Auburn University

Department of Special Education, Rehabilitation, and Counseling

1. **COURSE NUMBER:** RSED 4920/7920

**COURSE TITLE:** Clinical Residency– All initial certification special education majors

**CREDIT HOURS:** 9

**PREREQUISITES:** Senior Standing, Admission to clinical residency (COE), Departmental approval, Clear background check

**CO-REQUISITES:** RSED 4140 with RSED 4920; none with RSED 7920

# **University Supervisor Information**

Dr. Schweck

College of Education Building, Office 3153

345 W. Samford Ave.

334-844-3588

brumbka@auburn.edu - I will make every effort to respond to your email in a timely manner. I cannot guarantee a quick response to emails sent after 6:00 p.m. It is your responsibility to be proactive with any questions you might have and allow a reasonable amount of time for a response.

Office/Zoom hours by appointment.

2. **TERM**: Fall 2025

**DAY/TIME**: Mon-Fri all day, follow teacher schedules, any school functions before or after school hours, weekly meetings Mondays 6:00-8:00 p.m., Zoom. Additional meetings may be called if needed. Attendance at scheduled and called meetings is required. Students must ensure that online meetings are conducted in private and all information from meetings is kept confidential. Weekly edTPA Zooms with Dr. Fitchett. Wed 4-5.

**SYLLABUS PREPARED**: July 2025

3. **TEXTS**: **required** -Current semester COE Clinical Residency and Special Education

Program Handbooks

-Active student membership to the Council for Exceptional Children (national and local chapters)

-Must submit the edTPA. Will be a $300 fee for this. Plan accordingly.

4. **COURSE DESCRIPTION**: Comprehensive on-the-job experiences with individuals with disabilities in a school, college, or community-based social service setting. Intensive supervision of candidate’s application of cumulative learning from special education program.

5. **COURSE OBJECTIVES:** This course is a semester-long field-based laboratory experience. The specific objectives are related to the specific needs and placements of individual candidates, as well as the specific programs.

**All candidates will**:

1.1.1. Understand how language, culture, and family background influence the learning of individuals with exceptionalities.

1.1.2. Use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

2.1.1. Collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.1.2. Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2.1.3. Know how to intervene safely and appropriately with individuals with exceptionalities who are in crisis.

3.1.1. Understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. [“General curricula” means the academic content of the general curricula including math, reading, English language arts, science, social studies, and the arts. “Specialized curricula” means the content of specialized interventions or sets of interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.]

3.1.2. Understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3.1.3. Modify general and specialized curricula to make them accessible to individuals with exceptionalities.

4.1.1. Select and use technically sound formal and informal assessments that minimize bias.

4.1.2. Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.1.3. Collaborate with colleagues and families to use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.1.4. Engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

5.1.1. Consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. (Instructional strategies include intervention used in academic and specialized curricula.)

5.1.2. Use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.1.3. Use augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

5.1.4. Use strategies to enhance language development and communications skills of individuals with exceptionalities.

5.1.5. Develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

5.1.6. Teach to mastery and promote generalization of learning.

5.1.7. Teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

6.1.1. Use Professional Ethical Principles and Professional Practice Standards to guide their practice.

6.1.2. Understand how foundational knowledge and current issues influence professional practice.

6.1.3. Understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

6.1.4. Understand the significance of lifelong learning and participate in professional activities and learning communities.

6.1.5. Advance the profession by engaging in activities such as advocacy and mentoring.

6.1.6. Provide guidance and direction to paraeducators, tutors, and volunteers.

7.1.1. Use theory and elements of effective collaboration.

7.1.2. Serve as a collaborative resource to colleagues.

7.1.3. Use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

 **Candidates in early childhood special education (P-3) will also:**

1.2.1. Support and facilitate families’ and caregivers’ roles in providing developmentally appropriate learning experiences addressing all areas of development.

1.2.2. Support and develop interventions to address individual needs in the developmental domains: social; emotional; cognitive; communication skills; and gross and fine motor skills.

2.2.1. Structure the education environment to provide optimal learning opportunities across all domains for children with various exceptionalities.

2.2.2. Implement basic health, nutrition, and safety management procedures for all children.

2.2.3. Plan instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments.

2.2.4. Demonstrate appropriate body mechanics to promote student and teacher safety in transfer, lifting, positioning, and seating as well as use proper positioning techniques and equipment to promote participation in academic and social environments.

3.2. Determine the appropriateness of and implement curricula to meet the needs of children with various exceptionalities across a variety of settings.

