Clinical Teaching Experience Handbook
What you need to know
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2015-2016
CENTRAL CHRISTIAN COLLEGE
CLINICAL TEACHING EXPERIENCE

INTRODUCTION
Congratulations! Your Clinical Teaching Experience (CTE) is the culmination of your years of training at Central Christian College. At this phase of the program, you will have demonstrated many aptitudes and abilities which qualify you to become a successful participant in the teaching profession. You will have shown yourself to be academically competent, professionally astute, and service-minded.

This final phase of teacher preparation is the most important element of your program. You will now have the opportunity to go into the classroom on a full-time basis for 14 weeks and demonstrate your ability to successfully teach students in your chosen field. You will experience significant professional growth during this intense hands-on experience, and will refine the attributes necessary for entering the field of education.

This handbook has been developed to serve as a guideline for your transition from teacher education candidate to practicing professional educator. No document can be all-inclusive nor anticipate every situation which might arise, but we anticipate that most of your questions will be answered here. Please feel free to contact education department personnel for additional information or clarification.

TEACHER EDUCATION CONCEPTUAL FRAMEWORK
Vision of the Teacher Education Program
The vision of the Teacher Education Program is to develop quality professional teachers with a Christian world view to teach in public, private, and Christian schools around the world.

Mission of the Teacher Education Program
The mission of the Central Christian College Teacher Education Program is to develop, “The Responsive Practitioner: Academically Competent (Fit Minds), Professionally Astute (Fit Bodies), and Service Minded (Fit Hearts and Fit Souls),” from the perspective of a Christian world view.

GOALS OF THE TEACHER EDUCATION PROGRAM
Fit Minds - Academically Competent: Intellectual and Psychological
1. Candidates will possess a knowledge base that is broad in content, yet specific in subject matter, to the degree that they are confident and poised in the classroom.
2. Candidates will be knowledgeable of, and capable of using, various forms of assessment in the classroom and in the school environment.
3. Candidates will demonstrate the ability to plan and execute effective lessons.
4. Candidates will exhibit a commitment to life-long learning and professional development.

Fit Bodies - Professionally Astute – Physical and Vocational
1. Candidates will possess a knowledge base of human maturation and its development to respond to academic needs with age-appropriate instruction.
2. Candidates will demonstrate the ability to practice collaboration within the school environment.
3. Candidates will demonstrate the ability to effectively manage a classroom’s learning environment.
4. Candidates will demonstrate an attitude of service.

**Fit Hearts – Socially Responsible: Cultural and Relational**
1. Candidates will possess a sound understanding of the historical and philosophical foundations of education so they can integrate the successes of the past with the challenges of the present, in preparation for the future.
2. Candidates will use a variety of teaching strategies that reflect knowledge of diverse learning styles, cultural differences, social issues, and academic abilities.
3. Candidates will be knowledgeable of educational technology, and capable of using it in instruction and evaluation in the learning process.

**Fit Souls – Spiritually Responsive: Spiritual and Environmental**
1. Candidates will learn to work effectively and responsively with students from diverse backgrounds, which would include, but not be limited to ethnicity, normality, language, cognitive abilities, and other disabilities.
2. Candidates will possess and practice dignity toward all persons in the school community.
3. Candidates will exhibit teamwork and fellowship to the collegial team and its leaders.
4. Candidates will exhibit a Christian world view.

**GOALS OF THE CTE**
The goals of the CTE/Seminar course reflect the following Kansas State Teacher Education Standards:
1. The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.
2. The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.
3. The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.
4. The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students’ learning including critical thinking, problem solving, and reading.
5. The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The educator plans effective instruction based upon the knowledge of all students,
community, subject matter, curriculum outcomes, and current methods of teaching reading.

8. The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

9. The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement processes.

10. The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students’ learning and well-being.

11. The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students’ abilities to understand relationships between subject areas.

