



*The Zucker Family School of Education
Charleston, South Carolina*

Pre-Student Teaching Internship Guide

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Introduction

The Student Teaching Internship is the capstone of the professional preparation program leading to initial certification for middle and secondary teaching in specific content areas and initial certification for physical education teaching K-12. The organization of the Student Teaching Internship strengthens the knowledge, skills, and dispositions necessary for a teacher candidate to begin working as a professional educator.

The Student Teaching Internship is a bridge between educational theory and practice. Within this supervised teaching experience, the teacher candidate begins the transition from teacher candidate to professional teacher. A successful transition requires the teacher candidate to demonstrate knowledge, dedication, enthusiasm, and professionalism. In turn, the Cooperating Teacher and College Supervisor will provide encouragement, assistance, trust, and compassion to the student teacher candidate.

The Citadel Zucker Family School of Education Director of Clinical Practices, Partnerships and Recruitment coordinates all field experiences and internships for the program and works directly with each school and district to provide the best possible placement. The Citadel's Zucker Family School of Education greatly appreciates the teachers, administrators, and staff members who provide the Citadel faculty and teacher candidates with outstanding professional opportunities and experiences in the public schools.

The Pre-Student Teaching Internship handbook is for prospective Student Teaching Interns and provides a summary of the information on policies and procedures of the Teaching Internship Program. Refer to the Student Teacher Guidelines on the ZFSOE website for more detailed information on the program. The Secondary Teacher Education Programs at The Citadel adhere to the standards of their respective national specialized professional associations (SPA), Council for the Accreditation of Educator Preparation (CAEP), South Carolina System for Assisting, Developing, and Evaluating Professional Teaching (ADEPT), and follow the procedures provided by the South Carolina State Department of Education.

Overview of the Student Teaching Internship Experience

Goals and Objectives of the Student Teaching Internship

The Professional Internship in Teaching is the last course in the professional education sequence. The course assignment requires the intern to complete sixty consecutive days of teaching in a public school under the supervision of a qualified Cooperating Teacher and College Supervisor. Cooperating Teachers are required to attend training for Cooperating Teachers and College Supervisors in order to supervise Student Teaching Interns. The Cooperating Teacher guides the Intern on a day-to-day basis, and they become a team responsible for instruction. During the initial phase of the internship, the Intern is oriented to the routines and operations of the school and classes. The Intern gradually assumes responsibility for all planning and instruction and becomes the lead teacher. During the concluding weeks of the internship, the intern slowly and carefully relinquishes all responsibilities to the Cooperating Teacher and conducts additional observations in other classrooms. Both the Cooperating Teacher and the College Supervisor will be responsible for supporting and evaluating the Intern in this experience. The teaching intern will meet all requirements for certification in the State of South Carolina. All documentation will be kept on file at The Citadel.

To accomplish these goals, the teaching intern will be required to:

1. maintain a high standard of ethics and professionalism;
2. assume professional responsibility to prepare materials without tardiness, complete assigned duties without reminders, and be punctual in attendance;
3. incorporate into the daily routine the feedback and concepts suggested by the cooperating teacher and college supervisor;
4. cooperate with others involved with instruction;
5. interact professionally with students;
6. demonstrate knowledge of content;
7. set appropriate educational goals and plan curricula;
8. plan and teach daily lessons using a variety of general methods of instruction and assess the effectiveness in terms of student learning;
9. use teaching/learning theory and knowledge of developmental differences in planning for instruction;

10. teach lessons with accurate content, resulting in demonstrated student learning;
11. utilize computer-assisted instruction, educational technology, media and materials;
12. construct and analyze a variety of assessment tools;
13. incorporate skills for building self-esteem in students;
14. develop and implement different classroom management strategies for individual and group instruction;
15. meet individual needs of culturally diverse students and persons with exceptionalities;
16. use collaboration and consultation skills;
17. demonstrate the use of concise and accurate writing and oral skills;
18. maintain accuracy and confidentiality of school records;
19. participate in evaluations with the College Supervisor, Cooperating Teacher, and any others specified by the College Supervisor;
20. attend **all** scheduled Citadel campus meetings and seminars;
21. self-assess teaching effectiveness and areas needed for professional growth;
22. maintain a LiveText Internship Portfolio;
23. complete sixty (60) continuous school days in the placement;
24. submit negative tuberculin form prior to first day you enter to school; and
25. submit liability insurance form as directed prior to first day in the schools.

