**EARLY CHILDHOOD EDUCATION CTEC 4210/4920**

**CLUSTER CLINICAL RESIDENCY**

*SYLLABUS AND CALENDAR*

*Spring 2022*



**Spring 2022**

Dear Candidates and Cluster Clinical Educators,

Our goal for the clinical residency experience is to provide experiences in real classrooms for professional growth of our Early Childhood Education teacher candidates as they prepare to teach in their own classrooms. The term “cluster” is used to define the collaborative team (cluster clinical educators, candidates, and university supervisors) approach that the Early Childhood Education Program at Auburn University has chosen as its model for clinical residency supervision. Thank you for being a part of our cluster team! The cluster teacher model allows the hosting clinical educator and the other clinical educators at the school to become active mentors in this process. We appreciate your commitment to this process by agreeing to serve as a cluster clinical educator. Please take time to read the most current edition of the AU College of Education Internship Handbook. **If you have served as a cluster clinical educator before, you may notice some changes in our key assessments.** You will find a description of the Cluster Clinical Educator’s, the candidate’s, and the University Supervisor’s responsibilities in the *College of Education Internship Handbook*.

As early childhood teachers, we appreciate the responsibility and accountability you have for the children in your classroom. Therefore, unlike some internship models, we are emphasizing co-planning and co-teaching (or paired teaching) as the primary approach to practice during internship. 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 candidate 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 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 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, including a minimum of 10 consecutive days, the candidate fulfills her state obligation for a full semester of ‘all day’ planning and teaching during internship.

Co-teaching gives permission for the clinical educator to continue to be present in the classroom to guide and assist the candidate and students in the classroom throughout the semester. This approach has proven to be very successful for K-6 students as well as the candidate learning. Continued modeling of best practices by the clinical educator throughout the clinical residency is essential to their professional growth. The age-old proverb that ‘two heads are better than one’ is supported through co-teaching in having two teachers in the classroom instead of one to help students learn. 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 candidate take the lead in planning and teaching for a minimum of the Alabama State Department of Education **required** 20 days.

Sincerely,

The Auburn University Early Childhood Education Faculty

Course Number: CTEC 4210/4920

Course Title: Internship: Early Childhood Education Credit Hours: 10 semester hours

Prerequisites: CTRD 3700, CTRD 3710, FOUN 3000, FOUN 3100, CTEC 3020, CTEC 3200,

CTEC 3030, CTEC 4200, CTEC 4911, CTEC 4912

Co requisites: CTEC 4210

Date Syllabus Prepared: *Updated January 6, 2022*

Required Texts:

College of Education Auburn University Internship 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 intern’s experience. Co requisite course: CTEC 4210 (Growing Professionally: A Professional Development Seminar). Students must enroll for a total of 13 hours, including internship plus this course.

Course Objectives\_:

Course objectives include a subset of key indicators from the Alabama Quality Teaching Standards (AQTS) and program-specific indicators. AQTS indicators assigned to CTEC 4920 are highlighted on the performance assessment template included in the attachments.

Indicators for Alabama Early Childhood Education (ECE) and the National Association for the Education of Young Children Standards (NAEYC) are noted below.

The internship provides the pre-service teacher the opportunity to construct knowledge and refine their practice through experiences that support empirical and theoretical decision- making. To this end, this internship will provide pre-service teachers the opportunity to observe and participate in another supervised experience [ECE 2.b.6] [NAEYC 6.1] with young children of diverse ages and reflecting diverse family systems [NAEYC 6.2 & 6.3] in order to demonstrate their ability to:

Set goals to facilitate children's development and skills in communication, inquiry, creative expression, reasoning, and interpersonal relationships. [ECE 2.b.3] [NAEYC 5.7]

Develop integrated learning experiences for young children in all areas: cognitive, language, physical, social, emotional, aesthetic and technological. [ECE 2.b.3] [NAEYC 2.1.4 & 2.1.8]

Plan, implement, and evaluate developmentally appropriate content and methodologies for young children that integrate all curriculum areas including biological and physical sciences, fine arts, health education, language arts, mathematics, physical education, and social studies. [ECE 2.b.2,2 b.4 & 2.b.5] [NAEYC 2.1.5, 4.1.1, 5.5 & 5.6]

Plan, implement, and evaluate strategies that foster mutual respect and understanding through verbal and nonverbal communication and that ensure equitable and effective access to all instructional materials. [ECE 2.b.3] [NAEYC 2.1.2, 5.5 & 5.6]

Promote and manage a positive classroom environment. [ECE 2.b.4]

Evaluate, select, and create materials based on long-range, unit, and daily objectives. [ECE 2.b.4] [NAEYC 4.1.3] [ECE 2.b.7]

Use manipulative materials and play as instruments for enhancing development and learning. [ECE 2.b.1] [NAEYC 2.1.2]

Select and use appropriate equipment and technology. [NAEYC 2.1.6]

Communicate with parents/guardians for the purpose of involving them in the education of young children. [ECE 2.b.6] [NAEYC 3.1.1, 3.1.3, 3.4, 3.5, 4.1.5, & 5.7] [ECE 2.b.9]

10. Use shared reading experiences and the structure of natural learning as a basis for literacy instruction. [ECE 2.b.2] [NAEYC 2.1.2]

Respond to and conference with children at the appropriate developmental stage. [ECE 2.b.5] [ECE 2.b.9]

Utilize a variety of instructional methods and materials appropriate for particular topics and situations, emphasizing student participation in hands-on activities and relate to colleagues in a professional manner. [ECE 2.b.4]

Implement basic health, nutrition, and safety management practices for young children, including specific procedures for infants and toddlers and procedures regarding childhood illness and communicable disease. [NAEYC 2.4.3 & NAEYC 2.4.4 & 5.8]

Use reflection and self-evaluation as a basis for program planning and modification for the individual needs of young children, including children with special needs and children from diverse backgrounds. [NAEYC 5.1]

Observe, record, and assess children's behavior and development. [ECE 2.a.4] [ECE 2.b.9]

Use school and/or community resources to enhance the programs for young children. [NAEYC 3.4 & 3.5]

Function as a member of an instructional team and relate to colleagues in a professional manner. [NAEYC 5.6]

Analyze and evaluate field experiences, including supervised experience in working with parents and in working with interdisciplinary teams of professionals. [NAEYC 6.4] Advance children’s development in the use of written language. [ECE 2.b.8]

Advance children’s use of the stages of the writing process. [ECE 2.b.8] Develop and implement a classroom-management plan to ensure equitable and effective student access to available technology resources.

Model safe, responsible, legal and ethical use of technology and implement school and district acceptable use policies including fair-use and copyright guidelines and Internet user protection policies.

Design, implement and assess learner-centered lessons and units that use appropriate and effective practices in teaching and learning with technology.

Use the following technology tools for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students including but not limited to: spreadsheets, web page development, digital video, the Internet, email and other.

Facilitate their students’ individual and collaborative use of technologies to locate, collect, create, produce, communicate, and present information including but not limited to: spreadsheets, web page development, digital video, the Internet, email and other.

Design, manage, and facilitate learning experiences incorporating technologies that are responsive to diversity of learners, learning styles and special needs of all students

(for example, assistive technologies for students with special needs.

Evaluate their students’ technology proficiency and students’ technology-based products within appropriate curricular areas.

Use technology to enhance professional growth (for example, through accessing web- based information, on-line collaboration with other educators and experts, and on-line professional courses).