12. The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.

AN OVERVIEW OF THE CTE
Historically, the Clinical Teaching Experience has been referred to as “student teaching.” It is an in-classroom experience in which the candidate spends a full day under the supervision of a certified, experienced teacher with regular visits from a college supervisor. Candidates will be assessed by both the cooperating teacher and the college supervisor.

The CTE will consist of a minimum of 14 weeks of supervised classroom participation, including teaching the class independently from the cooperating teacher for a minimum of two entire weeks. The cooperating teacher will not be in the classroom during much or any of this time. Also included in the CTE is the fulfillment of the requirements for the CTE Seminar, which involves a minimum of three meetings on campus with departmental personnel during the placement experience.

Successful completion of the Teacher Education Program at CCC requires academic, emotional, spiritual, and physical maturity. You must demonstrate your teaching proficiency through this comprehensive, professional classroom experience. In addition, the timely fulfillment of all responsibilities listed in the following paragraphs is an integral part of the course. You will be expected to complete these responsibilities in a professional manner.

APPLICATION TO CTE
The Clinical Teaching Experience will take place in your senior year, or during the fall semester following your senior year. Application must be made at Level II of your program, typically the junior year.

Application should be made by the first Friday in December of the year prior to the CTE. You are responsible for making this happen. The requirements are listed below:

1. Maintain a cumulative GPA of 2.75 or higher.
2. Maintain a GPA of 3.0 in Professional Core course work.
3. Demonstrate “Proficiency” or higher in Junior Teaching Practicum.
4. Make application for the CTE by completing and submitting the Level II Application for Clinical Teaching Experience form to the teacher education coordinator.
5. Provide references using the required form, Level II Reference for Admission to Clinical Teaching Experience. The following four references are required: (1) faculty member in the candidate’s content field, (2) faculty member from an outside content field, (3) employer or field experience supervisor, and (4) pastoral reference.
6. Schedule an appointment with the teacher education coordinator for an interview with the Teacher Education Committee. Satisfactorily complete the TEC interview.
7. Present Portfolio Project for Evaluation II at interview.
8. Provide documentation of a background check.
9. Provide documentation of a negative TB test or negative chest X-Ray to the teacher education coordinator.
10. Proof of purchase of liability insurance must be on file with the departmental coordinator.
11. Apply for and be granted CTE licensure from the State of Kansas. Provide a copy of the license to the teacher education coordinator and the original to your placement district.

PLEASE NOTE – Obtain forms from the Teacher Education Office, Briner Library, Room 1136, and return completed forms to the teacher education coordinator in that office.

THE CTE SEMESTER
Placement Procedures
1. The candidate’s completed Level II Application for Clinical Teaching Experience will be reviewed by the Teacher Education Committee.
2. The candidate will be interviewed by a subcommittee (two or three members) of the Teacher Education Committee, including the education department chair.
   a. The portfolio will be left for the committee’s perusal.
   b. Any special requests (distance placement, placement preference, etc.) must be presented in writing at this meeting.
3. If approved for the CTE, the teacher education coordinator will contact the school district, asking that the candidate be considered for placement.
   a. Upon receiving the request, the building administrator will make arrangements with a cooperating teacher.
   b. When an assignment is made, the building administrator will notify the college.
   c. The department will notify the candidate in writing about his/her placement.

Policy for Distance Placement
Requests for placement outside of an approximate 50-mile radius of McPherson will be considered on a per-case basis. Candidates must follow the procedures below:
1. Submit a request in writing at the interview with the Teacher Education Committee. Reasons for the candidate’s need for the distance placement should be delineated.
2. Have successfully completed the PRAXIS II and PLT exams with passing scores prior to CTE.
3. Distance placements will only be awarded to students who have proven their character,
responsibility, and proficiency in earlier phases of the program.

