#  **English Language Arts Clinical Residency**

# **Spring 2019**

**Course**: CTSE 4923, English Language Arts Clinical Residency

 Full-time school placement; regular meetings with supervisor

 CTSE 5213, Teacher Inquiry Workshop

Online Meetings, 5:15-7:05pm Thursdays

**Instructors**: Gail Harper Yeilding, CTSE 4923

 Phone: 205-410-6619

 Email address: gzy0011@auburn.edu

 Office Location (Haley 5th floor) and Hours, available by appointment

Kim Jones, CTSE 4923

 Phone: 334-559-2140

 Email address: ksj0008@auburn.edu

 Office Location & Hours: Virtual by appointment

Dionne Lazenby, CTSE 5213

 Phone: 334-546-2893

 Email address: dth0002@auburn.edu

 Office Location & Hours: Virtual by appointment

**Course Objectives:**

**CTSE 4923:** Clinical Residency. Supervised teaching in a public secondary school abroad accompanied by scheduled discussions to analyze and evaluate the intern's experience. May count either CTSE 4920 or CTSE 4923

**CTSE 5213:** Community of practice for English Language Arts clinical residents to support professional practice through teacher inquiry. May count as CTSE 5210, 5213, 6210, or 6216.

**From NCTE Teacher Preparation Standards:**

I. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

II. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

III. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

IV. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.

V. Candidates plan, implement, assess and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students’ context-based needs.

VI. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students’ opportunities to learn in English Language Arts.

VII. Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

**Readings:**

College of Education Clinical Residency Handbook

edTPA Handbook

Gill, Vickie. (2007). The ten students you’ll meet in your classroom: Classroom management tips for middle and high school teachers. Thousand Oaks: Corwin Press.

Lindberg, Jill A., Kelly, D.E., Swick, A.M.. (2005). Common-Sense Classroom Management for Middle and High School Teachers. Thousand Oaks, CA: Corwin Press. ***(PDF provided by instructor)***

# **Expectations & Policies:**

Interns are required to attend all scheduled class meetings (including observation debriefs, meetings with university supervisors, online meetings, etc.), arrive on time and not leave early, come prepared, and contribute by participating in discussions and activities. Note: you will follow the academic calendar of your placement school, not the Auburn University calendar.

**Absences**. Clinical Residency is a unique experience and is unlike any of your previous classes. Students are required to be in their school placements every day, unless your university supervisor approves a “professional day.” Any and all absences must be made up at the end of clinical residency. If you must miss a day (e.g., you are sick), you must contact your university supervisor and your cooperating teacher as early as possible to let them know. Note: after 5 absences, you will be unable to make-up days and will fail clinical residency. Likewise, you are expected to attend all CTSE 5213 meetings, as that course is integral to your success in your placement.

**University rules**. The Auburn English Language Arts program abides by all university rules, including those concerning academic honesty and harassment/discrimination.

**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.

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**Course Requirements/Evaluation: CTSE 4923**

**Lesson Planning and Other Documents**

Submission of all lesson plans (weekly and prior to observations) is required. You are expected to submit all your lesson plans (complete and on-time) to your university supervisor. Failure to submit plans will result in failure of internship. Similarly, you are also expected to submit any and all required documents—for both Clinical Residency and Teacher Inquiry Workshop—on-time, complete, and regularly. Failure to submit completed lesson plans and materials (such as instructional materials or revision memos) on time with result in the intern being placed on an improvement plan (per the clinical residency handbook). Continued failure to submit plans and materials by deadlines can result in being pulled from clinical residency and/or receiving a failing grade for the course.

**Revising Lesson Plans and Utilizing Feedback**

One critical component to clinical residency is receiving and utilizing feedback to improve and grow as teachers. You will receive regular feedback on your lesson plans, and you are expected to use that feedback to revise and adapt your planning. To fulfill this requirement, you must demonstrate your ability to apply the feedback you receive to your future lesson planning—this includes your week-to-week lesson plan submissions and your more comprehensive plans for observation.

Each week, you will submit, along with your weekly lesson plans, a revision memo where you select one area of feedback you addressed and articulate how and why you used that feedback to improve.

Additionally, after receiving feedback on your teaching observations, you will write a more comprehensive, larger revision memo. In this memo, you will describe (in detail) how you have used the feedback from your last debrief(s) to improve your instructional design.

**Observations**

You will be observed a minimum of three times, one at the beginning, one in the middle and one towards the end of the semester along with holding an initial three-way meeting involving you, your cooperating teacher, and university supervisor. This initial meeting should be scheduled as soon as possible, and the intern is responsible for helping the university supervisor schedule a time that is agreeable for the cooperating teacher.

