AUBURN UNIVERSITY SYLLABUS

# Course Number: CTCT 4923 Course Title: Clinical Residency Location & Time

**Credit Hours: 10 semester hours**

**Prerequisites: Departmental approval**

**Co-requisites: None**

**Instructor: Dr. Christopher A. Clemons,** **chrisclemons@auburn.edu**

1. **Date Syllabus Prepared:** January 2019
2. **Text(s):** None. Course readings and associated materials will be uploaded to Canvas.
3. **Course Description:** Supervised clinical residency experiences abroad in a school or other appropriate setting. Evaluation and analysis of the clinical residency experience.
4. **Course Objectives:** Upon completion of this course, students will be able to project themselves as competent, committed, and reflective professionals through their ability to:
5. **Course Content and Schedule:** Each month of residency will require specific activities, artifacts, and assignments to be completed and uploaded to Canvas, TK20 or other repositories, depending on your situation. The following schedule should be helpful in completing the requirements.
	1. **January: During the first TEN weeks, you should be actively engaged in EdTPA completion. EdTPA Timeline Trumps all Requirements Below!**
	2. First Week:
		* Tour the school to familiarize yourself with the locations of important offices and equipment: Principals office, copy room, student lunch room, gymnasium, etc.
		* Introduce yourself to support staff: custodians, dining personnel, administrative assistants, special education aides, etc.
		* Schedule through the principal’s secretary a time to visit to discuss their vision of the school, ag ed program, and their expectations of you during your residency. Be sure to send a follow up thank you.
		* Meet with your cooperating teacher to determine the following: when will you begin taking the course load, expectations of you and your teaching, FFA responsibilities, faculty meetings, student discipline, etc.
		* Identify the first three classes you will take over. Also, identify the course you will use for EdTPA.
	3. Second Week
		* Send copy of your schedule to Dr. Clemons
		* Submit contact information to Dr. Clemons with the following information: Your name, school address, teaching schedule, telephone for you and school, cooperating teachers name, phone, and email, name of your principal. Upload to canvas.
		* Schedule first meeting with Dr. Clemons, you, your cooperating teacher. This should be done ASAP. **Email dates to Mr. Stanley.**
			+ After we have established when I will complete the initial visit, you should ask your principal if they will be available to meet with you and Dr. Clemons during the same day of the initial visit.
		* **Refer to the clinical residency handbook. The following forms should be presented to Dr. Clemons BEFORE the first visit: Emergency Contact Form, Semester Goals (Early, Mid, Late).**
	4. Third Week
		* Submit end of the month reflection and journal related to activates, insights, and thoughts regarding your placement. Canvas.
		* Cooperating teacher to complete monthly Cooperating Teacher Evaluation. Emailed by teacher to Dr. Clemons no later than the last day of the month.
		* Apply for Spring Graduation

# February

1. During the first week of February you should be teaching at minimum three courses which you and your cooperating teacher will determine.
2. Week two you should be adding two more classes and working towards the full teaching load.
3. By mid February you should be teaching the entire course load
4. Begin to work with FFA and student CDE preparation (at least two contests you should serve as the lead coach), and all other aspects of the FFA program. You should prepare at least two agenda’s and working with the officers for two meetings.
5. Schedule second observation with Dr. Clemons
6. Submit end of moth report.

# March

1. **Meet at AU for mid-term discussion and professional development day. Date to be determined**.
2. Continue supervising FFA and classroom instruction
3. Submit end of month report.
4. Cooperating teacher will submit Intern Evaluation.

# April

1. Complete and submit Professional Work Sample to TK20 by April 15, 2018
2. Schedule third and final onsite evaluation with Dr. Clemons, you and cooperating teacher.
3. Dr. Clemons to complete final evaluation, classroom observation instrument, AU Educate assessment, and Professional Dispositions.
4. Cooperating teacher to complete monthly Cooperating Teacher Evaluation. Emailed by teacher to Dr. Clemons no later than the last day of the month.
5. Mid April you should begin handing classes back to the cooperating teacher. Usually one-two per week.

# May

1. Confirm in TK20 that all forms and documents have been uploaded.
2. Complete exit report analysis and upload to canvas.
3. Write thank you letters to cooperating teacher, administration, and support staff members.
4. Graduate!

# Monthly Google Hangout or Zoom Meetings

1. Three times during the semester – **February 1st, March 1st , and April 5th** interns will meet with Dr. Clemons or Dr. Lindner virtually for approximately one hour, starting at 5pm Central. The purpose of these meetings is to provide support, share resources, polish lessons/units, etc. Through CANVAS, you will be able to put specific items on the agenda. Your supervisors will also have topics of interest to address.

# Course Requirements/Evaluation:

* 1. This is a pass/fail course.
	2. You will be evaluated by Dr. Clemons, Dr. Lindner, your cooperating teacher and the College of Education by use of the expectations listed for each month.
	3. Three formal observations will be conducted for evaluation purposes.
	4. End of the month reflection reports are MANDATORY!
	5. Cooperating teacher evaluation forms for each month must be submitted to Dr. Clemons via email.

# Expectations

* 1. **Be on time and prepared.**
	2. Be responsible with your evening and weekend time.
	3. Plan so your teaching builds on previous teaching over weeks and months.
	4. Be professional in your dress and demeanor.
	5. Show you want to be at the school working with students; seek out opportunities to exercise initiative
	6. Follow directives that your university supervisor and your cooperating teacher give you.
	7. Try to not stigmatize or stereotype those whom you may feel are the source of your difficulty or frustration; try to see their points of view.
	8. Every teacher at your school is a teacher whose example can help you learn. Take initiative, especially at the beginning and the end of your internship, to visit other classrooms.
	9. Therefore, get to know your school: the faculty, especially the staff, and the administrators.
	10. Listen to your students and their families to better see strengths of your school’s local community.
	11. Actively increase some aspect of your expertise as an Agriculture educator (e.g., develop science content knowledge beyond the courses you teach, enhance and hone your mechanics skills, become a member of AAAE or ACTE; participate in and ask question in the Agriculture Education Facebook forum, follow and engage leading and emerging voices in Agriculture education via social media.
	12. Keep perspective of what should happen next in the story you want your teaching and your life this Spring to tell (e.g., meditate, maintain a daybook/dairy, listen to music, walk).
	13. Maintain contact with those who inspire, challenge, encourage, and are essential to you (family, friends, congregation, student organization, writer or other public voice who is an important distant teacher for you).
	14. Think about not only *How am I feeling? How am I doing?* but about the grade 6-12 students who are entrusted to you: *How are they feeling? How are they doing?* (focus on others, but don’t lose yourself)
	15. Determine the most appropriate use of your personal social media.

# Roles and Responsibilities

* 1. **University Supervisor (Chris Clemons, Jimmy Lindner)**: Mentor, Confidante, Evaluator (Details in your Intern Handbook)
	2. **Cooperating Teacher**: Mentor, Teacher of Record of the grade 6-12 students, Evaluator (Details in your Intern Handbook)
	3. **Contact Person for the Department of Curriculum and Teaching, for Professional Education Services, and for the College of Education: Dr. Clemons**. (If there is an information item for all of the Agriculture interns from the Department or College, Dr. Clemons will send an email.)
	4. **Intern:** Teacher of the grade 6-12 students in your Cooperating Teacher’s classes; colleague with your cooperating teacher; colleague with the faculty, staff, and administrators at your school; appreciative supporter of parents and families and of the local community of your school; and colleague with your College of Education classmates. Responsibilities spelled out in your Intern Handbook.

**Note**. The roles of your university supervisor and your cooperating teacher do not include being a “fix-it” person. We intend to assist you in your development, but you own the responsibility for the students who are entrusted to you.

1. **Format for Unit/Lesson Designs: Long Form** (separate handout)
	1. Remember: the lesson designs are meant to provide your cooperating teacher and university supervisor with evidence of your thinking, planning, and instruction rationales. For each observation and for your PWS 5-day unit, please have lesson designs ready for your supervisor when she or he arrives to your classroom. The primary purpose of the lesson designs is to help you think through your rationales, connect your instruction to state and national standards and provide supervisors and teachers insight into the quality of your thinking and to give us a detailed picture of your planning prior to teaching.
	2. The design format is meant to provide you with a *guide* for planning. You need to take into account each component of the university Agriculture Education program’s unit and lesson design each time you prepare for your daily teaching, even if you are not articulating your ideas in the unit and lesson plans attached to each weekly log as extensively as you must for the required observations by your university supervisor.
	3. As just stated, for the three (or more) required observations by your university supervisor, you must follow the Agriculture Education unit and lesson design format.

# Weekly Lesson Plans: Short Form

*1.* Unlike the format for the unit and lesson designs on the days of scheduled observations, for the weekly lesson plans follow the unit and lesson plan format your cooperating teacher prefers. *Lesson plans for the upcoming week are due in Canvas on Sunday at 9pm.*

# Attendance

First and last days in schools are mandated by State Board rules. The general orientation and general evaluation meetings are set by COE. For minimum attendance, as determined by State Board mandates and the College of Education rules, see Intern Handbook.

# BUT DO NOTE:

We in Agriculture Education require **MORE** than the state or college-mandated minimum attendance. **ANY** day that you miss must be made up—other than Education Interview Day or a mid-semester meeting of Agriculture Education interns (TBA).

You **MUST** notify your university supervisor and your school before you miss any day of school except Education Interview Day or a mid-semester meeting of Agriculture Education interns (TBA). You must have detailed lesson designs and all needed materials for the lessons in place at your school in advance of any day that you are absent from school.

Record here how your university supervisor would like you to contact him or her about any day of school that you miss and about any day you are late to school:

# State requirement for teaching during internship

* 1. Interns must take on “full responsibilities of the teacher for at least **twenty** days including at least **ten**

consecutive days” (State Board Rule 290-3-3-.02).

* 1. The 20/10 State Board rule is a **minimum** requirement. We in Agriculture Education require that you will do

**more** than the minimum.

* 1. Agriculture Education requires you to gradually increase your course load so that by the middle of **February**

you are instructing all courses.

* 1. Note that on the paper Internship Verification Form (provided by your university supervisor) you must record the dates for “full-time teaching.” [Internship Verification Form is turned in to supervisor at the end of the semester.

# Class Policy Statements:

* 1. Participation: Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. 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. Students must satisfy all course objectives to pass the course.
	2. 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. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student Policy eHandbook* for more information on excused absences ([http://www.auburn.edu/student\_info/student\_policies/).](http://www.auburn.edu/student_info/student_policies/%29)
	3. Make-Up Policy: Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences. Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins. The format of the make-up exam will be *(as specified by instructor).*
	4. Disability 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. To set up the meeting, please contact the instructor 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).
	5. Honesty Code: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student Policy eHandbook* will apply to this class. 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.
	6. 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, and addendum to your syllabus and/or course assignments will replace the original materials.
	7. 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

Field Experience Documentation Form



Field experiences shall facilitate candidates’ development as professional educators by observing in schools and other agencies, tutoring student, assisting teachers or other school personnel, attending board meetings and participating in education-related community events prior to internship (290-3-.02(4)(f)2) (290-3-.02(4)(f)1)

STUDENTS ARE REQUIRED TO HAVE A MINUMUM OF 8 HOURS OF FIELD EXPERIENCE IN CTCT 5050/5053/6050/6056 AND CTCT 4000 (Total 16 hours).

ATTACH ANY ADDITIONAL DOCUMENTATION AND A REFLECTION OF THE EXPERIENCE.

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Student Name | Course Number and Name | Student Number |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Location (School) | Briefly Describe Experience | Hours |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Student Signature

Acceptable Field Experiences:

* + - * Observe in schools
			* Tutor students after school
			* Tutor students during school
			* Assist teachers
			* Assist other professional school personnel
			* Attend school board meeting
			* Participate in education- related community events
			* Interact with diverse faculty
			* Interact with diverse learners
			* Use information technology to support teaching and learning
			* Engage in reflections including feedback from peers and supervisors
			* Include both the opening and closing of school
			* Team teaching
			* Must include at least three lesson presentations (Graduate)
			* Must include at least one lesson presentation (Undergraduate)

DETAILED DESCRIPTION AND REFLECTION

(Required for each activity)

Authorized Signature

Student Signature and Date