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**EARLY CHILDHOOD EDUCATION**

**CTEC 4210/4920**

**CLUSTER CLINICAL RESIDENCY**

*SYLLABUS AND CALENDAR*

*Spring 2025*

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**Spring 2025**

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 4, 2024*

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:

1. 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]
2. 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]
3. 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]
4. 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]
5. Promote and manage a positive classroom environment. [ECE 2.b.4]
6. 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]
7. Use manipulative materials and play as instruments for enhancing development and learning. [ECE 2.b.1] [NAEYC 2.1.2]
8. Select and use appropriate equipment and technology. [NAEYC 2.1.6]
9. 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. 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]
11. Respond to and conference with children at the appropriate developmental stage. [ECE 2.b.5] [ECE 2.b.9]
12. 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]
13. 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]
14. 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]
15. Observe, record, and assess children's behavior and development. [ECE 2.a.4] [ECE 2.b.9]
16. Use school and/or community resources to enhance the programs for young children. [NAEYC 3.4 & 3.5]
17. Function as a member of an instructional team and relate to colleagues in a professional manner. [NAEYC 5.6]
18. Analyze and evaluate field experiences, including supervised experience in working with parents and in working with interdisciplinary teams of professionals. [NAEYC 6.4]
19. Advance children’s development in the use of written language. [ECE 2.b.8]
20. Advance children’s use of the stages of the writing process. [ECE 2.b.8]
21. Develop and implement a classroom-management plan to ensure equitable and effective student access to available technology resources.
22. 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.
23. Design, implement and assess learner-centered lessons and units that use appropriate and effective practices in teaching and learning with technology.
24. 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.
25. 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.
26. 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.
27. Evaluate their students’ technology proficiency and students’ technology-based products within appropriate curricular areas.
28. 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** *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.**
11. Support and work cooperatively with the school’s faculty, administrators, and support staff.
12. Submit edTPA before graduation and upload submission email on Watermark. (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:

1. Resume - Using the Career Development Services Handbook create or update your résumé to be used for the College of Education Interview Day
2. CTEC 4920/3 syllabus
3. CTEC 4210/3 syllabus
4. College of Education Clinical Residency Handbook
5. Clinical Residency Calendar
6. Observations Forms (be sure to keep a copy of all formal observation forms
7. Assessments (be sure to keep a copy of all assessments your cluster teacher/university supervisor complete throughout the semester)
8. Lesson Plans (copies of your 10 days of consecutive teaching lesson plans)
9. Integrated Unit (including all teaching resources such as, student handouts, rubrics, etc.
10. School Based Experiences Checklist
11. 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.
12. Reflections on the following questions:
	1. 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?
	2. 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?
	3. 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?
	4. 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.\***

1. **\_\_\_\_\_\_\_ Attend a collaborative grade-level meeting.\***
2. **\_\_\_\_\_\_\_** **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)****. \***
3. \_\_\_\_\_\_\_ **Observe two other classroom teachers with different grade levels from your internship placement. \***
4. \_\_\_\_\_\_\_ Interview **two** of the following: secretary, cafeteria coordinator, janitorial staff, after-school coordinator, bookkeeper, special aide assistant, parent of the advisory board, Title 1 aide, teacher aide, media specialist aide.
5. \_\_\_\_\_\_\_ Interview a teacher or other professional about how Common Core (Mathematics or Language Arts) is impacting curriculum at the local level.
6. \_\_\_\_\_\_\_ 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.
7. \_\_\_\_\_\_\_\_ Observe a parent teacher conference.
8. \_\_\_\_\_\_\_ Observe a committee meeting of your choice.
9. \_\_\_\_\_\_\_ Observe at least **two** special teachers for ½ a day each (e.g., art, music, venture, physical education, computer).
10. \_\_\_\_\_\_\_ Observe the media specialist for ½ a day.
11. \_\_\_\_\_\_\_ Observe the counselor for ½ a day.
12. \_\_\_\_\_\_\_ Attend a special event at your school (reading night, math night, carnival, musical, etc.).
13. \_\_\_\_\_\_\_ Attend a professional development session (speaker, training, technology, etc.).
14. \_\_\_\_\_\_\_ Attend and interact in an after-school program for an afternoon.
15. \_\_\_\_\_\_\_ 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.
16. \_\_\_\_\_\_\_ 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?
17. \_\_\_\_\_\_\_ 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?
18. \_\_\_\_\_\_\_ 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. **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:

1. Engage in responsible and ethical professional practices
2. Contribute to collaborative learning communities
3. Demonstrate a commitment to diversity
4. 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 2025**

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 2025**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tues** | **Wed** | **Thurs** | **Fri** | **Sat** | **Intern****Initials** | **Teacher Initials** |
|  |  |  | **1** | **2** | **3** | **4** |  |  |
| **5** | **6** | **7** | **8** | **9** | **10** | **11** |  |  |
| **12** | **13****Orientation Meeting** | **14****1st day of clinical residency** | **15** | **16** | **17****Self****Assessments****Due** | **18** |  |  |
| **19** | **20****MLK Jr.****Holiday** | **21** | **22** | **23** | **24****Forms & Initial Reflection****Due** | **25** |  |  |
| **26** | **27** | **28** | **29** | **30** | **31****edTPA work day** |  |  |  |

**February 2025**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tues** | **Wed** | **Thurs** | **Fri** | **Sat** | **Intern****Initials** | **Teacher Initials** |
|  |  |  |  |  |  | **1** |  |  |
| **2** | **3** | **4** | **5** | **6** | **7****1st formal observation due** | **8** |  |  |
| **9** | **10** | **11** | **12** | **13** | **14** | **15** |  |  |
| **16** | **17** | **18** | **19** | **20** | **21** | **22** |  |  |
| **23** | **24** | **25** | **26****edTPA****Workday** | **27** | **28****2nd formal observation due** | **1** |  |  |

**March 2025**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tues** | **Wed** | **Thurs** | **Fri** | **Sat** | **Intern****Initials** | **Teacher Initials** |
| **2** | **3****Charlotte Danielson Framework** | **4****Midterm****Interview Day** | **5** | **6****edTPA Due** | **7** | **8** |  |  |
| **9** | **10** | **11** | **12** | **13** | **14** | **15** |  |  |
| **16** | **17** | **18** | **19** | **20** | **21** | **22** |  |  |
| **23** | **24** | **25** | **26** | **27** | **28****3rd observation****due** | **29** |  |  |
| **30** | **31** |  |  |  |  |  |  |  |

**April 2025**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tues** | **Wed** | **Thurs** | **Fri** | **Sat** | **Intern****Initial** | **Teacher Initials** |
|  |  | **1** | **2** | **3** | **4** | **5** |  |  |
| **6** | **7** | **8** | **9** | **10** | **11****Final formal observation due** | **12** |  |  |
| **13** | **14** | **15** | **16** | **17** | **18** | **19** |  |  |
| **20** | **21** | **22** | **23****Consecutive/ Non Consec. Plans Due** | **24****School Based Experience****Due** | **25****Exit Reflection Due** | **26** |  |  |

**May 2025**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tues** | **Wed** | **Thurs** | **Fri** | **Sat** | **Intern****Initials** | **Teacher Initials** |
| **27** | **28****Charlotte Danielson Framework** | **29****Clinical Residency Verification** | **30****Last Day****Attendance****Calendar** | **1****Make-up days** | **2****Make-up days** | **3** |  |  |
| **4** | **5****Make-up days** | **6****Make-up days** | **7****Make-up days** | **8****Make-up days** | **9** | **10** |  |  |

**AU Commencement: May 10-12**

**\*\*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.**

**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

**Internship Cluster Teacher Supervisor Payment Form**

**Early Childhood Education**

**Spring Semester 2025**

**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 internship program. Later in this semester you will receive additional information about processing this payment. 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’s Supplier Portal <https://solutions.sciquest.com/apps/Router/SupplierLogin?CustOrg=Auburn> 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

Fax No. 334-844-6789

**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.) |