Auburn University

Department of Special Education, Rehabilitation, and Counseling

1. **COURSE NUMBER:** RSED 7920

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

**CREDIT HOURS:** 9

**PREREQUISITES:** Departmental approval, Clear background check

**CO-REQUISITES:** None

# **University Supervisor Information –**

# **On campus-**

Dr. Schweck

1234A Haley Center

(334)844-3588

kschweck@auburn.edu – I will make every effort to respond to your email in a timely manner. I cannot guarantee a quick response to emails sent after 6:00 p.m. It is your responsibility to be proactive with any questions you might have and allow a reasonable amount of time for a response.

Office/Zoom hours by appointment

Backup: Dr. Thompson

1232A Haley Center

Cell: 334-663-3811

ajm0024@auburn.edu- I will make every effort to respond to your email in a timely manner. I cannot guarantee a quick response to emails sent after 7:00 p.m. It is your responsibility to be proactive with any questions you might have and allow a reasonable amount of time for a response.

Office/Zoom hours by appointment

**Distance –**

Supervisor TBA

2. **TERM**: Spring 2021

**DAY/TIME**: Mon-Fri all day, follow teacher schedules, any school functions after hours, Weekly Meetings 6:00-8:00 p.m., HC 3220/Zoom. Additional meetings may be called if needed. Attendance at these meetings is required. Students must ensure that our online meetings are conducted in private and all information from meetings is kept confidential. In the case schools close, participation in virtual learning environments with your placement(s) is required.

**SYLLABUS PREPARED**: December 2020

3. **TEXTS**: -COE Clinical Residency and Special Education Program Handbooks

-Active student membership to the Council for Exceptional Children (national and local chapters) required

-The Power of Different by Gail Saltz

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 candidate’s application of cumulative learning from 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 candidates, as well as the specific programs.

Alabama Quality Teaching Standards (AQTS) and program-specific standards assigned to clinical residency 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 clinical residency site in their area of specialization to be in compliance with certification requirements. The candidate will be supervised by a clinical educator or mentor and a university supervisor. According to Alabama State Department Teacher Education chapter, the clinical residencies “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 candidate progressing to the full responsibilities of the educator for at least 20 full days including at least 10 consecutive days” [**290-3-3.02(6)(c)1]**.

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

| Date | Description |
| --- | --- |
| Common Book | Throughout the semester we will read and discuss the common book selected by the Special Education Department. We will incorporate our readings into our weekly meetings, and you will be required to complete reflections on each chapter in Qualtrics. Additional information will be provided.  |
| Wednesday 1/6/2112:00-2:00Zoom | First meeting: Welcome and Overview, program specific information |
| Friday 1/8/211:00-4:00 | Mandatory COE Orientation meetings |
| Monday 1/11/21 | First Day of Clinical Residency  |
| Weekly MeetingsMondays 6:00-8:00 p.m.HC 3220/Zoom | Will discuss syllabus, experiences, and upcoming assignments and responsibilities.Important Dates-*Mandatory edTPA meetings*: Time/Location TBA by Dr. King/Dr. Flores*Start second site:* Collaborative-3/8/21EC/K-6 -3/22/21*COE Interview Day:* TBA |
| Monday 4/26/21 | Due: Electronic copies of Final Attendance Verification, Clinical Educator and University Supervisor Evaluations, edTPA Tasks and proof of submission, Independent Teaching Lesson Plans and Reflections– All on Box.com in your folder assigned by your supervisor |
| Time and Location TBA by COE | COE Exit Meeting – usually only required if you haven’t submitted your clinical residency binder on TK20 by the deadline. |

7. **Course Requirements:** Candidates are required to adhere to the negotiated requirements with their clinical residency site as well as the requirements listed in this syllabus and the College of Education Clinical Residency handbook.

The responsibilities assigned to a candidate are equivalent to the responsibilities of a full-time position. Satisfying the clinical residency requirements in a satisfactory manner requires that you devote a considerable amount of time and effort to your teaching responsibilities. During your clinical residency, you are advised to limit your involvement in any additional responsibilities such as part-time employment if at all possible.