Course Content and Schedule:

Students will complete all of the clinical residency requirements specified in the College of Education Internship 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:

**\*\*NOTE: Candidates must complete 5-10 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**, during which the candidate 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 educator, candidate, and classroom students while still meeting the 10 consecutive day intern planning and teaching requirement (of **required** 20 total days).

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

Week 4 Co-teaching and co-planning at least 75% with clinical educator while leading other professional duties **[begin 10 non-consecutive days]**

Week 5 Co-teaching and co-planning at least 100% with clinical educator while leading other professional duties **[towards 10 non-consecutive day requirement] PLAN AT LEAST ONE FORMAL OBSERVATION OF TEACHING**

Week 6 Lead co-teaching and co-planning with clinical educator co-teaching and assisting **[towards 10 non-consecutive day requirement]**

Week 7 Lead co-teaching and co-planning with clinical educator co-teaching and assisting **[towards 10 non-consecutive day requirement]**

**PLAN AT LEAST ONE FORMAL OBSERVATION OF TEACHING**

*\*\** **We ask that candidates be able to complete 5-10 of these required days prior to mid-term if possible (they may be random). During those 10 days, teachers from the cluster team should observe the candidate formally and provide feedback of their teaching using the** *Pedagogical Content Knowledge Observation Instrument* **at least twice before mid-term. Conversations between the team of cluster teachers and candidate are frequent throughout the semester and are crucial in improving the candidate’s performance. After each of the formal observations, the candidate should reflect on her practice and complete the**

*Observation Reflection* **form no fewer than two times during the semester.**

Week 8 Co-teaching and co-planning with clinical educator in agreed upon approach while continuing to lead other professional duties

Week 9 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 10 100% planning and teaching by candidate with clinical educator co- teaching and assisting **[towards 10 consecutive day requirement] PLAN AT LEAST ONE FORMAL OBSERVATION OF TEACHING**

Week 11 100% planning and teaching by candidate with clinical educator co- teaching and assisting

Week 12 Continue co-teaching with clinical educator re-assuming full time teaching responsibilities at the end of the week; Observations in other classrooms

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 Clinical Residency exit meeting/All forms due to supervisor/Final Examination Observations in other classrooms

Course Requirements: The candidate will

1. Co-teach at least two to 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 other cluster teachers and candidates regarding school and classroom issues related to planning, teaching, and cluster classroom rotations.
3. **Complete 10 non-consecutive days of lead planning and teaching before mid- term**.
4. Submit tentative but comprehensive week-long plans for the 10 consecutive days of teaching in advance for all teaching responsibilities three school days before you teach to the clinical educator for approval. *See basic lesson plan format attached.* You may also use your teachers lesson plan template. **Submit copies to university supervisor for each of the 10 days of teaching (digitally via 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 the cluster teacher group (not just the assigned supervising cluster teacher) with **at least two formal observations before mid-term**.
8. Following the cluster teachers’ observations, discuss candidates teaching performance and implications for future planning.
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 school faculty are expected**

**to attend.**

1. Support and work cooperatively with the school’s faculty, administrators, and support staff.
2. Video a lesson within the first two weeks of clinical residency and write a reflection on student engagement and academic language. (video must be 8-10 minutes)
3. Submit edTPA before graduation and upload submission email on TK20. (See Clinical Residency Handbook for more information related to edTPA.)

|  |  |
| --- | --- |
| * School Based Experiences * Clinical Residency Notebook | Pass-Fail Grading Per Assignment: Exemplary (E) (Pass)  Competent (C) (Pass)  Approaching Competence (AC) (Fail) Poor (P) (Fail) |

### Assignments:

All written assignments must be typed and should adhere to Standard English usage and conventions. Weekly assignments must be presented in class (or posted to Canvas) on time and with competent quality in order to receive credit for them – i.e., to be marked as passing.

**Outside the Classroom Experiences** – During your clinical residency you are encouraged to plan with your clinical educator other experiences that will help develop a knowledge and appreciation of the “other” facets of teaching. You have been provided a list below of options you can choose to complete during your clinical residency. You will complete a form after each experience.

**CTEC 4210/3 Seminar Notebook** –

You will be required to keep an organized notebook with the divider tabs labeled as the following:

Resume - Using the Career Development Services Handbook create or update your résumé to be used for the College of Education Interview Day

CTEC 4920/3 syllabus CTEC 4210/3 syllabus

College of Education Clinical Residency Handbook Clinical Residency Calendar

Observations Forms (be sure to keep a copy of all formal observation forms Assessments (be sure to keep a copy of all assessments your cluster teacher/university supervisor complete throughout the semester)

Lesson Plans (copies of your 10 days of consecutive teaching lesson plans) Integrated Unit (including all teaching resources such as, student handouts,

rubrics, etc.

School Based Experiences Checklist

School Based Experiences Documentation Form (one for each of the selected experiences) \*Note: All School Based Experiences must be completed by the end of the semester and will be turned in to your university supervisor.

Reflections on the following questions:

How do I address questions that arise relating to the ethics involved in working with children, parents, paraprofessionals, and school officials? How do I ensure that current research, codes of ethics, school regulations, and my understanding of the family values and cultures of the child guide my relationships?

How do I plan, create and maintain the classroom environment and curriculum necessary to meet the academic, cultural, social/moral, physical and personal needs of the children? How do I ensure that my classroom environment and curriculum value and display children's work? How do I ensure that my classroom environment and curriculum necessary to meet the academic, cultural, social/moral, physical and persona needs of the children? How do I ensure that my classroom environment and curriculum value and display children's work? How do I ensure that my classroom environment and curriculum facilitate children's thinking?

How do I manage guidance and discipline in a vibrant learning community, so that children have ownership of the classroom rules, their problems that arise, and can devise strategies for solving those problems?

How do I adapt instruction to meet the needs of the children, parents, and community and still meet the state and local school curriculum standards? How do I evaluate my ability to consider all perspectives as I work with the children?

## School Based Experiences Checklist

Directions: Choose at least **10** options below. You can only do each option once in order to maximize your experience during clinical residency. After completing each experience, be sure to fill the form out and either keep it in your clinical residency notebook or turn the form in according to your supervisor’s directions. Calendar examples have been provided for you and your clinical educator in helping you plan more effectively the outside classroom experiences. The classroom experiences will need to be completed prior to the last day of clinical residency but the scheduling is flexible and allows you to complete as many experiences as possible.

Note: You can complete the experiences with other candidates at your school. We suggest that when observing another teacher (e.g., art teacher) that only two candidates observe at a time. This will help with management and organization.