**Candidates in collaborative special education (K-6) will also:**

2.3.1. Plan instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments.

2.3.2. Demonstrate appropriate body mechanics to promote student and teacher safety in transfer, lifting, positioning, and seating as well as use proper positioning techniques and equipment to promote participation in academic and social environments.

**Candidates in collaborative special education (6-12) will also:**

2.4.1. Plan instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments.

2.4.2. Demonstrate appropriate body mechanics to promote student and teacher safety in transfer, lifting, positioning, and seating as well as use proper positioning techniques and equipment to promote participation in academic and social environments.

3.3. Provide transition planning to address academic planning; personal and social development; occupations and careers; and daily living.

4.2. Select and use appropriate assessments for transition planning in the areas of academic needs, personal and social development, occupations and careers; and daily living.

5.2.1. Support students in the development of appropriate skills for independent daily living and social interactions, including personal relationships and workplace interactions.

5.2.2. Teach and promote self-determination and self-advocacy skills.

7.2. Cooperate with other agencies to address post-school outcomes.

6. **COURSE CONTENT:** Each candidate will be placed in an approved clinical residency site in their area of specialization in compliance with certification requirements. The candidate will be supervised by a clinical educator or mentor and a university supervisor. According to Alabama State Department Teacher Education chapter, the clinical residencies “shall be full-time in the schools for a full semester in the teaching field for which certification is sought and which may include more than one classroom or grade level, with experiences of the candidate progressing to the full responsibilities of the educator for at least 20 full days including at least 10 consecutive days”.

All known dates are listed in Assignments/Evaluation Table on following pages. Dates and times are subject to change.

| Date | Description |
| --- | --- |
| Friday 8/15/258:00-3:00, ACLC 108 | Mandatory COE Orientation meeting |
| Friday 8/15/253:30 p.m.-5:00 p.m.On campus, COE 3207 | Mandatory with University Supervisor: Welcome and Overview, program specific information |
| Monday 8/18/25 | First Day of Clinical Residency (Report to first placement) |
| Weekly MeetingsMondays 6:00-8:00 p.m.ZoomAdjustments will be announced if necessary. | Will discuss syllabus, experiences, and upcoming assignments and responsibilities.Important Dates-* *Mandatory edTPA meetings* will occur in conjunction with our weekly meetings
* *Start second site:*

Collaborative-10/13/25EC/K-6 – 11/17/25* *COE Interview Day:* 10/9/25
 |
| Monday 5/5/25 | Due: All Clinical Residency Portfolio Items on Box.com |
| Time and Location TBA by COE | COE Exit Meeting – usually only required if you haven’t submitted your clinical residency binder on Watermark by the deadline. |

7. **COURSE REQUIREMENTS:** Candidates are required to meet essential functions of a special education teacher as defined by the schools and adhere to the negotiated requirements with their clinical residency site as well as the requirements listed in this syllabus the College of Education Clinical Residency handbook, and the Special Education handbook.

1. **Attendance Requirements**
2. Attend the college’s Clinical Residency Orientation Meeting (in-person) at the beginning of the semester and the exit meeting at the end of the semester.
3. Follow your school’s calendar beginning with the first class day of Auburn’s semester through the final class day of Auburn’s semester. You will not follow AU’s calendar of holidays. During spring semester, students placed in community-based settings who are not scheduled to have a spring break may take a week-long break in between placements.

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) at the discretion of your supervisor. In the event, that Auburn University moves to all remote, you will be expected to continue in your clinical residency placement in your assigned placements. In the event that your placement moves to remote, you will be expected to work with your clinical educator in the delivery of remote instruction. Any disruptions in your placement should be addressed with your university supervisor. Please remember, you are required to be full-time in the school for a full semester in the teaching field for which you are seeking certification.

1. Be prompt and regular in attendance; follow the schedule expected of clinical educators. Attend weekly clinical residency meetings and edTPA meetings. Note: Absences should not occur except for emergencies (e.g., sickness, death in the immediate family). If an 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.
2. Attend all school functions that your clinical educator is required to attend (e.g., faculty meetings, PTA meetings, school/community events, IEP meetings, etc.).
3. **Teaching Requirements**
	1. 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). Candidates majoring in collaborative special education will complete 10 days of independent teaching at each site. Candidates majoring in early childhood/K-6 will complete all 20 days in their school setting. *Any candidate who is absent from their 10-consecutive day assignment for one day, for a reason deemed acceptable by both the unit and the partner school, may exercise full responsibilities on the eleventh consecutive day.*
	2. Fulfill all responsibilities and tasks assigned by your clinical educator, school administrator(s), and university supervisor including lesson plans, grading, reflections, classroom maintenance, etc.
	3. Keep in mind that communication is key to a successful clinical residency. Ask questions, solicit feedback, and accept constructive criticism 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 Dean’s Office through the Office of Student Services.
	4. 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.
4. **Dual Placement Requirements**
	1. Duties will differ at each site. Assignments are similar and listed in this syllabus. Any adjustment to assignments due to type of placement must be approved by university supervisor in advance.
5. **Clinical Residency Key Assessments**
	1. Framework for Teaching

