**Auburn University Course Syllabus**

**Course Number:** CTSE 4920/7920

**Course Title:** Clinical Residency (Science Education)

**Credit Hours:** CTSE 4920 11 Semester Hours; CTSE 7920/7926

**Prerequisites:** Admission to Internship

**Co-requisite**: CTSE 5240/6240/6246 Clinical Residency Seminar (1 semester hour)

**Date syllabus prepared** August 12, 2021

**Instructors/University Supervisors:** Dr. M. Russell russeml@auburn.edu

**Office Hours:** By appointment

**Required texts or major resources:**

# College of Education Clinical Residency Handbook (Fall 2021)

Required Materials: Approved device for videotaping that can also live stream (iPad, laptop, webcam). Cell phones maybe use but please touch base with the instructor for the course for approval.

# Optional:

# Investigating Safely: A Guide for High School Teachers. [Purchase from NSTA–see website/ Amazon or AU Bookstore]

# Course Description:

This is your supervised teaching experience in a public secondary school, accompanied by scheduled discussions to analyze and evaluate the teacher candidate.

This course combines learning with hands-on experiences in a public-school setting. Teacher candidates/clinical residents will complete a series of experiences outlined in this syllabus. Teacher candidates will observe and talk with teachers and other school professionals to gain insight into the workings of today's public schools.

Teacher candidates will develop and implement lesson plans with the aid of an experienced teacher. Teacher Candidates will learn how to plan and conduct laboratory and hands-on experiences to coincide with lessons taught. Teacher candidates will be observed and videotaped by an Auburn University Supervisor via GoReact and will analyze their own teaching by viewing these tapes.

# Course Objectives:

Course objectives include a subset of key indicators from the ACTS and COE key assessment indicators. Indicators assigned to CTSE 4923/7920/7926 are highlighted on the performance assessment templates included in the attachments.

**Cultural Diversity, Equity, and Social Justice**

“I don’t care that you know. I want to know that you care” Author Unknown

* This course reflects the College of Education’s commitment to equity, social justice, and diversity.
* Guidelines for course:
	+ Teacher candidates are to be effective in their roles as culturally responsive teachers, designing and implementing sound meaningful and balanced instruction with the full range of learners.
	+ Teacher candidates are to be effective as they assist learners in their comprehension of issues surrounding diversity, equity, social justice, and inclusion; and
	+ Teacher candidates are to be effective in their contributions of thoughtful and informed discourse to their own educational communities as they work to build equitable and supportive environments learners.
	+ The classroom discussion and context of all assignments are to be conducted in a professional manner that promotes respect for all opinions and perspectives. Derogatory comments, sarcasm, or disrespect of any kind may result in immediate dismissal and/or removal from the course.
	+ Discussions and information shared are confidential and opinions expressed are solely the opinion of the individual that shares their opinion.

# Course Content and Schedule

Interns will complete early observational assignments, address issues of classroom management, and begin calendar planning during their first few weeks in their school. Interns will be responsible for creating daily lesson plans for effective “standards-based” teaching. Please note all written work should be typed, double-spaced, 12 point (unless otherwise specified in the assignment) if possible.

# Observation Protocol

Please note that there will be a minimum of 4 observations; however, the maximum number will be determined by the university supervisor with input from the clinical educator. Typically, students will be observed 4-5 times (additional visits may occur and any visit may be unannounced to the student). Students should prepare for a possible observation at any time once they begin teaching. Please note that some observations may also be virtual. More information will be provided on virtual observations.

The supervisor will make tentative arrangements with the clinical educator to make sure that the clinical resident will be teaching. It is the prerogative of the supervisor to schedule all intern visits at the convenience of both their schedule as well as the clinical educator

In the event that there is a change in a scheduled visit the university supervisor will contact the student via-email and call the school as soon as possible to leave a message with the clinical educator and student. Please make sure to check your e-mails on a daily basis (especially prior to scheduled visits). If a visit needs to be re-scheduled due to a change in the plans of the clinical educator, the student resident is required to contact the university supervisor via e-mail or call them directly.

Please note this document refers to the intern as the clinical residency, internship as clinical residency and cooperating teacher as the clinical educator.

**Timing for the Residency and Important Dates**

College of Education Clinical Residency Orientation: August 13, 2021

Clinical Residency runs from the first official day of class Monday August 16, 2021 until the last official day of class Friday, December 3, 2021 at Auburn University.

Please note that State of Alabama systems may begin class prior to the first day of class for AU so some students may report to the school site prior to the first day of school for AU (if their teacher is available). Students are not to make any special arrangements to miss days and are required to attend every day for the duration of the internship.

The Fall College of Education Interview Day is scheduled for Thursday, October 7, 2021 (more information to be provided) and this is considered an excused absence so you must attend the interview day (if for some reason you do not want to attend you must attend the school placement site). Also, be sure to notify your university supervisor and the clinical educator if you plan to attend this event.

