**ELEMENTARY EDUCATION**

**Clinical Residency**

***SYLLABUS AND CALENDAR***

***Spring Semester 2021***

Dear Clinical Residency Candidates and Clinical Educators,

Our goal for the clinical residency experience is to provide real world experiences for professional growth of our Elementary Education teacher candidates as they prepare to teach in their own classrooms. The Elementary Education Program faculty at Auburn University uses a triad approach to clinical residency, where the clinical educator, university supervisor and clinical resident candidate communicate cohesively to support the students in the classroom and the clinical resident in their professional growth. This is to allow the university supervisor to be more involved in the process. This also relieves the clinical educator (classroom teacher) of some of the paperwork demands they previously had placed upon them when observing and working with other clinical residents in the building. We would like clinical educators to be able to focus on mentoring, communicating, and supporting teacher candidates more. Thank you, for being a part of our this collaborative team in the role of clinical resident or educator! We appreciate the clinical educator’s commitment to this process by agreeing to serve as a mentor. Please take time to read the AU College of Education Clinical Residency Handbook. You will find a description of the clinical educator’s responsibilities and the clinical residency candidate’s responsibilities in this handbook. Your university supervisor is available to you for support and guidance as needed. You will find a list of their responsibilities in the COE Clinical Residency Handbook as well.

As elementary teachers, we realize the responsibility and accountability you have for the children in your classroom. Therefore, unlike some clinical residency models, we are emphasizing co-planning and co-teaching (or paired teaching) as the primary approach to practice during clinical residency. Co-teaching is nothing new to most of you, as you plan and teach together in helping all of your students to be successful learners. Some of you are familiar with co-teaching with special education teachers. Co-teaching first has the clinical educator in the lead role in planning and teaching lessons with the clinical resident actively assisting such as in one-on-one tutoring, small group teaching, recording information on the board, and assisting with student and materials management. Next, as the clinical residency candidate gains confidence and skill, the clinical educator and candidate more equally share the role of planning and lead teaching, such as in centers, splitting the class, or dividing up who lead teaches different portions of a lesson. Lastly, the clinical residency candidate takes the lead in planning and teaching lessons with the clinical educator in the role of assisting in the planning and teaching. In taking the lead in planning and teaching for a minimum of 20 days – 10 consecutive – the candidate fulfills his/her state obligation for ‘all day’ planning and teaching during clinical residency.

Co-teaching gives permission for the clinical educator to continue to be present in the classroom to guide and assist the clinical residency candidate, and student learning, throughout the semester. This is particularly important for the learning of the candidate and the classroom students. In fact, this approach is proving very successful for K-12 student learning as well as clinical resident learning in continued modeling of best practice by the clinical educator throughout the clinical residency. The age-old proverb that ‘two heads are better than one’ is supported through co-teaching in having two teachers in the classroom to help students learn instead of one. This approach is particularly critical today in the current environment of AYP and high stakes testing.

This semester we invite you to co-plan and co-teach the entire semester while having the clinical residency candidate take the lead in planning and teaching for a minimum of the Alabama State Department of Education **required** 20 days. In addition, we ask you to complete 4 observations on the same lessons that the university supervisor observes.

Sincerely,

The Auburn University Elementary Education Faculty

Course Number: CTEE 4923

Course Title: Clinical Residency: Elementary Education

Credit Hours: 11 semester hours

Prerequisites: CTRD 3710, FOUN 3100, CTEE 4010, CTEE 4020, CTEE 4030, CTEE 4040

Co requisites: CTEE 4953

Date Syllabus Prepared: *Updated November 2020*

Required Texts:

College of Education. Auburn University Clinical Residency Handbook *(latest edition).* Auburn, AL: Auburn University College of Education.

Course Description:

Supervised teaching in a public elementary school accompanied by scheduled discussions to analyze and evaluate the clinical resident’s experience. Co requisite course: CTEE 4953 (Professional Development Seminar). Students must enroll for a total of 12 hours for these courses.

Course Objectives:

As a result of participation in this course students will:

The professional clinical residency provides elementary teacher candidates many opportunities to demonstrate their ability...

1. To develop academic knowledge and methods to plan and provide developmentally appropriate, activity-oriented, and stimulating learning environments for kindergarten and elementary age children in all content areas that foster self directed learning and address varied learning styles.

EE 290-3-3.06(1)(a) 6, 8; EE 290-3-3.06(1)(b)4; EE 290-3-3.06(2)(b)

2. To make and implement instructional plans that address special factors that influence learning, including the following:

A. Diversity of intellectual, physical and social skills;

B. Needs of special populations;

C. Stages of educational maturation;

D. Cultural and ethnic diversity;

E. Gender;

F. Differences in learning styles; and

G. Motivational needs.

3. To stimulate meaningful discussions and productive written discourse by setting tasks and asking questions that elicit responses at several cognitive and affective levels and require students to expand their ideas and respond in an appropriate oral and written discourse.

