

**Policy Guidelines for South Carolina Educator Preparation Units  
September 2006—effective July 1, 2007**

**B. Field Experiences and Clinical Practice**

All teacher preparation programs and other school personnel preparation programs must provide field experiences (also known as the *practicum*) that provide candidates with a variety of progressive experiences in multiple and diverse settings. All candidates must complete a *minimum* of 100 hours of field experiences prior to clinical practice (student teaching) at the initial undergraduate level. At the initial graduate level, all candidates must complete a *minimum* of 75 hours of field experiences prior to clinical practice.

Requirements for the clinical practice experience at the initial level must include the following:

(A) The clinical practice experience must provide for the candidate's intensive and continuous involvement in a public school setting within South Carolina.

(B) In the initial preparation program, the clinical practice teaching experience must be an equivalent of a minimum of twelve weeks or sixty full days; the candidate must teach independently a minimum of ten full days in one placement/setting.

(C) During the sixty days, candidates must adhere to the daily schedule of the cooperating teachers (e.g., bus duty, faculty meetings, parent conferences, extracurricular activities, in-service activities, rehearsals). Assignments of candidates are not to include activities or duties for which a cooperating teacher receives an additional stipend.

(D) Candidates in traditional sixty-day clinical practice experiences may receive monetary compensation for their work if their teacher education programs have been given permission by the Professional Review Committee (PRC).

(E) Each candidate must be supervised by one or more institutional clinical faculty members who have preparation both in the supervision of education and in the teaching major. A single institutional faculty member may fulfill both roles if he or she is appropriately qualified. All institutional clinical faculty supervisors must be trained in the ADEPT system. Appropriate ADEPT training also is required for faculty affiliated with programs that prepare candidates as other professional school (i.e., "special area") personnel.

(F) Each candidate must be supervised by one or more school-based clinical faculty. All school-based clinical faculty must be trained in the ADEPT system. Appropriate ADEPT training also is required for school-based clinical faculty

who are affiliated with programs that prepare candidates as other professional school (i.e., “special area”) personnel.

(G) Candidates must receive formative evaluations and assistance from both their institutional clinical faculty supervisors and their school-based clinical faculty in terms of the ADEPT performance standards. The formative evaluations must provide the candidate with written and oral feedback and assistance in terms of all ADEPT standards and evaluation processes, and must include a minimum of four classroom observations (i.e., at least two formative observations by the faculty supervisor and two formative observations by the cooperating teacher). Formative evaluations based on the appropriate ADEPT standards and evaluation guidelines also are required for candidates who are preparing to work as other professional school (i.e., “special area”) personnel.

(H) Candidates must receive at least one summative evaluation in terms of the ADEPT performance standards. Both the institutional clinical faculty and the school-based clinical faculty must participate in the summative evaluation process. The summative evaluation process must be aligned with the ADEPT formal evaluation guidelines, must include all evaluation procedures (including a minimum of two classroom observations—i.e., at least one summative observation by the faculty supervisor and one summative observation by the cooperating teacher), and must ensure that the candidate receives written and oral feedback in terms of all ADEPT standards. Summative evaluations based on the appropriate ADEPT standards and evaluation guidelines also are required for candidates who are preparing to work as other professional school (i.e., “special area”) personnel.

(I) Prior to the candidate’s clinical practice, appropriate background checks by the Federal Bureau of Investigation, including fingerprint submissions to the State Department of Education (SCDE), must be completed and cleared.

Requirements for clinical practice experiences for other school personnel must be consistent with the requirements of applicable specialized professional associations (SPAs) or the requirements of other accrediting bodies.

Teacher education units may develop experimental and innovative field experiences and clinical practice with the recommendation of the SCDE and the PRC and the approval of the SBE. After experimental and innovative programs have been successful in meeting their stated goals for three years, they may be continued as an approved component of the teacher education program and will be reviewed as part of the state’s annual reporting and program review process. Institutions may duplicate the experimental and innovative programs of another institution with the approval of the SBE.

### **C. Standards of Conduct**

All candidates must be provided specific written information regarding the standards of conduct (based on S.C. Code Ann. §§ 59-25-160, 59-25-530, and 20-7-945) required of South Carolina educators for initial certification.