#  AUBURN UNIVERSITY COURSE SYLLABUS

**Course Number**: CTMU 4923

**Course Title**: Clinical Residency

**Credit Hours**: 12 semester hours

**Prerequisites**: Admission to Clinical residency

**Date Syllabus Prepared:** Updated January 2018

**Supervisor Info:** Contact your Supervisor(s) for their info (cell phone, office phone, email)

#  TEXTS OR MAJOR RESOURCES

Assigned readings from professional journals and other publications (including electronic and on-line sources) may be recommended and/or required by the supervising university faculty member, and cooperating teacher.

#  COURSE DESCRIPTION

Supervised on-the-job experience in a school, college or other appropriate setting, accompanied by regularly scheduled discussions with supervising faculty provide evaluation and analysis of the clinical residency experience.

#  COURSE OBJECTIVES

Course objectives include a subset of key indicators from the Alabama Quality Teaching Standards, Educate ALABAMA, edTPA®, the Music Education Abilities Form, and our Professional Development Continuum. All of these are found in the Clinical Residency Handbook or in TK20. Specifically, the goal of Clinical Residency is to prepare candidates for successful independent teaching in both elementary and secondary settings. To that end, students will:

1. Independently plan, teach, and assess lessons in both elementary and secondary levels. See the Clinical Residency for additional requirements regarding time.
2. Complete and submit for evaluation an edTPA® portfolio that includes all written and video tasks (this is required for graduation – see the Clinical Residency Handbook).
3. Work with both cooperating teacher and university supervisor(s) to implement constructive feedback in lesson planning, teaching, assessment, and reflection.
4. Maintain at all time as *professional and respectful attitude* using speech in the same way with ALL personnel, including public school students, parents, fellow Candidates, cooperating and collaborating teachers, school staff and administration, and university supervisor(s).

#  COURSE CONTENT AND SCHEDULE

Weeks 1-15+ Directed professional experience at the placement sites. (Note: Elementary and secondary placements are required for N-12 certification).

To prepare students for N-12 certification, the clinical residency is divided between an elementary-level school and a secondary-level school. The exact schedule of activities during the clinical residency assignments is contingent upon school schedules and calendars and will be determined collaboratively for each candidate by the university supervisor, the cooperating teachers (elementary and secondary placements), and the candidate.

#  CLINICAL RESIDENCY HANDBOOK

You will receive a copy of this for each of your teachers during the OSS meeting (day before clinical residency). You may download a copy for yourself on TK20. Become familiar with the requirements in this handbook.

#  COURSE REQUIREMENTS/EVALUATION

Students will complete all clinical residency requirements specified by the College of Education, any additional requirements as specified in the clinical residency orientation meetings, and unique requirements required by the cooperating schools (elementary and secondary placement required for N-12 certification in Music Education).

Candidates evaluate their own performances each week through their daily journal entries, weekly log sheets (as needed), edTPA ®, and Unit Plans. Candidates will also be evaluated by the university supervisor (who will observe the candidate a minimum of four times – 2 times at each placement) and the cooperating teacher.

All abilities cited in objectives must be demonstrated to pass. Each candidate will complete the following assignments during the clinical residency experience:

# Due Each (EVERY) Week on Sunday Evening (See Canvas)

1. Lesson Plan Overviews – Each week write 1-2 sentences for each class/grade level describing what they will learn/work on in the upcoming week. Upload full lesson plan(s) in Canvas the day before your supervisor(s) observe you. Check with your supervisor about what to provide before they observe you each time.
2. Journals – *Each day of your clinical residency*, write a journal entry detailing your experiences from that day. This is NOT a “play-by-play” but rather a place where you can talk about your observations in a “wonder why” format (i.e. “I wonder why Mrs. Que did that in this class, maybe she was trying to…”) and reflect on your teaching and other experiences each day. You should have at least a couple of paragraphs each day. On days you’re out from school (holidays, etc.), indicate you were out that day and why.