EE 290-3-3.06(1)(a) 4, 5, 11; EE 290-3-3.06(1)(b) 3, 5

4. To use a variety of appropriate individual and group activities those builds on student interests and emphasize student participation.

EE 290-3-3.06(1)(a) 3, 9; EE 290-3-3.06(1)(b) 1

5. To organize, use, and monitor student interaction and cooperative learning in small heterogeneous and whole class groupings. EE 290-3-3.06(1)(a) 8, 10;

6. To use a variety of strategies that encourage students to recognize, question, and interpret ideas from a variety of perspectives.

7. To use a variety of print and non-print learning resources including computers, calculators, audio and videotapes for a diverse and future-oriented learning experience.

8. To design and use a variety of formal and informal assessment techniques, including observation, student response, and group projects to modify and plan teaching as well as measure and report student progress.

9. To model appropriate oral and written communication; to use effective nonverbal communication and respond appropriately to nonverbal cues from students.

10. To communicate high expectations for students; to encourage students to assume increasing responsibility for themselves and promote others’ learning and self-esteem.

11. To create and maintain a positive learning environment and to relate positively to students using a variety of roles including instructor, facilitator, coach, and listener.

12. To use appropriate and diverse classroom/behavior management strategies.

EE 290-3-3.06(1)(a)7

13. To accept increasing measures of responsibility for instruction, evaluation, and classroom management; to organize, allocate, and manage the resources of time, space, and activities effectively.EE290-3-3.06(1)(b)2; EE290-3-3.06(1)(b)6; EE290-3-3.06(1)(b)7

14. To communicate and collaborate effectively with students, parents, guardians, colleagues, support staff, and administrators.

15. To teach and conduct other professional activities in an ethical manner consistent with the requirements of law, rules, regulations, policies, and procedures.

16. To articulate a personal professional philosophy in relation to teaching practice in the form of an Integrated Unit, and develop professional qualities including ongoing self-evaluation to improve as a teacher and learner.

EE = Alabama Standards for Elementary Education (Grades K-6)

PS = Alabama Standards for Professional Studies, Basic Programs

Course Content and Schedule:

Clinical residents will complete all of the Clinical Residency requirements specified in the College of Education Clinical Residency Handbook *(current term edition)*, any additional requirements as specified in the clinical residency orientation meetings, and unique requirements required by the university supervisor and/or clinical educator. Students will complete a full semester of Clinical Residency following the suggested schedule:

|  |  |
| --- | --- |
| **Week 1** | Orientation of school, classroom, rules, policies, and procedures while observing and assisting clinical educator |
| **Week 2** | Co-teaching and co-planning at least 25% with clinical educator while assisting in other professional duties |
| **Week 3** | Co-teaching and co-planning at least 50% with clinical educator while assisting in other professional duties – Schedule observation for next week |
| **Week 4** | Co-teaching and co-planning at least 75% with clinical educator while  leading other professional duties **[begin 10 non-consecutive days highlight on calendar in blue]- Lesson observed by both supervisor and clinical educator (week of Feb. 1st)**  PLAN AT LEAST ONE FORMAL OBSERVATION OF TEACHING |
| **Week 5** | Co-teaching and co-planning at least 100% with clinical educator while leading other professional duties **[towards 10 non-consecutive day requirement highlight on calendar in blue** |
| **Week 6** | Lead co-teaching and co-planning with clinical educator co-teaching and assisting **[towards 10 non-consecutive day requirement highlight on calendar in blue].**  PLAN AT LEAST ONE FORMAL OBSERVATION OF TEACHING |
| **Week 7** | Lead co-teaching and co-planning with clinical educator co-teaching and assisting **[towards 10 non-consecutive day requirement highlight on calendar in blue]. EDTPA SUBMITTED** February 25th. |
| ***\*\** We ask that clinical residents to be able to complete 7-8 of these required days prior to mid-term if possible (they may be random). Prior to the mid semester, the clinical residents should be formally observed using *Pedagogical Content Knowledge Observation Key Assessment* at least twice (by both the clinical educator and the university supervisor). Conversations between the team of clinical educator, university supervisor, and clinical residents are frequent throughout the semester and are crucial in improving the clinical resident’s performance. After each of the formal observations, the clinical residents should reflect on his/her practice with educator who completed the observation.** | |
| **Week 8** | Co-teaching and co-planning with clinical educator in agreed upon approach while continuing to lead other professional duties. Meet for MIDTERM DOCUMENTS which are due by March 2nd. |
| **Week 9** | Co-teaching and co-planning with clinical educator in agreed upon approach while continuing to lead other professional duties |
| **Week 10** | Co-teaching and co-planning with clinical educator in agreed upon approach while continuing to lead other professional duties  PLAN AT LEAST ONE FORMAL OBSERVATION OF TEACHING |
| **Week 11** | 100% planning and teaching by clinical residents with clinical educator co-teaching and assisting **[towards 10 consecutive day requirement highlight on calendar in yellow]** |
| **Week 12** | 100% planning and teaching by clinical residents with clinical educator co-teaching and assisting **[towards 10 consecutive day requirement highlight on calendar in yellow]**  PLAN AT LEAST ONE FORMAL OBSERVATION OF TEACHING |
| **Week 13** | Co-teaching and co-planning with clinical educator in agreed upon approach while continuing to lead other professional duties, Observations in other classrooms |
| **Week 14** | Co-teaching and co-planning with clinical educator in agreed upon approach while continuing to lead other professional duties, Observations in other classrooms |
| **Week 15** | Clinical residency exit meeting/All forms due to supervisor/ integrated lessons are the final examination for the course |