* 1. **Observe a Response to Intervention (RTI) or Problem-Based Solving Team (PBST) meeting and reflect on the strategies/plan recommended to support the needs of student(s).\***
  2. **Attend a school wide faculty meeting.\***
  3. **Attend a collaborative grade-level meeting.\***
  4. **Observe one of the following for a ½ day: instructional, reading or math coach, special education teacher, ELL teacher,**

**Title 1 teacher (ensure you observe her while she is working with an intervention group). \***

* 1. **Observe two other classroom teachers with different grade levels from your internship placement. \***
  2. Interview **two** of the following: secretary, cafeteria coordinator, janitorial staff, after-school coordinator, book keeper, special aide assistant, parent of the advisory board, Title 1 aide, teacher aide, media specialist aide.
  3. Interview a teacher or other professional about how Common Core (Mathematics or Language Arts) is impacting curriculum at the local level.
  4. Select a student who has special needs or behavioral challenges within the school context. Locate two research articles about the specific challenge in order to identify strategies to help the student to be successful.
  5. Observe a parent teacher conference.
  6. Observe a committee meeting of your choice.
  7. Observe at least **two** special teachers for ½ a day each (e.g., art, music, venture, physical education, computer).
  8. Observe the media specialist for ½ a day.
  9. Observe the counselor for ½ a day.
  10. Attend a special event at your school (reading night, math night, carnival, musical, etc.).
  11. Attend a professional development session (speaker, training, technology, etc.).
  12. Attend and interact in an after school program for an afternoon.
  13. Plan and carry out a special project (setting up recycling, organizing a math night, etc.) and reflect on the challenges, successes, and dynamics of the project.
  14. Interview a parent (with classroom teacher’s permission) about what he or she perceives his or her role to be in supporting the child’s education. Some questions may include, but are not limited to: as a parent of a child in this classroom, what is your view of parents’ role in their child’s education? What kinds of things do you and your child(ren) do or have done in the past that you would say support his or her educational goals? What ideas or suggestions might you have for a beginning teacher?
  15. Interview two teachers regarding their work to build positive families and community relationships (i.e., take into account NAEYC standards for building positive relationships with families and communities: how do they create shared understanding about quality practices and approaches to working with families and building effective community relationships? How does working with families in the school/program differ depending on children’s age and developmental level? How does the teacher take into account culture

and language differences when the classroom considers families and the communities in which they live? How does their knowledge of available resources within the communities support families with children who have special needs? What changes, if any, have they seen recently in their approaches to working with families and communities?

* 1. Observe, interact, and reflect on the first day of the school year (Fall Candidates only).

**\*Required (see CTEC 4920 syllabus: all faculty meetings, grade-level planning meetings, teacher-parent conferences, and all other school functions that faculty are expected to attend, your attendance is required as well).**

Evaluation:

Cluster Clinical Educators will complete the College’s evaluation form on 14 professional competencies at two points: **at midterm and at the semester’s end**. Cluster Clinical Educators are asked to discuss the candidates progress throughout the semester and document ongoing performance through use of the College of Education Classroom Observation Form for Early Childhood Education, **TWO prior to mid-term and a minimum of TWO following mid-term.**

The university supervisor and the cluster clinical educator evaluate each candidate’s performance, based on the Professional Dispositions (in AU Clinical Residency Handbook) throughout the semester and communicate with the candidate about their evaluations. The cluster clinical educator will provide written and oral feedback following each teaching observation.

Together, the university supervisor and the cluster 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.

Course Policy Statements:

Participation: Students are expected to participate in all classroom activities and responsibilities as directed by their cluster teacher.

Cell Phones/Electronic Devices: Students 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, unless it is specifically planned as a part of the lesson or classroom activity (e.g., use of iPad for recording observations or documenting children’s work, etc.).

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, contact the supervising cluster teacher and university supervisor immediately via email, phone, and/or appropriate manner expected by the supervising teacher. Absentee documentation forms should be turned in to the university supervisor within a week of the absence. They may be emailed, 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 candidate comes to their placement early in the school year, they may use that as a make-up day but **NOT** to shorten the number of days in the clinical residency placement. **Upon the fourth absence from clinical residency, the university supervisor will schedule a meeting with the candidate to discuss the nature of the absences and what further action is recommended.** Excessive absences may result in an unsatisfactory grade in clinical residency. **You may have ONE unexcused absence. Any beyond that will result in an unsatisfactory grade. In the case of unsatisfactory grade, a teacher candidate will need to reapply for clinical residency and meet other field experience requirements as specified by the early childhood faculty and university supervisors.** Students must meet state attendance guidelines in completing a full semester of clinical residency in order to be certified.

Unannounced quizzes: There will be no unannounced quizzes.

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If the candidate has a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If the candidate has not established accommodations through the Office of Accessibility, but needs 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 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

# EARLY CHILDHOOD EDUCATION

**ADDITIONAL REQUIRED FORMS**

**Cluster Intern Information Form**

*To be completed by the candidate and returned to the university supervisor during the first week of school – post on Canvas website.*

Candidate Name:

Mailing Address:

Home or Cell Phone: Intern Email:

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School Name: School Principal:

School Address: **Principal’s Email:**

School Phone:

Clinical Educator: **Teacher’s Email:**

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**Schedule of Subjects/Classes/Day at Host School**

Timeframe (CST) Subject Grade Level Room #

What tentative dates will you complete your 10 consecutive days of full-time primary teaching?

What dates will you be away from your school or not teaching due to holiday, teacher workday, testing, field trip, or other events?

**[On the back of this sheet draw directions to your school including where to park.]**

**Attendance Log Spring 2022**

Intern Name Schools

Cooperating Teachers Grades

Please keep a daily record of your internship experience.

You will upload this to Canvas for your University supervisor PRIOR TO the day of the final evaluation meeting with the College.

**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)**

**January 2022**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tues** | **Wed** | **Thurs** | **Fri** | **Sat** | **Intern Initials** | **Teacher Initials** |
|  |  |  |  |  |  | **1** |  |  |
| **2** | **3** | **4** | **5** | **6** | **7** | **8** |  |  |
| **9** | **10** | **11**  **Orientation Meeting** | **12**  **1st day of clinical residency** | **13** | **14**  **Self Assessments Due** | **15** |  |  |
| **16** | **17**  **MLK Jr.**  **Holiday** | **18** | **19** | **20** | **21** | **22** |  |  |
| **23** | **24** | **25** | **26** | **27** | **28** | **29** |  |  |

**February 2022**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tues** | **Wed** | **Thurs** | **Fri** | **Sat** | **Intern Initials** | **Teacher Initials** |
| **30** | **31** | **1** | **2** | **3**  **Forms & Initial Reflection**  **Due** | **4**  **Video & reflection Due** | **5** |  |  |
| **6** | **7** | **8** | **9** | **10** | **11**  **1st formal observation**  **due** | **12** |  |  |
| **13** | **14** | **15** | **16** | **17** | **18** | **19** |  |  |
| **20** | **21** | **22** | **23** | **24** | **25** | **26** |  |  |
| **27** | **28** |  |  |  |  |  |  |  |

**March 2022**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tues** | **Wed** | **Thurs** | **Fri** | **Sat** | **Intern Initials** | **Teacher Initials** |
|  |  | **1** | **2** | **3**  **Midterm**  **Professional Dispositions**  **Holistic Assessment** | **4**  **2nd formal observation due** | **5** |  |  |
| **6** | **7** | **8** | **8** | **10** | **11** | **12** |  |  |
| **13** | **14** | **15** | **16** | **17** | **18** | **19** |  |  |
| **20** | **21** | **22** | **23** | **24** | **25** | **26** |  |  |
| **27** | **28** | **29** | **30** | **31** |  |  |  |  |

**April 2022**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tues** | **Wed** | **Thurs** | **Fri** | **Sat** | **Intern Initial** | **Teacher Initials** |
|  |  |  |  |  | **1**  **3rd Formal observation Due** | **2** |  |  |
| **3** | **4** | **5** | **6** | **7** | **8** | **9** |  |  |
| **10** | **11** | **12** | **13** | **14** | **15** | **16** |  |  |
| **17** | **18** | **19** | **20** | **21** | **22**  **Final formal observation**  **due** | **23** |  |  |
| **24** | **25**  **Exit Reflection Due** | **26**  **Consecutive/ Non Consec. Plans Due** | **27** | **28**  **Final Professional Dispositions Holistic Assessment** | **29**  **Last Day Attendance Calendar Clinical Residency**  **Verification** | **30** |  |  |