Program Organization

The placement, overall supervision, and monitoring of Student Teaching Interns are administered by the Director of Clinical Practices, Partnerships, and Recruitment. The Director works collaboratively with College Supervisors, Cooperating Teachers, and school administrators in resolving issues that may arise regarding placement or performance.

The Director will:

- a) function as The Citadel's liaison with area schools facilitating communication and coordinating requests between professional education programs and local school personnel;
- b) verify that candidates requesting placements as professional interns meet all program, institution, and state requirements;
- c) plan and conduct seminars for student teaching interns;
- d) work collaboratively with local school districts and area colleges on ADEPT training and other related matters; and
- e) conduct college orientation sessions with Cooperating Teachers.

As required by state policy, Student Teaching Internships take place in carefully selected public schools that provide appropriate instructional, supervisory, and physical resources for teacher candidates where the principals and teachers demonstrate commitment to participating in the professional development of pre-service teachers.

1. Cooperating schools will:

- a) be accredited by the State Department of Education and, when applicable, the Southern Association of Colleges and Schools;
- b) possess a well-defined curriculum and adequate teaching resources;
- c) possess adequate physical facilities and enrollment patterns;
- d) have a staff that demonstrates a willingness to work with student teaching interns;
- e) have or possess evidence of a safe and orderly environment; and
- f) provide opportunities for student teaching interns to experience appropriate methods, materials, and professional relationships.

2. Cooperating Teachers will:

- a) possess continuing contract teacher status;
- b) possess a professional teaching certificate in the content area;
- c) complete the South Carolina Expanded ADEPT Support and Evaluation System training for cooperating teacher and college

supervisors;

- d) successfully completed the school district's teacher evaluation;
- e) provide evidence of a minimum of three (3) years' experience as a classroom teacher;
- f) possess a positive attitude toward the teaching profession and students;
- g) be willing to participate in the evaluation of the intern;
- h) exhibit a willingness to serve as a cooperating teacher;
- i) be recommended by his/her principal;
- j) participate in an orientation program for cooperating teachers; and
- k) have at least two (2) years of teaching experience at the grade level and/or subject area for which supervision is assigned.

3. College Supervisor will:

- a) complete the South Carolina South Carolina Expanded ADEPT 4.0 Support and Evaluation training for Cooperating Teacher and College Supervisors;
- b) have advanced study as preparation for supervision;
- c) have prior professional involvement in public schools germane to the area of supervision;
- d) have at least two (2) years of teaching experience in public schools or institutions; and
- e) have preparation as a professional educator in the teaching major of the student teaching intern(s). *(In cases where the college supervisor does not have professional preparation in the teaching major of the interns, she/he will team with a content area faculty member.)*

PREREQUISITES TO THE STUDENT TEACHING INTERNSHIP

In addition to all program coursework, students seeking to complete a degree, which leads to teacher licensure by the State of South Carolina, must complete the specific requirements prior to placement in a Student Teacher Internship. No candidate will be placed in a school who has not met all requirements as outlined below.

DUE: Two Semesters Prior to Internship

Take the Praxis II Content Area exam. Learn more and register for Praxis testing [here](#).

DUE: At Completion of courses EDUC 312/514 or EDUC 202/536

Take the Praxis PLT exam. Learn more and register for Praxis testing [here](#).

DUE: Six Months Prior to Internship

Submit completed ZFSOE's Application for Student Teaching form, found [here](#). Email the completed form to wisemany2@citadel.edu. Be sure to complete the first part of the application, which directs you to obtain the S.C. Department of Education's clearance to student teach. A direct link to obtaining student teaching clearance is found [here](#). SCDE charges a \$105 processing fee, and there is a \$51.75 fingerprinting fee for your background check. Candidates who do not obtain clearance will not be permitted to student teach. SCDE recommends obtaining clearance 6 months prior to student teaching.

DUE: By End of Semester Prior to Internship

· Take a TB Test (available at doctors' offices and CVS Minute Clinics); email a scanned copy of negative results to wisemany2@citadel.edu.

· GRADUATE STUDENTS ONLY: Be sure you have completed LDRS 500 – Principled Leadership Seminar – prior to your internship.

Learn more about LDRS 500 [here](#).

· Apply for Citadel graduation [here](#).

ONGOING:

Access your degree evaluation from the Lesesne Gateway Portal and resolve any discrepancies with your academic advisor ASAP. All requirements except the actual internship course/s must be complete for you to begin your student teaching internship. If they are not, follow through and submit the necessary paperwork to the Registrar. Remember to check your hard copy program of study for undergraduate content or prerequisite requirements, as they do not reconcile on the online degree audit. It is your responsibility to have a clean audit prior to beginning the student teaching internship