*Complete this assessment form as a self-assessment prior to beginning your clinical residency. Your clinical educator and university supervisor will use it to provide you with feedback on your performance at the midpoint and at the end of your clinical residency semester. You will also complete a self-evaluation using this assessment at midterm and final.*

* 1. Personal and Professional Dispositions Assessment (PPDA)

*This evaluation is used to provide you with feedback on your professional dispositions. Complete this assessment form as a self-assessment prior to beginning your clinical residency. Your clinical educator and university supervisor will complete it at least at midpoint and the end of your clinical residency semester. You will also complete a self-evaluation using this assessment at midterm and final.*

* 1. Classroom Observation Instrument

*Will be used for each formal classroom observation. Supervisor, clinical educator, and candidate will complete one per observation.*

* 1. edTPA

*Complete and submit for official scoring by Pearson by the deadline(s) specified by your edTPA coordinator(s). Upload the email verification form from Pearson into the Watermark system following the instructions in your COE handbook or according to the emailed instructions that you receive from the Director of Assessment. A passing score is required to be recommended for certification with ALSDE. Submission verification and all tasks will also be uploaded to box.com.*

The final clinical residency grade (S/U) is determined by the university supervisor and the clinical educator at the end of the semester. Grades will be assigned based on the following:

* Satisfactory completion of attendance requirements (full-time/full semester)
* Satisfactory completion of teaching requirements (taught successfully for 20 full days, including 10 consecutive days)
* Satisfactory completion of all clinical residency key assessments (*Proficient*/*Implementation of Professional Practice/Competent*)
* Verified edTPA submission on Watermark and Box.com
* Satisfactory submission and completion of all clinical residency assignments and portfolio components on Canvas and Box.com
* Calculation of points according to the syllabus (85% required to pass)

## **Assignments and Evaluations**

All assignments are due by the date and time listed in Canvas. All forms and grading rubrics are available on Canvas. You are welcome to turn assignments in early when appropriate.

Please be sure to allow yourself plenty of time in case of any Canvas issues. Screenshots to document Canvas errors will not be accepted to excuse tardiness of assignments.

If the clinical educator feels that the specific nature of the clinical residency placement warrants adaptations or modifications of any of these assignments, he/she should contact the university supervisor and new requirements will be established according to the unique characteristics of that particular setting. See following table.

**GENERAL ASSIGNMENTS**

| **Assignment and Due Date** | **Description** | **Possible Points** |
| --- | --- | --- |
| Memorandum of Understanding and Syllabus Signature PageDUE: 8/18 | Sign the Memorandum of Understanding and the Syllabus Signature Page and submit on Canvas.  | No points. Must submit to begin clinical residency. |
| Emergency Contact InformationDUE: Site 1: 8/18Site 2: Collab- 10/13EC/K6- 11/17 | Complete the form found in the clinical residency handbook. Provide one copy to your school secretary and one copy to your clinical educator. Scan in and submit on Canvas. | 20 points each |
| Attendance VerificationDUE: Weekly beginning 8/25 on Canvas and final copy to Box on 12/9 | Complete the attendance verification form daily. Have your clinical educator initial the form weekly to verify your attendance and sign the bottom of each page when a page is completed. You will submit the form weekly on Canvas as well as an electronic copy of your final attendance verification on Box at the end of the semester. | 100 points |
| Introduction Letter to Parents and edTPA consent formsDUE: 8/18To be sent home no later than 9/2 | Create and send home with learners a letter introducing yourself, explaining the edTPA, and requesting consent for edTPA recording. Use the guidelines provided to you in your edTPA meetings. Submit the completed letters and forms after receiving clinical educator and university supervisor approval. Then, send home with students ASAP. | No points. Required to maintain status as a candidate in clinical residency. |
| Lab Student Responsibilities DUE: Weekly beginning 8/25 | Complete this form with your clinical educator to designate what is expected of you throughout your placements. This is not a reprint of your schedule. It is acceptable to plan for multiple weeks at a time, but it must be updated and submitted on Canvas at least every week. It is acceptable for revisions/updates to be made. Submit on Canvas with clinical educator initials weekly and a signature at the end. | 10 points each |
| School Emergency InformationDUE:Site 1: 8/25Site 2: Collab- 10/20ECSE: N/A | Make copies of the school’s emergency procedures for severe weather, fire, and intruder. Complete the template on Canvas and describe signals/sirens, specific procedures to follow, and evacuation routes/destinations. Submit on Canvas.Not required for early intervention placements. | 20 points each |
| Weekly Schedule and Contact InformationDUE:Site 1: 9/2Site 2: Collab- 10/27EC/K6- 11/24 and 11/21 | Provide personal contact information, clinical educator contact information, name of school principal, and any holidays, field trips, assembly dates, etc.List all of the times you will be at your practicum site. If applicable, break down longer blocks into shorter increments that describe what happens during the block in 30-45 minute increments. Briefly describe **what** you will be doing during each of those times as well as the room number **where** I can find you and the name(s) of the educator(s) with whom you will be working (**who)**. Submit the completed form on Canvas.If your schedule changes, please resubmit your schedule and notify your supervisor.During early intervention placements, this schedule will be re-submitted weekly using one assignment link. | 50 points each |
| Caseload Summary AssignmentDUE:Site 1: 9/2Site 2:Collab only:10/27 | Use planning and before/after school time to review IEPS of students you and your clinical educator serve throughout the day. Complete the template on Canvas using student initials only. Submit on Canvas. | 50 points each |
| Exit SurveysDUE: 12/1 | Complete COE field experience surveys on Watermark as well as departmental surveys on Qualtrics (link will be emailed to you or posted in an announcement). | No points – Must complete to pass |