4. The candidate will pay all expenses for the distance placement. Required fees are:
   a. Fee to cooperating teacher - $100 for one semester.
   b. Fee to cooperating teacher - $60 for half a semester
   c. Travel expenses to the site for a minimum of four visits per each placement - Mileage indexed to IRS allotment.
   d. Fee to the College Supervisor - $95 for one semester.
   e. CTE fee to the college - $75
   f. Fee to KSDE for KPTP evaluation and score - $60
   g. Additional fees as required from the distance placement school districts

PLEASE NOTE: These are approximate amounts, as some cooperating teachers and supervisors charge more. The candidate is responsible for fees in excess of suggested amounts.

5. The candidate will sign an agreement with the CCC business office consenting to accept responsibility for all expenses associated with the distance placement.

6. The remaining steps will be the same as those listed in steps one through three of Placement Procedure for CTE above.

Requirements for the CTE Semester

1. Take and pass the PLT/Praxis exams during semester.
2. Successfully complete CTE.
3. Successfully complete Senior Seminar.
4. Complete a teacher work sample and receive a passing score 21 or higher.
5. Complete Professional Practices in Education, ED-CC 410, with a grade of “C” or higher.
7. Submit “Philosophy of Education” paper.
8. Pass Portfolio Evaluation III with score of “Proficiency” or higher.
9. Successfully complete CTE exit interview with department chair.

Orientation

Prior to the beginning of the CTE, candidates will meet with education personnel for orientation. You will have your picture taken for your ID badge, review the supervision schedule and syllabus, and will enroll and take care of paperwork and business obligations for the semester. Details will be provided on evaluation and assessment procedures. Last minute information on school placement and logistics will be covered.

Credit Hours

Fourteen semester hours of credit will be awarded for the CTE and accompanying CTE Seminar. All required course work in the content area must be completed prior to the clinical experience for credit to be awarded. You will be assigned to your clinical experience for a minimum of 14 weeks.

School Calendar

Please note that for the 14 weeks of your CTE you will follow the calendar of the school you are teaching in, rather than the CCC calendar. At the conclusion of the CTE, you will return to campus to participate in ED-CC 410, Professional Practices in Education, and will follow the
CCC calendar for the remainder of the semester.

Extra-curricular Activities
Extra-curricular activities, such as sports, should be planned so that they do not conflict with the CTE. If an activity takes place in the fall, the CTE should take place in the spring. For spring sports, the CTE should be scheduled for fall. Please plan carefully for this with your advisor. **CTE requirements will take precedence over all extra-curricular activities.**

Jobs
The Clinical Teaching Experience is a full-time job. You may not hold another job during this time, and **may not accept pay from a school district during the CTE.** This includes pay for substituting, coaching, or involvement in any extra-curricular activities. You will be expected to spend time outside of school on lesson plans and activities. You will function as a professional educator, along with your cooperating teacher, and should be involved in all aspects of the life of your school. Please make plans in advance so you will be able to fulfill this requirement.

Absences
You may be excused from a day of the clinical experience **only** if a regularly employed classroom teacher in the district would be excused by the superintendent for that reason. **Planned absences must be approved by both the college supervisor and the cooperating teacher.** In emergencies, the candidates must notify both the host school and the college supervisor. Excessive absences may result in extension or termination of the CTE. **Arriving late and leaving early are only acceptable in true emergency situations.**

Family Responsibilities
Family responsibilities and child care arrangements should be made in advance so these commitments do not affect your responsibilities at your placement school. Family considerations should not impact your arrival or departure time, or your responsibilities during the school day. **Please make arrangements ahead of time, as you should not ask for time off except in an extreme emergency.**

Financial Obligations
Candidates will sign an agreement with the business office to pay all expenses related to the CTE. Required fees are:
1. Fee to cooperating teacher for one semester - $100
2. Fee to cooperating teacher for one-half semester - $60
3. CTE fee to the college - $75
4. Fee to KSDE for KPTP evaluation and score - $60
Candidates will sign an agreement with the business office to pay all expenses related to an out of state CTE placement. Required fees are:
1. Fee to cooperating teacher for one semester - $100
5. Travel expenses to the site for a minimum of four visits per each placement (Mileage indexed to IRS allotment)
6. CTE fee to the college - $170
7. Fee to KSDE for KPTP evaluation and score - $60
8. Additional fees as required from the distance placement school districts
Health Requirements
Evidence of a negative TB test or a negative chest X-Ray within the past three years must be submitted to the education office prior to August 1 of the school year in which the CTE is to take place. If you have already submitted this for previous field experience courses, please check with the teacher education coordinator to verify that it is still valid.

