2 - acceptable message

Dear Mr. Johnson,

My name is Karen Taylor and I will be a Winthrop University teacher candidate working in your class this semester. I am looking forward to collaborating with you and your students for my EDCO 200 course, “Developmental Sciences and the Context of Poverty.”

I have enjoyed looking at the school website and gaining important information about the community context. One of my responsibilities as part of the course will be to develop relationships with and implement strategies for working with students in poverty. You can find more information about the course content and expectations on the Rex Institute website <https://www.winthrop.edu/ceshs/rex/core-courses.aspx>. According to my course schedule, I will be with your class on September 8, 10, and 21; October 1, 14, 15, and 25; and November 1 and 5 from 8:00 AM until 10:00 AM. I have a journal through which we can communicate about classroom events and will be available by phone and email throughout the semester.

We have information about parking and entering the school, but please let me know if there are additional details specific to the class that I may need. Again, I look forward to working with you and your students this semester.

Sincerely,

Karen Taylor
Winthrop University Teacher Candidate
taylork101@winthrop.edu
803/123-4567

In addition to making professional contact with the host teacher, teacher candidates should prepare for the clinical experience by:

1. Visiting the host school website to build background knowledge of the faculty, staff, students, and facilities (find school information at <https://www.winthrop.edu/ceshs/rex/partnership-network-sites.aspx>.)
2. Finding out where to park before the first day of the experience. (A practice drive to the school is recommended.)
3. Obtaining a school handbook and becoming familiar with the rules and policies applicable to students and teachers in the assigned school.
4. Obtaining a Winthrop lanyard with a holder for your university ID card. You are provided a lanyard in your EDCO 200 or EDCO 601 class. This lanyard must be worn at all times when you are in a clinical setting until you receive

your Teacher Preparation Program name badge upon acceptance into the program. Should your lanyard become damaged or lost at any time, you must obtain a new lanyard. Replacements should be ordered through the Winthrop University Marketplace Mall

https://secure.touchnet.com/C20256_ustores/web/product_detail.jsp?PRODUCTID=360 . The charge for replacing your lanyard is \$3.00. Once ordered, you may pick up your replacement lanyard in Student Academic Services (144 Withers).

5. Reporting to the main office or following the instructions of the course instructor/university supervisor on the first day of the clinical experience.
6. During the first days at the school site, discussing the following with the host teacher:
 - where personal items can be housed during each classroom visit
 - host teacher expectations
 - classroom responsibilities
 - course assignments with due dates
7. Submitting to the host teacher the completed emergency information form, provided by the course instructor before leaving the classroom on the first day.

During the Early Clinical Experience

During the clinical experience, you are required to **follow all health and safety protocols** for your host school/school district. It is crucial to demonstrate professionalism and responsibility. Consider each day at the school a job interview. Specifically, the teacher candidate will:

- Demonstrate **punctuality, dependability, and professional decorum** throughout the course of the clinical experience.
 - Report to the host school **early** each day. Consider arriving at the school site fifteen minutes before the scheduled start time to minimize disruptions when entering the classroom. Arriving in the school parking lot at the time class is to start means you are LATE!
- Take responsibility for being an active participant in the classroom. Interact positively with the students, the host teacher, parents, and professional staff.
- Be prepared for tasks assigned by the host teacher and course instructor/university supervisor.
- Adhere to the instructor's timeline and/or course syllabus for completion of specific course assignments.
- Set an example for P-12 students in matters of dress, speech, and behavior.
- Complete necessary information including, but not limited to, entering the time and activity information into SL&L and reminding the host teacher to approve after each day in the field.

Completing the Early Clinical Experience

At the end of each clinical experience, providing closure for the P-12 student(s) with whom teacher candidates work is a critical step. Events of the last day of the clinical experience should be planned in advance with the host teacher including how to communicate with students. Reflect on the successes and challenges of the clinical experience with the host teacher and course instructor/supervisor. Finally, send a thank you letter to host teacher and students.

