



Auburn University

**College of Education
Educator Preparation Provider (EPP)**

Clinical Residency Handbook

2022-2023

Undergraduate and Alternative Master's Educator Preparation
Programs

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Message from the Dean

Dear Teaching Candidates,

Congratulations on entering your clinical residency! This stage of your academic career will likely be the most rewarding and challenging you experience. During the next several months, you will work in a school setting and experience the life of an educator as you continue your progress towards the goals of developing as a competent, committed, and reflective professional.

Auburn takes great pride in the high standards exemplified by our candidates. I know you will represent us well, achieving the same level of performance set by your predecessors. Your commitment to excellence ensures the continued outstanding reputation enjoyed by Auburn University's College of Education graduates. Through this commitment, you will join other graduates across the nation in building a better future for all.

Sincerely,

A handwritten signature in black ink, appearing to read "J T Fairbrother", with a stylized, flowing script.

Jeffrey T. Fairbrother
Wayne T. Smith Distinguished Professor and Dean of the College of Education
Auburn University

Accreditation and Approvals

Auburn University's College of Education is accredited by the Council for Accreditation of Educator Preparation, (CAEP). All programs preparing teachers and other professional school personnel are approved by the Alabama State Board of Education (ALSBE), the Specialized Professional Association associated with the discipline (SPA), the National Association of State Directors of Teacher Education and Certification (NASDTEC), and the Interstate Reciprocity Compact (IRC).

The clinical residency represents a collaborative agreement between Auburn University's College of Education and participating school systems. Terms of this professional agreement are governed by InTASC Model Core Teaching Standards and Rules of the Alabama State Board of Education. The Office of Student Services is responsible for securing signed Memorandum of Understanding with our school systems. The expectations, processes, and description of mutually beneficial partnerships is specified in the MOU and the Clinical Experiences Handbook found on the College of Education [Clinical Experience](#) webpage.

Standards for professional accreditation and state approval of educator 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 (a) key assessments of candidate performance aligned with the InTASC Model Core Teaching Standards; (b) satisfaction survey data from candidates, graduates, and the employers of graduates; and (c) a system for data-informed continuous improvement supported by informational technologies.
3. Co-construction of curriculum and field experiences designed with sufficient depth, breadth, and coherence, that provide candidates with opportunities to develop the knowledge, skills, and dispositions necessary to help all P-12 students learn in a diverse and technological environment.
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 clinical educators in schools.
5. Governance and resources including informational technology to support the initial preparation of educators.

Overview of the College of Education'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.

Responsibilities of Clinical Residency Candidates

1. Satisfy attendance requirements.
 - Attend the college's Clinical Residency Orientation Meeting at the beginning of the semester and the exit meeting at the end of the semester.
 - Follow your school's calendar beginning with the first-class day of Auburn's semester through the final class day of Auburn's semester. Note: A maximum of five days may be used to attend clinical residency related activities not at the school site (e.g., Interview Day, group meetings of candidates on campus). In the event, that Auburn University moves to all remote due to COVID-19, you will be expected to continue in your clinical residency placement in your P-12 school. In the event that your P-12 school moves to remote due to COVID-19, you will be expected to work with your clinical educator (cooperating teacher) when possible, in the delivery of remote instruction. Any disruptions in your placement due to COVID-19 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. If there is an unavoidable reduction of the full semester due to COVID – 19, you will be notified by your university supervisor per guidance from the Office of Student Services.
 - Be prompt and regular in attendance; follow the schedule expected of clinical educators. Note: Absences should not occur except for emergencies (e.g., sickness, death in the family). Unexcused absences are not allowed during clinical residency. If an excused absence is unavoidable, contact your clinical educator and university supervisor. You are required to make-up absences. If you have not fulfilled this requirement by the last day of AU classes, you will attend the Clinical Residency Evaluation Meeting at the end of the semester then return to the school site to complete the attendance requirement. All required days must be completed within the clinical residency semester. If these days are not made up before the end of the semester you will receive an Incomplete. If you have absences related to COVID-19 please notify your clinical educator (cooperating teacher) and university supervisor immediately. Extensive absences due to documented COVID-19 will be addressed on a case-by-case basis by the university supervisor in consultation with the Office of Student Services.
 - Due to COVID-19, extra safety precautions may be in place at your school site. You are required to follow all safety protocols in place from the first day you arrive at the school. This may include but not limited to: practicing social distancing, completing self-screening protocol, and wearing personal protective equipment (PPE). If you have any questions, please reach out to your university supervisor.
 - Attend all school functions that your clinical educator is required to attend (e.g., faculty meetings, PTA meetings, school/community events).
2. File a copy of the ***Emergency Contact Information*** form with the secretary at your assigned school site. Additionally, give a copy to your university supervisor and to your clinical educator(s).