Liability Insurance
Proof of liability insurance must be on file with the education office before the CTE begins. Insurance may be purchased from KNEA (Kansas National Education Association), your personal insurance carrier, or another source.

Candidates should have their completed application form and check to the insurance company verified by the teacher education coordinator by the end of the semester prior to the CTE. This is so we know that you have applied for liability insurance well in advance of the CTE to allow time for processing and issuance of your card. Once you receive your card, a copy of it must be provided to the education office a minimum of one month prior to the first day of the clinical experience. If this occurs during the summer when the education office is not open for regular hours, this may be mailed in time to be received a month in advance of the CTE.

Termination of CTE
A candidate will be terminated from the CTE placement for immoral conduct, behavior unbecoming of a teacher candidate, insubordination, incompetence, unfitness, or failure to obey regulations of the college, the department of teacher education, and/or the participating school district. The following policies for termination have been formulated for the Clinical Teaching Experience, but also apply to classroom observation and any other field experience a teacher education candidate may be involved in.

1. The candidate may request a change in placement if a problem which cannot be resolved should occur with the teacher candidate’s adjustment to the placement and/or the cooperating teacher.
   a. The college supervisor should be notified of any problems as soon as possible.
   b. The candidate should discuss the situation with the cooperating teacher.
   c. The college supervisor may call a joint meeting with the candidate, the cooperating teacher, and the building principal if deemed necessary.
   d. The candidate may request a change within the first four weeks of placement.
   e. The candidate should be able to show documentation that he/she has taken steps to bring a resolution to the situation.

2. Teacher education personnel may request a change if they believe there is a problem with the placement which cannot be resolved.
   a. CCC personnel or the cooperating teacher should be able to show evidence of concerns. Sufficient documentation may result in the termination of the placement by teacher education department personnel.
   b. If termination takes place, the college supervisor, cooperating teacher, and building principal will work together to facilitate a smooth transition of the candidate out of the classroom.
   c. Upon termination of a placement, a meeting will be held between the candidate,
the college supervisor, and the department chair to work out a new placement if it is deemed appropriate by the college officials. The candidate will be notified if a new situation is arranged by the college supervisor and department chair, who will then meet with the candidate prior to final placement.

3. **The host school may request a change** if they believe there is a problem with the placement which cannot be resolved.
   a. The building principal and/or the cooperating teacher should be able to show evidence of concerns. Sufficient documentation may result in the termination of the placement by teacher education department personnel.
   b. If termination takes place, the college supervisor, cooperating teacher, and building principal will work together to facilitate a smooth transition of the candidate out of the classroom.
   c. Upon termination of a placement, a meeting will be held between the candidate, the college supervisor, and the department chair to work out a new placement if it is deemed appropriate by the college officials. The candidate will be notified if a new situation is arranged by the college supervisor and department chair, who will then meet with the candidate prior to final placement.

4. **Appeal of a decision to terminate may be made by the candidate** by making a request, in writing, that a hearing with the Teacher Education Committee be called by the department chair.
   a. The department chair will notify the candidate of a date, time, and place for a hearing within three business days of receiving the request.
   b. The department chair may ask that a representative of the school district where placement occurred be a part of the committee for this process.
   c. The candidate has the right to present his/her own case or have counsel or another representative present.
   d. The hearing will be presided over by the provost and vice president of academics.
   e. The committee may (1) uphold the termination, (2) overturn the termination, or (3) overturn with conditions the termination of the CTE. The Teacher Education Committee will make a final determination regarding the appeal.
   f. The candidate will be notified of the results of the hearing within 24 hours.
   g. A transcript of the hearing will be made available within seven business days following the hearing. It may be obtained from the academic office.
   h. If the hearing results in a determination of “overturn with conditions,” the stipulated conditions must be met in a timely manner, as determined by the department chair, for reinstatement.