\*\*\*Please remember that clinical residents observe school placement site holidays/breaks only and will be required to attend the clinical residency site unless it is an official school system holiday (not AU observed holiday). Auburn University will not observe a fall break. Auburn University’s wellness days do not allow you to miss your placement unless your school does not have class those days. You are required to attend the school field placement site every day from Monday August 16, 2021 (you all will may be excused if there is an intern meeting scheduled for a school day) through Friday, December 3, 2021. There are NO EXCEPTIONS to this unless the school placement site has designated that there will be no school. If you are absent for illness or other pre-approved absences, you are responsible for making up all excused absences at the end of your experience. Interns only observe holidays and breaks that their placement site observes. Absences without prior approval are NOT ALLOWED.\*\*\*

|  |  |
| --- | --- |
| **Date** | **Event** |
| Friday August 13, 2021 | COE Clinical Residency and EdTPA meetings |
| Monday August 16, 2021 | First day of classes and first official date of Clinical Residency |
| Tuesday’s August 17, 2021 | Science Education Clinical Residency Seminar First class, 5:30-7:30 p.m.  |
|  |  |
| August 23-27August 30-Sept. 3 | Meet with clinical resident and clinical educators for hello visit (scheduled by the end of the first two weeks of school) |
| **Monday October 5, 2021** | Midsemester Evaluations due |
| **Friday December 3, 2021** | Final Day of Residency Experience |

**Student Intern Expectations:**

Report to your school at the regular faculty check-in time and stay until the regular faculty checkout time. Attend all departmental and school meetings when they do not conflict with the Clinical Residency seminar course. Activities should include:

* Observe clinical educators’ classes and classes of other members of the faculty
* Help with grading; monitor small group and individual work; and assist in other classroom activities (other than full-class teaching)
* Get to know the students in the classes you will be teaching; memorize students’ names
* Raise any questions you have concerning your teaching assignment with your university supervisor prior to the first meeting of your university supervisor, your clinical educator, and you. E-mail or call your university supervisor with any questions or concerns as they come up.

# Students are not allowed to work outside of the internship. Failure to comply with this guideline may result in your dismissal from the internship.

**Week 1 (Overview of the first week) Observation and Assistance August 16-20**

Some students made begin the internship in-person and some may begin as part of remote/virtual/online teaching and learning at the assigned school system placement. Please note that all guidelines for Clinical Residency apply for both in-person and remote/virtual/online teaching and learning.

During the first week, you should become familiar with and assist your clinical educator with classroom attendance, assisting and tutoring students, and materials preparation. Learn your teacher’s classroom routines and procedures. Learn to use the computer attendance and grade-book systems. Learn the names of the students and who they are as individuals. Expect your university supervisor to conduct a “hello” visit sometime during the first couple of weeks. [You should not be teaching during the first week.]

Goals for this period include the following. Document attainment of these goals.

* Get to know the clinical educator:
* Expectations for you
* Expectations of the students
* Guidelines for classroom behavior
* Grading system, attendance policies, etc.
* Philosophy regarding pedagogy and teaching methods
* Explore available resources at the school:
* Technology, such as graphing calculators, computer labs, software available
* Physical materials
* Resource books
* Department chair and other members of the science department
* Get to know the school, its personnel, and its policies (professionalism):
* Meet relevant school personnel (principal, assistant principal, secretary, department head)
* School dress code
* Policy for calling in sick
* Familiarity with school policies and procedures (e.g., how to report an accident)
* Daily schedule and calendar for the semester
* Department chair and other members of the department.
* Discuss the classes you will be covering with your clinical educator:
* When you pick up each class?
* What units you will be teaching for each?
* What you are expected to do (such as grading, calling parents, etc.)?
* What extracurricular activities and other out-of-class duties will you have?
* What teacher manuals, resource books, and other materials are available.

Evaluation:

Complete your initial key assessments outlined in the Clinical Residency handbook. Your university supervisor will also provide you with additional information on key assessments for evaluation. Students will also be evaluated using EdTPA. You will have an orientation on The Alabama State Board of Education requires all students completing teacher certification programs to be assessed using the ACTS and Key internship assessments aligned with the ACTS (1) Educate Alabama and (2) Classroom observation instrument and any other key assessment resources include the following:

* directions and rubrics for key assessments – Internship Handbook
* alignment of AQTS –Internship handbook
* alignment of Alabama program-specific indicators –See attachments provided by supervisor
* alignment with the key assessments – Internship Handbook

Complete the *Clinical Residency Information Sheet* during the first week in the school. Return it to your university supervisor via Canvas no later than **Friday August 20, 2021.**

# Week 2 Coteaching August 23-27

Begin to *co-teach* with your teacher during two periods of the same course from their lesson plans. You should observe/assist your teacher in one class, and then take the lead in teaching the next class of the same subject, while your teacher observes and assists you or, take the lead in teaching a segment of your teacher’s lesson in any class. Observe and assist in other courses, if applicable.

Continue to plan and meet with your teacher during non-teaching times to make final arrangements for what, when, and how long you will begin teaching on your own – continue to find activities and items of student interest for the content you will be teaching.

Take time to study your teacher’s upcoming curriculum and associated textbooks and materials. Meet with your teacher to lay out a monthly calendar or pacing guide for the time that you will be teaching. If you teach two courses, then you will want to develop two pacing guides. This calendar or guide should list or enumerate the *objectives* to be taught each week along with associated textbook chapters or other *major curricular resources*. Some teachers may already have such a guide for your use.

First lesson plans will be due tentatively Week 3 or Week 4 (to be discussed in internship seminar first class meeting)

# Week 3 Coteaching & Co-planning August 30-Sept. 3

Continue to *co-teach* with your teacher during two periods of the same course from his/her lesson plans. You should observe/assist your teacher in one class, and then take the lead in teaching the next class of the same subject, while your teacher observes and assists you or, take the lead in teaching a segment of your teacher’s lesson in any class. Observe and assist in other courses, if applicable.

Meet with your teacher during planning period to develop and co-plan your first weekly (five day) set of lesson plans for the course that you are currently coteaching. Co- planning means that you may be using your teacher’s original lesson plans but make agreed upon modifications to it. Attach in Canvas copies of all notes and handouts (labs, activities, homework, study guides, tests, etc.) that you need for your lessons.