**Program Forms Due**:

1. Pg. 56 of COE handbook emailed by 1/11/21
2. Attendance log (pg. 11-12 in this syllabus),
3. All College of Education Key Clinical Residency Requirements listed in the College of Education Handbook. Please read over carefully, if you have any questions, please contact your university supervisor (see pg. 21),
   1. Weekly progress sheet (TK20),
   2. 4 PCK Observation instruments of lessons (pg. 38/ observed by Clinical educator and university supervisor). 2 before midterm and 2 after. Using ***Pedagogical Content Knowledge Observation Instrument*** (on page 38) submitted to TK20,
   3. 4 PFI instruments for formal lessons prior to observation. 2 before midterm and 2 after midterm. Using the ***Planning for Instruction Key Assessment*** (pg. 35-37).
   4. **3** ***Professional Disposition***s Checklist in the College of Education handbook [submitted at the beginning of the semester, mid-semester, and at the end of the semester submitted to Canvas/TK20,
   5. ***Holistic Assessment of Candidate*** performance (pg. 24-28 in COE) submitted to Canvas/TK20,
   6. Internship Verification Form pg. 44 *(list each date of 20 days teaching and dates observed with non-consecutive days highlighted in blue and consecutive days highlighted in yellow*)- in this syllabus and,
4. Intern Survey on clinical educator and university supervisor obligations. The Intern Survey is only viewed, completed, and signed by the clinical resident. (Lesson Plans for the ten consecutive days of teaching will need to be turned in to the university supervisor.) Additional forms such as the Absentee Documentation and/or the Action Plan forms may be due as needed.
5. EdTPA Verification due for February 25th

**Professional References**: Be sure to obtain a letter of recommendation from your clinical educator for your applications before you leave your school – copy and use as needed. There is a reference form for teachers to fill out in the syllabus, if you need that rather than a letter. Please check with the school system you are applying to as to their requirements. Also, your university cluster supervisor will serve as reference for you. Your third reference, if needed, can be one of your methods course instructors.

**\*\*NOTE:** clinical residents must complete 7-8 non-consecutive days in lead co-planning and co-teaching before mid-point (by week 7) with at least 2 formal observations. Ten additional consecutive days, where the clinical resident plans and lead teaches must be scheduled before end-term (by week 13). Experiences listed in weeks 8-14 can be re-arranged based on the needs of the Clinical Educators, clinical resident, and classroom students while still meeting the 10 consecutive day clinical resident planning and teaching requirement (of 20 total days).

Course Requirements:

The clinical resident will...

