**Auburn University**

**Course Syllabus**

**1. Course Number:** CTSE 4920/4926-DFL

 **Course Title:** Clinical Residency: Foreign Language Education

 **Course Hours:** 1-11 semester hours

 **Prerequisite:**  Admission to Clinical Residency

 **Corequisite:** CTSE 5220 unless previously completed

**2. Date Syllabus Prepared**: August 1998; revised January 2007; updated August 2007; updated January 2025

**3. Texts:** College of Education Clinical Residency Handbook

**4. Course Description:**

This course provides full-time, supervised, on-the-job teaching experiences in a school. These experiences will be accompanied by regularly scheduled observations and discussion periods to provide positive evaluation and analysis of the intern experience.

**5. Course Objectives:**

Course objectives include a subset of key indicators from the Alabama Quality Teaching Standards (AQTS) and program-specific indicators. Indicators assigned to CTSE 4920/7926-FL1 are highlighted on the performance assessment templates included in Canvas and on Watermark.

**6. Course Content and Schedule:**

Students will complete all of the clinical residency requirements specified in the College's *Clinical Residency Handbook*, any additional requirements as specified in the internship orientation meetings, and any unique requirements of the cooperating school and the Foreign Language Education program. Students will complete a minimum of 15 weeks of internship as outlined by the Clinical Residency Handbook and the direction of Foreign Language Education program coordinator.

**On-campus Students:** Five visits are required for on-campus students – one organizational visit and four observations. **Distance Students:** The first organizational visit will take place online. The four observations will be virtual with either Zoom or whatever technology is authorized by the school.

**7. Course Requirements/Evaluation:**

All objectives must be fulfilled in a satisfactory manner to pass this course. (S/U Grading)

The Alabama State Board of Education requires all students completing teacher certification programs to be assessed using the Alabama Quality Teaching Standards (AQTS) and program-specific standards. Key internship assessments aligned with the AQTS are (1) edTPA, (2) CIEP, and (3) **Framework for Teaching Evaluation**. Assessment resources include the following:

* directions and rubrics for key assessments – Internship Handbook, pp. 21-39
* alignment of CIEP standards aligned with the CIEP’s Key Assessments
* Key Assessment: edTPA – see Clinical Residency Handbook.
* alignment of candidate with Foreign Language portfolios described in Canvas

During every observation by the university supervisor, interns are evaluated with the appropriate foreign language education rubric for the type of lesson being observed. During the conference that follows, the supervisor, the cooperating teacher and the intern decide on what the strengths and weaknesses are for that lesson. A plan for improvement is developed for the next official visit.

As a final evaluation, Interns prepare an *exit portfolio* that includes 1) a resume; 2) a Professional Work Sample with specific reflections developed after conferencing with both the university supervisor and the cooperating teacher; 3) a unit assessment created and administered by the intern with reflections as to its strengths and weaknesses; and 4) the completed Foreign Language Questionnaires administered at the end of the internship period to all students taught by the intern along with an analysis of the questionnaires and reflections on these results. 5) Self-Assessments in Watermark as required by the College of Education.

All key assessments included in the Clinical Residency Handbook are completed by the cooperating teacher and the university supervisor and entered into Watermark.

**(On-campus students**: The evaluation process for CTSE 4920 takes place in the intern’s school during face-to-face conferences involving the cooperating teacher, the university supervisor and the intern. **Distance students:** The evaluation process for CTSE 4920-DFL takes place online between the intern, the cooperating teacher and the supervisor through Zoom or Teams.)

Graduate students are expected to have a higher level of proficiency in the target language and to perform at a higher level on all assessment rubrics. Their reflections on all the materials in the exit portfolio are expected to reflect a greater depth of understanding of the research and best practices for the profession based on the three graduate CTSE courses required for the A certification.

The final internship grade (S or U) is determined by the university supervisor and the cooperating teacher based on the key assessments which include a holistic evaluation of the student’s performance throughout the semester . The **Framework for Teaching Evaluation** is completed by the cooperating teacher and university supervisor at two points: mid-term and the semester’s end.

**Accommodations for Distance students:** All assessment forms from cooperating teachers will be submitted electronically to the university supervisor and uploaded in Watermark.

Intern Requirements the Clinical Residency Handbook:

1. Satisfy attendance requirements.
* Attend the college’s Clinical Residency Orientation Meeting at the beginning of the semester and the exit meeting at the end of the semester.
* Follow your school’s calendar beginning with the first-class day of Auburn’s semester through the final class day of Auburn’s semester. Note: A maximum of five days may be used to attend clinical residency related activities not at the school site (e.g., Interview Day, group meetings of candidates on campus).
* Be prompt and regular in attendance; follow the schedule expected of clinical educators. Note: Absences should not occur except for emergencies (e.g., sickness, death in the family). Unexcused absences are not allowed during clinical residency. If an excused absence is unavoidable, contact your clinical educator and university supervisor. **You are required to make-up absences.** If you have not fulfilled this requirement by the last day of AU classes, you will attend the Clinical Residency Evaluation Meeting at the end of the semester then return to the school site to complete the attendance requirement. All required days must be completed within the clinical residency semester. If these days are not made up before the end of the semester you will receive an Incomplete.
* You are required to follow all safety protocols in place from the first day you arrive at the school. This may include but not limited to: practicing social distancing, completing self-screening protocol, and wearing personal protective equipment (PPE). If you have any questions, please reach out to your university supervisor.
* Attend all school functions that your clinical educator is required to attend (e.g., faculty meetings, PTA meetings, school/community events).
1. File a copy of the ***Emergency Contact Information*** form with the secretary at your assigned school site. Additionally, give a copy to your university supervisor and to your clinical educator(s).
2. Complete the ***Framework for Teaching Evaluation*** as an initial self-assessment (in Watermark). This is for your reference and not entered into any college-wide data collected. Work with your clinical educator and/or university supervisor to identify target areas (based on your self-assessments) using the ***Semester Goals*** form.
3. Work with your clinical educator to develop a schedule of teaching responsibility that includes a minimum of 20 full days of teaching (at least 10 days must be consecutive). One interruption within the 10 consecutive days is allowed for a reason deemed acceptable by both the university supervisor and clinical educator. You must assume full responsibilities following the interruption when returning to the classroom.
4. In collaboration with your university supervisor and clinical educator, schedule a minimum of **four** formal observations. Two of the observations should occur prior to mid-semester.
5. Fulfill all responsibilities and tasks assigned by your clinical educator, school administrator(s), and university supervisor including lesson plans, grading, reflections, classroom maintenance, etc.
6. Participate in midpoint and final conferences with your clinical educator and university supervisor. Review feedback on ***Framework for Teaching Evaluation***. Discuss teacher’s comments on your teaching practice from the ***Conference with Candidate*** form.
7. Complete all required tasks of the edTPA® (in person or remotely) and submit for official scoring by Pearson® by the deadline(s) specified by your program. Upload the email verification form from Pearson® into the Student Learning and Licensure by Watermark® system following the instructions in this handbook in Appendix B.
8. Attain an average overall rating at the ***Proficient*** level on the final evaluation of the **Framework for Teaching Evaluation** College of Education Key Assessments. An acceptable score must also be achieved on any program-specific assessments required.
9. The College of Education uses the online Student Learning and Licensure by Watermark® system for submission of key assessments and for collecting information related to Clinical Residency. Prior to the End-of-Term Clinical Residency Evaluation Meeting, candidates are required to complete tasks through Student Learning and Licensure by Watermark ®. **Please refer to the following steps to complete these tasks.**
	* 1. Login to [Student Learning and Licensure](https://sll.watermarkinsights.com/login#/) through their webpage.
		2. Click on the “Course/Group” associated with the task to complete.
		3. Click the "Activity” that you wish to complete (e.g., Framework for Teaching Evaluation – Midterm).
		4. Click the student name for which your completing the activity.
		5. Complete the required rubric fields; or click “View Rubric Details” to expand the rubric and read the performance level descriptors.
		6. Click “Submit”
10. edTPA® Verification – candidates will document their official submission of the edTPA® to Pearson, Inc. ® For detailed instructions, please refer to *edTPA® Procedures for Graduation* in this handbook. Note: Verification of your official edTPA® submission to Pearson, Inc.® must be documented for any grade to be assigned for Clinical Residency.
11. Confidential – candidates will evaluate the clinical residency experience and their placement on a survey at the conclusion of the term. This survey is only visible to the candidate. Clinical educators and university supervisors will not have access to individual responses.
12. If applicable, candidates may have additional activities that are program specific.
13. Check your Auburn email account throughout your clinical residency as it is the official mode of communication.
14. Keep in mind that communication is key to a successful clinical residency. Ask questions, solicit feedback, and accept constructive critique of your performance in a professional manner. Work with your clinical educatorand university supervisor to resolve clinical residency concerns in a professional manner. You are expected to follow the chain of command in resolving issues that occur during your clinical residency. If an issue relates to occurrences at the school site, discuss your concerns with the clinical educator and keep your university supervisor apprised of the situation. If an issue relates to clinical residency requirements or supervision, share your concerns with your university supervisor. If issues are not resolved through these efforts, share your concerns with the unit leader in the department in which your program is located. If they are unavailable or you believe the issue is not resolved, you may contact the Clinical Experience Administrator in the Office of Academic and Faculty Affairs.
15. The responsibilities assigned to a candidate are equivalent to the responsibilities of a full-time position. Satisfying the clinical residency requirements in a satisfactory manner requires that you devote a considerable amount of time and effort to your teaching responsibilities. During your clinical residency, you are advised to limit your involvement in any additional responsibilities such as part-time employment if at all possible.

# Completion Requirements

**To earn a satisfactory grade in clinical residency, the following criteria must be met:**

* Demonstrate an average overall performance at the ***Proficient*** in clinical residency on each of the College of Education Key Assessments AND acceptable performance on any program specific requirements
* Student Learning and Licensure by Watermark® submission to Pearson® for official scoring of all required edTPA® tasks
* Verification of submission submitted to Student Learning and Licensure by Watermark®
* Satisfactory performance of teaching including a minimum of **20 full days,** 10 of which must be consecutive (an interruption of the 10 days may be allowed per approval of the university supervisor and clinical educator)
* Confirmation of attendance (full-time/full semester)
* No unexcused absences

# Graduation/Program Completion

**To be cleared for graduation, all candidates must meet the following criteria:**

* Registration and completion of UNIV 4AA0 (graduation check)
* Completion of ALL courses on the program checklist (Note: Approvals of Course Substitution Request/s must be on file in Office of Academic and Faculty Affairs, 3464 Haley.)
* For candidates unconditionally admitted prior to July 1, 2017, a minimum of a 2.50 grade-point average on all college coursework attempted as well as all coursework attempted at Auburn, in professional studies, and in the teaching field is required
* For candidates unconditionally admitted July 1, 2017- February 24, 2022, a minimum of 2.75 grade-point average on all college coursework attempted as well as all coursework attempted at Auburn, in professional studies, and in the teaching field is required
* For candidates unconditionally admitted **AFTER** February 25, 2022, a minimum of 2.50 grade-point average on all college coursework attempted as well as all coursework attempted at Auburn, in professional studies, and in the teaching field is required
* No grade below “C” in professional studies

**Additional Requirements for Alternative Master’s Educator Preparation Programs**

**To be eligible for graduation, alternative master’s candidates must meet the following additional criteria:**

* Committee, Transfers, Exceptions, and Candidacy (CTEC Form), including certification audit, approved at least one semester prior to graduation *Note: Your CTEC form must include all coursework on the Alabama State Department of Education approved program checklist and be approved by your major professor and committee, and the Office of Academic and Faculty Affairs*
* Graduation check submitted to Graduate School *Note: The graduation check is due no later than the last day of the term prior to the term of graduation.*
* Completion of ALL courses on the program checklist
* All *Course Substitution Request/s* and transferred coursework must be on file in Office of Academic and Faculty Affairs, 3464 Haley Center
* Minimum 3.0 GPA for candidates unconditionally admitted prior to July 1, 2017. For candidates that are admitted AFTER July 1, 2017, a minimum GPA of 3.25 on all courses carrying graduate credit and all courses in the ALSDE approved program is required.
* No grade below C on course work carrying graduate credit
* Successful completion of final written comprehensive examination

**CLASS POLICY STATEMENTS:**

Attendance: Since this course is tied to certification, all students must complete the required 50 weeks or 300 hours of professional work in the public school setting. Students must notify the instructor and the cooperating teacher when there have an emergency and the student will not be attending school. All absences must be made up so that the number of days at school equals the requirements in the Clinical Residency Handbook.

Participation: Students are expected to participate in all online conferences. It is the student’s responsibility to contact the instructor if they need to change observation dates. Students are responsible for providing the university supervisor with lesson plans and other materials to be used in the observed lesson. **Distance students** will email all lesson plans and other materials for the university supervisor to use while viewing their videos.

Unannounced quizzes: There will be no unannounced quizzes.

Honesty Code: The University Academic Honesty Code and the Student Handbook Rules and Regulations pertaining to Cheating will apply to this class.

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

Accommodations: Students who need accommodations are asked 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 alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Other: An advanced level of proficiency in Spanish or French is desirable to successfully meet the objectives required to pass this course.

The university supervisor cannot be available 24 hours per day, but will keep weekly electronic office hours as indicated at the first organizational meeting. During these periods, the instructor will check e-mail and discussion postings through Canas and will be available through Zoom as well as telephone. Students may request additional office appointments

**Distance students:** Videorecorded lessons and related materials must be submitted by the scheduled due dates. Otherwise satisfactory completion of this course will be jeopardized.

Students and cooperating teachers must have access to a computer system with broadband Internet access and a current Web browser program. Students must also have access to a digital video camera to record their lessons for observation; however, the digital video camera must create a tape that can be played on any standard player using an adaptor. A scanner or scanning application for the cooperating teacher to provide notes and documentation is necessary as well. Students are responsible for knowing the operation of these aforementioned technologies. The university supervisor can give suggestions but cannot be relied upon to talk through problems that should be handled in detail by software/hardware experts.