# Due Over the Semester (See Canvas) on Sunday Evenings

1. Résumé – complete your résumé before the Education Interview Day and submit to your supervisor. You may want to ask your supervising teacher(s) to review it also. If you want your supervisor to review it before the interview day, please submit it early enough to allow revision.
2. Philosophy – update your philosophy and upload to canvas. Look at your previously written philosophies and update it based on your experiences in clinical residency.
3. EdTPA Documents and Videos – complete the edTPA® documents and videos as described in the Clinical Residency Handbook. Upload your files to Canvas for review BEFORE submitting officially to Pearson. See Canvas for specific dates. Participate in sessions with Dr. King for support. NOTE: These dates are in place to keep you on track with your work. See the Clinical Residency Handbook for submission and reporting dates.
4. Second Placement General Music Unit or Rehearsal Plan – If for general music, 3-5 interrelated lesson plans for lessons you taught. If for rehearsal, 3-5-day rehearsal plan and comprehensive “analysis” for one of the pieces you are rehearsing. Submit both your score (scan it!) and your rehearsal plans. Your university supervisor may ask for additional materials.
5. Technology and Teaching Files – Upload TWO files you USED in your teaching to Canvas. One needs to be electronic, though BOTH could be. Examples: PowerPoint or SmartBoard (or Promethean) file that you used in a lesson, Musical Arrangement YOU created (in notation program), Worksheets YOU created, Manipulatives YOU created for students, Rhythm Sheets YOU created, Melody Sheets YOU created, etc.

# Evaluation/Grade

Required Assessments that are completed during each placement to assess these standards are:

ITEM WHO COMPLETES

edTPA® Documents/Video Candidate

Educate Alabama Assessment Form Candidate, Teachers, Supervisor Personal and Professional Dispositions Assessment (PPDA) Candidate, Teachers, Supervisor Music Ed Classroom Observation Instrument Teachers, Supervisor

Music Education Abilities Evaluation Form Teachers, Supervisor

Weekly Progress Report (online or on paper) Teachers

The final clinical residency grade (S = Pass, U = Fail) is determined by the university supervisor with cooperating teachers’ input based on the key assessments and assignments that include a holistic evaluation of the student’s performance throughout the semester, in BOTH placements. Each assignment is graded using a scale of 0 to 100. Satisfactory = 80.00-100 and Unsatisfactory = 79.99 or less. *Final grade of S = indicates you earned an 80.00 or higher on ALL assignments.*

