

**AUBURN UNIVERSITY’S**

**COLLEGE OF EDUCATION**

**Educator Preparation Provider (EPP)**

# Clinical Experiences Handbook

Undergraduate and Graduate

Educator Preparation Programs

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## CLINICAL PRACTICE AND PARTNERSHIPS

Auburn University’s College of Education is committed to the establishment of co-constructed and mutually beneficial clinical-based experiences for candidates in each of its educator preparation programs. The college’s vision is one of transformation and includes engaging in the continuous learning and improvement necessary in a rapidly advancing world, identifying and addressing critical issues related to the education of all people, and using technology to broaden and support learning opportunities in P- 12 learning environments. Therefore, the college acknowledges that effective partnerships and high-quality clinical practice is central to ensuring that all candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development.

Clinical partnerships can exist in a variety of forms beginning with a Memorandum of Understanding which is facilitated by the Office of Student Services. It is at the program level, that mutual expectations for the candidates can be developed over time and should feature shared decision making about crucial aspects of continuous improvement of the program.

Close collaborations that are uniquely beneficial to both the school and/or community clinical partners and the educator programs can best promote the co-construction of clinical experiences that provide sufficient depth, breadth, coherence, and duration so candidates are well prepared to have positive impact on all P-12 learners. Program faculty and clinical educators work in collaboration to monitor and evaluate collaborative partnerships, and how evaluations lead to changes in preparation experiences at the program level.

## Assurances

### ALSDE Background Check Requirements

Per the specifications in the Rules of the Alabama State Board of Education Chapter 290-3-3-.02(6)(d) 1-5, all educator candidates must be fingerprinted by a service provider approved by the ALSDE and have a clear background check prior to beginning any clinical experience. The candidate is responsible for the nonrefundable, nontransferable fee. Once the check is complete, the candidate is issued a suitability determination from the State Superintendent of Education. The candidate must provide the Office of Student Services with documentation of having cleared the criminal history background check prior to clinical experiences and full admission into an educator preparation program. The Office of Student Services monitors the candidate’s criminal history background check status periodically.

### Liability and Legal Status

All educator candidates are charged a fee for professional liability insurance through Auburn University. However, candidates do not have legal status as a teacher. A substitute or other appropriate school professional should be assigned legal responsibility for the P -12 students in the event the clinical educator is absent. In addition, a candidate cannot be the designated person responsible for playground duty or transporting students. Educator candidates are not to use corporal punishment or be used as a “witness” for such action.

## OVERVIEW OF THE COLLEGE’S CONCEPTUAL FRAMEWORK

**The mission** of the College of Education is to build a better future for individuals, our state, our nation, and our world.

**Our philosophy of learning and teaching** emphasizes that building a better future for all means creating learning environments for diverse learners that acknowledge the active, collaborative, and ever-evolving nature of learning. This philosophy also values teaching that promotes the development of safe, stimulating learning communities enriched with diverse perspectives; is grounded in reasoned and purposeful decision making; and is enacted in proactive, flexible, and self-regulating ways.

**Our goal** is grounded in our mission and philosophy. We prepare ***competent professionals*** who create meaningful learning opportunities for children, youth, and adults including those from diverse backgrounds and those with exceptional needs; ***committed professionals*** who make reasoned decisions grounded in thoughtfully-constructed values related to professional ethics, collaboration, diversity, and intellectual vitality; and ***reflective professionals*** who review and analyze their own practices as they participate in the ongoing learning and continuous improvement required of their professions.

**Our logo** is the ***keystone*--**the building block that supports and holds an arch together just as education supports the gateway of opportunity and holds intact the promise of a better future for individuals and society.

**Our candidate proficiencies** delineate the knowledge, skills, and dispositions in professional, state, and institutional standards.

## ACCREDITATIONS AND APPROVALS

Auburn University’s College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). All programs preparing teachers and other professional school personnel are approved by the Alabama State Board of Education (ALSBE), the National Association of State Directors of Teacher Education and Certification (NASDTEC), and the Interstate Reciprocity Compact (IRC). As our educator preparation programs prepare for our accreditation site visit Fall 2021 with the Council for Accreditation of Educator Preparation, (CAEP), you will notice a change in the language in addition to new performance-based assessments.

Standards for professional accreditation and state approval of teacher preparation programs emphasize the following:

1. A conceptual framework that articulates the college’s mission and vision, its philosophy of learning and teaching, and candidate proficiencies that identify expectations for its graduates.