Use the lesson plan format in the attached documents (**see university supervisor)** for each daily lesson. Your school may also have a simplified online lesson plan format that your teacher may require you to also complete. However, you will still need to complete the format for lesson planning specified in this syllabus as a program requirement. You will coteach these lessons with your teacher

# Week 4 Coteaching from Co-planning Sept 6-10

# Lesson plans that you begin to design with feedback from your clinical educator will be due for the upcoming week for any classes and lessons you teach via Canvas on the Thursday for the upcoming week unless you and the university supervisor make other arrangements. Failure to turn in lesson plans in a timely manner may affect your final clinical residency grade.

We recommend that you begin planning lesson plans early in the week prior to the upcoming week. You should meet with your teacher the Tuesday or Wednesday of each week to beginning planning for the upcoming week.

# The lesson plans turned in for week 4 may still be primarily based upon what your lead teacher is covering but you should begin to transition at this stage so lesson plans by the first week of your full teaching are more of your “own” plans and no longer your clinical educator lesson plans.

Continue co-teaching with your teacher in the same classes as last week, but from your *co-planned* lessons. Begin *equally* coteaching or sharing the lead in teaching together in one course (or all classes if one prep.). This is a coteaching arrangement where you are mostly in the lead and your teacher assists you. Make modifications as needed. Take time to daily meet with your teacher to discuss your teaching and make any necessary modifications of your co-plans. Coteach with your teacher in the lead in other courses, if applicable.

Plan and prepare for your needed materials in advance of each day. Plan to grade all your students’ work and return it in a timely manner.

# Use planning time each day to meet with your teacher and complete your co-planning for lessons that you will teach (NOT coteach) in the same course – five individual lesson plans. Attach copies of all notes and handouts (labs, activities, homework, study guides, tests, etc.) that you need for your lessons and turn these in your university supervisor via Canvas.

Obtain your clinical educator’s final approval on your daily co-plans for teaching. You must ALWAYS get your teacher’s final approval of your lesson plans BEFORE you can begin teaching them. Use the weekly log sheet as a coversheet for your daily lesson plans each week.

**Week 5 Planning and Teaching – one course September 13-17**

You are no longer coteaching in your first class at this time but **should be teaching on your own**. Your teacher should be observing and quietly assisting you, if needed, but more in the background. Coteach with your teacher in the lead in remaining course(s), if applicable.

Plan and prepare for your needed materials in advance of each day. Plan to grade all your students’ work and return it in a timely manner.

Complete next week’s lesson plans **as your own** – no longer co-planning. **Get your teacher’s approval BEFORE turning your weekly log and daily plans (and all attachments) to your university supervisor.**

**Week 6 Planning and Teaching – one prep September 20-24**

You should be teaching your own weekly lesson plans with your teacher observing. Make modifications as needed. Take time to meet daily with your teacher to discuss your teaching and make any necessary modifications of your plans. Coteach with your teacher in other courses, if applicable.

Plan and prepare for your needed materials in advance of each day. Plan to grade all your students’ work and return it in a timely manner.

(When scheduled) At a conference with your university supervisor and clinical educator, discuss your performance on your first observation. Reviewing the assessments used for your teaching during the clinical residency will help you focus on areas needing improvement, practice, or experience. Your university supervisor and clinical educator will determine if a further observation is needed immediately (before mid-term) to determine your ‘pass-fail’ status.

(When scheduled) Prepare and use a *Lesson Evaluation* instrument for your student’s handout **(survey will be provided)** in the class of your supervisor’s observation. Do this at midterms (October 5) and final (December 3). Distribute this to all the students and collect them. Prepare a summary tabulation chart of the results (e.g., averages on each indicator, predominant comments) along with a brief written summary (1 page) of the findings about your lesson: What are the students telling you about your lesson’s strengths and weaknesses? How does this compare with your teacher and supervisor’s evaluation? How will you improve for their benefit?

**Week 7 Planning and Teaching – two preps September 27-Oct.1**

Continue teaching your plans in the science courses you picked up. Your teacher should observe and assist you for a few days in your new second course (if applicable). Continue to make daily modifications as needed. Take time to daily meet with your teacher to discuss your teaching and make any necessary modifications of your plans.

Plan to grade all your students’ work and return it in a timely manner. Plan and prepare for all your needed materials in advance each day.

**Complete next week’s lesson plans for all day teaching**. **Get your teacher’s approval before turning your daily plans with weekly log (and all attachments) in to your university supervisor before you teach them**.

**Discuss your ‘pass or fail’ status based on all of the Science Classroom observation instrument and any additional program assessments documentation and sign this form.**

At midterm prepare a summary tabulation chart of the results of your midterm evaluation from your students (e.g., averages on each indicator, predominant comments) along with a brief written summary (1 page) of the findings about your lesson discuss the following:

* What are the students telling you about your lesson’s strengths and weaknesses?
* How does this compare with your teacher and supervisor’s evaluation?
* How will you improve for their benefit?

**Week 8 Planning and Teaching – two courses (if applicable) Oct. 4- 8**

***(Reminder: Midterm is October 5, 2021)*** Continue teaching your plans in all science courses – not more than two. Your teacher should observe and assist you this week in your new second course (if applicable). Continue to make daily modifications as needed. Take time to daily meet with your teacher to discuss your teaching and make any necessary modifications of your plans.

Plan to grade all your students’ work and return it in a timely manner. Plan and prepare for all your needed materials in advance each day.

# Get your teacher’s approval before turning your weekly plans and weekly log (and all attachments) to your university supervisor before you teach them.

**Week 9 Planning and Teaching – two courses (if applicable) Oct.11- 15**

Continue teaching your lesson plans in all science classes. Continue to make daily modifications as needed. Take time to daily meet with your teacher to discuss your teaching and make any necessary modifications of your plans.

Plan to grade all your students’ work and return it in a timely manner. Plan and prepare for all your needed materials in advance each day. Have an updated and detailed lesson plan for your supervising teacher for the second observation.