**May 2022**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tues** | **Wed** | **Thurs** | **Fri** | **Sat** | **Intern Initials** | **Teacher Initials** |
| **1** | **2**  **School Based Exp. Due** | **3**  **Make- up days** | **4**  **Make-up days** | **5**  **Make-up days** | **6**  **Make-up days** |  |  |  |

**AU Commencement: May 7-9**

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

**\*Interns report to school on all teacher workdays**

**\*Interns observe holidays of school system in which they are interning.**

**SEE CLINICAL RESIDENCY HANDBOOK FOR COMPLETE LIST/COPY OF FORMS DUE AND INSTRUCTIONS.**

**IMPORTANT:**

**COVID-19 updates: Candidates MUST follow the safety protocol of the school system in which you are placed from the first day you arrive in the school. In the event that Auburn University moves to all remote due to COVID-19 you will be expected to continue in your clinical residency placement in your P-12 school. In the event that your P-12 school moves to remote due to COVID-19, you will be expected to work with your clinical educator (cooperating teacher) when possible in the delivery of remote instruction. Any disruptions in your placement due to COVID-19 should be addressed with your university supervisor.**

**IF YOU HAVE A DISABILITY REQUIRING SPECIAL ACCOMMODATIONS DURING YOUR CLINCIAL RESIDENCY, PLEASE CONTACT THE OFFICE OF ACCESSIBLITY, 1228 HALEY CENTER, 844-2096.**

**Photo ID Badges are required for all College of Education Clinical Residency candidates. You will receive an email with instructions for obtaining a photo ID Badge from the Tiger Card Office.**

**We strongly recommend that you visit the principal and the cooperating teacher in the school to which you are assigned before you report to the school the first day of clinical residency.**

**Action Plan Form**

Please complete the following chart as a record of a discussion between the cluster clinical educator and the candidate to address any target **areas of concern** during the clinical residency. When needed, the university supervisor may be present during the conversation. The goal is to develop a constructive plan of action to help the candidate (a) identify target areas of concern; (b) build upon related or parallel areas of strength; and to (c) develop a plan of action utilizing strengths to address the target areas.

I will address my target areas in the following ways:

Candidate’s Signature Clinical Educator’s Signature

University Supervisor (if present) Date

**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.*

Candidate’s Name: Date of Absence(s): Reason for Absence: Makeup date:

Candidate Signature Date

Clinical Educator’s Signature Date Attach Documentation

**Clinical Residency \*Cluster Teacher Supervisor Payment Form Early Childhood Education**

**Spring Semester 2022**

**\*Does not apply to non-cluster cooperating teachers**

**Curriculum & Teaching Department Auburn University**

**5040 Haley Center**

**Auburn, AL 36849**

**(334) 844-4434**

Please complete the following information so that a contract can be processed to pay your stipend for helping with the clinical residency program. If the form has not been returned to me by this time, I cannot guarantee that we will be able to pay you. Currently the stipend for working with the cluster interns is **$225 per semester**.

Name Home Phone

Address City/State/Zip

Email Faculty Supervisor

Social Security # or Vendor #

If you do not have a Vendor Number, you must go to the Auburn University website, <http://www.auburnuniversity.net/vendor/>and register in order to receive payment from Auburn University

**Are you listed in the system under any other name**? If yes, what name

**Have you ever been employed by Auburn University in one of the following positions?**

Instructor YES NO

Graduate Assistant YES NO

Student Worker YES NO Temporary Employment Services YES NO

Current Teaching Assignment

School School Phone

Address City/State/Zip

Thank you for your help. Please feel free to contact me if you have any questions.

Mary Lin [linmary@auburn.edu](mailto:linmary@auburn.edu)

**Basic Lesson Plan Format (For the 10 Consecutive Teaching Days)\_**

*To be completed by all candidates in advance of the teaching day for each of 10 days*

Lesson Title: Teacher’s Initials of Approval: Subject/Grade Level:

Common Core (Math, Language Arts) and Alabama State Standard(s):

*[Multiple standards across disciplines or subjects can be listed for integrated lessons]*

Learning Objective(s):

Students will ….

Materials:

*[Those materials that are not typically found or readily used in the classroom]*

Procedure:

*[Detailed steps for a procedure should be given; if details are given in a ready-made lesson, then cite the lesson source in place of re-writing it here – e.g., STC – Electric Circuits, Activity*

*1.1 Make the Light Work, procedure pages 4-6, basal reader pages 24-28, etc.]*

Assessment:

*[What will you use and how will you evaluate each student’s meeting your learning objective(s)?]*

# AUBURN UNIVERSITY

Department of Curriculum & Teaching 5040 Haley Center

Auburn University, AL 36849-5212

### Reference Form for Early Childhood 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 internship 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 internship arrangements, cooperating teachers directly observe and rate the day-to-day performance of interns. 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*

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| --- | --- | --- | --- | --- |
|  | 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 |  |  |  |  |
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| TEACHING DISPOSITIONS |  |  |  |  |

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| --- | --- | --- | --- | --- |
| 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 Additional Comments:

No

Undecided

Signature: Date:

**School Based Experiences Documentation Form One Completed Form for EACH Experience**

|  |  |
| --- | --- |
| Name: | Description of the Experience: |
| Date: | School/Grade |
| Directions: This form must be completed after each experience. Be sure to list the experience that you have done along with a reflection and proof. Be sure to choose experiences that you feel will help you achieve and learn the most from your internship. | |
| Provide a one-paragraph summary of the School Based Experience: | |
| Provide a 1 paragraph reflection of the experience: What did you learn? What was the most surprising thing you discovered? How can the experience help you to become a better teacher? | |
| Provide any additional documentation (i.e., notes, interview questions/responses, etc.) | |

**Key Assessment: Planning for Instruction Assessment**

The ***Planning for Instruction Assessment*** was designed to be used to assess a variety of planning activities for varied modes of instruction whether it be for one student, small group, or whole class instruction and how that planning impacts student learning outcomes. Instructional plans may be constructed in the form of case-studies, mini/micro-lesson plans, a single lesson, or a sequence of lessons.

Therefore, programs have the flexibility to use a wide variety of lesson planning structures and/or accompanying narratives. The assessment should be completed in conjunction with each of the four formal observations.