3. Complete the *Holistic Assessment of Candidate Performance* and the *Personal and Professional Disposition Assessment* as an initial self-assessment. Work with your clinical educator and/or university supervisor to identify target areas (based on your self-assessments) using the *Semester Goals* form.
4. 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). Any candidate who is absent from their 10-consecutive day assignment for one interruption, for a reason deemed acceptable by both the university supervisor and the partner school, may exercise full responsibilities upon return to the classroom.
5. In collaboration with your university supervisor and clinical educator, schedule a minimum of **four** formal observations. Both the clinical educator and the university supervisor should provide feedback using the *Planning for Instruction Assessment* and *Pedagogical Content Knowledge Observation Instrument*. Two of the observations should occur prior to mid-semester.
6. Fulfill all responsibilities and tasks assigned by your clinical educator, school administrator(s), and university supervisor including lesson plans, grading, reflections, classroom maintenance, etc.
7. Participate in midpoint and final conferences with your clinical educator and university supervisor. Review feedback on *Holistic Assessment of Candidate Performance* and the *Personal and Professional Disposition Assessment*. Discuss teacher's comments on your teaching practice from the *Conference with Candidate* form.
8. Complete all required tasks of the edTPA® (in person or remotely) and submit for official scoring by Pearson® by the deadline(s) specified by your program. Upload the email verification form from Pearson® into the Student Learning and Licensure by Watermark® system following the instructions in this handbook on page 39.
9. Attain an overall rating at the *Implementation of Professional Practice* level on all the College of Education Key Assessments.
10. The College of Education uses the online Student Learning and Licensure by Watermark® system for submission of key assessments and for collecting information related to Clinical Residency. Prior to the End-of-Term Clinical Residency Evaluation Meeting, candidates are required to complete tasks through Student Learning and Licensure by Watermark ®. **Please refer to the following steps to complete these tasks.**
 - a) Login to Student Learning and Licensure through the url:
<https://sll.watermarkinsights.com/login#/>
 - b) Click the "Activity" that you wish to complete (e.g., Dispositions and Holistic – Midterm).
 - c) Complete the required rubric fields
 - d) Click "Submit"

- e) The Clinical Residency group is organized into separate activities: Candidates will complete a self-evaluation utilizing ***Personal and Professional Dispositions Assessment and Holistic Assessment*** twice during their clinical residency. This will occur at mid-term and the conclusion of clinical residency.
 - f) Internship Diversity Questionnaire – candidates will complete a form indicating the diversity of the classroom in which they are participating. This will be done twice for candidates in a split placement.
 - g) edTPA® Verification – candidates will document their official submission of the edTPA® to Pearson, Inc. ® For detailed instructions, please refer to *edTPA® Procedures for Graduation* in this handbook. Note: Verification of your official edTPA® submission to Pearson, Inc.® must be documented for any grade to be assigned for Clinical Residency.
 - h) Confidential – candidates will evaluate the internship experience and their placement using the pre-formatted forms located under the edTPA® tab. This tab is only visible to the candidate. Clinical educators and university supervisors do not have access to this tab.
 - i) If applicable, candidates may have additional activities that are program specific.
11. Check your Auburn email account throughout your clinical residency as it is the official mode of communication.
 12. Keep in mind that communication is key to a successful clinical residency. Ask questions, solicit feedback, and accept constructive critique of your performance in a professional manner. Work with your clinical 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 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 Associate Dean through the Office of Student Services.
 13. The responsibilities assigned to a candidate are equivalent to the responsibilities of a full-time position. Satisfying the clinical residency requirements in a satisfactory manner requires that you devote a considerable amount of time and effort to your teaching responsibilities. During your clinical residency, you are advised to limit your involvement in any additional responsibilities such as part-time employment if at all possible.