IV. THE EARLY CLINICAL EXPERIENCE: PLANNING FOR INSTRUCTION

Overview

Clinical experiences are an integral part of all educator preparation programs at Winthrop University. Clinical experiences run concurrently with specific course requirements so teacher candidates can build necessary content knowledge through authentic classroom experiences, thus "learning by doing." In such a clinically-based program, multiple opportunities for assessment provide candidates critical feedback on their performance as a pre-service educator.

Performance Evaluation

Evaluation of teacher candidates in the Richard W. Riley College of Education, Sport, and Human Sciences is an important component of the Educator Preparation Program. Evaluation is a continuous and sustaining process that helps the teacher candidate recognize strengths and weaknesses. Communication between the student, host teacher and course instructor/university supervisor includes brainstorming ideas and analyzing practice in order to examine why

teaching succeeds or falters. The process is a rigorous multi-dimensional process. The evaluation components meet the guidelines and are congruent with South Carolina Board of Education’s Assisting, Developing, and Evaluating Professional Teaching (Expanded ADEPT/SCTS 4.0) for teacher candidates.

Teacher candidates receive both formative and summative feedback. Formative assessment is typically used to facilitate growth, monitor progress, and provide feedback without assigning specific grades or point values. Summative assessment provides information for the purpose of grading related to mastery of Educator Preparation Program Competencies.

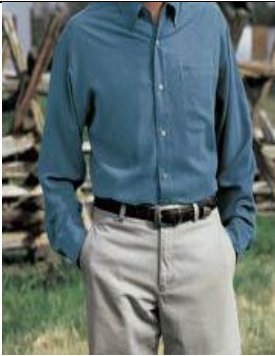


Observations in the Performance Standards

The observation and evaluation process is designated by each course instructor/university supervisor. Refer to the course syllabus, website, and/or SL&L documents for information specific to the experience.

V. THE TEACHER CANDIDATE: POLICIES AND RESPONSIBILITIES

Appropriate Attire and Appearance

Teacher candidates representing Winthrop University are expected to adhere to high standards of professional conduct in their interactions with students, employees, and the public. By dressing in a professional manner, teacher candidates serve as a role model for students and should present a positive, professional image at all times. Appearance can have a positive impact on student achievement and behavior and can influence how others perceive both the teacher candidate and public education. Professional dress and behavior portray a sense of pride, respect, and seriousness for education. Professional attire includes, but is not limited to:

Male	Female	Shoes
<ul style="list-style-type: none"> o Neat slacks with a belt if there are belt loops o Dress shirt and tie o Jacket as requested by a supervisor 	<ul style="list-style-type: none"> o Neat slacks or business pants o Skirts, skorts, or dresses of modest length (knee or lower) o Blouses, sweaters, or twin sets (if tank, the shoulder should be covered at all times) 	<ul style="list-style-type: none"> o Comfortable shoes that provide support and protection o Sandals are acceptable if they have a professional appearance <p><i>*Athletic shoes are appropriate for special area subjects, as the field requires.</i></p>
		

Professional attire excludes:

- o Provocative clothing (e.g., thin straps, tube tops, low necklines, strapless, too tight, too short, revealing, see through, sheer, or attire that shows undergarments, cleavage, or the midriff area)
- o Jeans (denim of any color), leggings, shorts, athletic pants*
- o T-shirts, tank tops, halter tops, sweatshirts
- o Clothing or attire that is suggestive of drugs, alcohol, sex, or other obscenity
- o Wrinkled or dirty clothing
- o Body piercings (e.g., eyebrow, nose, tongue, lip) that are visible to the students
- o Tattoos that are controversial in language and/or controversial in image – It is the teacher candidate’s responsibility to become familiar with the school’s expectations for faculty appearance.

- Clothing that does not fully cover the waist, shoulders, and back thereby showing skin or undergarments while standing or moving
- Flip-flops or other beach-type shoes
- Slipper, house, or bedroom style shoes
- Sneakers (unless required by program area or for specific events)
- Hats or baseball caps



**Clinical Experiences in special areas such as physical education, preschool, kindergarten, or dance should dress as appropriate for their field, as approved by supervisor.*

“Spirit Days” - If given the opportunity to wear clothing with the school logo for a special occasion, teacher candidates are encouraged to do so, but must continue to adhere to the guidelines outlined above.