Complete next week’s lesson plans (one or two preps.) for all day teaching. **Get your teacher’s approval before turning your weekly plans and weekly log (and all attachments) to your university supervisor before you teach them.**

NOTE: Your **clinical educator** should begin to spend more time out of the room while you teach, but still be nearby in the hall or same school building. You should know where your teacher is at all times and how to quickly contact them.

**Week 10 Planning and Teaching – two courses (if applicable) October 18-22**

Continue teaching your lesson plans in all science classes. Continue to make daily modifications as needed. Take time to daily meet with your teacher to discuss your teaching and make any necessary modifications of your plans.

Plan to grade all your students’ work and return it in a timely manner. Plan and prepare for all your needed materials in advance each day.

Complete next week’s lesson plans for the second course that you picked up – or all your classes if only one course preparation. Your clinical educator will take back over the first course that you began teaching; and you will coteach with him/her in this course. **Get your teacher’s approval before turning your weekly plans and weekly log (and all attachments) to your university supervisor before you teach them.**

**Week 11 Planning and Teaching – two courses (if applicable)**  **Oct. 25-29**

Continue teaching your plans in your second courses. Continue to make daily modifications as needed. Take time to daily meet with your teacher to discuss your teaching and make any necessary modifications of your plans.

Plan to grade all your students’ work and return it in a timely manner. Plan and prepare for all your needed materials in advance each day.

**Week 12 Planning and Teaching – two courses Nov. 1-5**

Continue teaching your plans in your courses. Continue to make daily modifications as needed. Take time to daily meet with your teacher to discuss your teaching and make any necessary modifications of your plans. **This is your last week of individual planning and teaching.**

Plan to grade all your students’ work and return it in a timely manner. Plan and prepare for all your needed materials in advance each day.

(When scheduled): Discuss your last observation and performance with your supervisor and clinical educator, utilizing the designated evaluation instrument (COI). Review your end-of- term progress in meeting your goals and attaining competent levels on the candidate proficiencies. Have you met the specific goals set down for you from the beginning of the internship? Have you improved in the areas needed (if applicable) since mid-semester?

Co-plan again with your teacher to complete next week’s lesson plans. You will coteach these plans with your teacher in this course. **Get your teacher’s approval before turning your weekly plans and weekly log (and all attachments) to your university supervisor before you teach them.**

# Week 13 Coteaching from Co-planning Nov. 8-12

Make sure to inform your university supervisor of your last scheduled day of teaching for the upcoming weeks. If you have missed any days (in accordance with AU policy and approved by the clinical educator and university supervisor), plan to teach longer to make up days and continue teaching full-time load, if necessary.

Continue coteaching with your clinical educator in your first course from of his/her lesson plans (if applicable). Renew coteaching from your co­-plans in your second course – or all classes if one course preparation. Continue to make daily modifications as needed. Take time to daily meet with your teacher to discuss your teaching and make any necessary modifications of your plans.

Plan to grade all your students’ work and return it in a timely manner. Plan and prepare for all your needed materials in advance each day.

Help your teacher or science department organize their stockroom(s), order or prepare needed supplies, assess safety issues in biological/chemical/materials storage and laboratory setup, or revise/develop their safety management contracts or plans. **Review MSDS information.**

# Week- 14 Coteaching from Co-planning Nov. 15-19

Make sure to inform your university supervisor of your last scheduled day of teaching for the upcoming weeks. If you have missed any days (in accordance with AU policy and approved by the clinical educator and university supervisor), plan to teach longer to make up days and continue teaching full-time load, if necessary.

Continue coteaching with the clinical educator in your first course from of his/her lesson plans (if applicable). Renew coteaching from your co-plans in your second course – or all classes if one course preparation. Continue to make daily modifications as needed. Take time to daily meet with your teacher to discuss your teaching and make any necessary modifications of your plans.

Plan to grade all your students’ work and return it in a timely manner. Plan and prepare for all your needed materials in advance each day.

Help your teacher or science department organize their stockroom(s), order or prepare needed supplies, assess safety issues in biological/chemical/materials storage and laboratory setup, or revise/develop their safety management contracts or plans. **Review MSDS information.**

# Week 15 Observations and Other Professional Experiences Nov. 22-26

**All final Clinical Residency forms and documents are due in Canvas by the end of the week. Clinical students will follow school calendar for Thanksgiving break not AU holiday break.**

Continue coteaching or teaching. Spend a day observing at least two other classroom teachers, as scheduled by your clinical educator – both in and out of subject area. How is their style different from your clinical educator? What do you like that you can use as a beginning teacher? Document your findings and thoughts and discuss with your teacher and university supervisor.

# Your last day at the school site is Friday, December 3 (AUs last day of class). You are not to complete the Clinical Residency before this date. If makeup days are necessary, discuss this with your clinical educator and university supervisor as soon as possible.

Continue to assist your clinical educator and observe other teachers in the building. Ensure that all necessary forms are completed and signed by both you and the clinical educator, including the verification of Clinical Residency day’s form: Final evaluation, and Verification of university supervisor observation documentation.

Conduct a **laboratory or storeroom safety audit** or check of your school’s laboratory facility. **Review MSDS information.** Conduct other professional experiences such as planning a field trip, calling parents, creating a substitute folder, calculating final grades, or other. The clinical educator will know best how to “put you to work” with experiences of work that science teachers must learn to do.

Have the clinical educator verify the completed information on the **Clinical Residency Verification Form** and sign this form before leaving your school. **Return all signed forms to your university supervisor as scanned pdf forms in Canvas. Information on forms due at the end of the internship will be provided.**

Have your teacher complete a reference form on your performance for your job applications. This same reference form will be completed by your university supervisor.