#  CLASS POLICY STATEMENTS FOR CLINICAL RESIDENCY

1. Students who need accommodations in class, as provided by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. Your instructor should have a copy of your accommodation memo available through AU Access. Ensure this is completed by contacting the Office or Student Accessibility (1228 Haley Center, 334- 844-2096).
2. Be aware of, and follow, the [Auburn University Academic Honesty Code.](http://auburn.edu/academic/provost/academicHonesty.php)
3. 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
4. Be aware of and follow the [Family Educational Rights and Privacy Act (FERPA)](https://www.ecfr.gov/cgi-bin/text-idx?rgn=div5&amp;node=34%3A1.1.1.1.33) which assures parents that all information concerning their child will be kept confidential and will remain as private knowledge (not public knowledge). The U.S. Department of Education’s [Student Privacy Website](https://studentprivacy.ed.gov/) which provides training and resources. Note that educational records *cannot be released without the written consent of the parents*. In compliance with this federal law, follow these guidelines.
5. All discussion about a student should be conducted with the teacher or university supervisor only. Do not discuss with other parents, other students, other agencies, etc.
6. Be aware of unintended listeners. Discussion should be conducted in the privacy of the classroom or the teacher/supervisor's office and limit discussion to those involved with your assignment as a clinical residency educator.
7. When providing reports, class observations, lesson plans for university classes, identify the student by a pseudonym or his/her first name only.
8. In edTPA® documents, use pseudonyms or mark out student names to protect their privacy. Even though their parents sign a release, do your best to protect student identity.
9. When using online sites, be aware that ALL of these guidelines apply.
10. *Avoid ALL social media posts regarding your students, even if your cooperating teacher says it is okay.* Please note: Posting school-related images and/or text that specifically names students, teachers without permission is grounds for candidate removal from clinical residency.
11. If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation (such as an 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. See your supervisor if you have questions about this addendum.
12. To ensure successful completion of clinical residency. Students in the music education program must adhere to the following requirements.
13. ATTENDANCE. Attend all days of Clinical Residency and remain at your placement all day, until your teacher leaves. Attend school for work days, in-service days, conference days, etc. These are not “off” days for candidates.
	1. If you discover you must miss a day (or days) for personal illness, death in your immediate family, or other serious reason, immediately call your teacher, your supervisor, and the school so that all are aware of the situation, and then provide documentation as evidence of personal serious illness or death in immediate family to your teacher, supervisor(s) and, if applicable, your school. *If your teacher and/or supervisor(s) prefer text message, you may do that in lieu of a call.*
	2. ALL absences must be made up, with the exception of Education Interview Day and edTPA Writing Session(s). You are not required to make up Education Interview Day. However, if you do not attend the event, you MUST be at school. You may be allowed 1-2 days for an edTPA writing session (held on campus) in preparation for submitting your portfolio. If do not participate in the writing session(s), you must attend clinical residency.
14. PUNCTUALITY. Arrive on time at your clinical residency schools. Sign in at the required time and place specified at the school. This is BEFORE the school day begins, typically by 7:00 a.m. for elementary placements, and 7:30 a.m. for secondary-level placements. If your teacher requires earlier arrival, then arrive when he/she requests.
	1. If you discover you will be late for any reason, whether it is your fault (oversleeping, dawdling), or through no fault of your own (unusually heavy traffic due to accident, your own car accident, your car is stalled, you get a traffic ticket, etc.), immediately call your cooperating teacher, school, and your clinical residency supervisor(s) to inform them of the situation. *If your teacher and/or supervisor(s) prefer text message, you may do that in lieu of a call.*
15. ASSIGNMENT COMPLETION. Thoroughly complete and submit *all* assignments no later than the due dates and times set forth by your clinical residency supervisor(s) and/or teacher(s).
16. ASSIGNMENT REVISION. When asked to revise an assignment, you must do this in a timely manner, typically no later than one week from initial request.
17. ETHICS. In this course you will be working with music teachers and describing their teaching, and students. All discussion of teachers, their students, and their programs are to be *CONFIDENTIAL*, confined to our classroom and the supervisor’s office. You should not discuss teachers or programs in a negative light with other professors, friends, or students.
18. DRESS CODE. Students must dress professionally and appropriately and be aware they will be working with students from ages 4 or 5 through ages 18 or 19 (or older in some cases). Both men and women must wear appropriate shoes. No flip-flops. No “workout” shoes. All clothing should fit appropriately. Shirts, pants and/or skirts should be neither too tight nor too loose and they should be *MODEST IN NATURE*. Blue jeans should not be worn except on special school days (i.e. “jeans day”), and in that case, all above policies still apply. Men should wear dress pants and either button-up or nice polo-style shirt (or suit if preferred). A tie may be required. Women should wear dress pants or skirt and a blouse/shirt that reaches at least to the waist and is not cut too low in front or back, nor should your shirt ride up to show your midriff. Skirts should be modest and the length should be to your knee. Dress pants should not be “low rise” pants. Check with your teacher and/or school personnel *BEFORE* wearing cropped/Capri-type pants. They may not be acceptable.

#  CONSEQUENCES FOR UNPROFESSIONAL BEHAVIORS/WORDS

If any of the above conditions are not met at any time during the clinical residency, the following consequences will occur. NOTE: At any point, unprofessional behaviors and words may be grounds for dismissal from clinical residency. See the Clinical Residency Handbook for Level 1, 2, and 3 behaviors and consequences examples. Music Education will use these cumulative and progressive steps as a model:

1. Warning by email. *For example, if you are not submitting your weekly journals on time you will receive an email from your supervisor to complete these in a timely manner. That email serves as your warning.*
2. Meet with your supervisor and program coordinator to determine if you need to continue clinical residency. If allowed to continue, an action plan/contract will be in effect. If not allowed to continue, you will discontinue clinical residency (*Withdrawal from Clinical Residency Form* will be completed).
3. Meet with supervisor, program coordinator, department head, and if applicable associate dean to determine if you need to continue clinical residency. If allowed to continue, an action plan/contract will be in effect. If not allowed to continue, you will discontinue clinical residency (*Withdrawal from Clinical Residency Form* will be completed).
4. Meet with supervisor, program coordinator, associate dean to determine if you need to continue clinical residency. If allowed to continue, an action plan/contract will be in effect. If not allowed to continue, you will discontinue clinical residency (*Withdrawal from Clinical Residency Form* will be completed).

#  FINAL INFORMATION

The instructors reserve the right to modify this syllabus to best fit the educational and/or professional needs of the students. If changes are made, students will be notified of those changes through Canvas and/email.