Candidate’s Name:

Candidate’s Signature:

Evaluator’s Signature:

Date: **\_\_\_\_\_\_\_\_\_\_**

Date: **\_\_\_\_\_\_\_\_\_\_**

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| **Indicators** | **Awareness of Self and Others** | **Developing Professional Planning** | **Implementation of Professional Planning** | **Analysis of Professional Planning** |
| **Planning for deep content knowledge and application**  Planning for learners’ mastery and application of content knowledge should address ways of knowing within a discipline and how it relates to other disciplinary themes.  InTASC Standard(s): [2, 4, 5, 6, 7, 8]  InTASC Performance Level Descriptors: (2c, 4b, 4h, 4l, 4m, 4n,  5h, 5j, 5m, 5o, 5s, 6b,  7c, 7d, 7f, 7g, 7h, 7p, 8g) CAEP Standards: 1.1 | The educator candidate…   * incorporates P-12   learners’ prerequisite knowledge and/or misconceptions prior to introducing new content 2 (c); 4(m); 7(d)   * includes objectives that align with appropriate content standards 6(b); 7(f) * incorporates academic language of the discipline 4(l); | AND…   * allows for opportunities for P- 12 learners to learn, practice, and master academic language in their content 4(h) * supports learner literacy development across content areas 5(h) | AND…   * includes sequencing of learning experiences that address content standards within the curriculum 4(n); 7(c), 7(g), 7(p) * promotes P-12 learners to develop high level questioning skills to promote critical thinking processes 4 (b); 5(m) * provides P-12 learners opportunities to explore, discover, and expression learning across content areas 5 (o); 5(s) | AND…   * integrates interdisciplinary themes (e.g. civic literacy, health literacy, global awareness) into meaningful learning experiences 5(j) * engages learners purposefully in applying content knowledge to real world problems 7(h) * challenges all learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply content knowledge 8(g) |

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| **Indicators** | **Awareness of Self and Others** | **Developing Professional Planning** | **Implementation of Professional Planning** | **Analysis of Professional Planning** |
| **Planning for learner development and their diverse needs**  *The candidate uses understanding of* | The task…   * identifies learning goals that are appropriate for | AND…   * meets learners’ diverse strengths, needs, and assets for learning 2(j); 7(j,n) | AND…   * differentiates instruction for individuals and | AND…   * systematically adapts to meet each   student’s learning needs to enhance |

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| *individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards when planning instruction.*  InTASC Standard(s): [1, 2, 7]  InTASC Performance Level Descriptors:  (1b, 1f, 1g, 2a, 2b, 2d, 2e,  2j, 7b, 7c, 7f, 7i, 7j, 7l, 7n)  CAEP Standards: 1.1 | individual learners 7(c)   * incorporates P-12 learners’ readiness for learning 1(f) * reflects learning theory, human development, cultural diversity, and individual differences 7(i) | * allows for appropriate pacing for individual students with particular learning differences or needs 2(b) | groups of learners 7(b)   * incorporates short- and long-range goals that meet   learners’ needs 7(f)   * addresses the role of language and culture in learning and reflects modifications to instruction 1(g);2(e) | learning 1 (b); 2(a); 7(f,l)   * includes multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms 2(d) |
| **Indicators** | **Awareness of Self and Others** | **Development of Principles of Practice** | **Implementation of Professional Practice** | **Analysis of Professional Practice** |
| **Planning for assessment of learner outcomes (impact on student learning)**  *The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress when planning instruction.*  InTASC Standard(s): [1, 6, 7, 8]  InTASC Performance Level Descriptors:  (1b, 6a, 6t, 6b, 6d, 6e, 6i,  6j, 6k, 6l, 6n, 6o, 6q, 6p,  6u, 7d, 7i, 8e,)  CAEP Standards: 1.1 | The task…   * differentiates between formative and summative assessment 6(j) * uses appropriate assessment(s) to address learning outcomes and individual differences 6(k) * includes ways for descriptive feedback to learners 6 (d); 6 (l);   6 (n)   * include assessment(s) designed to match learning objectives and minimizes sources of bias that can distort assessment results 6(b) | AND…   * includes assessments that evaluate and report P-12 learners’ progress against standards   6 (o)   * engages learners to review and communicates their own progress and learning 6(q) * includes accommodations in assessment and testing conditions, especially for learners with disabilities and language learning needs 6(p); 6(u) | AND…   * includes formative and summative assessment as appropriate to support, verify, and document learning 6(a); 6(t); 7(d) * allow learners to demonstrate their knowledge through a variety of products and performances 1(b); 6 (e); 8(e) * employs technology to support assessment practice 6(i) | AND…   * reflects adjustment based on assessment information and learner responses 7(l) * incorporates candidate designed assessments that are authentic, with real- world application as appropriate * allow students to be actively involved in collecting information from formative assessment and provide input |

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| **Indicators** | Awareness of Self and Others | Development of Professional Planning | Implementation of Professional Planning | Analysis of Professional Planning |
| **Planning for instruction based on research-based pedagogy and varied resources**  InTASC Standard(s): [1, 2, 3, 4, 6, 7, 8] | The task…   * includes learning experiences that align with curriculum goals and content | AND   * includes appropriate strategies and accommodations, resources, and materials to differentiate | AND   * includes strategies to support and expand   learners’ communication through speaking, listening, reading, | AND   * adapts appropriate sequencing of learning experiences to address specific learning goals and individual |

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| InTASC Performance Level Descriptors: (1d, 2f, 2g, 2h, 2k, 3b,  3g, 3j, 3h, 4g, 6k, 6u,  7a, 7b, 7c, 73, 7g, 7k,  7m, 7o, 7p, 8b, 8c, 8e, 8f, 8i, 8h)  CAEP Standards: 1.1 | standards 1(d); 7(a); 7(g)   * identifies appropriate resources and materials to meet the needs of diverse learners 2 (f);   2 (k); 7(a); 7(b) | instruction 2 (h); 7(b); 8(e)   * incorporates higher order questioning to promote application of content including Webb’s Depth of Knowledge 8(f); 8(i) * aligns research-based instructional strategies with curriculum goals and content standards 7(a); 7(g) | writing, and other modes 8(h)   * incorporates a range of resources, and technological tools to meeting diverse learning needs 2 (g); 2 (h); 4 (g); 7(k);   CCT (Technology)   * plans for sequencing of learning experiences to address specific learning objectives and individual differences 6(k); 6(u); 7(a); 7(c); 7(p);   8(b) | differences 6(k); 7(a); 7(c); 7(p); 8(b)   * provide opportunities to engage learners through collaborative and self-directed learning that extend learner interaction with ideas and people locally and globally 3(b),3(g) ,3   (j), 3(h); 8(c)   * reflects collaborations with other professionals to support student learning 7(e, o, m) |

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| **Overall (check)**  **\_\_\_\_\_Awareness of Self and Others Development of Principles of**  **Practice**  **\_\_\_\_\_Implementation of Professional Practice Analysis of Professional Practice** |
| **Comments:** |

Candidate’s Signature: Date: **\_\_\_\_\_\_\_\_\_\_**

Evaluator’s Signature: Date: **\_\_\_\_\_\_\_\_\_\_**

# Key Assessment: Pedagogical Content Knowledge

**Observation Instrument**

The ***Pedagogical Content Knowledge Observation Instrument*** was designed to be used to assess the delivery of content knowledge through instruction whether it be for one student, small group, or whole class instruction and how that planning impacts student learning outcomes. Observations may include case-studies, mini/micro-lesson plans, a single lesson, or a sequence of lessons. The assessment should be completed in conjunction with the ***Planning for Instruction Assessment***.