Course instructors/university supervisors have the responsibility to address inappropriate dress on an individual basis beyond these minimal requirements.

Arrival and Leaving

Teacher candidates may be required to use SL&L to document the time spent and activities that are in progress or completed for each day in the clinical experience. At the beginning of each experience, arrival and departure procedures will be addressed with candidates. Procedures may differ at each school site.

- Teacher candidates must be in the classroom at the assigned time ready to participate (not pulling in the parking lot).
- Clinical experience times **are not to be arranged or rescheduled by the candidate** – this is done only by the course instructor and aligns with the established course times. This is not applicable to Graduate Early Field students.

Attendance

It is fully expected that early clinical experience students will NOT miss any days during the clinical experience. If an extenuating circumstance does arise, the following procedure must be followed:

- Teacher candidate notifies the host teacher AND the course instructor/university supervisor before the absence or, in an emergency, as early as possible.
- All absences from clinical experience days must be made up in order to receive credit for the experience. Make-up days will be scheduled by the teacher candidate and the host teacher in conjunction with the course instructor/university supervisor. It will be determined when and how the candidate can make up the missed experience. For extenuating circumstances causing absences (COVID-related circumstances, flu, etc.), the course instructor/university supervisor will determine make-up procedures.
 - Arrangements will be made by the course instructor/university supervisor when circumstances arise that would cause a clinical experience to be cancelled (weather conditions, district/school schedules, standardized testing etc.).
 - See specific course syllabi for additional information regarding attendance and additional procedures for reporting/making up absences.
 - In case of excessive absences, the teacher candidate may be removed from the placement and required to repeat the course.

Confidential Information

Teachers and other education professionals regularly work with confidential information in the context of schools. Confidential information can include student grades, student health records, academic records, Individualized Education Plans (IEP), family histories, and more. Teacher candidates are held to the same legal and professional standards as full-time teachers with regard to confidential information. In accordance with the *Family Educational Rights and Privacy Act* (FERPA), teacher candidates must refrain from discussing information related to the students with whom they are working. FERPA training is provided prior to the clinical experience thus candidates are responsible for abiding by the guidelines. Questions from the teacher candidate regarding confidentiality policies should be directed to the host teacher and/or course instructor/university supervisor.

Identification Badges

Schools are secure environments and access to schools is controlled. In recognition of the schools' efforts to ensure the safety and security of students and staff, Winthrop teacher candidates are required to wear an identification badge when in the schools. The official Winthrop lanyard, with a holder for your ID card, will be provided to you in your EDCO 200 or EDCO 601 class. Students without the Winthrop lanyard and ID or official Winthrop Teacher Candidate ID will not be allowed to participate in that day's clinical experience. Should your lanyard become damaged or lost at any time, you must obtain a new lanyard. Replacements should be ordered through the Winthrop University Marketplace Mall https://secure.touchnet.com/C20256_ustores/web/product_detail.jsp?PRODUCTID=360 . The charge for replacing your lanyard is \$3.00. Once ordered, you may pick up your replacement lanyard in Student Academic Services (144 Withers).

Personnel Concerns

Teacher candidates and course instructors must follow the procedures below should a concern arise regarding a host teacher fulfilling his/her responsibilities during a clinical experience:

- *Concerns from Teacher Candidate*
 1. The teacher candidate should contact the course instructor to discuss the concern. At this time, dependent upon the situation, the instructor will make the decision if the matter should be addressed first by the teacher candidate independently with the host teacher or whether he/she (the instructor) should talk with the host teacher and/or with the host teacher and the teacher candidate together. The course instructor may also opt to first discuss the matter with the Director in the Office of Field and Clinical Experiences once the concern is expressed by the teacher candidate.
 2. If the course instructor and/or teacher candidate address the concern in Step 1 and no resolution ensues, the instructor should bring the matter to the Director in the Office of Field and Clinical Experiences to discuss next steps and the director's involvement in conduction of site observations, talking with the host teacher to clarify roles and responsibilities, and offering support.
 3. The Director in the Office of Field and Clinical Experiences will contact the appropriate administrator at the host teacher's school, as applicable to the situation.
 4. In collaboration with the course instructor and school administrator, a decision regarding a change in placement is made as well as future teacher candidate assignments with the host teacher.
- *Concerns from the Course Instructor*
 1. The course instructor should discuss with the host teacher any situation felt to be interfering with the teacher candidate's development during the clinical experience. Dependent upon the circumstances, the instructor can opt to bring the concern directly to the attention of the Director in the Office of Field and Clinical Experiences.
 2. The instructor should notify the Director in the Office of Field and Clinical Experiences if he/she feels the teacher candidate is in a placement that is non-conducive to the field experience. The Director in the Office of Field and Clinical Experiences will contact the appropriate administrator at the host teacher's school, conduct site observations, talk with the host teacher to clarify roles and responsibilities, and offer support.