# Post-Clinical Residency/COE Final Clinical Residency Meeting time and date TBA.

Final clinical residency checkout meetings are mandatory **(two required)** with the Dean’s office and with university supervisors: (1) Verify clinical residency form completion with signatures (2) Complete certification paperwork (3) Discuss beginning teaching and job-related issues (4) Receive university supervisor reference form (5) Send thank you letters to the clinical educator and host school.

**All lesson plans** should follow the format of this program (the instructor for this course has provided an example) and have all pertinent supporting materials attached including, teacher notes, worksheets, lab or activity handouts, demonstration instructions, overhead slides, project handout, etc. **(See university supervisor for lesson plan format).** Your university supervisor may require more detail or scripted portions of the procedure section of the lesson plan. School-based, electronic formats cannot be substituted.

**\*A copy and handouts of the lesson plan format and guidelines will be disseminated at the Science Education Internship Meeting.**

Evaluation:

The Alabama State Board of Education requires all students completing teacher certification to complete key internship assessments and edTPA. Please direct any questions about EdTPA to Dr. Kathy King.

* directions and rubrics for key assessments – Clinical Residency Handbook
* alignment of Alabama program-specific indicators –See attachments provided by supervisor
* alignment with the key assessments – Clinical Residency Handbook

The university supervisor determines the final internship grade (S, U) and the clinical educator based on the key assessments, which include a holistic evaluation of the student’s performance throughout the semester.

The clinical residency grade will be assigned based on end-of-term achievement based on key assessments outlined in the COE residency handbook and completion of other requirements on the **Clinical Residency Verification Form (See Canvas)** that include:

* Attendance requirement (70+ days)
* Teaching requirement (20+ days)
* Observations by university supervisor (4 or more)
* See **COE Clinical Residency handbook and Science Ed syllabus** *(used by supervisor and teacher)*

Class Policy Statements:

Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Attendance/Absences: Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University- approved excuses as outlined in the Student Policy Handbook at [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies). Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor in advance. Excessive excused or unexcused absences (even if you have an excuse note) will be referred to the Program Coordinator and Department Head and Asst. Department Head for review as to their legitimacy. In the event that it is deemed that you are abusing the absence policy, you will be referred to the Office of Academic Affairs and may be withdrawn from the internship.

Clinical Residency are expected to be at their assigned school each day in which that school is in session, including teacher in service and workdays. All Clinical Residency are required by state law to have a complete university semester in the school during their clinical residency. In case of unexpected absence, the clinical resident should first notify the clinical educator and then their Auburn University Supervisor. Only documented university approved absences **(See AU official handbook online)** are excused. However, clinical residents must make up all missed days. Excessive absences can lead to course failure. State law also requires a minimum of 20 days teaching all day with 10 of these days needing to be consecutive days teaching.

Failure to meet attendance and teaching requirements would result in the clinical residence not receiving certification at the end of the semester**. Please keep in mind that you are expected to teach for longer than the minimum 20 days.**

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code pertaining to Cheating in the Student Policy Handbook at www.auburn.edu/studentpolicies will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

Contingency plan:

If normal class and/or lab activities are disrupted due to a high number of students experiencing illness or an emergency or crisis situation (such as a widespread H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

# Science Education Clinical Residence Code of Conduct:

Please be mindful that appropriate conduct is paramount to the success of your Clinical Residency. Students are required to adhere to the following guidelines regarding dress code:

# No flip-flops

* No baseball caps or hats

# No food or drinks in the classroom if you are teaching (i.e., do not carry a bottle of water of cup of coffee around the classroom).

* No low-cut blouses or shirts, shorts, or mini-skirts

# No tee-shirts (only on spirit day)

* Tattoos and body piercings should be concealed and discrete so as not to draw unnecessary attention.

# No gossiping or unproductive behaviors or discussions regarding university supervisors, instructors, or the College of Education.

* No exceptions regarding the dress code outside of spirit day

# No excessive complaining about assignments, professors, courses, teachers or students to other colleagues, teachers, students etc. Any and all concerns must be directed to your university supervisor so that they can arrange a meeting to address your concerns.

* Students are not to attend placement sites under the influence or inebriated. If it is determined that the student is under the influence of any substance, they will automatically be dismissed from the placement site for that day and will be subject to dismissal from the program and receive an unsatisfactory for the Clinical Residency.

# Failure to adhere to the policy on professionalism may result in your receiving an unsatisfactory rating for the Clinical Residency.

In the event that your university supervisor arrives, and you are not dressed according to the dress code, you may be asked to make-up the day, which would be considered an unexcused absence. Receiving this document and reviewing the document as part of the clinical residency orientation for science education clinical resident means that you comply with this document and will abide by the guidelines in the c o d e of conduct listed.

# \*Students will also be required to sign a professionalism contract and COE memo of understanding contract. Failure to comply with the guidelines in this contract will result in receiving an unsatisfactory rating for the clinical residency.

**Clinical Residency Verification Form (For Program use only)**

**Due in Canvas Friday December 3, 2021**

Intern Name:Click or tap here to enter text. Phone:Click or tap here to enter text.

Email:Click or tap here to enter text. Major: Click or tap here to enter text.

University Supervisor: Click or tap here to enter text. Phone: Click or tap here to enter text.

Email: Click or tap here to enter text.

Placement

Name of School: Click or tap here to enter text.

Clinical Educator: Click or tap here to enter text. Grade: Click or tap here to enter text.

Phone: Click or tap here to enter text. Email: Click or tap here to enter text.