1. **Attendance Requirements**
2. Attend the College’s Clinical Residency Orientation Meetings 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 clinical residency meetings.
5. Be prompt and regular in attendance; follow the schedule expected of clinical educators. You are required to be full-time in the school for a full semester in the teaching field for which you are seeking certification. *Note: Absences should not occur except for emergencies (e.g. sickness, death in the family). If an absence is unavoidable, contact your clinical educator and university supervisor. You are required to make up absences and provide excuses for them. If you have not fulfilled this requirement by the last day of AU classes, you will attend the Clinical Residency Evaluation Meeting at the end of the semester then return to the school site to compete the attendance requirement. All required days must be completed within the clinical residency 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 clinical educator is required to attend (e.g. faculty meetings, PTO/PTA meetings, school/community events).
7. Attend all edTPA meetings.
8. Attend the Clinical Residency Evaluation/Exit Meetings at the end of the semester.
9. In the case physical attendance is not possible (e.g., quarantine, remote learning), you will be required to participate remotely or complete alternate assignments that will account for the same amount of experience as being physically present would provide. Cases handled on an individual basis by university supervisor.
10. **Teaching Requirements**
	1. Work with your clinical educator to develop a schedule of teaching responsibility that includes a minimum of 20 full days of teaching (at least 10 days must be consecutive). Candidates majoring in collaborative special education will complete 10 days of independent teaching at each site. Candidates majoring in early childhood/K-6 will complete all 20 days in their school setting. *Any candidate who is absent from her or his 10-consecutive day assignment for one day, for a reason deemed acceptable by both the unit and the partner school, may exercise full responsibilities on the eleventh consecutive day.*
	2. Fulfill all responsibilities and tasks assigned by your clinical educator, school administrator(s), and university supervisor including lesson plans, grading, reflections, classroom maintenance, etc.
11. **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 university supervisor in advance.
12. **Internship Key Assessments**
	1. Holistic Assessment of Candidate Performance Assessment

*Complete this assessment form as a self-assessment prior to beginning your clinical residency. Your clinical educator 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. You will also complete a self-evaluation using this assessment at midterm and final.*

* 1. Personal and Professional Dispositions Assessment (PPDA)

*This checklist is used to provide you with feedback on your professional dispositions. Complete this assessment form as a self-assessment prior to beginning your clinical residency. Your clinical educator and university supervisor will complete it at least at midpoint and the end of your clinical residency semester. You will also complete a self-evaluation using this assessment at midterm and final.*

* 1. Planning for Instruction Assessment

*Will be used for each formal observation. Supervisor, clinical educator, and candidate will complete one per observation.*

* 1. Pedagogical Content Knowledge Observation Instrument

*Will be used for each formal observation. Supervisor, clinical educator, and candidate will complete one per observation.*

* 1. Classroom Observation Instrument

*Will be used for each formal observation. Supervisor, clinical educator, and candidate will complete one per observation.*

* 1. edTPA

*Complete and submit for official scoring by Pearson by the deadline(s) specified by your edTPA coordinator(s). Upload the email verification form from Pearson into the Tk20 system following the instructions in your COE handbook or according to the emailed instructions that you receive from the Director of Assessment. A passing score will be required to be be recommended for certification with ALSDE. Submission verification and all tasks will also be uploaded to box.com.*

The final clinical residency grade (S/U) is determined by the university supervisor and the clinical educator 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 clinical residency key assessments
* Verified edTPA submission
* Calculation of points according to the syllabus

## **Assignments and Evaluations**

All online assignments are due by the date and time listed in Canvas. All forms and grading rubrics are available on Canvas. You are welcome to turn assignments in early when appropriate.

Please be sure to allow yourself plenty of time in case of any Canvas issues. Screenshots to document Canvas errors will not be accepted to excuse tardiness of assignments.