Candidate’s Name:

Candidate’s Signature:

Evaluator’s Signature:

Date: **\_\_\_\_\_\_\_\_\_\_**

Date: **\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
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| **Indicator** | **Performance Level Descriptors** | | | |
|  | **Awareness of Professional Practice** | **Development of Professional Practice** | **Implementation of Professional Practice** | **Analysis of Professional Practice** |
| The educator candidate incorporates effective use of verbal and non- verbal communication  InTASC Standard(s): 1(g), 2(d), 2(e), 2(i),  3(f), 5(d), 8(i), 8(m)  CAEP Standard(s): 1 | The educator  candidate…   * demonstrates understanding of the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging; 1(g) * understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing   learning; 5(n) | AND   * incorporates tools of language development into planning, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency; 2(e) * incorporates instructional strategies and resources to support language acquisition (i.e., either first or second); 2(i) * is committed to providing timely and effective descriptive feedback to | AND   * brings multiple perspectives to the discussion of content, including attention to   learners’ personal, family, and community experiences and cultural norms. 2(d)   * incorporates tools of language development into instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English   proficiency. 2(e) | AND   * demonstrates responsiveness to the cultural backgrounds and differing perspectives learners bring to the environment through interactions in the classroom; 3(f) * engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts. 5(d) |

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|  | * understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self- expression, and build relationships; 8(m) | learners on their progress; 6(s)   * demonstrates effective use of verbal and nonverbal communication; 3(f) | * asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question); 8(i) |  |
| The educator candidate engages learners in an active learning environment  InTASC Standard(s): 1(f), 3(j), 3(p), 4(b),  4(c), 4(d), 5(a), 5(b),  5(h), 8(b), 8(d), 8(f),  8(g), 8(h),  CAEP Standard(s): 1 | The educator candidate…   * demonstrates awareness of readiness for learning; 1 (f) * awareness of how development in any one area may affect performance in others; 1(f) * knows how to help learners work productively and cooperatively with each other to achieve learning goals. 3(j) | AND   * stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences; 4(d) * develops and implements supports for learner literacy development across content areas; 5(h) * engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information; 8(g) * uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes; 8(h) * demonstrates understanding of | AND   * promotes learners’ decision-   making, engages learners in exploration and invention, works collaboratively and independently, and engages in purposeful learning; 3(p)   * engages learners in experiences in the discipline(s) that facilitates understanding, questioning, and analyzing ideas from diverse perspectives so that they master the content; 4(b) * engages learners in applying methods of inquiry and standards of evidence used in the discipline; 4(c) * varies his/her role in the instructional process in relation to the content and purposes of | AND   * guides learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross- disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications); 5(a) * engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy); 5(b) * continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to |

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|  |  | learners’ readiness to interact with the content; 1 (f) | instruction and the needs of learners; 8(d)   * engages all learners in developing higher order questioning skills and metacognitive processes; 8(f) | student learning needs; 8(b) |
| The educator candidate organizes and manages the learning environment to meet the individual needs of all students  InTASC  Standard(s): 2(a), 2(h), 3(d), 4(h),  6(n), 8(s)  CAEP  Standard(s): 1 | The educator candidate…   * demonstrates an awareness of learners with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs; 2(h) * awareness of the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback; 6(n) | AND   * creates opportunities for learners to learn, practice, and master academic language in their content; 4(h) * creates a learning environment that can engage learners by organizing, and coordinating resources of space and other necessities. | AND   * delivers instruction to address each learner’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways 2(a) * manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners’   attention. 3(d) | AND   * adapts instruction to address each learner’s diverse learning strengths and   needs and creates opportunities for students to demonstrate their learning in different ways; 2(a)   * demonstrates flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.; 8(s) |

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| **Overall (check)**  **\_\_\_\_\_Awareness of Self and Others Development of Principles of**  **Practice**  **\_\_\_\_\_Implementation of Professional Practice Analysis of Professional Practice** |
| **Comments:** |

Candidate’s Signature: Date: **\_\_\_\_\_\_\_\_\_\_**

Evaluator’s Signature: Date: **\_\_\_\_\_\_\_\_\_\_**

# Key Assessment Form:

**Personal and Professional Dispositions Assessment (PPDA)**

The Assessment of Personal and Professional Dispositions is designed based on a developmental continuum. Each level in the continuum builds upon the previous levels.

Our college has identified four performance level descriptors that reflect a developmental sequence for evaluating a candidate’s personal and professional growth from the time they enter the program through completion of the program.

|  |  |
| --- | --- |
| **Indicator** | **Examples** |
| Awareness of self and others | Candidate articulates biases of self and others through written and verbal communication |
| Development of principles of practice | Candidate uses knowledge of P -12 learners to design culturally and developmentally appropriate learning engagement |
| Implementation of professional  practice | Candidate incorporates P-12 learners’ strengths and weakness in delivering differentiated  standards-based instruction |
| Analysis of professional practice | Candidate adapts instructional design and delivery based on formative and/or summative assessment of student learning |

**Candidates should achieve an overall level of “Implementation of Professional Practice” indicator level in order to earning a “Satisfactory” in clinical residency.**

Candidate’s Name:

* Self-Assessment  Mid-Term  Final

Candidate’s Signature: Date: **\_\_\_\_\_\_\_\_\_\_**

Evaluator’s Signature: Date: **\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Indicators** | Awareness of Self and Others | Development of Principles of Practice | Implementation of Professional Practice | Analysis of Professional Practice |
| Respects P-12  learners’ diversity including: strengths and needs, student interests, languages, and dialects to engage in learning InTASC Standard(s): [1, 2, 9, 10]  InTASC  Performance Level Descriptors:  (1h, 2l, 2o, 9e, 9j, 9m, 10l, 10m 10q)  CAEP Standards: 1.1, 3.3, 3.4, 3.6, CC  Theme – Diversity (e.g., Diversity is an inclusive concept that spans, but is not limited to race, ethnicity, socioeconomic  factors, cultures, etc.) | The educator  candidate…   * articulates that all learners have strengths, interests, and needs * acknowledges and reflects on personal biases * respects   individual strengths, needs, and backgrounds | AND   * commits to a deepening awareness and understanding of the strengths and needs of diverse learners when planning instruction * focuses on strengths of learners rather than a deficit perspective * identifies the varied contributions that students bring to the classroom * creates a positive classroom environment | AND   * values instruction that takes into account individual   learners’ strength, interests, and needs   * integrates diverse languages and dialects (cultures) into instructional practice * articulates the strengths and needs of students | AND   * advocates to meet the needs of learners * strengthens the learning   environment to enact system  change   * analyzes plans to demonstrate justifications for a clear connection of students’ strengths and needs founded on research- based practices |

**Personal and Professional Dispositions Assessment (continued)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Indicators** | **Awareness of Self and Others** | **Development of Principles of Practice** | **Implementation of Professional Practice** | **Analysis of Professional Practice** |

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| Collaboration within the professional learning community, including stakeholders (i.e., families, colleagues, peers, other professionals) in a professional manner to enhance a positive and supportive learning environment InTASC Standard(s) [1, 3, 7]  InTASC  Performance Level Descriptors:  [1c,1k, 3a, 3l, ,3n, 3q, 3r, 7e, 7o]  CAEP Standards: 1.1, 3.3, 3.4, 3.6, CC  Theme – Diversity | The educator  candidate…   * engages in collaborative professional learning in the university setting * values the input and contributions of others * demonstrates respectful and professional collaborations with others | AND   * seeks   opportunities to work with other professionals to facilitate learning with P–12 learners   * collaborates among members in the clinical setting * recognizes the value of stakeholders who contribute to a positive and supportive learning environment | AND   * initiates communication for further development in a professional and respectful manner (e.g., solicits and incorporates feedback) * seeks opportunities to develop professional school relationships with others including teachers, staff, and administration | AND   * demonstrates a commitment to working with learners, colleagues, families, and communities to establish positive and supportive learning environments |