**CLINICAL RESIDENCY PORTFOLIO COMPONENTS**

**All items will be scored with points where applicable and using the Clinical Residency Portfolio Rubric. Candidates must meet “competent” in all areas of the CR Portfolio Rubric to pass clinical residency**

|  |  |  |
| --- | --- | --- |
| CEC Membership and Participation1. Membership and Publicity Release DUE 8/25
2. CEC Participation Verification DUE 12/1
 | 1. Candidates are required to be active members of Auburn University’s chapter of our field’s professional organization, Council for Exceptional Children. Submit (on Canvas) a Publicity Release for CEC activities AND verification of your student membership by submitting screenshots from the website that show:Membership numberMembership typeChapterExpiration date of membership
2. Local dues must also be paid yearly.
3. As developing professionals in the field of special education, all candidates are expected to attend AU CEC chapter meetings throughout the semester. These meetings will provide opportunities to demonstrate commitment to the field through professional development and service opportunities. Dates/times will be announced early in the semester. University- approved excuses or evidence of a conflicting AU class are required in the case of unavoidable absence. Local chapter dues are paid yearly.
4. You will submit the CEC Participation Verification Form by the end of the semester.
 | No points. Required to pass clinical residency.This requirement will be evaluated using the Personal and Professional Dispositions Evaluation (Indicators 4 and 5) and the Clinical Residency Portfolio Rubric. |
| Self-Evaluations and Semester GoalsDUE: See next column | Placement 1:1)Initial Self-Assessment - Evaluate yourself using the *Framework for Teaching* based on previous experiences. **Due 8/25**2) Complete the *Self-Assessment Form:* (a) describe your strengths and weaknesses andestablish a professional goal with a condition, behavior, and criteria. (2 professional goals for EC/K6) **9/2** (b) Develop an action plan with clear, observable steps that might lead to mastery of your goal(s) for the first half of the semester (first site) with your clinical educator. **Due 9/8** (c) Regularly note your progress toward achieving the steps in your action plan. (d) Report progress on your goal and reflect. Include what you would repeat and what you would change for next time. Identify any barriers you faced and how you might anticipate them in the future and decrease the likelihood they would impede your progress on future goals. **Due 10/13 for Collaborative and 11/17 for EC/K6**Placement 2: **Collab Only**Using most recent clinical educator and supervisor evaluations, complete the *Self-Assessment Form:* (a) describe your strengths and weaknesses andestablish a professional goal with a condition, behavior, and criteria. **Due 10/20** (b) Develop an action plan with clear, observable steps that might lead to mastery of your goal for the second half of the semester (second site) with your clinical educator. **Due 10/27** (c) Regularly note your progress toward achieving the steps in your action plan. (d) Report progress on your goal and reflect. Include what you would repeat and what you would change for next time. Identify any barriers you faced and how you might anticipate them in the future and decrease the likelihood they would impede your progress on future goals. **Due 12/8 for Collaborative** | 25 points each |
| Weekly Candidate/Clinical Educator Conference FormsDUE: Weekly beginning 9/2 | Provide your clinical educator with multiple copies of the form found on Canvas with all demographic information already completed. Ask your clinical educator to record overall comments about your performance, target areas of growth, and an action plan (if necessary). After discussing this feedback with your teacher, reflect on the feedback in writing. Submit the form from your teacher and either a separate document that contains your reflection or your reflections in the comment section of the assignment link on Canvas. Be sure to obtain the required signatures from you and your clinical educator.  | 25 points each |