If the clinical educator 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 PageDUE: 1/11 | Sign the Memorandum of Understanding and the Syllabus Signature Page and submit on Canvas.  | No points. Must submit to begin clinical residency. |
| CEC Membership and Participation1. Membership DUE 1/11
2. Professional Development and Service
 | 1. Candidates are required to be active members of Auburn University’s chapter of our field’s professional organization, Council for Exceptional Children. Submit verification of your student membership by submitting printouts from the website that show:Membership numberMembership typeChapterExpiration date of membership
2. As developing professionals in the field of special education, all candidates are expected to attend AU CEC chapter meetings throughout the semester. These meetings will provide opportunities to demonstrate commitment to the field through professional development and service opportunities. Dates/times will be announced early in the semester. University- approved excuses or evidence of a conflicting AU class are required in the case of unavoidable absence. Local chapter dues are paid yearly.
 | 1. No points. Required to pass clinical residency.
2. This requirement will be evaluated using the Personal and Professional Dispositions Evaluation (Indicators 4 and 5).
 |
| Introduction Letter to Parents and edTPA consent formsDUE: 1/18To be sent home no later than 1/20 | Create and send home with learners a letter introducing yourself, explaining the edTPA, and requesting consent for edTPA recording. Use the guidelines provided to you in your edTPA meetings. Submit the completed letters and forms after receiving clinical educator and university supervisor approval. | No points. Required to maintain status as a candidate in clinical residency. |
| Attendance VerificationDUE: Weekly beginning 1/18 on Canvas and final copy on 4/26  | Complete the attendance verification form daily. Have your clinical educator 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 an electronic copy of your final attendance verification on Box at the end of the semester. | 100 points |
| Emergency Contact InformationDUE: Site 1: 1/18Site 2: Collab- 3/15EC/K6- 3/29 | Complete the form found in the clinical residency handbook. Provide one copy to your school secretary and one copy to your clinical educator. Scan in and submit on Canvas. | 50 points each |
| Weekly Schedule and Contact InformationDUE:Site 1: 1/18Site 2: Collab- 3/15EC/K6- 3/29 | Provide personal contact information, clinical educator 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 30-60 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 clinical educator(s) with whom you will be working. Submit the complete form on Canvas.If your schedule changes, please resubmit your schedule and notify your university supervisor.During early intervention placements, this schedule will be re-submitted weekly using one assignment link. | 50 points each |
| School Emergency InformationDUE:Site 1: 1/25Site 2: Collab- 3/22 | 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 1/18 | Complete this form with your clinical educator 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 clinical educator initials weekly and a signature at the end. | 200 points |
| Weekly Candidate/Clinical Educator Conference FormsDUE: Weekly beginning 1/25 | Provide your clinical educator with multiple copies of the form found on Canvas with all demographic information already completed. Ask your clinical educator to record overall comments about your performance, target areas of growth, and an action plan (if necessary). After discussing this feedback with your teacher, reflect on the feedback in writing. Submit the form from your teacher and either a separate document that contains your reflection or your reflections in the comment section of the assignment link on Canvas. Be sure to obtain the required signatures from you and your clinical educator.  | 25 points each |
| ResumeDUE: 2/22\*Unless COE Interview Day is scheduled earlier than I anticipate | Write a resume for the purpose of obtaining a teaching position. Submit on Canvas.*COE Interview Day: TBA* | 50 points |
| Special Education PaperworkDUE:Parts 1-3- ongoing beginning week 1Part 4 – 4/12 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 clinical educator verify with a signature. Complete two forms. One for each site.Part 1: Review special education paperwork including student IEP/IFSP goals and objectives. Participate in data collection/assessment on a regular basis as directed by your clinical educator. Document your participation on the form with your clinical educator(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 clinical educator(s).Part 3: Enter information into WebSets or other applicable system (early intervention). Document your participation on the form with your clinical educator(s).Part 4: Submit the completed Special Education Paperwork Documentation Form on Canvas. | 150 points(50 points per section) |
| Lesson Plans and Reflections/ Independent TeachingDUE:Lesson Plans-Sundays by 11:59 p.m. prior to implementation to supervisor via Box.com. Must be approved by cooperating teacher prior to this.Reflections-Mondays following implementation by 8:00 a.m. to supervisor via Box.com. | **Everyone-**Remember- you must complete a minimum of 20 days of independent teaching. **10 of these must be consecutive.** You must have a lesson/service 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.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 university supervisor to use this form. It is highly recommended that you review the *Planning for Instruction* and *Pedagogical Content Knowledge Observation Instruments and addendums* before and during lesson plan construction.When submitting lesson plans on box use the following format: Lastname\_LP\_Date OR Lastname\_Ref\_Date. Upload one document per day of independent teaching (combine all lesson plans from one day into a single document in the order you will teach).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.  | 50 points a day |
| Self-Evaluations and Semester GoalsDUE: See next column | 1. Complete the initial self-assessment with the *Holistic Assessment of Candidate Performance* and the *Personal and Professional Dispositions Assessment* based on previous experiences. **Due 1/18**
2. Using your initial self-assessment as a guide, establish goals for the first half of the semester (first site) with your clinical educator. **Due 1/25**
3. Reflect on your progress on your goals. **Due 3/8 for Collaborative and 3/22 for EC/K6**
4. Using most recent clinical educator and supervisor evaluations, establish goals for your second placement with your clinical educator. **Due 3/15 (Collab) and 3/29 (EC/K6)**
5. Reflect on your progress on your goals. **Due 4/19**
 | 25 points each |
| Clinical Educator, Supervisor, and Self- Evaluations | Please provide appropriate forms to your assigned clinical educator at least a week in advance. Be sure to complete all demographic information prior to providing the forms to your educator(s). Make sure all forms contain signatures before uploading to Canvas. Classroom Observations (4):Your clinical educator and university supervisor will observe the same teaching segment and complete the following forms separately. You will also complete a self-assessment using each of the forms.* Planning for Instruction Assessment
* Pedagogical Content Knowledge Observation
* Classroom Observation Form