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| **Indicators** | **Awareness of Self and Others** | **Development of Principles of Practice** | **Implementation of Professional Practice** | **Analysis of Professional Practice** |
| Supports the variety of ways people communicate and encourage learners to develop and use multiple forms of communication InTASC Standard [8]  InTASC  Performance Level Descriptors:  [8q]  CAEP Standards: 1.1, 3.3, 3.4, 3.6, CC  Theme –  Technology | The educator  candidate…   * identifies the variety of ways individuals communicate * recognizes and values multiple forms of communication * responds professionally to communication from professionals and/or stakeholders (peers, mentors, teachers, etc.) | AND   * communicates in a professional, non- judgmental, respectful fashion including email, etc. * identifies resources, including technology, as tools to communicate in a variety of ways. | AND   * selects and incorporates varied resources, including technology, as tools to communicate in a variety of ways * consistently communicates verbally and non-verbally within the professional learning community and/or with   stakeholders in a professional manner | AND   * proactively and consistently communicates with key stakeholders (e.g., uses school resources and personnel to enhance engagement of each learner) * adapts tools and prepares for communication through multiple forms including the incorporation of technological   tools |

**Personal and Professional Dispositions Assessment (continued)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Indicators** | **Awareness of Self and Others** | **Development of Principles of**  **Practice** | **Implementation of Professional**  **Practice** | **Analysis of Professional**  **Practice** |
| Professionalism and responsibility commensurate with expectations of the profession, code of ethics, and relevant laws and policy.  InTASC Standard(s) [5, 9, 10]  InTASC Performance Level Descriptors: [5k, 9f, 9o,10k,10p, 10s]  CAEP Standards: 1.1,  3.3, 3.4, 3.6, CC  Theme – Technology | The educator  candidate…   * demonstrates knowledge of code of ethics for teachers * demonstrates high standards of honesty, integrity and confidentiality * aware of legal and ethical professional parameters * meets   professional expectations (in-class and in clinical settings) | AND   * models the attitude and appearance of a professional * maintains professional relationships with others * incorporates appropriate use of technology (e.g., fair use policy) | AND   * applies professional standards of practice * challenges negative thoughts and/or actions * reports any legal or ethical dilemmas | AND   * advocates for P- 12 learners in the school and community setting as appropriate * contributes to the profession (e.g., Alabama Learning Exchange (ALEX), peer leader, professional meetings, etc.) * demonstrates initiative to grow and develop with colleagues through interactions that enhance personal and professional growth for the advancement of   the profession |

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| **Indicators** | **Awareness of Self and Others** | **Development of Principles of Practice** | **Implementation of Professional Practice** | **Analysis of Professional Practice** |
| Professional Growth and life- long learning relevant to instructional practice and effect on student learning.  InTASC  Standard(s) [6, 9,  10]  InTASC  Performance Level Descriptors:  [6v, 9k, 9l, 9o, 10j, 10k, 10p, 10r, 10s]  CAEP Standards: 1.1, 3.3, 3.4, 3.6, CC  Theme –  Technology | The educator  candidate…   * engages in professional learning * reflects on his/her personal and professional growth | AND   * engages in meaningful and appropriate professional learning experiences in the university classroom and clinical settings | AND   * demonstrates the use of a variety of self-assessment and problem- solving strategies to analyze and reflect on his/her practice and to plan for adaptations and/or adjustment * reflects and responds to the challenge of continuous improvement and constructive feedback in a professional manner | AND   * designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs * creates opportunities for P-12 learners to demonstrate learning in different ways * takes on leadership roles |

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| **Overall (check)**  **\_\_\_\_\_Awareness of Self and Others Development of Principles of**  **Practice**  **\_\_\_\_\_Implementation of Professional Practice Analysis of Professional**  **Practice** |
| **Comments:** |

Candidate’s Signature: Date: **\_\_\_\_\_\_\_\_\_\_**

Evaluator’s Signature: Date: **\_\_\_\_\_\_\_\_\_\_**

# Key Assessment: Holistic Assessment of Candidate

**Performance**

The Holistic Assessment is an overall assessment of professional growth and practice used at midpoint and at the end of the semester. This assessment is developmental in design. Each point in the continuum includes the previous point(s). Candidates should demonstrate an overall ***Implementation of Professional Practice* by the end of clinical residency**. This assessment may also be used at mid-point as a formative assessment in order to identify strengths and target areas of professional growth.

Candidate’s Name:

* Self-Assessment  Mid-Point  Final

Candidate’s Signature: Date: **\_\_\_\_\_\_\_\_\_\_**

Evaluator’s Signature: Date: **\_\_\_\_\_\_\_\_\_\_**

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| **Indicators** | ***Awareness of Self and Others*** | ***Development of Principles of Practice*** | ***Implementation of Professional Practice*** | ***Analysis of Professional Practice*** |
| **Demonstratio n of knowledge of learners and their development** *The candidate demonstrates an understanding of how all learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentall y appropriate*  *and challenging* | The educator  candidate…   * appreciates and identifies differences in approaches to learning and performance;   2 (g, i)   * recognizes that each learner brings assets based on his/her individual experiences, abilities, talents, prior learning, and cultural background; 2 (j) * demonstrates knowledge of learning theory, human development, cultural diversity, and | AND   * designs   instruction that uses each  learner’s strength to promote growth;  1 (b)   * incorporates learning opportunities that include peer and/or group interactions; 2 (l) * demonstrates respect and values learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and | AND   * incorporates learners’ experiences, cultures, and/or community resources in differentiated instruction; 1   (g); 8 (l)   * integrates   instructional strategies and resources that support language acquisition;  2 (e, i, o)   * takes   responsibility for promoting learners’ growth and development; 1 (j)   * designs learning experiences that incorporate | AND   * values and   collaborates with family, communities, colleagues, and/or other professionals to  promote individual learner growth and development;  1 (c, e), 3 (a)   * utilizes a range of evidence-based instructional strategies, resources, and technological tools and uses them to effectively plan and implement instruction that meets diverse learning needs and/or supports language acquisition; 1 (d),   2 (a); 8 (k)   * incorporates developmental |

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| *learning experiences.* InTASC [1a, b,  c, d, e, g, h, j; 2  a, e, g, h, i, j, k, l,  o; 3a, i, k, l; 8 k, l; 10 o]  *Cross-cutting themes of Diversity and Technology* | individual differences; 1 d   * acknowledges learner diversity can affect communication   ; 3 (l) | interests; 1 (h),  2 (l, h) | motivation and engagement to build learner self-direction and ownership of learning; 3 (i)   * collaborates with learners to establish and monitor elements of a safe and productive learning environment; 3 k | cognitive processes (e.g. critical and creative thinking, problem framing and problem solving, invention, memorization and recall;  1 a, e |
| **Indicators** | ***Awareness of Self and Others*** | ***Development of Principles of Practice*** | ***Implementation of Professional Practice*** | ***Analysis of Professional Practice*** |
| **Demonstratio n of content knowledge and its application** *The candidate demonstrates the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners.*  *ACTS 290-3-3-*  *.03(4)(o) ACTS 290-3-3-*  *.03(7)*  *InTASC [1 i;3 k,*  *m; 4 a, e, f, g, k,*  *l, n, o, p, q, r; 5*  *a, b, c, e, f, g, h, i,*  *j; l, p, q, r; 7 g; 8*  *g, h, n, o, p] Cross-cutting themes of Diversity and Technology* | The educator  candidate…   * recognizes   learners’ misconceptions in a discipline and how that may interfere with learning;  1 (i), 4 (e)   * acknowledges the potential of bias in his/her representation of the discipline;   4 (q)   * identifies digital and interactive technologies for efficiently and effectively achieving specific learning goals; 3 (m), 4 (g), 8   (g)   * knows how to use a variety of resources to engage students in learning; 8 (n) * recognizes that content and/or skill development can be | AND   * knows and uses the academic language of the discipline and knows how to make it accessible to learners; 4 (l, h) * demonstrates an understanding that content knowledge is complex, culturally situated, and ever evolving; 4 (o), 5 (l) * creates   experiences that build conceptual understandings that address learners’ misconceptions  ;  4 (k)   * identifies major concepts, assumption, debates, processes of inquiry, and ways of | AND   * aligns short- and long-range instruction with the Alabama Course of Study and content standards; 4   (n); ACTS 290-  3-3-.03(7)   * develops and implements supports for learner literacy development across content areas; 5 (h) * incorporates multiple perspectives within the discipline and facilitates learners’   critical analysis of these perspectives; 4 (p)   * utilizes a variety of instructional strategies to support and expand   learners’ communication in speaking, listening, | * challenges learners to generate and evaluate new ideas and novel approaches to address complex issue(s) and/or question(s) 5 (a, f) * challenges learners to invent solutions to problems; 5 (b, f) * accesses resources to build global awareness and understanding and integrates them into the curriculum; 5(p) * facilitates learners’ ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues; 5 (j) * evaluates and modifies instructional resources and curriculum materials for their comprehensivenes s, accuracy for |

