

South Carolina Educator Preparation Guidelines: Standards, Policies, and Procedures *Emergency Provisions for Clinical Experience (Student Teaching) Requirements*

This policy provides guidance to educator preparation providers regarding clinical experience (student teaching) requirements in the event that unexpected or emergency events and circumstances cause extended closures of South Carolina's institutions of higher education and/or the state's PK–12 public schools. If such closures are related to public health emergencies, including but not limited to pandemic illness, candidates must adhere to all policies of the enrolling institution, the school districts in which they have been placed for clinical experiences, the South Carolina Department of Education (SCDE), and state and federal health agencies.

Clinical Experience Requirements

On August 8, 2012, the State Board of Education (SBE) approved the following minimum requirements for the clinical or student teaching experience:

- The clinical experience must be the equivalent of a minimum of twelve weeks or sixty full days.
- The candidate must teach independently a minimum of ten full days in one setting.
- During the clinical phase, the candidate adheres to the daily schedule of the cooperating teacher including activities such as bus duty, faculty meetings and parent conferences.
- Each candidate is supervised by one or more clinical faculty from the institution of higher education (IHE) who has preparation in both the supervision of education and in the teaching area of the candidate and is trained in the state's system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT).
- Each candidate must be supervised by one or more school-based clinical faculty (i.e., the cooperating teacher) who is trained in the ADEPT system.

Expanded ADEPT System Requirements for Pre-service Teachers

On April 10, 2018, the SBE approved the following requirements for teacher candidates as part of the Expanded ADEPT Support and Evaluation System Guidelines:

- During student teaching, each teacher candidate must receive formative observations, written and oral feedback, and assistance regarding all South Carolina Teaching Standards (SCTS) Indicators from both the IHE and his or her school-based cooperating/supervising teachers throughout the clinical practice.
- The formative evaluation process must include a minimum of four classroom observations (including at least two formative observations by the IHE supervisor and at least two formative observations by the school-based supervisor), each followed by appropriate feedback and assistance.
- Teacher candidates must receive a minimum of two summative classroom observations regarding the SCTS Indicators.
- Both the IHE supervisor and the school-based supervisor must participate in the summative evaluation process.

- The summative evaluation process must be aligned with the Expanded ADEPT summative evaluation guidelines, must include appropriate data collection and evidence documentation procedures (including a minimum of two classroom observations—one by the IHE supervisor and one by the school-based supervisor), and must ensure that the candidate receives written feedback on his or her performance in terms of each of the SCTS Indicators.

Requirements for Modifying the Clinical Experience

As necessitated by extended periods of school closure, providers have flexibility to arrange temporary placements in other appropriate settings, provide virtual learning opportunities, or implement alternative assignments and instruction. In the event of closures that prevent teacher candidates from completing a clinical or student teaching experience of at least sixty days, providers should work with partner districts and schools so that candidates still have meaningful opportunities to apply the knowledge of content and pedagogy they have gained in academic settings and prior field experiences. These opportunities include designing lessons and units of instruction, selecting and implementing instructional strategies, teaching lessons and content, assessing learning to evaluate student progress and inform instructional decisions, creating supportive learning environments, and managing the classroom effectively.

At minimum, providers must ensure that

- the impacted clinical experience remains as close as possible to sixty days;
- candidates teach independently as close as possible to the ten full days, but at least eight days (or the equivalent number of school hours), during which the candidate assumes primary responsibility for the cooperating teacher's daily instructional schedule;
- candidates receive a minimum of two formative ADEPT evaluations (one by the IHE supervisor and one by the cooperating teacher), written and oral feedback, and assistance related to the SCTS Indicators;
- candidates receive a minimum of two summative classroom observations regarding the SCTS Indicators and that both the IHE supervisor and cooperating teacher participate in the provider's approved summative evaluation process and evidence documentation procedures; and
- each candidate receives written feedback on his or her performance in terms of each of the SCTS indicators and overall success in completing the requirements of the provider's clinical experience.

Under this policy, providers have flexibility to make comparable emergency provisions for clinical experiences in educator preparation programs leading to initial certification in service fields (i.e., library media specialist, speech-language therapist, and school counselor).

Any extended period of school closure may negatively impact a candidate's ability to improve his or her performance over time. In instances in which a provider determines that school closure has impeded a candidate's ability to improve upon identified performance deficiencies in order to complete the clinical experience successfully, the SCDE urges providers to consider possible options for candidates they believe may be successful with additional time and support. These options might include extending the clinical experience for the candidate, if possible, or

assigning a grade of Incomplete until the candidate can return to the clinical setting. The SCDE recognizes that providers must follow policies in place at their respective institutions in determining such options.

Providers that modify the clinical experience under this emergency policy must provide written notification to the SCDE through a process and timeline to be communicated by the Office of Educator Services.