Note: It may be necessary for the teaching segment to be recorded if both parties are not able to observe at the same time. \*You will upload these assessments to Box.com within a week of the observation. Notify supervisor when you have completed in the Observation assignments on Canvas.Midterm and Final Evaluations: To be completed by clinical educator, supervisor, and candidate via self-eval.* Holistic Assessment of Candidate Performance
* Personal and Professional Dispositions Assessment (PPDA)

\*You will upload these assessments to Box.com. Notify supervisor when you have uploaded in the Midterm and Final evaluation assignments on Canvas.Additional evaluations for early intervention placements are provided on Canvas and will be submitted at the end of the semester:* EI Observation Form
* Coaching Evaluation
* Clinical Residency EI Dispositions
* Internship Assessment Portfolio

\*You will upload these assessments to Box.com. Notify supervisor when you have uploaded in the Final EI evaluation assignment on Canvas. | Candidates must demonstrate an overall ***Implementation of Professional Practice* on all key assessments by the end of clinical residency**.  |
| edTPADUE:See COE handbook for edTPA submission deadlinesBox submission due:4/12 | Candidates must complete and submit the edTPA according to the guidelines established by the College of Education. Mandatory meetings will be held throughout the semester to guide you with the process.After the edTPA is submitted for scoring, candidates will upload all parts of the edPTA with the exception of the videos to Box. | No points – Must complete to pass |
| Clinical Residency Verification FormDUE:4/26 | 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 Box. | No points – Must complete to pass |
| Exit SurveysDUE: 4/26 | Complete COE field experience surveys on TK20 as well as departmental surveys on Qualtrics (link will be emailed to you or posted in an announcement). | No points – Must complete to pass |
| Common Book Reflections | You will submit the “Thank you for submitting” page from each chapter reflection you submit on Qualtrics to Canvas as well as for an initial survey at the beginning of the semester and final survey at the end of the semester. | 25 points each |