| Special Education Process Participation DocumentationDUE:Parts 1-3- ongoing beginning week 1Part 4 – 12/1 on Canvas | Print the form from Canvas and keep it in your notebook. Document your participation in the activities throughout each site and have your clinical educator verify with a signature. Complete two forms. One for each site.Part 1: Review special education paperwork including student IEP/IFSP goals and objectives. Participate in data collection/assessment on a regular basis as directed by your clinical educator. Document your participation on the form with your clinical educator(s).Part 2: Participate in the development of special education paperwork (e.g. meetings, writing drafts, trainings). Document your participation on the form with your clinical educator(s).Part 3: Enter information into PowerSchools or other applicable system (early intervention). Document your participation on the form with your clinical educator(s).Part 4: Submit the completed Special Education Process Participation Documentation Form on Canvas. Once graded, submit to Box. Forms from *both* placements will be uploaded to the same assignment. | 150 points total |
| IEP/IFSP Goal Instruction, Data Collection, and Data ReportingDUE:Site 1: 9/15Site 2: Collab- 11/3ECK6- 12/8 | Provide an explanation of how your clinical educator monitors their caseload and addresses IEP/IFSP goal instruction, data collection, and data reporting. Provide descriptions of how IEP/IFSP goals are addressed in each placement. Include information related to instruction, data collection, reporting progress. This should include individuals involved, methods used, and settings in which these take place. When do you address instruction on IEP/IFSP goals? What do you do with data collected from informal and formal assessments? Does it inform instruction? Do you report it to parents? How do you collect the data and how do you report it? Use form titled *IEP/IFSP Goal Instruction and Progress Monitoring.* | 25 points each |
| Lesson Plans and Reflections/ Independent TeachingDUE:Lesson Plans-Sundays by 11:59 p.m. prior to implementation to supervisor via Box.com. Must be approved by clinical educator prior to submitting.Reflections-Mondays following implementation by 7:00 a.m. to supervisor via Box.com. | **Everyone-**Remember- you must complete a minimum of 20 days of independent teaching. This means you are taking full responsibility for the daily schedule and your clinical educator’s responsibilities for each of these days. **10 of these must be consecutive.** You must complete the lesson plan template for all 20 days. Use your clinical educator’s LP template if they have one. If they don’t, use one from Canvas or create something similar. Be sure you include/add objectives, activities, and plan for assessment for all students under your supervision for each period of time. You may complete additional IT days without submitting lesson plans to your supervisor. This is highly encouraged so that you maximize your clinical residency experience.Lesson Plans:Write lesson plans for ALL activities each day during your 20 days of independent teaching using the Alabama Course of Study/Standards, the Extended Standards, the Skills of Teachers of Reading, and/or curriculum-based assessments introduced to you in your courses. Lesson plans should be typed into the lesson plan template. When submitting lesson plans on box use the following format: Lastname\_LP\_Date OR Lastname\_Ref\_Date. All materials should be ready and prepared for the following day before you leave each afternoon. You are also expected to do this for any groups that are run by your teacher or paras.Note: If observations from clinical educators or supervisors reveal that you are missing components of explicit instruction during your independent teaching, you will be required to submit the more detailed lesson plans for all remaining independent teaching days in their entirety.Reflections:Using the *Reflections on Independent Teaching* form, reflect on each lesson/activity/time period during your 20 days of independent teaching (typed or written). You are expected to:1. Describe specific anecdotes. Tell how you responded and why. Describe the short-term outcome.
2. Tell what you would do again and what you would change. Explain why.

  | 30 points a day-15 for Lesson Plans15 for Reflections |
| ResumeDUE: 9/22 | Write a resume for the purpose of obtaining a teaching position. Submit on Canvas.*COE Interview Day: 10/9/25* | 10 points |
| Clinical Educator, Supervisor, and Self- EvaluationsMidterm evals due:10/6Final evals due:ECK6 –Placement 1-11/17Placement 2- 12/9Collab-12/8 | Please provide appropriate forms to your assigned clinical educator at least a week in advance. Be sure to complete all demographic information prior to providing the forms to your educator(s). Make sure all forms contain all signatures before uploading to Canvas. Classroom Observations (4):Your clinical educator and university supervisor will observe the same teaching segment and complete the following form separately. You will also complete a self-assessment using each of the forms.* Classroom Observation Form