2. A quality assurance assessment plan that includes key assessments of candidate performance aligned with professional, state, and institutional standards satisfaction survey data from candidates, graduates, and the employers of graduates; and a system for data-informed continuous improvement supported by informational technologies.

3. Co-construction of curriculum and field experiences that reflect a commitment to diversity and provide candidates with opportunities to develop the knowledge, skills, and dispositions necessary to help all students learn.

4. Qualified faculty who model best professional practices in scholarship, service, and teaching; assess their own effectiveness as related to candidate performance; and collaborate with colleagues in the disciplines and in schools.

5. Governance and resources including informational technology to support the initial and advanced preparation of educators and other professional school personnel.

## CONTACT INFORMATION

**Office of Student Services**

**3464 Haley Center**

**Auburn, Alabama 36749**

**334-844-4448**

**fieldex@auburn.edu**

| Clinical PartnershipsIssues or Concerns regarding clinical placementsDean’s liaison to the Clinical Experience Committee | Dr. Caroline DunnHumana-Germany-Sherman Distinguished ProfessorActing Associate Dean of Academic Affairs | dunnca1@auburn.edu | 334-844-4448 |
| --- | --- | --- | --- |
| Assessment and Certification Officer | Dr. David Alan CroweAssistant Dean of Assessment and Certification Officer | edutk20@auburn.edu | 334-844-4448 |
| Clinical PlacementsBackground Check Verification | Angela ShirleyAdministrator of Clinical Experiences | asp0004@auburn.edufieldex@auburn.edu | 334-844-2240 |
| Tk20/College of Education Assessments |  | edutk20@auburn.edu | 334-844-4448 |
| edTPA | Dr. Kathy KingedTPA Coordinator | kingkat@auburn.edu | 334-844-3171 |
| General inquiries related to clinical experiences and/or placements |  | fieldex@auburn.edu |  |

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## DEFINITIONS and ACRONYMS

ADECE – Alabama Department of Early Childhood Education

ALSBE – Alabama State Board of Education

ALSDE – Alabama State Department of Education

Candidate – An undergraduate or graduate student enrolled in an initial or advanced educator preparation program for the purpose of earning initial or advanced certification in a teaching field or area of instructional support or for teaching certification.

Clinical Educator – P-12 school-based educator who assumes mentoring and partnership responsibilities for educator candidates in collaboration with an educator preparation program. A “clinical educator” may also be known as a “cooperating teacher”.

Clinical Experience – Guided, hands-on, practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessment across a variety of settings. These include, but are not limited to, practicum, methods courses, labs, and/or service learning.

Clinical Residency – A culminating clinical experience that equals a full semester where the educator candidate assumes full responsibility for the management and instruction in a P-12 classroom for a **minimum** of 20 days (10 of which must be consecutive).

Dispositions – The habits of professional actions and moral commitments that underlie an educator’s performance and professional growth.

edTPA® - a performance-based, subject-specific assessment all candidates complete during their clinical residency. The assessment focuses on three overarching tasks: planning, instruction, and assessment. The candidate submits an extensive narrative to accompany a video of their teaching to Pearson® for official scoring. Specific instructions and guidelines can be found in the Clinical Residency Handbook.

Educator Preparation Provider (EPP) – An entity responsible for the preparation of educators.

An “educator preparation provider” may also be known as “teacher education program(s).”

Internship – Experiences in P-12 schools for professionals seeking advanced certification in any of the following areas: (a) English for Speakers of Other Languages; (b) Reading Specialist; (c) Library Media Specialist; (d) Instructional Leadership Specialist; or (e) School Counseling.

OSS – Office of Student Services for the College of Education located in Haley Center 3464

(334) 844-4448

Pre-service educator candidate- prospective educator candidate who has not been unconditionally admitted to an Alabama State Department of Education (ALSDE) approved educator professional program.

Pre-teaching clinical experience - An early clinical experience in a P – 12 setting that is part of the admission requirements to a professional educator preparation program.

University Supervisor – Individual who is employed by Auburn University and is affiliated with an educator preparation program as a faculty member, adjunct instructor or graduate assistant who assigned to engage and work in collaboration with clinical educators in the evaluation, coaching, and instruction of candidates in clinical based settings.

## CLINICAL EXPERIENCES

The educator preparation programs and the Office of Student Services is committed to working with school and community partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Alabama State Board of Education (ALSBE) Rule 290-3-3-.02(1)(a) and Rule 290-3-3-.03(a) through (10) and CAEP Standard 2.1 and 2.3. For the purposes of this handbook, clinical experiences have been organized within three levels; pre-teaching, clinical field experiences, and clinical residency.