**Assignments to supplement educational experiences in the event of quarantine or school closures**

|  |  |
| --- | --- |
| Assignment and Due Date | Description |
| Google Educator TrainingLevel 1(Fundamentals) | Complete the Google Level 1 Certification Modules and take the certified educator level 1 exam.The Level 1 Google Educator Challenge is a challenge created by Google. There are 13 units to complete by reading and watching videos. Each unit is followed by a unit review to test your understanding. Upon completion of the 13 units you will have the option of taking an exam to earn a certificate and the title of Level 1 Google Educator. The units list approximate completion times, with a total of about 11 hours to complete all units.  In conjunction with the Google Educator units, you will answer reflection questions in Canvas about the units and how you might use the information to increase technology integration in your classroom.Click "Next" at the bottom of each unit here in Canvas as you complete them. You must submit the assignment for each unit in order to complete the challenge. You will complete most of your work through the Google website for Educator Training, which can be found at: [https://edutrainingcenter.withgoogle.com/fundamentals/course (Links to an external site.)](https://edutrainingcenter.withgoogle.com/fundamentals/course)  |
| Google Educator TrainingLevel 2(Advanced) | Complete the Google Level 2 Advanced Certification Modules and take the certified educator level 2 exam.Details are on Canvas |
| Virtual Learning Units | Develop a unit of instruction for three content areas.  Each unit of instruction must include the following:* Designed to be implemented over 10 days (i.e. 10 lessons)
* Designed to meet the needs of the students in your current placement
* Adapted to for e-learning
* Designed to be completed without internet access (i.e. it does not have links to websites).
* Assume that your students are given devices from the school district with all instructional lessons downloaded

The three content areas that must be completed are determined by your current placement.  Please see below: Early Intervention/Elementary Majors* Communication Skills
* Gross Motor Skills (must include cognitive skills instruction)
* Fine Motor Skills (must include cognitive skills instruction)
* Can also include parent trainings

Collaborative Majors in K-6 setting* Mathematics (including Functional Mathematics)
* Reading (including Functional Reading)
* Social Skills
* Can also include Strategy Instruction for Content Area (ex. implementing a reading comprehension strategy or writing strategy in Social Studies class or teaching a mnemonic strategy or CRA in mathematics class)

Collaborative Majors in 7-12 setting* Mathematics (including Functional Mathematics)
* English Language Arts (including Functional ELA)
* Transition Skills
* Can also include Strategy Instruction for Content Area (ex. implementing a reading comprehension strategy in History class or teaching a mnemonic strategy in Algebra class)
 |
| Virtual Field Experience Simulation Training | Hours of participation in the SIMschool virtual field experience platform may be assigned to help you earn your hours. |
| Additional Trainings and Certifications | Additional alternate assignments and training and certification requirements will be announced if necessary. All activities will be determined based on availability and relevance to candidates. |

8. Grading and Evaluation: Grades will be either S (Satisfactory) or U (Unsatisfactory). Final grade will be determined by observational ratings conducted by the university supervisor and the clinical educator(s) as well as the timeliness and quality of assignments. A standardized instrument is utilized for the evaluation of the candidate’s performance during classroom observations. See the College of Education Clinical Residency handbook for specific College of Education criteria for completion of clinical residency.

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

* 80-100% of points on assignments were earned and all final evaluations contained all ratings in at least the *Implementation of Professional Practice* Indicator and *competent* level
* 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/made up prior to the end of finals week
* Electronic copies of attendance verification, evaluation forms, clinical residency verification form, edTPA, independent teaching lesson plans and reflections, and evidence of exit survey completion were submitted to Box.com
* edTPA was submitted for scoring following the COE guidelines

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

9. **Class Policy Statements**:

Participation: Candidates are expected to participate in all class discussions and participate in all activities. Candidates 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 candidate’s responsibility to contact the university supervisor if assignment deadlines are not met. Candidates are responsible for initiating arrangements for missed work.

Attendance: Attendance at clinical residency meetings is required. All days of clinical residency must be completed. All absences must be excused. No more than 2 excused absences are permitted. Candidates must contact university supervisor and clinical educator to inform of any absence or tardiness in advance. All absences must be made up prior to the end of the final examination period with approval from university supervisor and clinical educator. At the discretion of individual university supervisors, 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 university supervisor must be in receipt of the original documentation within seven days from the date of the absence.