Note: It may be necessary for the teaching segment to be recorded if both parties are not able to observe at the same time. In this case you will submit the *Observation Submission Form* to your supervisor or clinical educator when you upload your video.\*You will upload these assessments to Box.com within a week of the observation. Notify supervisor when you have completed in the Observation assignments on Canvas.Midterm and Final Evaluations: To be completed by clinical educator, supervisor, and candidate via self-eval.* Framework for Teaching
* Personal and Professional Dispositions Assessment (PPDA)

\*You will upload these assessments to Box.com. Notify supervisor when you have uploaded in the Midterm and Final evaluation assignments on Canvas. | Candidates must demonstrate an overall ***Proficient***/ ***Implementation of Professional Practice/ Competent* on all key assessments by the end of clinical residency in order to pass**.  |
| edTPADUE:See COE handbook for edTPA submission deadlinesBox submission due:12/1 | Candidates must complete and submit the edTPA according to the guidelines established by the College of Education. Mandatory meetings will be held throughout the semester to guide you with the process. Be sure to consult the edTPA Canvas course you are a member of.After the edTPA is submitted for scoring, candidates will upload all parts of the edPTA with the exception of the videos to Box.**Fall 2025 submission dates:***\*Most ideal submission dates*Be sure to actually submit at least 2 days before your deadline in case there are delays in the transferring process**Submit by 11:59 p.m. Pacific Time to Receive Score on:**10/9/25\* Arrow Right with solid fill 10/30/2510/23/25\*Arrow Right with solid fill 11/13/2511/6/25Arrow Right with solid fill11/26/2511/20/25Arrow Right with solid fill12/11/2512/4/25Arrow Right with solid fill12/24/251/22/26Arrow Right with solid fill2/12/26 | No points – Must complete to pass |
| All required documents uploaded to box.com and WatermarkDue: 12/9 | Your CR box folder has been shared with you. Folders clearly indicate what documents must be uploaded. I recommend not waiting until the last week of CR to start doing this. If there are multiple versions of an assignment (i.e. self-assessment, goals, action plans, reflections). You only need to submit the FINAL version that includes all components.If there are assignments you complete at both sites, both of those must be uploaded to Box.com Submit all required components in Watermark for RSED 4920. | No points – Must complete to pass |

1. **GRADING AND EVALUATION**: Grades will be either S (Satisfactory) or U (Unsatisfactory). Final grade will be determined by observational ratings conducted by the university supervisor and the clinical educator(s) as well as the timeliness and quality of assignments. A standardized instrument is utilized for the evaluation of the candidate’s performance during classroom observations. See the College of Education Clinical Residency handbook for specific College of Education criteria for completion of clinical residency.

Students may withdraw without grade penalty until the 15th class day and until mid-semester (although a W will appear on your transcript if you withdraw between the 16th and 36th class day). Students who withdraw from the course between the 6th class day and the 15th class say will pay a course drop fee of $100. This includes dropping one section to add a different section. Be sure you are registered for the correct section for your major/grade level. See AU website for details.

In order to earn a Satisfactory in the course, the following criteria must be met:

* 85-100% of points on assignments were earned and all final evaluations contained all ratings in at least the *Proficient, Implementation of Professional Practice* Indicator, and *Competent* level
* All assignments were submitted
* Revisions were made to assignments until they were considered satisfactory and points were assigned
* All policies in the syllabus, COE handbook, and special education student handbook were followed
* All days/hours were completed/made up prior to the end of finals week
* All Clinical Residency Portfolio components and other required documents were submitted to Box.com and Watermark
* edTPA was submitted for scoring following the COE guidelines. Remember though, a passing score is required for you to be recommended for certification.

Failure to meet all of the listed criteria will result in a U for the course.

9. **CLASS POLICY STATEMENTS**:

*Any graded work submitted throughout the semester may be used in future iterations of the course as*

*examples to future students. Such work will be anonymized and identifying information removed. If a*

*student does not wish their work to be used in this manner, they may opt-out by contacting the instructor.*

**Participation**: Candidates are expected to participate in all class discussions and participate in all activities. Candidates should not be on electronic devices during university meetings or during time at their actual site. Assignments are due according to the dates provided. Unexcused late assignments are not acceptable. It is the candidate’s responsibility to contact the university supervisor if assignment deadlines are not met. Candidates are responsible for initiating arrangements for missed work. Students must comply with the FOCUS Act in Schools.

**Attendance**: Attendance at clinical residency meetings is required. Cameras must be on, and you should be actively attending to and participating in the meetings. All days of clinical residency must be completed during the semester. All absences must be excused. No more than 2 excused absences are permitted. Candidates must contact university supervisor and clinical educator to inform of any absence or tardiness in advance. All absences must be made up prior to the end of the final examination period with approval from university supervisor and clinical educator. At the discretion of individual university supervisors, verified absences may be excused under unusual circumstances (see the [Student Policy eHandbook](http://www.auburn.edu/studentpolicies)). In order for any absence to be considered excused, the university supervisor must be notified in advance and in receipt of the original documentation within seven days from the date of the absence.

**Excused Absences**: Candidates are granted excused absences from class for the following reasons:  Verified illness of the candidate or serious illness of a member of the candidate’s immediate family, the death of a member of the candidate’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, military orders, and religious holidays. Candidates who wish to have an excused absence from this class for any other reason must contact the university supervisor in advance of the absence to request permission.  The university supervisor will weigh the merits of the request and render a decision. The candidate must notify the university supervisor prior to the occurrence of any excused absences. In no case shall such notification occur more than one day after the absence.  Appropriate documentation for all excused absences is required and must be received as soon as possible but no later than 7 days from the absence. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences.

**Assignments**: Assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional which includes carefully following directions. All assignments must be completed and submitted on Canvas and revised until acceptable. Revisions are due within 3 days and should be made in a different color. Late assignments will have 10% of possible points deducted per day the original submission or revision is late. More than 2 late assignments will be considered a failure to meet the professional disposition standard related to meeting deadlines.

**Communication:** Students are expected to use professional communication skills in verbal and written communication. They are also responsible for checking their email and Canvas pages regularly. Students should set up notifications in Canvas to alert them when announcements are posted, assignments are due, grades are released, etc. Follow this link for help on how to set these up: ["Getting Started with Canvas" (video and transcipt)](https://vimeo.com/74677642). In field experience courses, candidates are expected to check tigermail and Canvas daily and respond to communication within 24 hours.

**Zoom/WebEx policies**: When we meet on Zoom and, in the event, you participate in virtual instruction via any livestream services, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on with your face in view and your microphone muted when you are not speaking unless otherwise directed. Zoom/webex meetings are professional interactions. You should dress and behave as you would in a normal face-to-face university or classroom setting. To the extent possible, please minimize distractions in the background. Also, in order to protect and maintain confidentiality of the students and schools you serve, zoom/webex participation should take place in a setting where privacy can be ensured.

**Online Document Storage:** Box.com is used to store documentation from all of your field experiences. Your supervisor will create a folder for you during your first practicum. In order to access your folder, you are required to activate your free box.com account through Auburn University. [Link to establish Box account](https://auburn.service-now.com/it?id=kb_article&sys_id=18fa98f9db559f804d1a77e9af9619e6)

**Virtual Observations**:You may be required to record or live stream one or more teaching segment for review and evaluation by your supervisor. These guidelines will help you ensure successful uploading, streaming, and confidentiality protection. It is recommended that you practice these steps prior to your planned live streaming or recording to avoid any problems. You will need an activated box.com Auburn account.

 Recording:

First, you will record the teaching segment. GoReact is the easiest way to record and submit and eliminates the need to upload the video to box for supervisor review. If you cannot use GoReact due to connectivity issues, it is recommended that you record in brief segments (10 minutes max) so that the files are easier to upload to box.com when you are finished. Next, upload the file)s) to box.com to your Field Experience documentation folder created by your supervisor. Email your supervisor when it has been uploaded. Remember, you must protect the confidentiality of your learners at all times. The video must be deleted from your device and Box after your supervisor has reviewed it.

Please note: some schools require special permission to video learners. It is your responsibility to consult your clinical educator to determine if parent consent is needed. A letter can be provided for you to send home in advance. Please request the letter at least a week in advance of your planned recording date. Also note that instructions are provided on Canvas on blurring faces in videos to protect confidentiality.

 Livestreaming:

If a video recorded observation is not possible due to school partner regulations, an electronic observation might be conducted using Zoom so no recording of the teaching segment is required. Livestream observations may be utilized on other occasions as well. Livestreaming on zoom can be performed on a device that has access to the internet.

**Professionalism**: As faculty, staff, and candidates 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 all students
* Model and nurture intellectual vitality

**Dress Code**: Auburn candidates project the image of their own emerging professionalism and the overall program. Attire that could present a health or safety problem or could be disruptive is not appropriate. With this in mind, the following rules concerning dress and grooming are mandatory for all candidates participating in clinical experiences, practica, and clinical residency. These regulations are based on those of schools and early intervention programs in which completers of the program will be working.

1. Candidates keep their hair clean, groomed, and away from the eyes and face.
2. Candidates are advised to wear closed-toed shoes/foot garments.
3. Candidates are neat and clean at all times.
4. Clothing is clean and in a state of good repair.
5. Clothing and personal items are free of logos, words, draws, pictures, and other images. **Exceptions:** Auburn University related logos covering an area of less than 3 square inches.
6. Clothing covers the body in a professional manner. No leggings.
7. Tattoos and non-traditional piercings – must abide by school system guidelines.
8. School system dress codes must be followed at all times. Jeans may only be work on approved days.

**Disability Accommodations:** Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow-up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility, but need accommodations, should contact the Office of Accessibility at: ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228.

**Academic Honesty:** All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](https://cas.auburn.edu/owa/redir.aspx?C=6030eed59dec435abc9061fa4edc1426&URL=http%3a%2f%2fwww.auburn.edu%2fstudent_info%2fstudent_policies%2f) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**AI Policy: Permitted when Assigned in this Course with Attribution**

In this course, students are permitted to use Generative AI Tools such as ChatGPT or Copilot for specific assignments, as designated by the instructor. To maintain academic integrity, students must disclose any use of AI-generated material. As always, students must properly use attributions, including in-text citations, quotations, and references. Students should exercise caution and avoid sharing any sensitive or private information when using these tools. Examples of such information include personally identifiable information (PII), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected.

Students should include the following statement in assignments to indicate use of a Generative AI Tool: “The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment].”

**Auburn University Policy on Classroom Behavior**:The Auburn University Classroom Behavior Policy is strictly followed in the course and applies to all settings related to field experiences (university, school, and off-campus); please refer to the [Student Policy eHandbook](https://auburnpub.cfmnetwork.com/B.aspx?BookId=12839) for details of this policy.

**Instructional Contingency Plans:** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs an addendum to your syllabus and/or course assignments will replace the original materials.

**Mental Health:** If you or someone you know needs support, you are encouraged to contact Auburn Cares at 334 844-1306 or auburn.edu/auburncares. Auburn cares will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

Student Counseling and Psychological Services provides confidential, no-cost mental health counseling and psychiatric services to Auburn Students. You can speak with a counselor 24/7/365 by calling 334 844-5123. Learn more about mental health information on campus at auburn.edu/scps.

**Basic Needs:** Any student experiencing food insecurity or an unexpected financial crisis is encouraged to contact Auburn Cares at 334 844-1305 or auburn.edu/auburncares for resources and support.

**Sexual Misconduct Resources:** Auburn University faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the Title IX Office, who can assist you with filing a formal complaint, No-Contact Directives, and obtaining supportive measures. Find more information at auburn.edu/titleix.

If you would like to speak with someone confidentially, Safe Harbor (334-844-7233) and Student Counseling & Psychological Services (334-844-5123) are both confidential resources. Safe Harbor provides support to students who have experienced sexual or relationship violence by connecting them with academic, medical, mental health, and safety resources. For additional information, visit auburn.edu/safeharbor.

**Resolving Concerns Regarding Practicum**: Work with your clinical educator and university supervisor to resolve practicum concerns in a professional manner. You are expected to follow the chain of command in resolving issues that occur during your practicum. 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 practicum requirements or supervision, share your concerns with your university supervisor(s). If issues are not resolved through these efforts, share your concerns with the person in the next level of authority at the institution.

**Student Academic Grievance Policy:** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See University Policy Site for steps toward redress <https://sites.auburn.edu/admin/universitypolicies/default.aspx>.

**Resolving Concerns Regarding Clinical Residency**:

Work with your clinical educator and 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 residencies requirements or supervision, share your concerns with your university supervisor. If issues are not resolved through these efforts, share your concerns with the person in the next level of authority at the institution.

**Syllabus Signature Statement**

I have read and reviewed the **RSED 4920 Special Education Clinical Residency Syllabus, the COE Clinical Residency Handbook, and the Special Education Handbook for the current semester**. In compliance with the information outlined, **I agree to adhere to the policies and procedures outlined in these documents.** I understand that it is my responsibility to ensure that I am following the policies and procedures and meeting all requirements in order to pass clinical residency and protect confidentiality for my learners and any information pertaining to them.

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Candidate Signature Date