## PRE-TEACHING CLINICAL EXPERIENCE

### *Description of Pre-Teaching Clinical Experience*

Pre-teaching is an early clinical experience that is part of the admission requirements to the professional educator preparation program. Prior to admission, all pre-service educator candidates must complete a total of five full days of observations in a public P-12 school-based setting. Three of the five days must be consecutive. The purpose of the pre-teaching experience is to provide the opportunity for pre-service educator candidates to observe the school as a total organization and to increase their awareness of the profession of an educator. This experience should provide an overview of the entire school environment and acquaint the pre-service educator candidate with the roles and responsibilities of various school personnel.

The expectation for the pre-service educator candidate is to observe and reflect. As part of the reflection process, the pre-service educator candidate is expected to have conversations with clinical educator(s) about the responsibilities, rewards, and challenges of the profession.

It is important that pre-service educator candidates note the interactions of clinical educators, students, administrators, auxiliary staff and, if possible, parents in order to increase their knowledge of the professional role they are preparing to assume there is no direct supervision of pre-service educator candidates by university personnel since it is primarily an observational activity and not linked to a university course. The Office of Student Services can be contacted if any questions, concerns, or problems arise.

### *Placement Procedures*

The pre-service educator candidatearranges their own pre-teaching clinical placement using the [***Pre-Teaching Clinical Experience Request Form***](https://www.vialivetext.com/showcases?title=UHJlLVRlYWNoaW5nJTIwUmVxdWlyZW1lbnQlMjBGb3Jtcw==#/show/5e612fa73bf5f00997189621). The pre-service educator candidate must obtain a clear background check that is on file with the Alabama State Department of Education (ALSDE) prior to requesting a placement with the school system. [Procedures for obtaining an ALSDE approved background check can be found on the Alabama State Department of Education website](https://www.alabamaachieves.org/teacher-center/teacher-preparation/#Background_Clearance).

* + 1. The pre-service educator candidate identifies the school system contact person for requesting pre-teaching clinical experiences.
		2. The pre-service educator candidate emails/sends the [***Pre-Teaching Clinical Experience Request Form***](https://www.vialivetext.com/showcases?title=UHJlLVRlYWNoaW5nJTIwUmVxdWlyZW1lbnQlMjBGb3Jtcw==#/show/5e612fa73bf5f00997189621)to the school system contact.
		3. The school system designee identifies a qualified clinical educator and returns the completed form via email to the pre-service educator candidate.
		4. The pre-service educator candidate reaches out to the clinical educator to set up the clinical experience dates.

### *Clinical Educator Qualifications and Responsibilities*

The clinical educator must be certified and teaching in the area/field of the pre-service educator candidate’s major and committed to the pre-teaching experience. The clinical educator is asked to complete and submit all forms giving his/her professional judgment of the pre-service educator candidate at his/her level of development.

### *Pre-Service Educator Candidate Qualifications and Responsibilities*

* Currently has a declared pre-major in an educator preparation program at Auburn University’s College of Education
* Has a state-approved clear background check on file with the ALSDE
* Represents Auburn University’s College of Education professionally by demonstrating exemplary professional and ethical behaviors and dispositions per the [***Alabama Educator Code of Ethics***](https://www.alabamaachieves.org/teacher-center/teacher-evaluation-effectiveness/alabama_educator_code_of_ethics/) (PDF) and the College of Education ***Personal and Professional Dispositions Assessment***
	+ - Is present and on-time for all scheduled observations
		- Dresses professionally
		- Respects the privacy of members of the clinical placement regarding the release of images, educational records, personnel matters, and other personal information
		- Abstains from using social media to post comments about experiences in the clinical placements and/or P-12 students and school professionals
		- Provides the clinical educator with college/program specific forms
		- Submits all completed forms to the College of Education per instructions on the form

## \*CLINICAL FIELD EXPERIENCES (Prior to Clinical Residency)

\*Early Clinical Field Experiences may refer to Service Learning, Lab Placements, and/or Practicum

### *Description*

Clinical experiences, prior to clinical residency, are guided, hands-on practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. Early and ongoing clinical-based experiences in diverse P-12 schools and other appropriate settings may include observations, study of school situations, assisting in instruction, and supervised teaching that contributes to the understanding and competence of the candidate. The goal of the clinical experiences is to allow educator candidates to work in authentic educational settings and engage in the pedagogical work of the profession of teaching, closely integrated with educator preparation course work and supported through the mutually beneficial partnerships between university faculty and clinical educators.

### *Placement Procedures*

1. Each university instructor of a course with a required clinical experience completes the ***School-Based Clinical Experience Request Form*** which can be found on the COE website under the Faculty & Staff Resources tab. All requests are due to the departmental designee the semester prior to the placement. Reminders of the deadlines are announced each semester via email notification.
2. The departmental designee submits completed forms to the Office of Student Services Clinical Placement Administrator.
3. The Clinical Placement Administrator submits the request to the school system’s contact.
4. The school system’s contact follows their internal procedures for clinical placement requests. Once approved or declined, the school system’s contact returns the request form to the Office of Student Services Clinical Placement Administrator.
5. The Office of Student Services Clinical Placement Administrator sends the response to the departmental designee and the university instructor. If the request has been declined, the process begins again.

### *Clinical Educators Qualifications and Responsibilities*

The clinical educator must be certified and teaching in the area/field of the educator candidate’s program and is committed to the clinical experience. Responsibilities include:

* Provides opportunities for candidates to practice the application of course knowledge under diverse instructional conditions with student who have differing needs
* Works collaboratively with the university instructor regarding program specific goals and expectations of the clinical placement
* Promotes candidate’s reflection through open-ended questioning and constructive feedback
* Completes and submits all required College of Education assessments in an effort to monitor candidate’s progress

### *University Faculty Qualifications and Responsibilities*

University instructors are employed by Auburn University and are affiliated with an educator preparation program as a faculty member, adjunct instructor, or graduate assistant. Responsibilities include:

* Holds a master’s degree or higher in the appropriate field of study
* Provides the clinical educator with contact information
* Works collaboratively with the clinical educator regarding program specific goals and expectations for the clinical experience
* Provides the clinical educator and educator candidate clear and written expectations, assignments, and assessments
* Solicits feedback for gathering information about all aspects of the clinical experience for the purpose of continuous improvement of the educator preparation program

### *Responsibilities for the Educator Candidate*

The educator candidate must be enrolled in a university course that has a required clinical experience. The educator candidate’s responsibilities include:

* Has a clear ALSDE-approved background check on file
* Represents Auburn University’s College of Education well by demonstrating exemplary professional and ethical behaviors and dispositions per the [***Alabama Educator Code of Ethics***](https://www.alabamaachieves.org/teacher-center/teacher-evaluation-effectiveness/alabama_educator_code_of_ethics/) (PDF) and the College of Education ***Personal and Professional Dispositions Assessment.***
* Upholds the policies and procedures of the clinical placement site
* Dresses in a professional manner following the site’s dress code for professionals
* Is prepared, arrives on time, and adheres to timelines and due dates
* Communicates openly and respectfully with university instructor and clinical educator
* Completes all required hours, assignments, and assessments for clinical experience placement
* Respects the privacy of members of the clinical placement regarding the release of images, educational records, personnel matters, and other personal information
* Abstains from using social media to post comments about experiences in the clinical placements and/or P-12 students and school professionals

### *Responsibilities of the Office of Student Services*

* Facilitate placement requests to the school/community partners
* Respond to inquiries related to clinical experiences placements (email/phone)
* Secure MOU’s agreements for new sites
* Address concerns

## \*CLINICAL RESIDENCY FOR UNDERGRADUATES AND ALTERNATIVE MASTERS’

**\*Clinical residency may also be referred to as Student Teaching and/or Internship**

### *Description*

Clinical Residency (used in lieu of student teaching and/or internship) in Class B and Alternative Class A programs is an intensive culminating experience which equals a full semester where the educator candidate progressively assumes full responsibility for no less 20 full days of teaching with no less than 10 consecutive days. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Specific College of Education requirements for clinical residency are detailed in the ***College of Education Clinical Residency Handbook***. Additional program specific requirements can be found in the clinical residency syllabi.

### *Placement Procedures*

1. The Office of Student Services Clinical Placement Administrator emails the departmental designees and copies program coordinators that Clinical Residency Applications are available in [Tk20](https://auburn.tk20.com/campustoolshighered/start.do)®.
2. Program coordinators confirm the accuracy of the list of candidates and submit requests for clinical residency placements in [Tk20](https://auburn.tk20.com/campustoolshighered/start.do)®. Requests for fall placements are due the 15th day of February. Requests for spring placements are due on the 15th day of September.
3. The Office of Student Services Clinical Placement Administrator submits placement requests to schools and communicates as needed with the departmental designee and program coordinators.
4. Prior to notifying candidates of their placements, the Office of Student Services Clinical Placement Administrator provides the departmental designee and the program coordinators an opportunity to review the final placements.

### *Requirements for Clinical Educators for Class B and Alternative Class A*

The Alabama State Board of Education (ALSBE) 290-3-3-.02(6)(f)(3) requires clinical educators to be accomplished school professionals who are properly certified at the Class A level or above for their present assignment or hold National Board for Professional Teaching Standards (NBPTS) certification that is appropriate to their present assignment, have at least three years of professional educational work experience in their field of specialization, and are currently teaching classes in the educator candidate’s area(s) of specialization.

If no acceptable teacher with Class A certification in the educator candidate’s area(s) of specialization is available, the EPP may grant an exception for a clinical educator who meets the other criteria but holds a valid Class A certificate endorsed for Educational Administration or Instructional Leadership or a valid Class B Professional Educator Certificate rather than a Class A in the educator candidate’s area of specialization.

When a candidate is placed in a pre-kindergarten setting, a lead teacher who is designated by the Alabama Department of Early Childhood Education (ADECE) and is employed in a setting accredited by the National Association for the Education of Young Children may serve in lieu of a qualified clinical educator. ALSBE 290-3-3-.02(4) First Class Pre-K sites approved by the ADECE can be found here:[**ADECE First Class Pre-K approval sight**](https://children.alabama.gov/firstclass/)**.**

### *General Responsibilities for Clinical Educators*

Specific College of Education expectations and responsibilities of clinical educators mentoring educator candidates during their clinical residency should refer to the College of Education Clinical Residency Handbook. Overall responsibilities include:

* Provides opportunities for candidates to practice the application of course knowledge under diverse instructional conditions with student who have differing needs
* Works collaboratively with the university supervisor regarding program specific goals and expectations of the clinical placement
* Facilitates and supports educator candidates’ reflective practice throughout the semester through observations, conferencing, group discussions, email, and other uses of technology
* Completes and submits all required College of Education and program assessments in an effort to monitor candidate’s progress

*Requirements for Supervision of ALTERNATIVE MASTERS’* ***Candidates who are Employed Full-Time and Teaching in their Own Classroom***

The Alabama State Board of Education 290-3-3-.02(3)(ii) states that for a candidate in an Alternative Class A program who is employed full-time as a teacher in the area of the candidate’s Alternative Class A program, if an acceptable teacher with Class A certification in the intern’s area(s) of specialization is not available in that school, then the EPP may document and grant an exception for a clinical educator who meets the other criteria but holds a valid Class A certificate endorsed for Educational Administration or Instructional Leadership or a valid Class B Professional Educator Certificate in the candidate’s area of specialization. In addition, a collaborative special education (K-6 or 6-12) educator candidate may be supervised by a clinical educator who holds a Class A certificate endorsed for reading specialist.

### *Requirements and Responsibilities for the University Supervisor*

University Supervisors are employed by Auburn University and are affiliated with an educator preparation program as a faculty member, adjunct instructor, or graduate assistant. Specific College of Education expectations and responsibilities of University Supervisors supervising candidates in their clinical residency should refer to the College of Education Clinical Residency Handbook. Overall responsibilities include:

* Holds a master’s degree or higher in the appropriate field of study
* Attends the University Supervisors’ meeting provided by the Associate Dean of Academic Affairs
* Conducts an orientation session with the candidate and the clinical educator to review the college and program-specific expectations and requirements per the College of Education Clinical Residency Handbook and the Clinical Residency program-specific syllabi
* Shares expectations regarding the submission of required forms and documents (self-assessments, goals form, conference form, and midpoint disposition checklist, etc.).
* Provides contact (e.g. email, phone) information to each candidate and clinical educator
* Works collaboratively with the clinical educator regarding program specific goals and expectations for the clinical experience
* Provides the clinical educator and educator candidate clear and written expectations, assignments, and assessments
* Observes the candidate a minimum of three times and provides follow-up conferences with the candidate and clinical educator
* Solicits feedback for gathering information about all aspects of the clinical experience for the purpose of continuous improvement of the educator preparation program

### *Responsibilities for ALL Educator Candidates*

The educator candidate must have met all clinical residency clearance requirements and enrolled in the university-designated clinical residency course. Detailed and specific program and university requirements for clinical residency may be found in the current College of education Clinical Residency Handbook and the program specific Clinical Residency course syllabi. Overall, the educator candidate’s responsibilities include:

* Has a clear ALSDE-approved background check on file
* Represents Auburn University’s College of Education well by demonstrating exemplary professional and ethical behaviors and dispositions per the Alabama Educator Code of Ethics and the ***College of Education Personal and Professional Dispositions Assessment***
* Upholds the policies and procedures of the clinical placement site
* Dresses in a professional manner following the site’s dress code for professionals
* Is prepared, arrives on time, and adheres to timelines and due dates
* Communicates openly and respectfully with university instructor and clinical educator
* Completes all required hours, assignments, and assessments for clinical experience placement
* Respects the privacy of members of the clinical placement regarding the release of images, educational records, personnel matters, and other personal information
* Abstains from using social media to post comments about experiences in the clinical placements and/or P-12 students and/or school professionals

### *Responsibilities of the Office of Student Services*

* Facilitates placement requests to the schools
* Responds to inquiries related to clinical experiences placements
* Secures MOU’s agreements for new sites
* Addresses concerns as needed

## ADVANCED CERTIFICATION INTERNSHIPS/RESIDENCIES

### *ALSDE Requirements for Internship for Certification in English for Speakers of Other Languages*

Professionals seeking certification must demonstrate competence to teach English for speakers of other languages in an internship of at least 300 clock hours. Experiences should progress to full-time teaching responsibilities for no less than 5 consecutive days in both K-6 and 6-12 levels. ALSBE 290-3-3-.45(d); 290-3-3-.02(6)(e)2(i)(iv).

### *ALSDE Requirements for Internship and Residency for Instructional Leadership*

Professionals seeking certification in instructional leadership must complete an internship experiences plus a 10-day residency that allows candidates to benefit from purposeful hands-on experiences designed to prepare them to lead the essential work of school improvement and higher student achievement. The internship experiences are the total sum of practical experiences, either field or clinical, as part of every course taken for preparation, plus a residency. The residency is uninterrupted service in an active school with students present for the equivalent of ten full days. ALSBE 290-3-3-.48(2)(e)2.

### *ALSDE Requirements for Internship for Certification in Library Media Specialist*

Professionals seeking certification must demonstrate competence as a library media specialist in internship experiences which total at least 300 clock hours, with at least half of the time in one or more P-12 school libraries, including elementary and secondary grades. Internships in P-12 schools must be supervised by individuals who hold a valid master’s level professional educator certificate in library media and who are employed as librarians. ALSBE 290-3-3.49(4)(e).

### *ALSDE Requirements for Internship for Certification in Reading Specialist*

Professionals seeking certification must demonstrate competence to serve as a reading specialist as demonstrated in an internship of at least 300 clock hours. ALSBE 290-3-3-.45.01(4)(d).

### *ALSDE Requirements for Internship for School Counseling*

Professionals seeking certification must demonstrate competence to serve as a school counselor as demonstrated in a supervised elementary and secondary school-based internship of a minimum of 600 clock hours with at least 240 hours providing direct service to clients. ALSBE 290-3-3-.50(5)(f)

## ACTIONS FOR SUPPORT AND INTERVENTION

Recognizing that becoming a professional is a developmental process, this chart was construction in collaboration with school partners and college faculty that serve on the College of Education Clinical Field Experiences Committee. It should serve as a guide of the types of behaviors that warrant additional support and/or intervention and identifies appropriate personnel that will assist in that support. Behaviors and/or actions have been grouped into three levels. The three levels do *not have to be in progression*. Each level pinpoints the serious nature of the types of behavior(s). A candidate could exhibit a Level III behavior without having first exhibiting Level I or II behavior. Due to the increasing levels of seriousness of behavior, each level involves a greater number of participants.

## Level I: Actions for Support and/or Intervention

Personnel Involved: (a) Candidate, (b) Clinical Educator (Cooperating Teacher), (c) University Supervisor

| **Level I Examples** | **Suggested Actions** | **Specific Stipulation(s)** |
| --- | --- | --- |
| Attendance:late to school site, leaves early, does not participate in school events, fails to notify teacher and supervisor of absence | Conference which results in a contract with consequences for failure to comply | Requirement to sign-in and out daily, plan for making up time  |
| Dress:does not adhere to school’s dress code, unprofessional appearance, footwear inappropriate | Conference which results in a contract with consequences for failure to comply | Team identifies inappropriate dress, makes recommendations of appropriate dress |
| Inappropriate Communication:gossips or makes inappropriate comments to P-12 learners, parents, cooperating teacher, or colleagues | Conference which results in a contract with consequences for failure to comply | Candidate specifies how she/he will make amends with targeted individual |
| Communication:does not respond to emails, phone messages, or routine check-ins | Conference which results in a contract with consequences for failure to comply | Requirement to check in daily  |
| Reflection:does not reflect on instructional performance, defensive when feedback is provided, cannot identify ways instruction can be improved | Conference which results in a contract with consequences for failure to comply | Candidate videotapes 2 or more lessons, watches the lessons with the supervisor or teacher to identify and discuss strengths and weaknesses |
| Timeliness:does not turn in lesson plans, reflections, assignments, weekly logs, etc. on time | Conference which results in a contract with consequences for failure to comply | Candidate meets established deadline(s) for completing make up work |
| Routines:established routines are not apparent, entering grades in computer does not occur in timely fashion, fails to record attendance, fails to gather appropriate materials in preparation for lessons | Conference which results in a contract with consequences for failure to comply | Candidate identifies shortcomings and indicates how these issues will be addressed |
| Verbal Communication:failure to use standard English when speaking and/or writing | Conference which results in a contract with consequences for failure to comply | Team identifies errors, develops a method for checking performance |
| Classroom management: classroom management system not established, failure to provide safe, structured, and productive learning environments | Conference which results in a contract with consequences for failure to comply | Recommend readings, classroom management resources, teachers to observe, use of reflection, specific suggestions for setting up management system for handling discipline problems, reinforcing positive behaviors, etc. |
| Student Relationships:hesitant to engage in relationship building interactions with P-12 learners; remains seated during arrival, transitions, and dismissal; hesitant to take advantage of opportunities to engage with learners | Conference which results in a contract with consequences for failure to comply | Requirement to write reflections on how s/he has interacted in a more positive way with P-12 learners |

## Level II: Actions for Support and/or Intervention

Personnel Involved: (a) Candidate, (b) Clinical Educator (c) University Supervisor, and (d) Program Coordinator

| **Level II Examples** | **Suggested Actions** | **Specific Stipulation(s)** |
| --- | --- | --- |
| Negative Remarks:makes negative statements about teaching profession | Conference which results in a contract with consequences for failure to comply | Discuss whether teaching is the profession for this candidate, develop a contract outlining steps for improving attitude for teaching |
| School Policy Violations: does not follow school’s policy and procedures | Conference which results in a contract with consequences for failure to comply | Discuss specify violation of policy and procedures, develop a contract outlining expectations regarding violated policy or procedure |
| Unpreparedness:routinely not prepared to teach | Conference which results in a contract with consequences for failure to comply | Outline specific expectations regarding preparation |
| Content Knowledge:makes frequent and multiple mistakes with regard to content | Conference which results in a contract with consequences for failure to comply | Provide candidate with specific sources for content knowledge and that clearly outlines expectations for preparation of lesson plans that reflect a thorough understanding of the content being taught |
| Collaboration:does not attempt to develop a positive working relationship with cooperating teacher, engages in off-task behavior rather than observing cooperating teacher | Conference which results in a contract with consequences for failure to comply | Discuss candidate’s actions that communicate a negative working relationship with teacher, require candidate to share actions that would convey efforts to improve their relationship |
| Failure to address Level I issue in a timely manner | Conference which results in a contract with consequences for failure to comply | Discuss increased expectations with deadlines for improvement |
| Multiple Level 1 issues identified | Conference which results in a contract with consequences for failure to comply | Address each issue, creation of a contract addressing each issue with clearly stated consequences |

## Level III: Actions for Support and/or Interventions

Personnel Involved: (a) Candidate, (b) Clinical Educator, (c) University Supervisor, (d) Program Coordinator, (e) Department Head, and (f) Associate Dean of Academic Affairs

| **Level III Examples** | **Suggested Actions** | **Specific Stipulation(s)** |
| --- | --- | --- |
| Multiple Level II issues displayed/identified | Conference which results in a contract with consequences for failure to comply | Address each issue, creation of a contract addressing each issue |
| Failure to fulfill contract for Level I and/or Level II issues | Dismissal from clinical residency and/or assignment of an “Unsatisfactory” grade for clinical residency.  | Withdrawal of Clinical Residency Form should be completed and submitted to Associate Dean of Academic Affairs |
| Social Media:posting any comments, photos, or videos referencing and/or portraying school officials, university personnel, students, or parents on either public or private social media, or friending students on personal media | Dismissal from clinical residency and/or assignment of an “Unsatisfactory” grade for clinical residency.  | Withdrawal of Clinical Residency Form should be completed and submitted to Associate Dean of Academic Affairs |
| Trustworthiness:falsifying information regarding the evaluation of students, falsifying reasons for candidate absences, reading others’ email or other communications without permission | Dismissal from clinical residency and/or assignment of an “Unsatisfactory” grade for clinical residency.  | Withdrawal of Clinical Residency Form should be completed and submitted to Associate Dean of Academic Affairs |
| Inappropriate Relationships with students or cooperating teacher | Dismissal from clinical residency and/or assignment of an “Unsatisfactory” grade for clinical residency.  | Withdrawal of Clinical Residency Form should be completed and submitted to Associate Dean of Academic Affairs |
| Confidentiality:copying or teaching identified standardized test items, sharing confidential student information | Dismissal from clinical residency and/or assignment of an “Unsatisfactory” grade for clinical residency.  | Withdrawal of Clinical Residency Form should be completed and submitted to Associate Dean of Academic Affairs |
| Multiple Level I issues displayed without improvement over time | Dismissal from clinical residency and/or assignment of an “Unsatisfactory” grade for clinical residency.  | Withdrawal of Clinical Residency Form should be completed and submitted to Associate Dean of Academic Affairs |
| Any violations of [Alabama Educator Code of Ethics](https://www.alabamaachieves.org/teacher-center/teacher-evaluation-effectiveness/alabama_educator_code_of_ethics/) (PDF)\* | Dismissal from clinical residency and/or assignment of an “Unsatisfactory” grade for clinical residency.  | Withdrawal of Clinical Residency Form should be completed and submitted to Associate Dean of Academic Affairs |

\* [Alabama Educator Code of Ethics](https://www.alabamaachieves.org/teacher-center/teacher-evaluation-effectiveness/alabama_educator_code_of_ethics/) (PDF)

## Protocol for Audiovisual Capture or Delivery of Classroom Instruction

For the purpose of all clinical school-based experiences, audiovisual capture and delivery is defined as any capture, whether live or recorded, of sound and images from school activities by means of any variety of equipment or software. Audiovisual capture of classroom teaching provides powerful professional development resources for interns, as well as experienced and beginning teachers. To obtain the benefits of the capture or online delivery of instructional practices while protecting clinical educators and P-12 students and the following protocol will be followed:

* + 1. Audiovisual capture and delivery will be done only for the purpose of improving instructional practice and/or as part of a national performance assessment for prospective teachers (edTPA). Audiovisual recordings will be housed on password­ protected sites. Faculty, cooperating teachers, and/or teacher candidates associated with Auburn University College of Education and faculty associated with edTPA may see audiovisual recordings for professional development or performance assessment purposes.
		2. It is the responsibility of the educator candidate to:
			- Follow all school system protocols for obtaining permission to video capture classroom instruction from the building administrator
			- Obtain parental consent using the appropriate consent and release form from Auburn University on the College of Education website and (see Appendix A) and any school system consent forms.
		3. If in any circumstance these protocols are violated, the clinical educator and/or school administrator will contact the Associate Dean of Academic Affairs to take suitable action.

## Appendix A

### Auburn University Student Media Release Form

The purpose of this communication is to seek approval to video record, audio record, and/or photograph your child’s class. The video, audio, and/or photographs will involve me and various students in the classroom. The primary focus is upon instruction and feedback to students. The documented evidence will be used for educational purposes for coursework and/or class discussions. I’ll also use the documented evidence to reflect on my teaching practice. All video, audio, and/or photographs will be loaded in a secure, password-protected electronic management system. Also, I may submit copies of student written work as evidence of my teaching practice. Student names will not appear on any materials that are submitted.

Faculty, cooperating teachers, and/or educator candidates associated with the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ program in the College of Education at Auburn University may see/hear me and/or student work samples. The video, audio, and/or photographic evidence will be viewed under secure, password-protected conditions, never posted on publicly accessible websites, and will never reveal identities of schools or districts.

This form will be used to document your permission for your child’s participation to be recorded. Please complete and return to your child’s teacher on or before \_\_\_\_\_\_\_ (date).

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent/Guardian Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Street Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ City/State/Zip Code: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I am the parent/legal guardian of the child named above. I have received and read the letter regarding a teacher assessment being conducted by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Institution), and agree to the following: *(Please initial beside either* ***I DO*** *or* ***I DO NOT*** *box below.) Your child will not be penalized if you choose: I DO NOT give permission.”*

\_\_\_\_\_\_ I DO give permission to include my child’s image and/or voice on video, audio, and/or photographs as he or she participates in class conducted at my child’s school by the aforementioned institution and/or to reproduce materials that my child may have completed as part of classroom activities. No student’s name will appear on any materials submitted by the student teacher.

\_\_\_\_\_ I DO NOT give permission to video, audio, and/or take photographs that include my child or reproduce materials that my child may have completed as part of classroom activities.

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_