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|  | supported by media and technology and knows how to evaluate resources for quality, accuracy, and effectiveness; 8 (o)   * committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and/or adjusting instruction; 8 (p) | knowing that are central to the discipline(s) s/he teacher; 4 (j)   * incorporates multiple representation s and explanations that capture key ideas in the discipline to promote each learner’s achievement of the content standards as aligned with the curriculum; 4 (a), 7 (g) * facilitates   learners’ use of technologies and resources to maximize content learning in varied contexts; 3 (g) | reading, writing, and other modes that address varied audiences and purposes; 5 (e),  8 (h)   * engages learners in applying content knowledge to real world issues, questions, or problems through the lens of interdisciplinar y themes; 5 (a, b) * demonstrates a commitment to work toward each learner’s mastery of disciplinary content and skills; 4 (r) * demonstrates a deep knowledge of current and emerging state initiatives and programs including, but not limited to, the Alabama Reading Initiative (ARI); The Alabama Math, Science, and Technology Initiative (AMSTI);   Alabama Learning Exchange (ALEX);  Alabama Connecting Classrooms, Educators, and Students Statewide (ACCESS); and  RTI (Response to Instruction) and their relationship to | representing particular concepts in the discipline, and appropriateness for his/her learners;  4 (f); 8 (o, p)   * seeks knowledge outside his/her own content area and how such knowledge enhances student learning; 5 (r) * consistently explores ways to use disciplinary knowledge as a lens to address local and global issues; 5 (q) * integrates Alabama-wide programs and initiatives into the curriculum and instructional processes; *ACTS 290-3-3-.03(7)g* |

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|  |  |  | student achievement; ACTS 290-3-3-  .03(4)(o) |  |
| **Indicators** | ***Awareness of Self and Others*** | ***Development of Principles of Practice*** | ***Implementation of Professional***  ***Practice*** | ***Analysis of***  ***Professional Practice*** |
| **Demonstratio n of professional learning and ethical practice**  *The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*  *ACTS 290-3-3-*  *.03(9)(o) InTASC [3 f, m;*  *5 k; 9 a, b, c, d, e, f, g, h, i, j, k, l, m, n, o;10 t] Cross-cutting themes of Diversity and Technology* | The educator  candidate…   * engages in opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local, state, and/or national standards; 9 (a) * models safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others and rules related to the use of social media; 9 (f) * demonstrates self-reflection and problem- solving strategies to enhance personal and professional growth; 9 (g, n) * understands and adheres to the professional expectations of the college and the profession, including codes of ethics, professional | AND   * reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences; 9 (e, m) * respects the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use; 5 (k) * models   appropriate, safe, and effective use of technologies in and outside the classroom; 3 (m)   * takes   responsibility for student learning and uses reflection to improve planning and practice; 9 (l) | AND   * participates in professional learning opportunities that align with learners’ needs; 9 (b) * demonstrates the knowledge of laws related to learners’ rights and teacher responsibilities; 9 (j) * uses learner data to analyze practice and differentiate instruction accordingly; 9(h) * communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment; 3 (f) | AND   * embraces the challenge of continuous improvement and change * seeks resources within and outside the school as supports for analysis, reflection, and problem- solving; 9 (d) * uses a variety of data to evaluate outcomes of teaching and learning; 9 (c) * applies current education policy and research as sources of analysis and reflection to improve practice; 9 (l, n) * uses a variety of self- assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations and/or adjustments; 9 (g) * builds and implements a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, and data on learner performance; 9 (k) |

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|  | standards of practice, and relevant law and policies, including the Alabama Educator Code of Ethics, the NASDTEC  Model Code of Ethics for Educators, (MCEE); 9 (o)  and ACTS 290- 3-3-.03(9)(o) |  |  |  |
| **Indicators** | ***Awareness of Self and Others*** | ***Development of***  ***Principles of Practice*** | ***Implementation***  ***of Professional Practice*** | ***Analysis of***  ***Professional Practice*** |
| **Demonstratio n of leadership and collaboration** *The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*  *InTASC [3, l; 10*  *a, b, c, d, e, f, g,*  *h, i, j, k, l, m, n,*  *o, p, q, r, s, t]*  *ACTS 290-3-3-*  *.03(7)h* | The educator  candidate…   * communicates effectively and professionally; 3 (l) * works collaboratively to advance professional knowledge of self and others * demonstrates appropriate and respectful interactions in both face-to- face and/or virtual contexts; 10 (n) | AND   * embraces the challenge of continuous improvement and change; 10 (t) * takes an active role on the instructional team, giving and receiving feedback on practice * actively   participates in professional organizations (e.g., Alabama Learning Exchange, joins professional organizations, attends professional conferences, subscribes to a professional journal, etc)   * contributes to the common culture that supports high expectations for student learning;   10 (o) | AND   * takes initiative to grow and develop with colleagues through interactions that enhance professional practice and support student learning; 10 (b, r) * seeks   appropriate opportunities to model effective practice for colleagues; 10 (i)   * collaborates with others to analyze learner outcomes and shares responsibility and accountability for each student’s learning; 10 (a, d) * actively seeks professional, community, and technological resources, within and outside the school, as supports for | AND   * contributes and advances the profession; 10 (f, s) * assumes leadership roles at the school, district, state, and/or national level; 10 i, k * leads professional development workshops * uses and generates meaningful research on education issues and policies; 10 (h) * collaborates with school professionals to better meet the needs of diverse learners through a shared vision and common goals; 10 (c, e, p) * demonstrates respect for learners’ families beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals 10 (m, q) * communicates with students, parents, and the public about Alabama’s   assessment system |

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|  |  |  | analysis, reflection, and problem- solving;  10 (g) | and major Alabama educational improvement initiatives; *ACTS 290-3-3-.03(7)h* |

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| **Overall Performance Descriptor** |
| * Awareness of Self and Others * Development of Principles of Practice * Implementation of Professional Practice * Analysis of Professional Practice |
| **Comments** |

Candidate’s Signature: Date:

Evaluator’s Signature: Date: