Auburn University

Department of Special Education, Rehabilitation, and Counseling

1. **COURSE NUMBER:** RSED 7920

**COURSE TITLE:** Clinical Residency Internship – All Special Education Sections

**CREDIT HOURS:** 9

**PREREQUISITES:** Departmental approval

**CO-REQUISITES:** none

# **University Supervisor Information**

## Elementary and Secondary Placements:

Mrs. Schweck

1234A Haley Center

(334)844-3588

(334)524-6493

[kschweck@auburn.edu](mailto:kschweck@auburn.edu)

Office hours by appointment

2. **TERM**: Spring 2018

**DAY/TIME**: Mon-Fri all day, follow teacher schedules, any school functions after hours, Weekly Meetings 6:00-7:30 p.m., HC 2228/Zoom. Students must ensure that our online meetings are conducted in private and all information from meetings is kept confidential.

**SYLLABUS PREPARED**: July 2009 (Updated 1/18)

3. **TEXTS**: College of Education Internship Handbook

4. **COURSE DESCRIPTION**: Comprehensive on-the-job experiences with individuals with disabilities in a school, college, or community-based social service setting. Intensive supervision of student’s application of cumulative learning from rehabilitation or special education program.

5. **STUDENT LEARNING OUTCOMES:** This course is a semester-long field-based laboratory experience. The specific objectives are related to the specific needs and placements of individual students, as well as the specific programs.

Alabama Quality Teaching Standards (AQTS) and program-specific standards assigned to internship for final assessment are listed in the addendums. The addendums include the following:

* AQTS standards (as articulated in the Pre-Service Teacher Continuum) and their relationship to internship key assessments
* Program-specific standards and their relationship to internship key assessments (multiple Excel files)

6. **Course Content:** Each candidate will be placed in an approved internship site in his/her area of specialization to be in compliance with certification requirements. The student will be supervised by a cooperating teacher or mentor and a university supervisor. According to Alabama State Department Teacher Education chapter, the internships “shall be full-time in the schools for a full semester in the teaching field for which certification is sought and which may include more than one classroom or grade level, with experiences of the intern progressing to the full responsibilities of the teacher for at least 20 full days including at least 10 consecutive days” [**290-3-3.02(6)(c)1]**.

All Dates Listed in Assignments/Evaluation Table on following pages. Dates and times are subject to change.

| Date | Description |
| --- | --- |
| Tuesday 1/9/18  12-1  HC 1212 | First meeting: Welcome, Syllabus, Questions, Upcoming Assignments |
| Wednesday 1/10/18 | First Day of Internship |
| Weekly Meetings  Mondays 6:00-7:30 p.m.  HC 2228/Zoom | Will discuss experiences and upcoming assignments and responsibilities.  Important Dates-  COE Interview Day: 3/6/18 8:00-3:00, Beard Eaves Memorial Coliseum  COE Exit Meeting: 4/30/18 3:00-5:00 p.m. |
| Monday 5/1/18  11:00-12:00 p.m.  Location TBA | SPED Exit Meeting  Due: Hard copies of Internship Verification, Final Attendance Verification, Teacher and Supervisor Evaluations, PWS/edTPA, Independent Teaching Lesson Plans and Reflections, Exit Survey Verification |

7. **Course Requirements:** Students are required to adhere to the negotiated requirements with their internship site.

1. **Attendance Requirements**
2. Attend the College’s Internship Orientation Meeting at the beginning of the semester.
3. Follow your school’s calendar beginning with the first class day of Auburn’s semester through the final class day of Auburn’s semester. You will not follow AU’s calendar of holidays. During spring semester, students placed in community-based settings who are not scheduled to have a spring break may take a week long break in between placements or with AU’s spring break.
4. Attend weekly intern meetings.
5. Be prompt and regular in attendance; follow the schedule expected of teachers. *Note: Absences should not occur except for emergencies (e.g. sickness, death in the family). If an absence is unavoidable, contact your cooperating teacher and university supervisor. You are required to make up any absences and provide excuses for them. All required days must be completed within the internship semester. During spring semester, students in community-based placements who are not scheduled to have a spring break may also makeup days during their week off in between placements.*
6. Attend all school functions that your cooperating teacher is required to attend (e.g. faculty meetings, PTO/PTA meetings, school/community events).
7. Attend all edTPA meetings.
8. Attend the Internship Evaluation/Exit Meetings at the end of the semester.
9. **Teaching Requirements**
   1. Participate in experiences that progress to the full responsibilities of the teacher for at least 20 full days including at least 10 consecutive days. Students with split placements will complete 10 days of independent teaching at each site. 10 of these will be consecutive.
10. **Dual Placement Requirements (if required by your program area)**
    1. Duties will differ at each site. Assignments are similar and listed in this syllabus. Any adjustment to assignments due to type of placement must be approved by supervisor in advance.
11. **Internship Key Assessments**

*Note: The addendum provides information about the relationship of AQTS as well as program-specific standards to internship assessments. Guidelines and scoring guides for internship assessments are available in the Internship Handbook and on the* [*COE Assessment webpage*](http://www.education.auburn.edu/aboutus/assessment/key_assessments_itp_2014_15.html)*.*

* 1. Auburn University EDUCATE Alabama

*Complete this assessment form as a self-assessment prior to beginning your clinical residency. Your cooperating teacher and university supervisor will use it to provide you with feedback on your performance at the midpoint and at the end of your clinical residency semester.*

* 1. Professional Work Sample/edTPA

*Complete and submit by the deadline(s) specified by your university supervisor the four components of the program-specific Professional Work Sample (planning, implementation, reflection, and analysis of student learning) or the edTPA requirements as explained in edTPA meetings. Alternative master’s students submit an additional component (research).*

* 1. Classroom Observation Instrument

*Work with your university supervisor to arrange a minimum of three observations with feedback. Earn satisfactory ratings on at least one observation.*

* 1. Personal and Professional Dispositions Assessment

*This checklist is used to provide you with feedback on your professional dispositions. Your cooperating teacher and university supervisor will complete it at least at midpoint and the end of your clinical residency semester.*

The final clinical residency grade (S/U) is determined by the university supervisor and the cooperating teacher at the end of the semester. Grades will be assigned based on the following:

* Satisfactory completion of attendance requirements
* Satisfactory completion of teaching requirements (taught 20 full days, including 10 consecutive days)
* Satisfactory completion of all internship key assessments
* Calculation of points according to the syllabus

## **Assignments and Evaluations**

All online assignments are due by 8am on the assigned due date. Hard copy assignments are due at the beginning of the meeting. All forms and grading rubrics are available on Canvas.

NOTE: The assignments attached to this clinical residency will either be checked off or turned in for review to the university supervisor. If the cooperating teacher feels that the specific nature of the clinical residency placement warrants adaptations or modifications of any of these assignments, he/she should contact the university supervisor and new requirements will be established according to the unique characteristics of that particular setting. See following table.

| **Assignment and Due Date** | **Description** | **Possible Points** |
| --- | --- | --- |
| Memorandum of Understanding and Syllabus Signature Page  DUE: 1/10 | Sign the Memorandum of Understanding and the Syllabus Signature Page and submit on Canvas. | No points. Must submit to begin clinical residency. |
| Attendance Verification  DUE: Weekly beginning 1/22 on Canvas and final hard copy on 4/30 | Complete the attendance verification form daily. Have your cooperating teacher initial the form weekly to verify your attendance and sign the bottom of each page when a page is completed. You will submit the form weekly on Canvas as well as a hard copy of your final attendance verification at the end of the semester. | 100 points |
| Emergency Contact Information  DUE:  Site 1: 1/22  Site 2: 3/12 | Complete the form found in the internship handbook. Provide a copy to your school secretary, cooperating teacher. Scan in and submit on Canvas. | 50 points each |
| Weekly Schedule and Contact Information  DUE:  Site 1: 1/22  Site 2: 3/12 | Provide personal contact information, teacher contact information, name of school principal, and any holidays, field trips, assembly dates, etc.  List all of the times you will be at your clinical residency site broken into at least 30 minute increments. Briefly describe what you will be doing during each of those times as well as the room number where you will be and the name(s) of the teacher(s) with whom you will be working. Submit the complete form on Canvas.  If your schedule changes, please resubmit your schedule and notify your supervisor. | 50 points each |
| School Emergency Information  DUE:  Site 1: 1/22  Site 2: 3/19 | For each site, make copies of the school’s emergency procedures for severe weather, fire, and intruder. You must describe signals/sirens, specific procedures to follow, and evacuation routes/destinations. Submit on Canvas. | 50 points each |
| Lab Student Responsibilities  DUE: Weekly beginning 1/22 | Complete this form with your teacher to designate what is expected of you throughout your placements. This is not a reprint of your schedule. It is acceptable to plan for multiple weeks at a time, but it must be updated at least every week. It is acceptable for revisions/updates to be made. Submit on Canvas with teacher initials weekly and a signature at the end. | 200 points |
| Teacher/Intern Conference Forms  and Weekly Progress Report  DUE: Weekly beginning 1/22 | Provide your cooperating teacher(s) with multiple copies of the form found on Canvas and in your Internship Handbook with all demographic information already completed. Ask your teacher to record *Observations* about your performance throughout the week in the appropriate section on the form. After discussing these observations with your teacher, record your *Reflections* in the other space on the form. Obtain signatures and submit on Canvas.  Weekly Progress Report-  Ask your teacher to complete this form about your performance each week. Submit on Canvas.  If any concerns are reported, the supervisor will meet with the intern and follow the *Actions for Intervention* chart (on Canvas). | 25 points each |
| Resume  DUE:  2/19 | Write a resume for the purpose of obtaining a teaching position. Submit on Canvas.  *COE Interview Day: 3/6/18 8:00-3:00* | 50 points |
| Philosophy of Special Education  DUE:  2/19 | Type a maximum of 1 page describing your philosophy of special education. | No points-Must complete to pass |
| Special Education Paperwork  DUE:  Parts 1-3- ongoing beginning week 1  Part 4 – 4/30 on Canvas | Print the form off of Canvas and keep it in your notebook. Document your participation in the activities throughout each site and have your teacher verify with a signature. Complete one form for each site.  Part 1: Review special education paperwork including student IEP goals and objectives. Participate in data collection on a regular basis as directed by your teacher. Document your participation on the form with your teacher(s).  Part 2: Participate in the development of special education paperwork (e.g. meetings, writing drafts, trainings). Document your participation on the form with your teacher(s).  Part 3: Enter information into WebSets. Document your participation on the form with your teacher(s).  Part 4: Submit the completed Special Education Paperwork Documentation Form on Canvas. | 500 points  (125 points per section) |
| Effective Linkages  DUE:  Site 1: 2/26  Site 2: 4/16 | Discuss with your cooperating teacher how special educators at your clinical residency sites help students make linkages to their next environment (school or community based environment, college, employment, etc.).  Part 1: Write a *one-page summary* of what is currently being done at your site.  Part 2: *Develop an activity* of your own to establish effective linkages for your students. Describe the activity in a minimum of one typed page. Submit on Canvas. | 50 points each |
| Lesson Plans and Reflections/ Independent Teaching  DUE:  Lesson Plans-Sundays by 11:59 p.m. prior to implementation to supervisor via tigermail. Must be approved by cooperating teacher prior to this.  Reflections-  Mondays following implementation by 8:00 a.m. to supervisor via tigermail. | Lesson Plans:  Write lesson plans for ALL activities during your 20 days of independent teaching using the Alabama Course of Study, the Extended Standards, the Skills of Teachers of Reading, and/or curriculum-based assessments introduced to you in your courses. Lesson plans should be written on the lesson plan form provided on Canvas. An alternate form is available for inclusion and resource settings. You must obtain permission from your supervisor to use this form. An alternate planning form will also be provided to students in early intervention settings.  Reflections:  Reflect on each lesson you teach during your 20 days of independent teaching using a journal format (typed or written). You may add these to the reflection section of the lesson plan form if you choose.  Remember- you must complete a minimum of 20 days of independent teaching (10 at each site). 10 of these must be consecutive. You must have a lesson plan for every part of your schedule for all 20 days.  You may complete additional days without submitting lesson plans to your supervisor. This is highly encouraged so that you maximize your clinical residency experience. | 50 points a day |
| Self-Evaluations and Semester Goals  DUE:  1/15  1/22  3/5  3/12  4/30 | 1. Complete the initial self-assessment with the AU Educate Alabama form in the COE handbook and on Canvas based on previous experiences. Due 1/15 2. Using your initial self-assessment as a guide, establish goals for the first half of the semester (first site) with your cooperating teacher. Due 1/22 3. Reflect on your progress on your goals. Due 3/5 4. Using midterm teacher and supervisor evaluations, establish goals for the second half of the semester (second site) with your cooperating teacher. Due 3/12 5. Reflect on your progress on your goals. Due 4/30 | 25 points each |
| Cooperating Teacher Evaluations  DUE:  2/5 – Dispositions and Classroom Observation  3/5 – Dispositions, Classroom Observation, and AU Educate AL  3/26- Dispositions and Classroom Observation  4/30 – Dispositions, Classroom Observation, and AU Educate AL | Provide appropriate forms to your cooperating teacher at least a week in advance. If you are in inclusion settings, you should also provide a classroom observation form to your general education teacher. Be sure to complete all demographic information prior to providing the forms to your teacher(s).  Students in EI settings will have an alternative form(s) to the Classroom Observation. Make sure all forms contain signatures before uploading to Canvas.  4 Personal and Professional Disposition Assessments – completed by your cooperating teacher with input from general education teacher(s) as appropriate. Cooperating Teacher disposition evaluations will be considered in Dispositions evaluations from your supervisor.  It is expected that students will demonstrate the standards for *the Implementation of Professional Practice* Indicator throughout the semester. If, at any time, there is a concern about a student’s professional dispositions, the student will be notified through a professional dispositions evaluation and a follow up meeting will be scheduled. Each dispositions evaluation containing ratings below the *Implementation of Professional Practice* Indicator rating will result in a 600 point deduction.  4 Classroom Observations – Please ask your cooperating teacher to include comments pertaining to your areas of strength and areas in need of improvement.  2 AU Educate Alabama Assessments- Completed at the end of each site by your cooperating teacher. | 60 points each – Classroom Observations  468 points each – AU Educate Alabama |
| Supervisor Evaluations  Obs 1 – TBA  Obs 2 – TBA  Obs 3 – TBA  Obs 4 - TBA  DUE: the Monday following the receipt by 8am | Submit signed evaluation forms from your supervisor on Canvas.  3-4 Classroom Observations  \*\* One of these might be a video observation. You will submit a video of a teaching segment for your supervisor to review and provide feedback. Instructions are provided in the syllabus. | 60 points each |
| Supervisor Dispositions  DUE: the Monday following receipt by 8am | Supervisor will complete a Personal and Professional Dispositions Evaluation at least two times during the semester (midterm and final). Sign and submit on Canvas.  It is expected that students will demonstrate the standards for *the Implementation of Professional Practice* Indicator throughout the semester. If, at any time, there is a concern about a student’s professional dispositions, the student will be notified through a professional dispositions evaluation and a follow up meeting will be scheduled. Each dispositions evaluation containing ratings below the *Implementation of Professional Practice* Indicator rating will result in a 600 point deduction. | 600 points each |
| PWS/edTPA  DUE:  1st site: 3/5  OR  2nd site: 4/23 | Students must complete a minimum of one PWS/edTPA during one week of instruction. Ideally, your supervisor will be present to observe one of these lessons. However, it is also acceptable for your cooperating teacher to observe you if your supervisor cannot be there.  PWS:  Part 1: Responses to planning questions and lesson plans due to supervisor at least one day prior to implementation via tigermail.  Part 2: Implement PWS instruction.  Part 3: Respond to prompts for remaining PWS questions. Submit complete PWS in Canvas with 4 attachments (lesson plans, Responses to all questions, data, classroom observation form) and submit on Canvas within a week of implementation  Part 4: After complete PWS has been reviewed on Canvas, revised, and considered complete by supervisor, submit the entire PWS (same 4 attachments) on TK20 being careful that no identifiable student information is included. This must be done by the COE deadline.  Note: the PWS is usually easier to complete in elementary special education settings than secondary special education settings. Supervisors may require additional PWS implementation if necessary.  The PWS will be scored using the College of Education PWS Rubric.  edTPA:  Follow guidelines and due dates provided by edTPA leaders. Submit all components except for videos on Canvas assignment link after final edTPA has been submitted. Attend all edTPA meetings | No points – Must complete to pass |
| Internship Verification Form  DUE:  4/30 | Complete all necessary demographic information for the intern, teachers, and supervisor. Document dates of independent teaching and supervisor observations on the form that is provided on Canvas. Submit on Canvas. | No points – Must complete to pass |
| Exit Surveys  DUE: 4/30 | Complete COE field experience surveys on TK20 as well as departmental surveys on Qualtrics (link will be emailed to you). | No points – Must complete to pass |

8. Grading and Evaluation: Grades will be either S (Satisfactory) or U (Unsatisfactory). Final grade will be determined by observational ratings conducted by the course instructor and the on-site supervisor as well as the timeliness and quality of assignments. A standardized instrument is utilized for the evaluation of the student’s performance during classroom observations. See the College of Education Internship handbook for specific College of Education criteria for completion of internship.

In order to earn a Satisfactory in the course, the following criteria must be met:

* 80-100% of points on assignments are earned and final dispositions evaluation contains all ratings in at least the *Implementation of Professional Practice* Indicator
* Final cooperating teacher and supervisor evaluations indicate competency in all areas
* All assignments were submitted
* Revisions were made to assignments until they were considered satisfactory and points were assigned
* All policies in the syllabus, COE handbook, and special education student handbook were followed
* All days/hours were completed prior to the end of finals week
* Hard copies of attendance verification, evaluation forms, internship verification form, PWS/edTPA, independent teaching lesson plans and reflections, and evidence of exit survey completion were turned in

Failure to meet all of the listed criteria will result in a U for the course.

9. **Class Policy Statements**:

Participation: Students are expected to participate in all class discussions and participate in all activities. Students should not be on electronic devices during meetings on campus or during time at their actual site. Assignments are due according to the dates provided. Unexcused late assignments are not acceptable. 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: Attendance at clinical residency meetings is required. All days of internship must be completed. All absences must be excused. No more than 2 excused absences are permitted. Students must call supervisor and cooperating teacher on cell phone to inform of absence in advance. All absences must be made up prior to the end of the final examination period with approval from supervisor and cooperating teacher. At the discretion of individual instructors, verified absences may be excused under unusual circumstances (see the [Student Policy eHandbook](http://www.auburn.edu/studentpolicies)). In order for any absence to be considered excused, the instructor must be in receipt of the original documentation within seven days from the date of the absence.

Excused Absences: Students are granted excused absences from class for the following reasons:  Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays.  Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.  The instructor will weigh the merits of the request and render a decision. The student must notify the instructor prior to the occurrence of any excused absences. In no case shall such notification occur more than one day after the absence.  Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences.

Assignments: Assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional. All assignments must be completed and submitted on Canvas and revised until acceptable. Revisions are due within 3 days and should be made in a different color. Late assignments will have 10% of possible points deducted per day the original submission or revision is late. More than 2 late assignments will be considered a failure to meet the professional disposition standard related to meeting deadlines.

Communication: Interns are expected to check tigermail and Canvas daily. Tigermail is the official form of communication for Auburn University. Requests for revisions to assignments will be made on Canvas.

Video Observations:You may be required to record one or more teaching segment for review and evaluation by your supervisor. These guidelines will help you ensure successful uploading and confidentiality protection. It is recommended that you practice these steps prior to your planned recording to avoid any problems. You will record the teaching segment with your own device. Then you must create a YouTube account if you do not already have one. Next, you must adjust the privacy settings so that no one can see your videos without your permission and a password. Then you must upload your video and share it with your supervisor at [brumbka@gmail.com](mailto:brumbka@gmail.com). The links below will help you if you need it. Remember, you must protect the confidentiality of your students at all times. The video must be deleted from your personal device and YouTube after your supervisor has reviewed it. Please note: some schools require special permission to video students. A letter can be provided for you to send home in advance. Please request the letter at least a week in advance of your planned recording date. Also note that instructions are provided on Canvas on blurring faces in videos to protect confidentiality.

Create you tube account [Link to Create YouTube Account](Link%20to%20Create%20Youtube%20Account)

Privacy settings  [Link to YouTube Privacy Settings](Link%20to%20YouTube%20Privacy%20Settings)

Upload video  [Link to Directions on Uploading Videos to YouTube](Link%20to%20Directions%20on%20Uploading%20Videos%20to%20YouTube)

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

Dress Code: Auburn students project the image of their own emerging professionalism and the overall program. Attire that could present a health or safety problem or could be disruptive is not appropriate. With this in mind, the following rules concerning dress and grooming are mandatory for all students participating in clinical experiences, practica, and internship. These regulations are based on those of schools and early intervention programs in which graduates of the program will be working.

1. Students keep their hair clean, groomed, and away from the eyes and face.
2. Students wear closed-toed shoes/foot garments.
3. Students are neat and clean at ALL times.
4. Clothing is clean and in a state of good repair.
5. Clothing and personal items are free of logos, words, draws, pictures, and other images. **Exceptions:** Auburn University related logos covering an area of less than 3 square inches.
6. Clothing covers the body in a professional manner. No leggings.
7. Tattoos and non-traditional piercings must not be visible.

Accommodations for Students with Disabilities: 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 office hours, an alternate time can be arranged. To set up this meeting, please contact your supervisor 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: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Auburn University Policy on Classroom Behavior: *The following policy applies to all settings (i.e., university, school setting, and off campus locations pertaining to the field experience).* “. . . Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions . . . Students have the responsibility of complying with behavioral standards. . . Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun, eating or drinking, use of tobacco products, monopolizing discussion, persistent speaking out of turn, distractive talking, including cell phone usage, audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor, refusal to comply with reasonable instructor directions, employing insulting language or gestures, verbal, psychological, or physical threats, harassment, and physical violence.” (See Student Policy eHandbook at www.auburn.edu/studentpolicies)

Course Contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, 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.

# Syllabus Signature Statement

I have read and reviewed the **RSED 7920 Special Education Practicum Syllabus for the current semester**. In compliance with the information outlined, **I agree to adhere to the policies and procedures outlined in this document.** I understand that it is my responsibility to ensure that I am following the policies and procedures and meeting all requirements in order to pass clinical residency and protect confidentiality for my students and any information pertaining to them.

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Student Signature Date

**Clinical Residency Addendum**

**RSED 7920/7926**

| Course Objectives | Course Assessments | | | | |
| --- | --- | --- | --- | --- | --- |
| Classroom Observation | AU Educate Alabama | PWS | Dispositions | Effective Linkages Assignment |
| 1. Ability to design and implement programs that reflect knowledge, awareness, and responsiveness to diverse cultures, including cultural and socioeconomic factors. **290-3-3-.34** **(2)(a)3.(i) (general)** |  | Standard 4 |  |  |  |
| 1. Ability to implement or collaborate with other teachers in implementing the student’s standards-based individualized education program, by selecting, developing, and using appropriate instructional techniques and methods, ongoing measurement techniques, media and materials, equipment (including assistive technology devices), technological advances, and support personnel. **290-3-3-.34** **(2)(d)2.(i) (general)** | 1, 3 | Standards 1, 2, 5 |  |  |  |
| 1. Ability to continuously analyze the effectiveness of the standards-based individualized education program and make appropriate modifications. **290-3-3-.34** **(2)(d)2.(ii) (general)** |  | Standards 1, 2 | 3 |  |  |
| 1. Ability to utilize effective teaching strategies designed to promote learning and improve student achievement. **290-3-3-.34** **(2)(d)2.(iii) (general)** | 1 | Standard 2 |  |  |  |
| 1. Ability to modify methods, materials, and equipment to meet student needs. **290-3-3-.34** **(2)(d)2.(iv) (general)** |  | Standards 1, 2 | 3 |  |  |
| 1. Ability to implement research-based behavior management techniques and practices that include school-wide, classroom, and individual proactive positive behavior supports. **290-3-3-.34** **(2)(e)3. (general)** | 5 |  |  |  |  |
| 1. Ability to select and implement research-based curricula and practices related to the core components of reading such as explicit and direct instruction and appropriate grouping. **290-3-3-.34** **(2)(g)3.(i) (general)** |  | Standard 1, 2, 3 |  |  |  |
| 1. Ability to utilize a range of technologies that enhance instruction, support learning, and organize information. **290-3-3-.34** **(2)(g)3.(ii) (general)** |  | Standard 3 |  |  |  |
| 1. Ability to develop, select, administer, and interpret formal and informal assessments. **290-3-3-.34** **(2)(h)3.(i) (general)** |  | Standard 2 |  |  |  |
| 1. Ability to work collaboratively with members of the instructional team and professionals from related fields. **290-3-3-.34** **(2)(j)3.(i) (general)** |  |  |  | 6, 9 |  |
| 1. Ability to effectively communicate the goals of the instructional program to the student, the student’s primary caregivers, and appropriate professionals. **290-3-3-.34** **(2)(j)3.(ii) (general)** |  |  |  | 6, 9 |  |
| 1. Ability to adapt research-based strategies and resources to the needs of children with varying exceptionalities from birth through age eight. **290-3-3-.37** **(2)(c)2.** **(ECSE only)** | 2 | Standard 2 | 1, 5 |  |  |
| 1. Ability to provide developmentally appropriate early childhood programs for infants, toddlers, and young children with disabilities. **290-3-3-.37** **(2)(d)2.(i) (ECSE only)** |  | Standards 2, 3 | 1 |  |  |
| 1. Ability to consult with parents and other family members in their efforts to understand, accept, and provide care for the young child with disabilities. **290-3-3-.37** **(2)(f)1. (ECSE only)** |  |  |  | 6, 9 |  |
| 1. Ability to work collaboratively with members of an interdisciplinary team, including the family, in assessment and intervention efforts. **290-3-3-.37** **(2)(f)2. (ECSE only)** |  | Standard 5 |  | 6, 9 |  |
| 1. Ability to create an optimal learning environment by utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials and equipment. **290-3-3-.35** (**1)(c) (K-6)** | 1 | Standards 2, 4 |  |  |  |
| 1. Ability to develop and enhance students’ communication and social interaction skills through the development of appropriate language and conversational skills. **290-3-3-.35** **(1)(d)2. (K-6)** |  | Standards 2, 3 |  |  |  |
| 1. Ability to plan and implement an instructional program for Grades K-6 using the *Alabama Courses of Study* or extended standards. **290-3-3-.35** **(1)(e)2.(i) (K-6)** |  | Standard 1 | 1 |  |  |
| 1. Ability to collaboratively utilize and evaluate the effectiveness of a variety of instructional strategies to facilitate the student’s attainment of goals and objectives. **290-3-3-.35** **(1)(e)2.(ii) (K-6)** |  | Standard 2 |  |  |  |
| 1. Ability to assist in the evaluation and use of assistive technology. **290-3-3-.35** **(1)(e)2.(iii) (K-6)** |  | Standard 3 |  |  |  |
| 1. Ability to implement a variety of validated, research-based reading and mathematics programs, including intervention programs, selected to meet the needs of students. **290-3-3-.35** **(1)(e)2.(v) (K-6)** |  | Standard 3 |  |  |  |
| 1. Ability to teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum. **290-3-3-.35** **(1)(e)2.(vi) (K-6)** |  | Standard 3 |  |  |  |
| 1. Ability to collaborate with families and school/agency staff to coordinate instruction and service delivery. **290-3-3-.35** **(1)(g)2.(i) (K-6)** |  | Standard 5 |  | 6, 9 |  |
| 1. Ability to assist in the implementation of appropriate school healthcare plans and specialized instructional and therapeutic techniques including physical and behavior management. **290-3-3-.35** **(1)(g)2.(ii) (K-6)** |  | Standard 5 |  |  |  |
| 1. Ability to utilize practices for facilitating student self-determination and enlisting the support and participation of families in the student’s educational program. **290-3-3-.36** **(1)(b)2. (6-12)** |  | Standards 2, 4 |  | 6, 9 |  |
| 1. Ability to implement a variety of validated, research-based reading and mathematics programs, including intervention programs, selected to meet the needs of students. **290-3-3-.36** **(1)(c)2.(iv) (6-12)** |  | Standard 3 |  |  |  |
| 1. Ability to teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum. **290-3-3-.36 (1)(c)2.(v) (6-12)** |  | Standard 3 |  |  |  |
| 1. Ability to assess students’ needs and personal preferences in areas such as communication, cognition, motor, self-help/adaptive, social/emotional, functional life skills, and vocational skills in order to plan a standards-based IEP. **290-3-3-.36 (1)(d) (6-12)** |  | Standard 2 |  | 3, 6 |  |
| 1. Ability to participate in collaborative teaming approaches for the purpose of decision-making related to instruction, curriculum, social interactions, and interagency collaboration with school and agency staff, students, and family members. **290-3-3-.36 (1)(e)2.(i) (6-12)** |  | Standard 5 |  | 3 |  |
| 1. Ability to assist in the implementation of school healthcare plans and specialized instructional and therapeutic techniques including physical and behavior management. **290-3-3-.36 (1)(e)2.(ii) (6-12)** |  | Standard 5 |  |  |  |
| 1. Ability to create effective linkages between students and post-secondary educational institutions and/or the business community to transition students to future environments. **290-3-3-.36 (1)(e)2.(iii) (6-12)** |  |  |  |  | Assignment |
| 1. Ability to create an optimal learning environment by collaboratively utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials, and equipment. **290-3-3-.36 (1)(e)2.(iv) (6-12)** | 1 | Standards 2, 4 |  |  |  |

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| **Clinical Residency Addendum** | | | | | |
| **Relationship of Assessments to Pre-Service Teacher Continuum Standards** | | | | | |
|  | | | | | |
|  | | **EDUCATEAlabama** | **PWS - section** | **Class Obser Instrument - part** | **Prof Dispos - number** |
| **Standard 1. Content Knowledge** | |  |  |  |  |
| 1.1 | Possesses deep knowledge of subject-matter content and ability to organize related facts, concepts, and skills | X |  |  |  |
| 1.2 | Activates learners’ prior knowledge to introduce content | X | 1,2 | 1 |  |
| 1.3 | Connects curriculum to other content and real-life settings to promote retention and relevance | X | 1,2 | 2 |  |
| 1.4 | Designs instructional activities based on state content standards | X | 1 | 2 |  |
| 1.5 | Provides instructional accommodations, modifications, and adaptations to meet the needs of each individual learner | X | 1 | 2 |  |
| **Standard 2. Teaching and Learning** | |  |  |  |  |
| 2.1 | Designs a classroom organization and management system built upon age-appropriate expectations and research-based strategies | X | 5 | 1 | 7 |
| 2.2 | Creates a climate that promotes fairness and respect | X | 2 | 1 | 2, 6 |
| 2.3 | Creates a safe, orderly, and stimulating learning environment that nurtures motivation and engagement of learners | X | 1,2 | 1 | 1 |
| 2.4 | Develops challenging, standards-based academic goals for each learner | X | 1,2,3 | 1,2 |  |
| 2.5 | Engages learners in developing and monitoring goals for their own learning and behaviors | X | 2,3 | 1,2 |  |
| 2.6 | Designs lessons that integrate a variety of effective instructional strategies | X | 1,2,3,4,5 | 1,2 |  |
| 2.7 | Creates learning activities that optimize and support each individuals' growth and achievement | X | 1,2 | 2 | 1 |
| 2.8 | Uses formative assessment to provide specific and timely feedback to assist learners and to adjust instruction | X | 1,2,3,4 | 3 |  |
| 2.9 | Uses summative assessments to measure learner attainment of specified learning targets | X | 4 |  |  |
| 2.10 | Maintains evidence and records of learning to communicate progress | X | 4 |  |  |
| 2.11 | Analyzes disaggregated standardized assessment results to inform planning for individual learners and classes | X | 4 |  |  |
| **Standard 3. Literacy** | |  |  |  |  |
| 3.1 | Demonstrates standard oral and written communication | X | 1,2,3,4,5 | 1,2,3 |  |
| 3.2 | Fosters and responds to effective verbal and nonverbal communications during instruction | X | 2 | 2 |  |
| 3.3 | Uses age-appropriate instructional strategies to improve learners’ skills in fluency, vocabulary and comprehension | X | 2 | 2 |  |
| 3.4 | Integrates narrative and expository reading strategies across the curriculum | X |  |  |  |
| 3.5 | Solves mathematical problems across subject areas using different strategies to verify and interpret results and to draw conclusions | X |  |  |  |
| 3.6 | Communicates mathematical concepts, processes, and symbols within the content taught | X |  |  |  |
| 3.7 | Identifies and integrates available emerging technology into the teaching of all content areas | X | 1,2,3 | 2 |  |
| 3.8 | Facilitates learners’ individual and collaborative use of technology and evaluates their technological proficiency | X |  |  |  |
| **Standard 4. Diversity** | |  |  |  |  |
| 4.1 | Develops culturally responsive curriculum and instruction | X | 3 |  |  |
| 4.2 | Communicates in ways that demonstrate sensitivity to diversity | X | 1,2 | 2 | 3 |
| 4.3 | Demonstrates an understanding of how personal and cultural biases can affect teaching and learnng | X | 1 |  |  |
| 4.4 | Supports learners to accelerate language acquisition | X |  |  |  |
| 4.5 | Guides 2nd language acquisition and utilizes English Language Development (ELD) strategies | X |  |  |  |
| 4.6 | Differentiates between learner difficulties related to cognitive or skill development and those that relate to language learning | X | 3 |  |  |
| 4.7 | Understands and recognizes the characteristics of exceptionality in learning to assist in appropriate identification and interventions | X | 1,2, | 3 |  |
| 4.8 | Facilitates inclusive learning environments that support and address the needs of learners | X | 1,2 | 1,3 |  |
| 4.9 | Helps students access their own learning styles and build upon strengths | X | 3,4,5 | 3 | 1 |
| 4.10 | Designs learning experiences that engage all learning styles and multiple intelligences. | X | 1 | 2 |  |
| **Standard 5. Professionalism** | |  |  |  |  |
| 5.1 | Collaborates with stakeholders to facilitate student learning and well- being | X |  |  | 6 |
| 5.2 | Engages in ongoing professional learning to move practice forward | X | 3,5 |  | 10, 11, 12 |
| 5.3 | Participates as a teacher leader and professional learning community member to advance school improvement initiatives | X | 2,5 |  | 9 |
| 5.4 | Promotes professional ethics and integrity | X | 2 |  | 4 |
| 5.5 | Complies with local, state, and federal regulations and policies | X |  |  | 4,8 |