# **English Language Arts Clinical Residency**

# **Spring 2025**

**Course**: CTSE 4920/7920, English Language Arts Clinical Residency

Full-time school placement; regular meetings with supervisor

CTSE 5210/6210, Teacher Inquiry Workshop

Monday, 5:15-7:05pm

Haley 2461

**Instructor**: Lindsey Ives

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

Cell Phone: (334) 750-0035

**Office Hours**: Virtual appointments available by request

**Course Objectives:**

**CTSE 7/4920:** 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 6/5210:** 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.

**NCTE Teacher Preparation Standards:**

1. Learners and Learning in ELA: Candidates apply and demonstrate knowledge of learners and learning to foster inclusive learning environments that support coherent, relevant, standards-aligned, differentiated, and antiracist/antibias instruction to engage grade 7–12 learners in ELA.
2. ELA Content Knowledge: Candidates apply and demonstrate knowledge and theoretical perspectives, including antiracist/antibias ELA, pertaining to texts, composition, language, and languaging.
3. Instructional Practice: Planning for Instruction in ELA: Candidates apply and demonstrate knowledge of theories, research, and ELA to plan coherent, relevant, standards-aligned, differentiated, antiracist/antibias instruction and assessment.
4. Instructional Practice: Implementing Instruction in ELA: Candidates implement planned coherent, relevant, standards aligned, differentiated, and antiracist/antibias ELA instruction and assessment to motivate and engage all learners.
5. Professional Responsibility of ELA Teachers: Candidates reflect on their ELA practice, use knowledge and theoretical perspectives to collaborate with educational community members, and demonstrate readiness for leadership, professional learning, and advocacy.

These are the five standards you will need to demonstrate proficiency in by the end of your clinical residency. We will discuss these standards with you throughout the semester, but you can find more information about them [here.](https://drive.google.com/file/d/1b_EQLvNyBvodO8Eo0tZCh09-a0ezDzpT/view?usp=sharing)

**Readings:**

College of Education Clinical Residency Handbook

edTPA Handbook

Wilkerson, I. (2023). *Caste: The origins of our discontents (adapted for young people).* Penguin Random House. ISBN 9780593427972

**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 5210 / 6210 meetings, as that course is integral to your success in your placement.

**\*Education Interview Day** is Tuesday, March 4. This will count as a professional day and is thus an excused absence from Clinical Residency, but for it to count as such, you MUST attend the interview day.

**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 4/7920**

**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, 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. **This should be uploaded no later than Friday before you leave school for the weekend.**
2. A completed “daily lesson plan” template (short form) 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. **This should be uploaded no later than Sunday night at 11:59 PM.** Please note: For the first few weeks, we will work on these in class on Monday night, adapting your teacher’s lesson plans into our template. You will submit your work during class on Monday. I will let you know when we will move into submitting plans on Sunday nights.

If you have scheduled an observation with your university supervisor for the week, you must also submit the “longform lesson plan” template **no later than 48 hours before the observation**. 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. **This should be e-mailed directly to your university supervisor**.

**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 Canvas’s “comments” feature to 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 (10/08/24) 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.

To ensure timely observations and provide a schedule of sorts for the semester, you will be provided a calendar with observation weeks highlighted. This means that you are expected to schedule your observation with your university supervisor during that week.

Prior to your scheduled observation, you must submit your observation lesson plan (on the long-form template**) no later than 48 hours** before your observation. This is to ensure that your supervisor has time to give you detailed feedback on the lesson plan itself. Failure to submit your lesson plan 48 hours before your observation will result in us having to reschedule your observation.

**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 45).
* 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 (Planning for Instruction and Pedagogical Content Knowledge Observation Instrument, Personal and Professional Dispositions Assessments, Midsemester and End of Term Observation Assessment, etc.)
* 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 (within the first three weeks, but as soon as possible). 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 of the professional requirements for your school placement (i.e. teacher dress code, report times, duty, etc.), the 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. You must also attend CTSE 5210. Consider CTSE 5210 as an extension of your clinical residency. Missing more than 2 unexcused classes is grounds for having to repeat the course.

**edTPA (Teacher Performance Assessment)**

You are **required** to submit your edTPA materials to Pearson by March 20 at 11:59 pm PST. Meeting this deadline will ensure you receive feedback from Pearson by April 10.

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 signed off on. 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 Context for Learning: **February 3**
* Complete Draft of Task 1: **February 10**
* Complete Draft of Task 2:
  + Complete teaching/videoing: **February 24**
  + Complete written portion: **March 3**
* Complete Draft of Task 3: **March 17—edTPA Writing Day**

**edTPA Support, Submission, and/or Writing Day: Monday, March 17 8 am-3 pm (location TBD)**

On Monday, March 17, rather than reporting to your school placement, you will join us from 8:00 am-3:00pm 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 5210**

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)  
Portfolio Defense 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.

Like your lesson plans in CTSE 4920/5210, 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.

**ELA Program Common Book Discussions**

This semester, every Auburn ELA program course is including *Caste: The Origins of Our Discontent (Adapted for Young People)* as required reading. We will also be pairing this with the movie *Origins*. We will hold a program-wide screening of this movie for those who are interested. Otherwise, you will be expected to watch the film on your own prior to our book discussion.

You are expected to attend at least one of our program-wide book discussions. The expectation is that you engage with the text and the movie in their entirety and come to the meeting prepared, with an open mind, to do the necessary but complex work of discussing systemic oppression, including race/ism, antiracism, homophobia, transphobia, ablism, etc., in society and education, specifically in ELA education. In an effort to accommodate your busy schedules, we are offering to have this discussion during our normal class time.

* Monday, October 28, 5:00-7:00pm

These times are subject to change depending on program/student need.

**Portfolio Assessment / Defense**

As a culminating project for your time in the ELA education program, you will self-select artifacts across the courses you’ve taken that you feel demonstrate your proficiency in each of the NCTE teacher preparation standards, along with a brief rationale of why your chosen artifact demonstrates that, and curate them in an e-portfolio. You will create a presentation to “defend” this portfolio at the end of the semester. More information about this project will be given later in the semester.

**Grade Distribution:**

**CTSE 4920/7920**

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 5210/6210**

A 90% or above

B 80 – 89%

C 70 – 79%

D 60 – 69%

F 59% or below

**Tentative Course Schedule**

January 12: Internship Orientation—syllabus review / lesson planning expectations

January 20: **Labor Day—No class**

January 27: Lesson Plan Workshop

February 3: Context for Learning due / Task 1 Introduction / Lesson Plan Workshop

February 10: edTPA Task 1 due / Peer Review / Task 2 Introduction

February 17: Task 2 planning time / Lesson Plan Workshop

February 24: edTPA Task 2 videos due / Peer Review

March 3: edTPA Task 2 Writing due / Peer Review

**March 4 (Tuesday): Education Interview Day (8:30-3:30)**

March 10: AU Spring Break—No Class

**March 17: edTPA Writing Day—8:00 AM – 3:00 PM Location TBD—Task 3 Due**

**March 20 (Thursday): edTPA Submission by 11:59 PST**

March 24: Portfolio Introduction / Worktime

March 31: Common Book Discussion (**5:00-7:00)**

April 7 Portfolio Work

April 14: Portfolio Work

April 21: Portfolio Work

April 28: Portfolio Defenses—Last Class Day

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