1. Attendance (Circle one)
* Requirements for school site satisfied (70+ days) Yes No
* Requirements for Orientation and Evaluation Meetings satisfied Yes No

(documented by Professional Education Services)

1. Full-time Teaching
* Taught 20 full days; Dates: Yes No
* 10 consecutive days; Dates: Yes No
1. Observations
* Was observed by university supervisor at least 4 times Yes No
* Dates of Visits and Observations by university supervisor/designee
1. Performance
* Satisfactorily completed the EdTPA requirements Yes No
* Satisfactorily completed all additional program-specific requirements Yes No
* Satisfactorily met or exceeded all proficiency expectations for teaching professionals at the initial level of certification as documented by COE requirements Yes No

(e.g., clinical residency verification form, full time teaching, COE evaluations, Science Ed program COI)

**To the best of my knowledge, the information provided above is accurate.**

Clinical Resident: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_

Clinical Educator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_

University Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_

AUBURN UNIVERSITY

Department of Curriculum & Teaching 5040 Haley Center

Auburn University, AL 36849-5212

Copy DUE Friday December 3, 2021 via Canvas

APPLICANT:

Clinical Educator: School:

Position:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Not Observed | Superior | AboveAverage | Average | Below Average | Unacceptable |
| **PERSONAL QUALITIES** |
| Speech and voice quality |  |  |  |  |  |  |
| Poise and self confidence |  |  |  |  |  |  |
| Initiative and enthusiasm |  |  |  |  |  |  |
| Acceptance of criticism |  |  |  |  |  |  |
| Attendance and punctuality |  |  |  |  |  |  |
| Dependability |  |  |  |  |  |  |
| **RELATIONSHIP WITH OTHERS** |
| Rapport with students |  |  |  |  |  |  |
| Rapport with colleagues |  |  |  |  |  |  |
| Ability to work with parents |  |  |  |  |  |  |
| Effectiveness in group work |  |  |  |  |  |  |
| **PROFESSIONAL COMPETENCIES** |
| Competency in academic field |  |  |  |  |  |  |
| Classroom management/discipline |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Planning and organizing instruction |  |  |  |  |  |  |
| Understanding of children and learning |  |  |  |  |  |  |
| Instructional skills/techniques |  |  |  |  |  |  |
| Creativity |  |  |  |  |  |  |
| **PROFESSIONAL RELATIONSHIPS** |
| Observes professional ethics |  |  |  |  |  |  |
| Supports total school program |  |  |  |  |  |  |
| Use and care of equipment/facilities |  |  |  |  |  |  |
| Willingness to grow professionally |  |  |  |  |  |  |
| Accuracy in record keeping/reports |  |  |  |  |  |  |

Would you hire?

Additional Comments:

**Auburn University Clinical Residency Information Sheet and Schedule**

**Due Friday, August 20, 2021**

**Turn into your University Supervisor in CANVAS**

Name:

Clinical educator name: **Teacher’s Email:**

Please provide the following information. Personal information is for emergency contact information only.

|  |  |  |  |
| --- | --- | --- | --- |
| ***Student Name*** | ***Home*** |  | ***School*** |
| ***Address******City, State, Zip******AU Email Address only Phone Number******Fax Number*** |       |  |       |
| ***Principal’s Name*** |   |
| ***School System*** |   |
| ***Superintendent*** |   |
| ***System Address*** |   |
| ***City, State, Zip*** |   |
| ***Phone Number*** |   |
| ***Fax Number*** |   |

Does your teaching schedule follow a block system where you teach different students second semester? (Circle either) YES NO

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Semester | Period | Course | Grade | Time | Room # | # ofStudents | AdditionalInfo. |
| 1st | 1 |  |  |  |  |  |  |
|  | 2 |  |  |  |  |  |  |
|  | 3 |  |  |  |  |  |  |
|  | 4 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| 2nd | 1 |  |  |  |  |  |  |
|  | 2 |  |  |  |  |  |  |
|  | 3 |  |  |  |  |  |  |
|  | 4 |  |  |  |  |  |  |

Please give us your class schedule. Include any homeroom period, planning period, and lunch.

Please provide any additional information, that would include co-teaching, special needs students, etc.

Tell me briefly the dates and classes that you will begin teaching your first lesson plans:

What dates should I not visit your school due to holiday, teacher workday, or other events? **[On the back of this sheet draw directions to your school or write directions including where to park.]**

**PROPOSED WEEKLY LOG**

Due every Thursday starting on August 26 scanned and uploaded to Canvas no later than 5:00pm CT to your designated university supervisor. Thursdays, starting on August 26, 2021, weekly logs are submitted for the upcoming week. Please do not use cameras to take pictures and upload.

Name:

Clinical Educator:

Weekly Log (check 1): Approved: \_\_\_ Not Approved: \_\_\_ Clinical Educator initials: \_\_\_\_

|  |  |
| --- | --- |
| Date | Plan (Topics for Study & Activities) |
|  | Subject:Subject: |
|  | Subject:Subject: |
|  | Subject:Subject: |
|  | Subject:Subject: |
|  | Subject:Subject: |
| Major Activities for Next Week: |

**NOTE:** Make a copy of this log and use it as a coversheet for your weekly plans in advance of teaching.

Additional Important Information

See below for items due Friday December 3, 2021 in Canvas at the end of the Clinical Residency to your university supervisor. All forms must be approved and signed by the clinical educator, clinical resident, and university supervisor:

* Internship verification form
* All copies of Classroom observation instruments (There should be one for each visit and one for final overall performance). Classroom observation instruments will be completed after each observation. The clinical educator, university supervisor, and clinical resident will meet for a conference to discuss the observation. If scheduling permits the meeting may be the same day as the observation. If not, the meeting will occur within 2 days of the observation. Please be aware that university supervisors have multiple interns and, on some occasions, come from other visits that may cause a delay in arrival. Typically, this does not happen but in the event that it does, they will usually stay for an additional lesson (or for the beginning of the next lesson). In addition, since they may have other observations or meetings, they may have to leave immediately following the observation and they will schedule a follow up meeting to debrief no within 2 days of the observation.
* Key assessments (midterm and end term). See the COE Clinical Residency handbook Fall 2021for appropriate assessments
* Program Specific Key Assessments (there should be one from each midterm, end term, and 1 for overall performance) See Science Ed syllabus and COI.