1. Co-teach at least two-three content areas daily for most of the semester; taking over full responsibility for lead planning and teaching all areas for a minimum of 20 school days (of which 10 must be consecutive).
2. Meet regularly with clinical educator and university supervisor for meetings on school and classroom issues related to planning and teaching.
3. **Complete 7-8 non-consecutive days of lead planning and teaching before mid-term**.
4. Submit tentative but comprehensive weeklong plans for the 10 consecutive days of teaching in advance for all teaching responsibilities each Friday to the clinical educator for approval. *Use the Official Elementary Program lesson plan template.* **Submit copies to university supervisor on Canvas.**
5. Review all plans with clinical educator before implementing them; discuss teaching performance with clinical educator after implementing them.
6. Reflect on and self-evaluate lessons after teaching them.
7. Schedule a minimum of **four** formal observations of lead teaching with both the university supervisor (4 total) and clinical educator (4 total) present and completing **at least two formal observations before mid-term**.
8. Following the observations, discuss teaching performance and implications for future planning with your Clinical Educator and University Supervisor.
9. Participate fully in a minimum of 4 clinical residency meetings: Orientation session(s), COE Interview Day, mid-term session (if called), and an exit meeting.
10. Attend and participate appropriately in faculty meetings, teacher-parent conferences, and all other school functions that the regular faculty is expected to attend.
11. Support and work cooperatively with the school’s faculty, administrators, and support staff.
12. Plan, implement, and reflect on an integrated lesson that is formally observed by the clinical educator and university supervisor. Clinical residents will write an integrated lesson based on criteria in the rubric. **The clinical educator** **and university supervisor approve the lesson before the lesson is taught.**
13. **Plan, implement, reflect, and submit the EdTPA NO LATER THAN FEBRUARY 25, 2021** EdTPA will require the clinical resident to attend professional development sessions. These sessions are mandatory. Criteria will be given in further detail at the EdTPA meetings. Clinical educator should not provide feedback on any lessons regarding the EdTPA.

Course Assignments and Evaluation:

Clinical Educators are asked to discuss the clinical resident’s progress throughout the semester and document ongoing performance through use of the COE ***Holistic Assessment of Candidate*** Form at midterm and at the end of the clinical residency. This is also the same form that is used for the clinical resident’s self-assessment at the beginning of the semester. The university supervisor and the clinical educator evaluate each clinical resident’s performance, based on the ***Personal and Professional Dispositions*** (in AU Clinical Residency Handbook) throughout the semester and communicate with the clinical resident about their evaluations. The clinical educator will provide written and oral feedback following each teaching observation. Together, the university supervisor and the clinical educator determine the student’s grade (S, U). It is the university supervisor’s responsibility to award the final grade. Students must satisfy all course objectives including required attendance in order to pass the course.

At the end of the semester, clinical residents will submit a folder to their university supervisor that contains all of their final documents including their observation forms, assessments, lesson plans for their 10 consecutive days of teaching, and their scored PWS rubric.

Course Policy Statements:

Participation: Clinical residents are expected to participate in all classroom activities and responsibilities as directed by their clinical educator and university supervisor.

Cell Phones/Electronic Devices: Clinical residents are expected to keep all cell phones on vibrate/silent ring during the school day. No use of electronic devices or text messaging will be permitted.

Attendance/Absences Policy: Due to the cooperative nature of clinical residency, regular attendance and participation are essential. **Auburn University requires a full semester of clinical residency for course credit, more than the minimum state requirement.** If an absence is unavoidable, you must contact your clinical educator and university supervisor immediately via email and/or appropriate manner acceptable by your cooperating teacher. Absentee documentation forms should be turned in to the University supervisor within a week of the absence. They may be faxed or mailed. **All days missed must be made up**

**.** Any missed day(s) due to a scheduled interview is counted as an absence and must be made up. The College of Education Interview Day and any scheduled mid-term meeting are counted as a regular clinical residency placement day. If a clinical resident comes to their placement early, they may use that as a make-up day but **NOT** to shorten their placement, or just for a day off. **Upon the fourth absence from clinical residency, the university supervisor will schedule a meeting with the clinical resident to discuss the nature of the absences and what further action is recommended.** Unexcused or excessive absences may result in an unsatisfactory grade in clinical residency. Students must meet state attendance guidelines in completing a full semester clinical residency in order to be certified.

Unannounced quizzes: There will be no unannounced quizzes.

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

Honesty Code: The University Academic Honesty Code is described in the

[Student Policy EHandbook at www.auburn.edu/studentpolicies](http:// Student Policy EHandbook at www.auburn.edu/studentpolicies)

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

ELEMENTARY PROGRAM

ADDITIONAL

REQUIRED

FORMS

Attendance Log Spring 2021

Clinical Resident Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Clinical Educator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please keep a daily record of your clinical residency experience.

You will turn this in to your University Supervisor on the day of the final evaluation meeting with the College.

