# **English Language Arts Clinical Residency**

# **Spring 2022**

**Course**: CTSE 4923/7920, English Language Arts Clinical Residency

Full-time school placement; regular meetings with supervisor

CTSE 5210/6210, Teacher Inquiry Workshop

Monday, 5:15-7:05pm

**Instructors**: Dr. Bevin Roue

Cell: (517) 802-8904 - For emergencies only.

Email address: [bevin@auburn.edu](mailto:bevin@auburn.edu)

Gretel Thornton

Email address: [gat0019@auburn.edu](mailto:gat0019@auburn.edu)

Office Hours: Virtual Appointments

**Course Objectives:**

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

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

**From NCTE Teacher Preparation Standards:**

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

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

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

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

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

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

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

**Readings:**

College of Education Clinical Residency Handbook

edTPA Handbook

Love, B.L. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Beacon Press.

# **Expectations & Policies:**

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

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

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

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

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

**Course Requirements/Evaluation: CTSE 4923**

**Lesson Planning and Other Documents**

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

Each week, by Sunday evening at 11:59 pm, you will submit two required documents:

1. A completed “weekly schedule” template indicating your teaching responsibilities, the periods of the day, and the courses. This template is particularly important at the beginning and ending portions of the semester as you are gradually taking on or releasing full teaching responsibility for all classes. When you are in the midst of teaching and planning all lessons for all courses, you can individually negotiate with your university supervisor whether or not you need to submit the “weekly schedule” template.
2. A completed “daily lesson plan” template describing and outlining all of the teaching that you will be doing for the given week. Early on, you might be adapting aspects of your mentor teacher’s lesson plans. In that case, you still need to complete the “daily lesson plan” template. However, you will use green highlighting to indicate your original and unique contributions to that lesson plan.

If you have scheduled an observation with your university supervisor for the week, you must also submit the “longform lesson plan” template. This is a more detailed version of the template that asks you to elaborate more fully your lesson design, especially the procedures. This template is the one you are familiar with from past coursework.

**Revising Lesson Plans and Utilizing Feedback**

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

Each week, you will submit, along with your weekly lesson plans, a revision memo where you select one area of feedback you addressed and articulate how and why you used that feedback to improve. This “memo” can take two possible forms: 1) you might include a note at the end of the “daily lesson plan” template; or 2) you might use Word’s “comments” feature to highlight an area of your lesson plan and describe how you have revised.

Additionally, after receiving feedback on your teaching observations, you will write a more comprehensive, larger revision memo. In this memo, you will describe (in detail) how you have used the feedback from your last debrief(s) to improve your instructional design. Similar to the above, include the memo either at the end of the “daily lesson plan” template or use Word’s “comments” feature.

**Observations**

You will be observed a minimum of four times - two before the midterm date and two after - along with participating in an initial three-way meeting involving you, your cooperating teacher, and university supervisor. This initial meeting should be scheduled as soon as possible, and the intern is responsible for helping the university supervisor schedule a time that is agreeable for the cooperating teacher.

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

**Initial Meeting with your Cooperating Teacher**

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

* Semester goals. To be prepared to do so, you should complete the “semester goals” template in the clinical residency handbook (see page 46).
* The ELA principles you value and want to practice this semester.
* Expectations and requirements for submitting lesson plans and materials on a regular basis along with the revision memos. (Cooperating teachers are invited to contribute feedback to help shape the course of the revision memos.)
* The significance, requirements, and timeline for EdTPA.
* The formative and summative assessments that occur throughout the term (Classroom Observation Instrument, EDUCATE Alabama Assessments, Professional Dispositions Checklist).
* The feedback – and plan for receiving and responding to this feedback – you will receive from your cooperating teacher (via the above) and from your university supervisor.

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

**Dispositions/Professionalism**

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

**edTPA (Teacher Performance Assessment)**

You are **required** to submit your edTPA materials to Pearson by March 25, 2022 by 11:59 pm PST. Meeting this deadline will ensure you receive feedback from Pearson by April 15.

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

In Process “Checkpoint” Deadlines:

* Complete Draft of Task 1: **Feb. 28**
* Complete Draft of Task 2:
  + Complete teaching/videoing: **March 7**
  + Complete written portion: **March 14**
* Complete Draft of Task 3: **March 21**

**edTPA Support, Submission, and/or Writing Day: March 21, 8 am-3 pm (location TDB)**

On Monday March 21, rather than reporting to your school placement, you will join us from 8:00 am-3:00 pm to finalize your edTPA documents. You are required to attend this session and to arrive on time, attending for the full session. Missing this session constitutes missing a day at school in your internship. Failure to attend on time will be treated as tardiness to your school.

**Course Requirements/Evaluation: CTSE 5213**

Class Participation: 20%  
Weekly Lesson Plan Submission: 30%

Including Revision Memos  
edTPA Assignments: 30%

Submitting Drafts

Peer Workshopping and Feedback

Revising and Revision Memos

Meeting Required Deadlines (for drafts and final submission)  
Mock Interview: 10%

Participation in Program Book Discussion: 10%

**Providing Feedback to Peers**

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

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

**Mock Interviews: TBD**

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

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

**ELA Program Common Book Discussions**

This semester, every Auburn ELA program course is including *We Want to Do More than Survive* as a required text. In addition to reading the text, you are expected to attend at least one of our program-wide book discussions. The expectation is that you read the book in its entirety and come to the meeting prepared, with an open mind, to do the necessary but complex work of discussing race/ism and antiracism in society and education, specifically in ELA education. In an effort to accommodate everyone’s schedules, we are offering two days/times for our program book discussion. We ask that you attend one of them (although you are certainly welcome at both).

* Thursday, April 7 6:00-7:00pm
* Friday, April 8, 10:00-11:00am

We’ll provide more information on location as we get closer to the time and can assess COVID numbers. While we hope to hold this discussion face-to-face, we may make the decision to utilize Zoom if it feels safer for everyone.

**Grade Distribution:**

**CTSE 4923**

S: Satisfactory

U: Unsatisfactory

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

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

**CTSE 5213**

A 90% or above

B 80 – 89%

C 70 – 79%

D 60 – 69%

F 59% or below

**Tentative Course Schedule**

Jan 11: Internship Orientation

Jan 17: No Class–Martin Luther King, Jr. Day

Jan 24: edTPA discussion and small groups

Jan 31: edTPA breakdown and check in’s

Feb 7: edTPA breakdown and check in’s

Feb 14: edTPA breakdown and check in’s

Feb 21: edTPA breakdown and check in’s

Feb 28: edTPA Task 1 due

March 7: edTPA Task 2 video due

March 14: edTPA Task 2 writing due

March 21: No evening class (Will meet from 8:00-3:00 for edTPA support instead)--edTPA Task 3 due

March 28: TBD

April 4: TBD

April 11: TBD

April 18: TBD

April 25: TBD

Note: Course calendar is tentative and will evolve to meet our needs

​​Face covering policy

In response to COVID-19, and in alignment with Auburn University's Presidential directives, and local, state, and national health official guidelines face coverings are required at all times in class. This includes the classroom, laboratory, studio, creative space, or any type of in-person instructional activity, and public spaces. "A “face covering” is defined as a “covering that fully covers a person’s nose and mouth. Please use proper masks and not scarves or bandanas. You might look cool, but you’ll leak.

Note: You will be required to wear face masks in our classes at all times, even if the university no longer requires masks in buildings.

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