* Students who are diagnosed with COVID-19 or who are engaging in self-quarantine at the direction of a health care professional should not attend class/clinical residency in person.
* Students who do not receive a green passport from the GuideSafe Health Check may not attend class/clinical residency until cleared by a medical professional and supervisor and school system to return.
* When possible, students should provide formal documentation from a health care provider for absences. If students have to miss class, they should:

• Notify instructors in advance of the absence, if possible.

• Keep up with classwork if they can do so.

• Submit assignments digitally.

• Work with their instructors to try to reschedule exams, labs, and other critical academic activities.

* All official student codes of conduct and rules of academic integrity will be upheld.

**See COVID Related Policies at the end of this document for additional details.**

Excused Absences: Candidates are granted excused absences from class for the following reasons:  Verified illness of the candidate or serious illness of a member of the candidate’s immediate family, the death of a member of the candidate’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. Candidates who wish to have an excused absence from this class for any other reason must contact the university supervisor in advance of the absence to request permission.  The university supervisor will weigh the merits of the request and render a decision. The candidate must notify the university supervisor 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 which includes carefully following directions. 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: Candidates are expected to check tigermail and Canvas daily and respond to communication within 24 hours. Tigermail is the official form of communication for Auburn University. Requests for revisions to assignments will be made on Canvas. Revisions are due within 3 days.

Zoom/WebEx policies: When we meet on Zoom, and in the event you participate in virtual instruction via any other livestream services, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking unless otherwise directed. Although you may be participating from your domicile, our Zoom/webex meetings are professional interactions. You should dress and behave as you would in a normal face-to-face classroom. To the extent possible, please minimize distractions in the background. I and your clinical educators reserve the right to dismiss anyone from a Zoom/Webex meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom/Webex, please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me. Also, in order to protect and maintain confidentiality of the students and schools you serve, zoom/webex participation should take place in a setting where privacy can be ensured.

Online Document Storage: Box.com is used to store documentation from all of your field experiences. Your supervisor will create a folder for you during your first practicum. In order to access your folder, you are required to activate your free box.com account through Auburn University. [Link to establish Box account](https://auburn.service-now.com/it?id=kb_article&sys_id=18fa98f9db559f804d1a77e9af9619e6)

Virtual Observations:You may be required to record or live stream one or more teaching segment for review and evaluation by your supervisor. These guidelines will help you ensure successful uploading, streaming, and confidentiality protection. It is recommended that you practice these steps prior to your planned live streaming or recording to avoid any problems. You will need the swivl app on your device, a free swivl account, and an activated box.com Auburn account. When possible, a recording device will be provided to you on loan. This device and any accessories must be returned in good condition after each use. Failure to return equipment in good condition will require replacement of the equipment in order to receive a grade for the course.

 Swivl:

1. You will receive an invitation to Dr. Schweck’s Swivl team. This email will come from info@swivl.com. Please follow the instructions to set up your free account. Note: Directions for this could be updated.
2. Download the SWIVL app on the device you will use to record if a device is not being provided to you.



 Recording:

First, you will record the teaching segment. If you use a swivl device, your video will upload to the swivl platform for your supervisor to review. If you use your own device and do not use swivl, you will need to upload your video to Box.com to your Field Experience documentation folder created by your supervisor. Email your supervisor when it has been uploaded. Remember, you must protect the confidentiality of your learners at all times. The video must be deleted from your device and Box after your supervisor has reviewed it.

Please note: some schools require special permission to video learners. It is your responsibility to consult your clinical educator to determine if parent consent is needed. 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.

 Livestreaming:

If a video recorded observation is not possible due to school partner regulations, an electronic observation might be conducted using Zoom so no recording of the teaching segment is required. Livestream observations may be utilized on other occasions as well. Livestreaming on zoom can be performed using the swivl app on a device that has access to the internet.

Professionalism: As faculty, staff, and candidates 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 candidates 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 candidates participating in clinical experiences, practica, and clinical residency. These regulations are based on those of schools and early intervention programs in which completers of the program will be working.

1. Candidates keep their hair clean, groomed, and away from the eyes and face.
2. Candidates wear closed-toed shoes/foot garments.
3. Candidates 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.
8. School system dress codes ust be followed at all times.

Forms of Address: Names and Pronouns

Our institution's non-discrimination policy includes gender, gender identity, gender expression, sexual orientation, and sexual identity, and requires all Auburn-affiliated personnel to take reasonable steps to ensure equitable experiences. One way we can support self-identification is by honoring the name and pronouns that each of us go by. Many people (e.g. international students, trans people, and others) might go by a name in daily life that is different from their legal name. In this classroom, we will refer to people by the names that they go by. Pronouns are a way to affirm someone's identity. They are simply a public way in which people are referred to in place of their name (e.g. "he" or "she" or "they" or "ze" or something else). In this classroom, you are invited to share what pronouns you go by, and we will refer to people using the pronouns that they share. The pronouns someone indicates are not necessarily indicative of their gender identity.

Accommodations for Candidates with Disabilities: Candidates 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). If your accommodations will be needed at your clinical residency site, you should also arrange a meeting with your clinical educator to discuss.

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)

Resolving Concerns Regarding Clinical Residency:

Work with your clinical educator and university supervisor to resolve clinical residency concerns in a professional manner. You are expected to follow the chain of command in resolving issues that occur during your clinical residency. If an issue relates to occurrences at the school site, discuss your concerns with the clinical educator and keep your university supervisor apprised of the situation. If an issue relates to clinical residencies requirements or supervision, share your concerns with your university supervisor. If issues are not resolved through these efforts, share your concerns with the person in the next level of authority at the institution.

AU Academic Grievance Policy: Auburn University students have access to a procedure for redress of grievances resulting from the actions of faculty or administrators.  Students who desire to file a grievance should review their options described under the [Student Academic Grievance Policy](https://sites.auburn.edu/admin/universitypolicies/Policies/StudentAcademicGrievancePolicy.pdf).

Instructional Contingency Plans: 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.

**COVID Related Policies**

*These statements are subject to change as additional guidelines and policies are released by the country, state, city, or university.*

**You are expected to complete your Healthcheck screener daily and submit to Canvas. You might also be required to show your passport to school officials.**

A Healthier U Campus Community Expectations:

We are all responsible for protecting ourselves and our community. Please read about student expectations for this semester, including completing the daily GuideSafeTM Healthcheck (<https://ahealthieru.auburn.edu/>).

Face coverings:

As a member of the Auburn University academic community you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in all classes and field experiences and in all campus buildings and school sites. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate.

You are required to wear your face coverings at all times. If you remove your face covering or are non-compliant with the university’s or school system’s [policy on face coverings](https://ocm.auburn.edu/news/coronavirus/updates/20200618-face-masks-required.php?ref=coronavirus), you will be instructed to leave the classroom/site and will be held to the protocols outlined in the [Auburn University Policy on Classroom Behavior](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf). Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.

Physical distancing:

Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom, laboratory, studio, creative space setting and in public spaces both on and off campus.

Students should avoid congregating around doorways before or after class sessions. If the instructional space has designated entrance and exit doors students are required to use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

This also applies to school settings for field experiences. Due to COVID-19, extra safety precautions will be in place at your school sites. You are required to follow all safety protocols in place from the first day you arrive at the school. This may include but is not limited to: wearing a mask, clear face shield, and/or gloves and practicing social distancing.

If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.

Assignments/schedule subject to change due to pandemic:

The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes, I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, or tigermail, and all assignment due dates will be updated.

In the event a student in class tests positive:

Students must conduct daily health checks in accordance with [CDC guidelines](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms, or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately if notified when already present. Students should contact the Student Health Center or their health care provider to receive care and follow the most current direction on quarantine and self-isolation. Contact your supervisor immediately to make instructional and learning arrangements.

Attendance:

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes or field experiences. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms. However, clinical residency does require completion of an entire semester. If you have absences related to COVID-19 (exposure, symptoms, or positive test), please notify your clinical educator and university supervisor immediately. Extensive absences due to documented COVID-19 will be addressed on a case-by-case basis by the university supervisor in consultation with the Dean’s office.

You are expected to (1) take your temperature daily and (2) complete your Healthcheck screener to receive your a Healthier U pass. You will submit the pass to Canvas each morning before clinical residency. It must be green in order to attend. If your passport is yellow or red, immediately email your supervisor and clinical educator that you do not have clearance to attend that day and await instructions from your supervisor. You may be asked at any time to show your pass.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Provide me with medical documentation if possible
* Keep up with coursework as much as possible. Complete alternate activities as assigned when necessary.
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam
* Develop a plan to keep up with your course work and requirements during such absences
* Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

Students with questions about COVID-related illnesses should reach out to the COVD Resource Center at (334) 844-6000 or athealthieru@auburn.edu.

If a student cannot attend due to COVID-19 related absences (e.g., isolation, quarantine, illness):

 Immediately contact your supervisor and cooperating teacher by composing one email to both of them explaining your situation. Students are expected to follow Auburn University and school system guidelines for quarantine, isolation, and re-entry into classroom settings. If possible, you should continue participation in your assigned placement and clinical residency meetings virtually. All absences will have to be made up in order to earn credit for clinical residency. In the event you are unable to complete all of your days, you will be assigned an incomplete until you are able to satisfy attendance requirements for the course. If you are unable to assist your cooperating teacher virtually during your absence, alternate instructional activities will be assigned to you to help you meet this requirement.

If the instructor cannot attend due to COVID-19 related concerns (e.g., isolation, quarantine, illness):

 If Dr. Schweck is unable to perform duties related to this course due to COVID-19 concerns, Dr. Alexcia Moore-Thompson will serve as the back-up instructor/supervisor. Her contact information can be found on page one of this syllabus. She will communicate any changes or updates to the course schedule or mode of instruction as soon as possible. Additionally, observations may be conducted by submitting recorded lessons or livestreaming lessons for your supervisor to evaluate.

If no one can attend due to COVID-19 related closures/absences:

 In the event that AU ends face to face instruction for the semester, you will be expected to follow and participate in the method of instruction employed by your clinical residency sites. If your schools are still providing face-to-face instruction, then you will be expected to do the same. If your schools move to virtual or remote instruction, you will do the same. Alternate assignments and activities may be provided in order to assist you in satisfying requirements for clinical residency in the event of school closures. Requirements to earn teaching certificates are established by the Alabama State Department of Education. The Auburn University College of Education and your program faculty will be in communication with the ALSDE and will do everything they can to help you meet requirements in the case of school closures. However, it is possible that due to factors outside of our control, you will have to complete steps to earn your teaching certificate after the semester has ended.

 Any disruptions in your placement due to COVID-19 should be addressed with your university supervisor immediately. Please remember, you are required to be full-time in the school for a full semester in the teaching field for which you are seeking certification. If there is an unavoidable reduction of the full semester due to COVID-19, you will be notified by your university supervisor per guidance from the Dean’s office.

In the event of school or university closures due to COVID-19, it may become necessary to adjust assignments accordingly. An alternate assignment table will be provided in the event one is needed. The alternate assignments will be discussed in a clinical residency meeting. It is your responsibility to read the changes and discuss and questions you might have with your university supervisor.

Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may be adjusted accordingly. In the event that the delivery method is altered, please be assured that the learning goals and outcomes of this course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and assessment methods. Those details will be shared via Canvas as soon as possible. Please be prepared for this contingency by ensuring that you have access to a computer and reliable internet.

If you need access to additional technological support, please contact the AU Bookstore at aubookstore@auburn.edu.

Health and Well-Being Resources:

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* COVID Response Team ([www.ahealthieru.edu](http://www.ahealthieru.edu))
* Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)
* AU Medical Clinical (<https://cws.auburn.edu/aumc/>)
* If you or someone you know are experiencing food, housing, or financial insecurity, please visit the Auburn Cares Office (<http://aucares.auburn.edu/>)

# Syllabus Signature Statement

I have read and reviewed the **RSED 7920/7926 Special Education Clinical Residency Syllabus, the COE Clinical Residency Handbook, and the Special Education Handbook for the current semester**. In compliance with the information outlined, **I agree to adhere to the policies and procedures outlined in these documents.** 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 learners and any information pertaining to them.

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Candidate Signature Date