The first observation should be scheduled shortly after this initial meeting so that your university supervisor can see your teaching early, even during the first few weeks of your teaching. The goal is to observe you prior to the teaching of your EdTPA lesson sequence (that you’ll video record and eventually submit). Your supervisor will strive to use EdTPA materials to provide you with feedback on your teaching to help you successfully move toward your video recorded lessons. Due to EdTPA policies, university instructors cannot provide feedback on the EdTPA materials themselves. Interns are responsible for contacting university supervisors to help schedule these observations.

**Initial Meeting with your Cooperating Teacher**

This is not an observation but a chance for the university supervisor, you, and your cooperating teacher to discuss:

* Semester goals.
* The ELA principles you value and want to practice this semester.
* Expectations and requirements for submitting lesson plans and materials on a regular basis along with the revision memos. (Cooperating teachers are invited to contribute feedback to help shape the course of the revision memos.)
* The significance, requirements, and timeline for EdTPA.
* The formative and summative assessments that occur throughout the term (Classroom Observation Instrument, EDUCATE Alabama Assessments, Professional Dispositions Checklist).
* The feedback – and plan for receiving and responding to this feedback – you will receive from your cooperating teacher (via the above) and from your university supervisor.

For the meeting, please keep the following in mind: There is a need to allocate **45 minutes** for this meeting. The initial meeting should take place *early* during the semester. Email your university supervisor when you have a date and time that works for you and your collaborating teacher so that we can confirm it. As part of this meeting, provide your supervisor a completed copy of your *emergency contact* information and the “Information Sheet”. Give your cooperating teacher and your school office a copy of both.

**Dispositions/Professionalism**

Throughout the semester, you are expected to be professionals. This includes meeting all College of Education and program expectations. For expectations from the college, please refer to your Clinical Residency Handbook. The ELA program requirements are as follows: You are expected to stay in regular and professional communication with your university supervisor and program faculty and instructors. This includes checking your email daily and responding in a timely fashion to all communication. You are expected to reply to all emails from university instructors within 24 hours during the week (M-F) and 48 hours during the weekend.

**edTPA (Teacher Performance Assessment)**

You are **required** to submit your edTPA materials to Pearson by February 28, 2019 by 11:59 pm PST.

If you fail to meet the February 28 final submission deadline or any of the “checkpoint” deadlines along the way (listed below), you will have to schedule a meeting with your university supervisor. When you come to this meeting, you will need to prepare a written plan detailing how you will complete the missed work and catch up on your other edTPA work. You will need to include an explicit date as to when you will submit these completed assignments to your university supervisor. At the meeting, you will review this plan with your supervisor, receive feedback, and have the plan reviewed. If you do NOT meet the revised deadline, you will risk being taken out of internship until you complete the required work, even if you are part way through your series of consecutive days that you must complete.

In Process “Checkpoint” Deadlines:

* Complete Draft of Task 1: **Feb. 7**
* Complete Draft of Task 2:
	+ Complete teaching/videoing: **Feb. 14**
	+ Complete written portion: **Feb. 21**
* Complete Draft of Task 3: **Feb. 25**

**edTPA Support, Submission, and/or Writing Day: Feb. 26, 8 am-3 pm, Haley 3430**

On Feb. 26, rather than reporting to your school placement, you will join us from 8:00 am-3:00 pm on campus in Haley 3430 at Auburn to finalize your edTPA documents.

**Course Requirements/Evaluation: CTSE 5213**

Class Attendance: 20 points (Average 10 Zoom meetings, 2 points each)
Discussion Board Posts: 7 points (7 posts, 1 point each)
edTPA Assignments: 35 points
 Group Feedback & Meetings: 12 points (3 meetings, 4 points each)
 Reflective Memos: 6 points (2 points each)
 Prep Tasks: 10 points
 1. Handbook Quiz: 5 points
 2. Lesson Planning & Assessment: 5 points
Draft Submissions: 6 points (2 points per submission)
Final submission: 1 point
Mock Interview: 5 points
Classroom Manifesto: 3 points
Classroom Observation & Tour: 5 points
Interactive Notebook (Course Reading & Interactive Class Notes): 25 points
 **Total: 100 points**

**Providing Feedback to Peers**

One of the major components of the Teacher Inquiry Workshop will be to provide regular feedback to your classmates on their edTPA task drafts. For each edTPA task draft, you must use the associated rubrics to provide written feedback to your partner(s). You should type 400-600 words that provides feedback regarding: 1) what was done effectively; 2) what areas need revision; 3) suggestions for how to use the writer’s strengths to help improve the weaker areas. All of this should be based on the edTPA rubrics for the particular task. You are encouraged to explicitly use language from the rubrics. You will be assessed on the feedback you provide—you will receive feedback (and a grade) on the critical feedback you provide.