There will be a minimum **four** observations for the clinical residency. Please note that there can be more based on the university supervisor and clinical educator. In the event that a student is at risk of not passing the internship at midterm the university supervisor, clinical educator, and clinical residence will meet and develop an action plan for the remainder of the semester. The student is required to demonstrate improvement based on the action plan within 2 weeks of midterm or the student may fail the internship.

There may be some cases where if a student is at risk of failing additional observations may be conducted and in some cases, another university supervisor may conduct an observation to provide additional feedback on the intern’s performance. If a student is at risk failing the internship at midterm, they will made aware of this prior to the midterm and if they are at risk of failing by end term, they will be made aware of this prior to the end of internship. Any concerns regarding the internship grade, internship performance, university supervisors, clinical educator, etc. will be directed to the university supervisor first and then the university supervisor will contact the lead university supervisor (Dr. Melody Russell) and Department Head.

Please do not contact your faculty advisor without first notifying the university supervisor and lead university supervisor regarding any concerns relative to internship status, grade, etc.

Lesson plans are due weekly (the Thursday prior to the upcoming week that you will be teaching unless otherwise instructed). The clinical educator must review all lesson plans and university supervisors will verify this to be sure they are aware of what you will be teaching. Once lesson plans are graded if they are marked as incomplete or unsatisfactory you will have up to 1

week (five business days) to make all changes and resubmit. Failure to do this may result in an unsatisfactory grade for the final internship grade. All lesson plans MUST be marked as completed by **December 3, 2021** in Canvas or the intern may be at risk of failing the internship.

# Lesson plans

Students are required to submit lesson plans on each Thursday for the upcoming week. Lesson plans must be uploaded in Canvas, in the 5E format, and include the following:

* Transitions
* Time limits
* ALCOS and NGSS relevant standards
* 3-5 behavioral objectives
* Safety accommodations
* Special accommodations

The lesson plans should be in depth and include detail for each aspect of the 5E lesson (for example the explain section should not be just 1or 2 sentences). All notes, PowerPoint slideshows, handouts, etc. should also be included with the lesson plans.

# GoReact Virtual Observations

Intern Observation Guidelines Students will be observed using GoReact platform a minimum of four observations. Students will have intern feedback conferences via Zoom or another online videoconferencing platform. We will also have a review of using GoReact to familiarize students. Students may also be observed using Zoom or another virtual platform (or possible observed in-person to be determined by the instructor for the course).

**Online Student Learning Expectations**

All students in this course are expected to have all the equipment and software needed to be successful in the course.

All students are expected to contribute to their own learning as active and well-prepared participants. Weekly modules will provide various opportunities for reading, reflection, applied experiences, collaboration, and writing. Since these activities are woven through the entire week and generally do not require your “electronic presence” at any particular time or day, there should be no need to "miss" class. You should plan on spending the same amount of preparation and “in class” time on this course as you would if you were taking the course face-to-face.

Assignments will be submitted via Canvas and you should check your email and Canvas regularly for updates. The learning activities for each week are carefully sequenced and offered in small chunks so you can accomplish reasonable amounts throughout the week. You should log on to the course website regularly to work through course materials and participate in course discussions.

Grading Scale

Clinical Residency is graded as S/U. Students must meet all competencies and requirements in order to pass with a satisfactory rating. In the event that a student is unable to meet the Clinical Residency requirements set forth by the College of Education and State of Alabama Department of Education the student may be assigned an incomplete or failing grade (at the discretion of the instructor for the course).

***Posting/Appealing Exam and Assignment Grades***

All exam and assignment grades will be posted to Canvas. Students will have five business days from the date that the exam/assignment scores are posted on Canvas to send an email to the instructor requesting grade adjustments on their work. To appeal a grade that you have received, please compose, and send an email to your instructor writing out the exam or assignment in question, indicating the answer you submitted, and providing a written justification from the reading/class notes/etc. on why you think your answer is correct.

Once received, the instructor may or may not communicate with you regarding your appeal. Ultimately, the instructor will render a decision. If no appeal is sent to the instructor after five business days, the assignment score is final. Failure to monitor your progress as the semester progresses does not warrant a re-grade on assignments evaluated earlier in the semester. Once the 5-day appeal period has passed, students forfeit their right to have the graded material reassessed at a later date.

# Late Assignment Policy

It is very important that students submit work on time, or they will find it very difficult to catch up. All work in the course (e.g., assignments, discussions, exams, quizzes, etc.) will be due by 11:59 pm CT on the date noted on the class calendar. Any assignment that is submitted after the due date will have one letter grade deducted from it per day late. Students should reach out to their instructor immediately to discuss any concerns. In situations where you are experiencing technical difficulties submitting your assignment near the deadline, please consult the Canvas help desk resources available in left navigation. Please work to avoid encountering technical difficulties near the assignment due dates by completing your work ahead of deadlines.

# Make Up Policy

Students who miss the normal placement will need to contact their supervisor and turn in the valid excuse within **48 hours** from the time the absence occurred. Students must make up missed residency experience days at the END of the semester.

**Valid excuses** include: 1). illness documented by a physician. 2) evidence of personal or family emergency. 3) official university excuses.

**Faculty and Communication Feedback**

At the beginning of each course, make sure that you understand the instructor’s preferred mode of communication and any specific communication protocol. One of the best ways to be effective as a student is to understand the instructor’s expectations and operate within those boundaries.