3. In collaboration with the course instructor and school administrator, a decision regarding a change in placement is made as well as future field experience assignments with the host teacher.

Professionalism

Teacher candidates must conduct themselves in a manner that is consistent with professional, ethical, and moral standards as stated in the Richard W. Riley's College of Education, Sport, and Human Sciences's Professional Dispositions. Failure to do so may result in termination of the clinical experience. For example, teacher candidates should refrain from contact with their clinical experience students outside of the classroom. This includes communication through electronic sources other than school email for the purposes of relaying school assignments and answering students' academic questions. Communicating about ANY clinical experience topic with students, host teachers, course instructors/university supervisors, or other interns through a medium such as Facebook® is considered **inappropriate contact**. It is highly recommended that candidates using online communication such as social networks, personal web pages, blogs, Instagram®, Snapchat®, X®, etc. should set all access to the highest privacy possible. Remember, anything you post online can be accessed by parents, teachers, and potential employers. Also, teacher candidates should not convey to students any personal websites, personal spaces, or personal blogs. A teacher candidate, just as a practicing teacher, must always be above reproach in regard to interaction with students and the school community.

Student Fieldtrips

Teacher candidates are allowed to participate in field trips for their classes provided the date/time of the field trip does not interfere with university obligations. Note that teacher candidates are NOT allowed to assume responsibility for the role of chaperone for either small groups or whole classes at any time due to liability purposes.

Support for Winthrop Students with Disabilities

Winthrop University is dedicated to providing equal educational opportunities for all students. Students with diagnosed disabilities who seek reasonable accommodations must notify the Office of Accessibility, at 803/323.3290. Early Clinical experience students with disabilities should note teaching experiences are field-based and, therefore, may necessitate consideration of worksite accommodations that differ from those used in a typical University classroom setting.

Under the Americans with Disabilities Act, reasonable accommodation is a change in the work environment or in the way the job is usually done that enables a person with a disability to perform the job effectively. Students with disabilities must meet the requirements of the field experience and exhibit adequate performance. Thus, students in field experiences should understand their accommodation needs and the expectations of their field-based courses. It is our goal as a university to ensure that every teacher candidate maintains the appropriate safety and adequate instruction of all P-12 students affected. When that would be compromised, alternative educational roles may need to be considered.

Students with disabilities who will be participating in a field experience should discuss potential needs and concerns with the Office of Accessibility, at 803/323.3290, **well in advance** of the field experience. If accommodations are made for a field-based course, the Office of Field and Clinical Experiences Director, the course instructor/university supervisor, the host teacher, and the administration of the hosting school should be made aware of needed accommodations in advance of entering the school.

Substitute Teaching and Student Responsibility

Teacher candidates, in field experiences, are **NOT allowed to act as substitutes** and CANNOT be left in the room by themselves with students during the time of the clinical experience unless the principal and host teacher wish to assume liability.

Transportation

Placements in schools for educator preparation program early clinical experiences and internships will be, whenever possible, within a sixty-mile radius of the university campus. Travel to and from the placement is the responsibility of the teacher candidate who must assume liability for any required travel. Teacher candidates will be responsible for all transportation expenses pertaining to the clinical experience. Since, in most cases, more than one candidate is assigned

to the same school site, it is highly suggested that carpooling be arranged to help alleviate the cost of travel; however, carpooling is not required.

Transporting Students

Teacher candidates are not permitted to transport K-12 students to and from the school or to and from any school-related activity.