List each date of 20 days teaching and dates observed with non-consecutive days highlighted in blue and consecutive days highlighted in yellow)

Use the following to record:

**A = Absent X = Present and on time FT = Full day teaching O = Formal Observation**

**T = Tardy (not in the classroom at least 15 minutes prior to the start of the school day)**

**NS = No school (due to Holiday, Weather Day, Spring Break, etc)**

**\*ARI training for some students**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week | M | T | W | TH | F |
| 1 | January 11  **First Day of School Placement/** | 12 | 13 | 14 | 15  **Weekly Progress Reports** |
| 2 | 18  MLK Day | 19 | 20 | 21 | 22  **Weekly Progress Reports** |
| 3 | 25 | 26 | 27 | 28 | **29**  **Weekly Progress Reports** |
| 4- First observation | February 1 | 2 | 3 | 4 | 5  **Weekly Progress Reports** |
| 5 | 8 | 9 | 10 | 11 | 12  **Weekly Progress Reports** |
| 6 - Second observation | 15 | 16 | 17 | 18 | 19  **3 School Based Experiences due to Canvas**  **Weekly Progress Reports** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week | M | T | W | TH | F |
| 7 | 22 | 23 | 24 | 25  **EDTPA SUBMITTED** | 26  **Weekly Progress Reports** |
| 8 | March 1 | 2  **MID-SEMESTER**  **Documents & Observations 1 & 2 Due** | 3 | 4 | 5 |
| 9 | 8 | 9 | 10 | 11 | 12  **Weekly Progress Reports** |
| 10-  Third  Observation | 15 | 16 | 17 | 18 | 19  **2 School Based Experiences due to Canvas**  **Weekly Progress Reports** |
| 11 | 22 | 23 | 24 | 25 | 26  **Weekly Progress Reports** |
| 12- Observation | 29 | 30 | 31 | April 1 | 2  **Weekly Progress Reports** |
| 13 | 5 | 6 | 7 | 8 | 9  **Weekly Progress Reports** |
| 14 | 12 | 13 | 14 | 15 | 16  **Weekly Progress Reports** |
| 15 | 19 | 20 | 21 | 22  **Last Day of**  **AU Classes and Clinical Residency:**   * **Final Documents, Observation 3 & 4,10 Consecutive Teaching Days & Lesson Plans Due** * **Weekly Progress Reports** * **1 School Based Experiences Due to Canvas** * **Intern Survey** * **Internship Verification Form** * **Attendance Log Due** | |

**\*All days missed must be made up**

\*Clinical Residents report to school on all teacher workdays

**Absentee Documentation Form**

*To be completed in the event of any and all absences from the clinical residency. Submit to your university supervisor within one week of the absence.*

Clinical Residency Candidate’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Absence(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reason for Absence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Makeup date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Clinical Resident’s Signature | Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Clinical Educator’s Signature | Date

Attach Documentation

**AUBURN UNIVERSITY**

Department of Curriculum & Teaching

5040 Haley Center

Auburn University, AL 36849-5212

**Reference Form for Elementary Education**

APPLICANT: Clinical Residency TERM:

UNIVERSITY REFERENCE:

Fellow Educator: Due to the large number of requests from elementary education students for professional recommendations from university clinical residency supervisors, we have developed this form. We hope it will be an efficient way of helping you match position vacancies with the most qualified applicants. Within our cluster clinical residency arrangements, cooperating teachers directly observe and rate the day-to-day performance of clinical residents. If you need more information or desire a more in-depth description, feel free to call our department at (334) 844-4434.

*Rubric:*

*4 = Exemplary; Demonstrates excellence*

*3 = Competent; Area of strength*

*2 = Approaching competence; Needs improvement*

*1 = Poor; Unsatisfactory*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| PROFESSIONAL DISPOSITIONS |  |  |  |  |
| Demonstrates interest and enthusiasm for teaching |  |  |  |  |
| Punctual (i.e., arrival, departure, meeting deadlines) |  |  |  |  |
| Takes responsibility for planning, instruction, and related duties |  |  |  |  |
| Shows initiative and self-direction |  |  |  |  |
| Appropriate dress, ethical behavior, and personal interactions |  |  |  |  |
| Collegial and cooperative with cluster teacher(s) |  |  |  |  |
| Accepts and acts on constructive criticism in a professional manner |  |  |  |  |
|  |  |  |  |  |
| SCHOOL SYSTEM DISPOSITIONS |  |  |  |  |
| Understands and practices confidentiality of school matters |  |  |  |  |
| Knowledgeable of state/district/school operational policies |  |  |  |  |
| Follows school policies and procedures |  |  |  |  |
|  |  |  |  |  |
| TEACHING DISPOSITIONS |  |  |  |  |
| Competency in academic field (i.e., basic skills, grades, Praxis II) |  |  |  |  |
| Planning and organizing instruction (i.e., Professional Work Sample) |  |  |  |  |
| Classroom management and discipline |  |  |  |  |
| Instructional skills and techniques |  |  |  |  |

Would you hire? Yes \_\_\_ No \_\_\_ Undecided \_\_\_

Additional Comments:

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_