Students should give the instructor **48 hours** to get back to them on any communication, and **one week** for grading turnaround time on major assignments. **The instructor reserves the right to alter these feedback parameters due to contingencies such as holidays, course progress, campus emergencies, weather, holidays, professional activities, etc. with notice provided.** If students have concerns about communication or feedback, they should always go to the professor first. Students should explain their concern as clearly as possible without judgment or emotion.

Effective communication is an important skill, and every interaction in their program is an opportunity to develop this skill.

**Your Auburn University email address is the university-approved form of communication between instructors and students.** Set your notifications preferences and specify that all course alerts are routed to your Auburn University email address (userid@auburn.edu). You can contact Auburn University's OIT Help Desk for assistance forwarding mail sent to your Auburn email address to a different email address that you regularly check.

Additionally, it is your responsibility to read course announcements sent by your instructor. These are posted in Canvas, and you can configure your notification preferences to receive an email each time a new announcement is posted.

# This course will be supported by Auburn University’s Canvas platform. The syllabus,

class assignments, occasional lectures, test grades, final grades, and important announcements will be posted to the Canvas site for this course. Check the Canvas site for this course frequently.

# Instructor Assistance with Course Performance

If you are struggling academically with this class, do NOT wait until the end of the semester to ask for help. Your instructor is here to help you but cannot provide help unless you communicate the problem. In announcements to the class, your instructor may specify a preferred method of communication. You are strongly encouraged to reach out to your instructor early in the course and follow-up whenever you encounter challenges with the material.

# Accessibility

Auburn University has adopted an Honor System proposed by its students and faculty to promote academic integrity and has enacted the following code:

*“We, the faculty, instructors, and students of the (University course here) pledge to fulfill our mutual responsibilities to each other and the academic community at large with honor and integrity in order to build and maintain a climate of respect and trust that will enhance our research, teaching, and learning. We will support the Honor System of the School and will not tolerate activities that undermine academic integrity.”*

Academic dishonesty is an offense that will be reported to the Academic Honesty Committee.

Refer to the Auburn University Student Academic Honesty Code document for further information regarding academic honesty.

# COVID-19 Related Policies

Due to the Coronavirus pandemic, public health measures have been implemented across Auburn’s campus. Students should stay current with these practices and expectations through the campus reentry plan, A Healthier U. The sections below provide expectations and conduct related to COVID-19 issues.

# Health and participation in Class

You are expected to complete your Healthcheck screener daily.

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on the Healthcheck app. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence, if possible.
* Provide me with medical documentation, if possible.
* Keep up with coursework as much as possible.
* Participate in class activities and submit assignments remotely as much as possible.
* Notify me if you require a modification to the deadline of an assignment.
* Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at ahealthieru@auburn.edu.

# Health and Well-Being Resources

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* COVID Response Team (<https://ahealthieru.auburn.edu/>)
* Student Counseling and Psychological Services ([http://wp.auburn.edu/scs/)](http://wp.auburn.edu/scs/%29)
* AU Medical Clinic (<https://cws.auburn.edu/aumc/>)

If you or someone you know are experiencing food, housing, or financial insecurity, please visit the Auburn Cares Office: <http://aucares.auburn.edu/>

# A Healthier U Community Expectations

We are all responsible for protecting ourselves and our community. Please read about student expectations for fall semester, including completing the daily GuideSafe™ Healthcheck (<https://ahealthieru.auburn.edu/>).

You are expected to (1) take your temperature daily and (2) complete your Healthcheck screener to receive your A Healthier U pass. You may be asked at any time during class to show your pass.

Course Expectations Related to COVID-19

* **Face Coverings**: As a member of the Auburn University academic community, you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in this class and in all campus buildings. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate. You are required to wear your face coverings at all times. If you remove your face covering or are non-compliant with the university’s policy on face coverings, you will be instructed to leave the classroom and will be held to the protocols outlined in the Auburn University Policy on Classroom Behavior. Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.
* **Physical Distancing**: Students should observe appropriate physical distancing and follow all classroom signage/avoid congregating around doorways before or after class. If the instructional space has designated entrance and exit doors, you should use them. **Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.**
* **Course Attendance**: If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you will be expected to develop a plan to keep up with your coursework during any such absences.
* **Course Meeting Schedule**: This course might not have a traditional meeting schedule in Fall 2021. Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with me.
* **Technology Requirements:** This course may require particular technologies to complete coursework. If you need access to additional technological support, please contact the AU Bookstore at aubookstore@auburn.edu.

*Disruptive or concerning classroom behavior involving the failure to wear a face covering, as directed by Auburn University, represents a potential Code of Student Conduct violation, and may be reported as a non-academic violation. Please consult the Classroom Behavior Policy*.

# Plan B

**In the event that AU and assigned school placements have to transition to remote/online/virtual learning only students will continue their field placements and all field placement responsibilities. If the school placement site closes or does not allow clinical residents or teacher candidates to continue the field placement remotely/online/virtually then the instructor for the course may be able to designate an alternative field placement (with approval of the COE Deans office). If the instructor cannot assign an alternative field placement (due to COVID-19 restrictions, etc.) then the clinical resident may have to be assigned an incomplete for the semester.**

# Course Delivery Changes Due to COVID-19

Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may adjust accordingly. In the event that the delivery method is altered, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via Canvas as soon as possible. Please be prepared for this contingency by ensuring that you have access to a computer and reliable Internet.

Please signature that you have read this document in its entirety and understand the contents and guidelines outlined in the document. Failure to comply with all of the guidelines outlined in this document may result in immediate dismissal from the Science Education Program at Auburn University. Upon completion of reading and reviewing this document for the class you have read, understand, and agree to follow all of the guidelines outlined in the syllabus and A Healthier U policies and procedures. Please sign and date that you agree to follow all guidelines outlined in this document:

Print name Signature Date