Similar to your lesson plans in CTSE 4923, you will also be expected to write feedback/revision memos detailing how you are using the requirement to provide feedback to better understand and compose your own edTPA tasks.

**Mock Interviews: March 7, 2019**

You will meet **ON CAMPUS** for mock interviews during our usual class meeting time.

\*Please bring copies of your resume and cover letter to the interview.

**Other Requirements**

**Twitter Professional Learning Network:**

This semester, we’ll continue our use of Twitter as a way to extend our discussions and to engage in professional learning. As always, it is important that you tweet regularly, that you respond to the tweets of your peers, and that you engage those outside the Auburn English Education program. Remember that all of your tweets should include the hashtag: #auburnela.

Requirements:

1. Weekly tweeting: You are expected to tweet regularly (minimum of 2 original tweets) and to regularly respond to, like, retweet, and quote the tweets of your classmates. However, tweets should not be posted all at once, but should be posted regularly throughout the week and the semester. While I encourage you to engage in conversations with other #auburnela students and classes, I would also like you to engage with professionals outside of our program and geographic area. Note: Given our course focus on activism, Twitter can be a useful resource for you to reach out to others, to engage in important dialogue, to find ideas, and to begin thinking about how you will engage in (and engage your future students in) work that leads to a more socially just work.
2. Participate in two live #auelachat sessions
	1. 3 sessions will be offered:
		1. Sunday Feb. 3: 7:00-8:00 pm
		2. Monday March 4: 7:00-8:00 pm
		3. Tuesday April 9: 7:00-8:00
		4. Alternative date (if needed)—Thursday April 11: 7:00-8:00
3. Participate in one additional chat. We will use these experiences to drive our conversations in class and to assist in your unit designing work. You should participate in your chat by 11:59 pm on Sunday Oct. 15. While there are many ongoing professional Twitter chats (and you can choose any relevant chat you find), I have listed some resources below.
	1. Education Chats Google Doc:<https://sites.google.com/site/twittereducationchats/education-chat-calendar>
	2. #edchat (Tues. 11:00 and 6:00 EST)
	3. #edtechchat (Mon. 8-9 EST)
	4. #digcit (2nd and 4th Wed. of the month—7-8 EST)
	5. #tlap (Mon. 9:00 EST)
	6. #nctechat (various dates—check the NCTE website for info)
	7. you may also look for other options and run them by me
4. You will also follow a variety of pre-service teachers, in-service teachers, educators and scholars, education professionals, etc. You should include them in your tweets and conversations. The goal here is to go beyond the constraints of the traditional classroom by inviting expert/mentor voices ino our discussions. We will collaboratively compose a list.
5. Posting usernames: These will be posted to Canvas, so you can easily follow one another. We will discuss this.

Possible Professionals to Follow (non-comprehensive list of examples)

Dr. Cook (@mikepcook) NCTE (@ncte)

ILA (@ILAToday) Teach Social Justice (@socialjusticeED)

Pernille Ripp (@pernilleripp) Nicole Sieben (@Teach4JusticeNS)

Teaching Tolerance (@Tolerance\_org) Greg Michie (@GregoryMichie) Summer Pennell (@summerpennell) Christopher Emdin (@chrisemdin) Jennifer Gonzalez (@cultofpedagogy) Sarah J. Donovan (@MrsSJDonovan)

Ernest Morrell (@ernestmorrell) Cornelius Minor (@MisterMinor)

Leila Christenbury (@JourneyLeila) Ken Lindblom (@Klind2013)

Antero Garcia (@anterobot) Cindy O’Donnell-Allen (@Cindy\_OA)

Tom Rademacher (@MrTomRad)

**Grade Distribution:**

**CTSE 4923**

S: Satisfactory

U: Unsatisfactory

\*To Satisfactorily complete Clinical Residency, you must meet **all** requirements listed above (e.g., professionalism, timely response to and regular contact with university supervisor , submitting all lesson plans, meeting all deadlines, engaging in revision and peer review, etc.).

\*Remember also that completion of Clinical Residency and graduation from Auburn University and Alabama state certification are two separate things. To be certified to teach in the state, you will need to meet all Auburn graduation requirements AND achieve a passing score on edTPA.