Workers' Compensation Insurance for Non-Paid Teacher Candidates

Winthrop University provides workers' compensation insurance coverage for all students enrolled in **non-paid** internship courses or programs. Coverage is provided for any enrolled student not receiving monetary compensation for their internship training or experience. Workers' compensation insurance can provide 100% coverage for medical care should a student suffer a work-related injury or illness while performing the duties of their clinical experiences; however, compensation insurance **cannot** be applied to time spent in the experience before the start date for the specific field-based course or after the last day of the field-based course. In addition, coverage is not applied to travel to and from the placement site. If a student chooses to visit a school outside these dates, coverage would not be in effect. Insurance coverage is provided by the State Accident Fund (SAF) with medical case management provided by Compendium Services, Inc. through a contractual agreement with SAF. Insurance claims are filed electronically by Compendium Services in response to the telephone submission of a "**First Report of Injury**" from the course instructor/supervisor or Director of the Office of Field and Clinical Experiences.

Reporting Minor Injuries or Work-Related Illnesses

- Should a teacher candidate sustain a minor injury or develop a work-related illness while performing their clinically-based duties, he/she must immediately report the injury or illness to their course instructor/university supervisor and the Director of the Office of Field and Clinical Experiences.
- Should medical treatment be needed for the injury or illness, the course instructor/university supervisor or Director in the Office of Field and Clinical Experiences must contact Katharyne Tedford, Workers' Compensation Administrator, at 803-323-2392 or call Compendium Services directly at 877-709-2667 to file a "**First Report of Injury**" and receive authorization for treatment. In Rock Hill, non-emergency medical treatment is provided by:
Concentra Urgent Care
1393 Celanese Road
Rock Hill, SC 29732
803-329-3103
- In locations other than Rock Hill, Compendium Services will provide the name(s) and location(s) for authorized medical treatment facilities.
- If Compendium Services is contacted directly, Katharyne Tedford, Workers' Compensation Administrator, must still be notified of the injury or illness claim.
- Teacher candidates **should report all injuries or work-related illnesses to their course instructor/university supervisor and Director of the Office of Field and Clinical Experiences**, no matter how minor they may seem at the time. A teacher candidate who fails to report an injury or work-related illness may be denied benefits by SAF should medical treatment be needed at a later time.

Reporting Medical Emergencies

In the event of a serious or life-threatening injury that requires immediate or emergency medical attention, 911 or the appropriate emergency response service for the school location should be called.

- As soon as the situation allows, the course instructor/university supervisor or the Director of the Office of Field and Clinical Experiences must contact both Compendium Services at 877-709-2667 **and** Katharyne Tedford, Workers' Compensation Administrator, at 803-323-2392.

- If the injured teacher candidate is transported to an emergency medical facility for treatment, the course instructor/university supervisor or designated representative should accompany the candidate and remain at the facility until the teacher candidate is either admitted or released.
- The supervisor or designated representative should inform the treating facility that a workers' compensation claim may be filed for the injured intern and be prepared to provide the following insurance information, if needed:

For Case Management and Treatment Authorization:

Compendium Services, Inc.
Tel-877-709-2667
Fax- 877-710-2667

For Insurance Billing and Payment:

State Accident Fund
P.O. Box 102100
Columbia, SC 29221-5000
Tel-800-521-6576

For verification of internship enrollment and insurance coverage:

Katharyne Tedford
Winthrop University
Tel-803-323-2392
Fax-803-323-2426
tedfordk@winthrop.edu

VI. EARLY CLINICAL EXPERIENCE PLACEMENTS

Selection of Placement Schools

Two important factors in the development of a successful early clinical experience program are (1) having effective cooperating schools and (2) matching host teachers and teacher candidates. The following general policies are intended to help assure that sound procedures are used in the selection of the cooperating schools and in the assignment of teacher candidates to those schools:

1. The Dean of the College of Education, Sport, and Human Sciences (or designee) or a school district superintendent (or designee) from a Partnership Network district expresses interest in joining the WU-School Partnership Network.
2. The school district assures the following qualities and resources:
 - a. A sound and innovative curriculum that will offer teacher candidates the opportunity to develop and demonstrate initiative and resourcefulness as teachers.
 - b. An administrative and teaching staff genuinely interested in teacher education at the pre-service level. This includes, but is not limited to, willingness to:
 - i. Attend informational sessions and training programs necessary to prepare for serving as a partner school.
 - ii. Provide appropriate learning experiences for teacher candidates.
 - iii. Provide continuous supervision of teacher candidates through ongoing assistance in professional development.
 - iv. Evaluate the teacher candidate's performance using instruments designated by the State of South Carolina and Winthrop University.
 - v. Work cooperatively with Winthrop University staff members in all aspects of the clinical experience program.
 - vi. Select host teachers who meet Winthrop University's criteria for service.
3. An agreement is signed by the district and the university.

Host Teacher Qualifications

A host teacher is a teaching professional who is approved by the university and serves as role model, instructor, and evaluator for one or more early clinical experience students. The host teacher welcomes a qualified clinical experience student into his/her classroom and, in coordination with a Winthrop University course instructor/university supervisor, is responsible for guiding, structuring, and evaluating the activities that are assigned by the course instructor so that the teacher candidate learns to apply theory, pedagogical concepts, and content knowledge while developing practical professional skills. Host teachers will:

- Engage with and guide Winthrop teacher preparation students during early clinical work in conjunction with a university course.
- Communicate with university personnel about Winthrop student progress.
- Assist in the completion of university course assignments.
- Debrief with university course instructor/university supervisor and school liaison.
- Complete a clinical assessment for each teacher candidate.

The role of the host teacher is critical to the success of the teacher candidate in his/her clinical placement. Research indicates host/mentors have great and long-lasting influence on a novice teacher long after the placement has ended. In order to serve as a host, teacher must:

- Have completed the ADEPT process;
- Complete an application with a self-assessment; and
- Receive a favorable recommendation by the school principal or school designee.

Placement Procedures

1. Placements are made by the Office of Field and Clinical Experiences in conjunction with faculty from the Partnership Network and the respective program areas and in cooperation with principals and/or school liaisons in participating school districts.
2. All placements must be made in school settings with teachers who meet the criteria as stated for hosting.
3. A teacher candidate may not be assigned placement with a relative or close family friend/colleague serving as the host teacher (or paraprofessional) or where the principal is a family member.

Diversity Formula

The Richard W. Riley College of Education, Sport, and Human Sciences faculty has chosen to use a formula in which a placement is considered diverse if it meets a poverty index above 40% and/or non-white student enrollment greater than 40%.

Background Check and Sex Offender Check Requirement

In order to fulfill South Carolina legislative requirements and related public school policy, all students who participate in any type of field-based experience (e.g., service learning, observation, tutoring, practicum, internship) associated with schools or other educational agencies must undergo a criminal records search and the National Sex Offender Registry check. Students must show a clear record on both background checks. If a criminal record is revealed, results are considered on an individual basis to determine whether or not the student should be placed in the field experience. These decisions are usually made in conjunction with the school district or educational agency. Typically, students will not be placed in a field-based experience unless court records indicate that the matter was legally resolved or expunged from the individual's criminal record history. Winthrop will not place students 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 pursuant to state law. Also, students will not be placed in a field-based experience if they have been convicted of a felony that would make the student ineligible for a Professional Teaching Certificate.

The College of Education, Sport, and Human Sciences has appropriate processes in place for accomplishing background checks for students. Undergraduates are charged a course fee attached to EDCO 101 and 601 that pays for the check. All students who do not enroll in either EDCO 101 or 601 and seek teacher certification must complete the on-line process prior to enrolling in any course that requires a field-based experience or internship. The cost of this process is \$40 and the fee will be charged to the student's account. Student Academic Services will conduct all National Sex Offender Registry checks and ensure that no student with sex offender status is enrolled in a course that requires a field-based experience.

Background checks are valid for up to two years after which time a new check must be executed prior to any field or clinical experience.

In order to meet state certification requirements, a second and more extensive FBI check is required prior to the senior year for undergraduate teacher education students or the final year for MAT students. Students must show a clear record and no offenses that would make them ineligible for professional certification in order to be placed in an internship.