**Portfolio Evaluation**
At the completion of the CTE, students will add work samples from the CTE to their portfolio. The portfolio will be presented for Evaluation III at the completion of the CTE.

**Senior Seminar**
The Senior Seminar runs concurrent to the CTE. Candidates will return to campus for a minimum of three meetings during the 14-week CTE. Candidates will meet for discussion with other CTE participants and education faculty.
Professional Practices in Education
After completing the CTE, candidates will return to campus for the remainder of the semester where they will complete all requirements for ED-CC 410, Professional Practices in Education. This course is designed to assist you in making final preparations for procuring a teaching position.

Assessments
During the course of your CTE, you will be guided and assessed by the cooperating teacher and your college supervisor. You will be provided a syllabus prior to the orientation meeting in which details of the evaluation process will be delineated.

Professionalism in the Classroom
1. Professionalism is expected during the CTE, as you will be participating in the professional world of education. Professionalism, among other things, is a frame of mind. It is a disposition that says, “I will do what it takes to accomplish this task with integrity, thoroughness, efficiency, and promptness.”
2. Professional dress should be worn during the Clinical Teaching Experience. Professional dress is defined by this department as: for men, casual (Docker style) or dress slacks with an appropriate shirt and/or shirt and tie combination; no sweatpants or windpants; for ladies, dress slacks, skirt and blouse, or dress; no tights without appropriate cover. Both men and women are expected to have clean, combed, neat hair, cleansed faces and proper hygiene for the duration of the experience. Jeans are not appropriate for either gender unless called on by the supervising teacher due to the activities of any particular day.
3. An official CCC name badge, purchased through the college at an approximate cost of $5, must be worn at all times while you are in the placement school. Exceptions must be approved by the college supervisor. If you still have your lanyard from previous field experiences, you will only need to pay for a current picture.
4. Confidentiality is paramount in the educational setting. The education of children or young adults is very personal to them and their parents. Student information is private and is never to be shared outside the school setting. Confidentiality of student information has legal implications. Please exercise extreme care with personal information you have access to during your CTE.
5. Professional educators maintain a professional distance in their teacher-student relationships. Teachers are to be personable, friendly, and approachable, but the main focus is to become a mentor, not a close friend.
6. For those with Facebook pages and similar public sites, be sure to monitor the material for appropriateness as a pre-professional educator. Please remember that prospective employers and even parents may check these sites. Communication with students through Facebook, E-mail, texting, twitter or other forms of social media is highly discouraged.
7. Professional educators operate as a team. Time should be spent visiting with and seeking advice and insight into the art and science of teaching from others on the staff. You will be expected to take rotations in supervisory assignments and attend all staff meetings that are applicable to your host teacher or that you are requested to attend.
8. Applicants for teacher licensure must pass professional testing requirements as
required by the Kansas State Board of Education for initial Kansas licensure on the following tests:

a. Principles of Learning and Teaching Test (PLT) with a score of 161 on either level:
   < PLT Level K-6 (Test Code 30522)
   < PLT Level 7-12 (Test Code 30524)

b. Meet state cut-off scores for their area on the Praxis Subject Assessment(s).

**PLEASE NOTE:** Students seeking licensure in PreK-12 may choose which PLT level they want to take. The PLT and Praxis tests may be taken at any time during the Clinical Teaching Experience.

**CLINICAL TEACHING PHASES**

The time spent in your CTE will follow a natural progression for transitioning you into your classroom responsibilities. The following graphic representation indicates an approximate time frame for this. You will work with your cooperating teacher and college supervisor, using this as a guide in establishing a specific time frame.
**CONTACT INFORMATION**

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