**CTSE 5213**

A 90% or above

B 80 – 89%

C 70 – 79%

D 60 – 69%

F 59% or below

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**Course Schedule: CTSE 5213**

***\*\*Class Meeting Days: January 10th, 17th, & 24th, February 7th, 14th, & 28th, March 7th(on campus Mock Interviews), April 4th, 11th, 18th, & 25th***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Class Meeting Date** | **Readings** | **Agenda** | **Assignments Due** |
| 1 | January 10th | Syllabus  | ***Course Introduction***Themes: Getting Organized, edTPA, Stress Management, Are You a Teacher, Student-Teacher Relationships and Practices | Discussion Post 1 Due  |
| 2 | January 17th | Gill: Intro, Ch. 1-3CSCM: Ch. 1 | ***Workshop: Becoming A Teacher***Themes: Classroom Community, Fitting In, Teaching/Organization Questions & Concerns | Discussion Post 2 Due edTPA Prep Task 1 Due |
| 3 | January 24th \*January 30th - last day to drop course without grade assignment | Gill: Ch. 4CSCM: Ch. 2 & 6 | ***Classroom Atmosphere, Rules, and Discipline Practices***Themes: Classroom Design & Safety, Classroom Business & Transitions, Discipline Problems & Practices, Overcoming Bias & Prejudices  | Discussion Post 3 Due IAT Due 1/27 (optional)  |
| 4 | January 31st    | None | ***No Class Meeting******Recommended Activity: Partner Meeting*** | edTPA Partner Meeting/Feedback 1 Due Reflective Memo 1 Due 2/3 |
| 5 | February 7th | Gill: Ch. 5-6CSCM: Ch. 7-8 | ***Classroom Management Strategies***Themes: Classroom Battles, Maintaining Professionalism, Classroom Management Scenarios | edTPA Task 1 Draft Due edTPA Prep Task 2 Due 2/10 |
| 6 | February 14th | Gill: Ch. 7-10  | ***Workshop: Lesson Planning & Student Engagement***Themes: Lesson & Activity Planning, IEPs, Remediation, With-It-Ness, Student Growth, Curriculum Choice, Assessment, Grading Practice, Accommodations | Discussion Post 4 Due edTPA Partner Meeting/Feedback 2 Due*\*Teaching/Videoing Complete* Reflective Memo 2 Due 2/17  |
| 7 | February 21st   | None | ***No Class Meeting******Recommended Activity: Partner Meeting*** | edTPA Task 2 Draft Due edTPA Partner Meeting/Feedback 3 Due Reflective Memo 3 Due 2/24 edTPA Task 3 Draft Due 2/25  |
| 8 | February 28th | CSCM: Ch. 4-5 | ***Workshop: Classroom Management Challenges***Themes: Challenging Situations & Students | Discussion Post 5 Due  edTPA Final Submission Due |
| 9 | March 7th    | None | ***Mock Interviews*** You will meet **ON CAMPUS** for mock interviews during our usual class meeting time.\*Please bring copies of your resume and cover letter to the interview. | Signed Mock Interview Forms Due 3/10 |
|   | **March 11th – 15th Spring Break***Auburn City Spring Break* |   |  |  |
| 10 | March 21st  *Opelika City Spring Break* |   | ***No Class Meeting******Recommended Activity: Interactive Notebook***  | None |
| 11 | March 28th  *Lee County, Macon County, & Phenix City Spring Break* \*March 29th – last day to withdraw from course with W assigned  | None | ***No Class Meeting******Recommended Activity: Classroom Observation & Tour*** | Classroom Observation and Tour Due 3/31 |
| 12 | April 4th   | Gill: Before You Finish | ***Educators As Advocates***Themes: Anti vs. Not, Teacher Advocacy, Bullying, Troubled Students, Self-Reflection | None |
| 13 | April 11th | CSCM: Ch. 3 | ***Diversity in the Classroom***Themes: Diversity in the Classroom, Making Connections and Future Practice | Classroom Manifesto Due |
| 14 | April 18th | None | ***Workshop: Classroom Display Items***Themes: Classroom Display Items, Diverse Student Populations, Interactive Notebooks, Classroom Manifesto | Discussion Post 6 Due |
| 15 | April 25th | None | ***Workshop: Completing Internship*** Themes: End of teaching, final assessments & paperwork, Teacher Growth | Discussion Post 7 Due Interactive Notebook Due 4/28 *Submit all internship documentation* |
| Finals Week | May 2nd by noon | None | ***No Class Meeting*** | None |

\*\*Tentative Course Schedule—All readings and assignments are subject to change at the instructor’s discretion. Any changes made to the schedule will be announced in class and/or through CANVAS\*\*

\*\*Contingency Plan: Due to extended illness (either student or instructor) requiring class cancellation, the seminar nature of this class allows for assignments and discussions to be fulfilled through the use of Canvas. If necessary, adjustments to the calendar will be made upon return to class.