Addressing Problems and Concerns

Teacher candidates experiencing challenges with early clinical experiences should address the issues with the course instructor. Any problems or concerns that arise related to the performance of the teacher candidate are discussed with the teacher candidate by the host teacher and course instructor/university supervisor. If appropriate, a [Professional Dispositions and Skills Intervention Form](#) will be submitted. The form is signed by the teacher candidate, the course instructor/university supervisor, and host teacher and kept on file in Student Academic Services. If an issue persists, the course instructor and teacher candidate meet with the department chair and/or a college administrator to determine further action that may result in removal from the course.

Severe Clause Disclosure

Each clinical experience has requirements that are evaluated to determine a final grade; however, teacher candidates can be removed from the clinical experience or required to repeat the clinical experience based on the **Severe Clause** policy.

The **Severe Clause** policy exists to ensure that all teacher candidates are promoting and creating a safe, conducive learning environment and not committing gross misconduct in a school or other educational setting. This clause is implemented at the discretion of the course instructor/university supervisor and implies immediate removal from the placement. With the implementation of this clause, the suspension from the clinical experience would remain pending until the instructor/university supervisor and teacher candidate meet with the Director of Field and Clinical Experiences and the Dean of the Richard W. Riley College of Education, Sport, and Human Sciences. This meeting should be scheduled within 48 hours from **Severe Clause** implementation. After the initial meeting, the Director of Field and Clinical Experiences will meet with the teacher candidate's program Competency Review Committee who will determine if the teacher candidate can repeat the experience when the associated course is next offered or recommend candidate removal from the Educator Preparation Program.

Examples of grounds for use of the **Severe Clause** policy include, but are not limited to, the following: improper guidance or supervision of students, use of profanity or other disrespectful or inappropriate language, attendance issues, damage to school property, misuse of university technology equipment or email, inappropriate dress, sexual harassment or other sexual misconduct, theft, and insubordinate acts between the teacher candidate and mentor and/or the university supervisor.

Placement Changes

Challenges may emerge that interfere with the successful completion of the clinical experience and require a reassignment. These concerns should be directed to the course instructor/university supervisor. The course instructor/university supervisor and the Director of the Office of Field and Clinical Experiences will determine whether the teacher candidate will be reassigned in the same school or be placed in another setting. In the event that the host teacher is unable to perform the roles and responsibilities described in this document, the teacher candidate will be reassigned. The principal, course instructor/university supervisor, and the Director of the Office of Field and Clinical Experiences will determine whether a reassignment will take place in the same school or in another school setting.

Removal from Placement

The responsibility to remove a teacher candidate from the placement is based on the recommendation of the host teacher, course instructor/university supervisor, and the school administrators. When such removal is the result of an unsuccessful clinical experience, the candidate will **not** be given the option to begin a second assignment in another school during the same semester and will fail the course.

VII. Admission to Teacher Education Requirements

Candidates must be formally admitted to the Teacher Education Preparation Program prior to starting Internship I. For information on admission criteria visit <https://www.winthrop.edu/ceshs/sas/tep-admission-videos.aspx> (information for both undergraduate and MAT candidates).

VIII. Student Learning and Licensure (formerly Via)

The Richard W. Riley College of Education, Sport, and Human Sciences is requiring all teacher candidates to sign up for access to SL&L. This online management tool is available to teacher candidates for five years and can be used in a variety of ways that will benefit the learning experience. The program helps build a personal portfolio. Public presentations, musical performances, auditions, lesson plans, unit plans, portfolios, etc. can be downloaded and shared with other students, prospective graduate schools or employers. SL&L, therefore, serves not only as a learning tool but also as a repository that allows you to collect, evaluate and reflect on assignments.

SL &L - User's Guide

Early clinical placements will be assigned by matching the school, student, and host. Each placement is entered into SL&L. Host teachers can access additional information about the SL&L system from the "Host Teacher's Guide" available at <https://www.winthrop.edu/uploadedFiles/ceshs/student-learning-and-licensure/host-teacher-field-experience-guide.pdf>. Students and faculty can visit <https://www.winthrop.edu/ceshs/student-learning-and-licensure/student-learning-and-licensure-resources.aspx> for SL&L resources and assistance.