Completion Requirements

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

- ✓ Demonstrate an overall performance at the *Implementation of Professional Practice* level in clinical residency on each of the College of Education Key Assessments AND any program specific requirements
- ✓ Tk20® submission to Pearson® for official scoring of all required edTPA® tasks
- ✓ Verification of submission submitted to Student Learning and Licensure by Watermark®
- ✓ Satisfactory performance of teaching including a minimum of **20 full days**, 10 of which must be consecutive (an interruption of the 10 days may be allowed per approval of the university supervisor and clinical educator)
- ✓ Confirmation of attendance (full-time/full semester)
- ✓ No unexcused absences

Graduation/Program Completion

Undergraduate Educator Preparation Programs

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

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

Additional Requirements for Alternative Master's Educator Preparation Programs

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

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

Application for Alabama Certification

Applying for certification with the Alabama State Department of Education (ALSDE) is a **SEPARATE PROCESS** from applying for graduation.

To obtain ALSDE certification, candidates must submit a completed certification packet to the Office of Student Services in order to begin the process of certification with the state department. **Instructions for completing the certification packet will be sent to your AU email following mid-semester of the term you graduate. Please follow the directions carefully. Failure to do so may significantly delay the process.**

The Office of Student Services will process the certification applications **AFTER** the following have been received:

- ✓ Completed ALSDE application packet
- ✓ Final AU transcript indicating “Degree Awarded”
- ✓ Passing edTPA® score from Pearson®

Once the application is processed by the Office of Student Services, it typically takes 6-8 weeks before you will receive your teaching certificate from the State of Alabama.

Program graduates who delay obtaining Alabama certification may be subject to changes made by the ALSDE between the time of graduation and the time of the certification request.

Candidates seeking certification in other states should contact those state certification offices to obtain their application forms and requirements. In order to receive reciprocity for certification/licensure in another state, **ALL** Alabama certification requirements **MUST** be met (including earning a passing edTPA® score). Requests and forms for completing out of state forms should be sent to educert@auburn.edu.

If you have further questions, please email educert@auburn.edu or call the Office of Student Services at (334) 844-4448.

Responsibilities of Clinical Educators

The support system for the clinical residency resides primarily with the clinical educators and university supervisors. Clinical educators and the university supervisors from the College of Education should work collaboratively to ensure clinical residency candidates feel supported and have multiple opportunities to develop their ability to positively impact P-12 students' learning.

The college utilizes two clinical residency arrangements for placements, the traditional and the cluster placement. While the responsibilities of the candidate are the same in both arrangements, the roles and responsibilities of clinical educators and university supervisors differ.

The clinical educator's role will be the same as always - offering support for excellent teaching. Candidates will need input about the context and background of students (including IEP details) early in the process so that they can learn to plan instruction based on specific student strengths and needs. Also, candidates may want or need to spend more time reflecting on their instruction and lessons in preparation for edTPA® that they will submit.

The clinical educator's collaboration as a mentor and facilitator will be critical to the overall experience and success of candidates.

Following is a list of the basic responsibilities for the clinical educator and university supervisor. This list may be modified as needed to create a support system that fits program-specific requirements and reflects site-specific arrangements (e.g., dual placements).

1. Participate in an orientation session provided by the university supervisor.
2. Introduce clinical residency candidate to students, teachers, and administrators at the site.
3. Help the clinical residency candidate establish their role as teacher.
4. Explain school policies and procedures.
5. Acquaint with instructional materials and classroom routines.
6. Assist in developing a schedule for gradually assuming full-time teaching responsibilities.
7. Assist in identifying target areas for growth based on the candidate's self-assessment and the identified goals for the semester.
8. Hold frequent discussions with the candidate regarding observations, prompting them to reflect on their practice (see ***Conference with Candidate*** form or alternate form designated by the program). Model reflective practice as appropriate.

9. Initiate discussions with the candidate as needed regarding the effect of their practice on student learning.
10. Provide feedback to the college regarding continuous improvement of the clinical residency cluster arrangement experience through electronic surveys and/or focus groups and the ***Weekly Progress Report***. The university supervisor should be alerted to any problems or concerns relating to any candidate's successful completion of any and all program, college, and state requirements.
11. Participate in midpoint and final conferences with the clinical educator, candidate and university supervisor. Share opinions about their teaching practices on the ***Conference with Candidate*** form. Provide input about the candidate's performance on ***Holistic Assessment of Candidate Performance*** and the ***Personal and Professional Dispositions Assessment***.
12. Complete four formal observations using the ***Planning for Instruction Assessment and Pedagogical Content Knowledge Observation Instrument***. Two should be completed prior to mid-semester. Each scored assessment will be submitted into Student Learning and Licensure by Watermark®.
13. Encourage the candidate to observe and be informally observed by other candidates and/or teachers.
14. Provide email address to Office of Student Services.
15. Complete a survey in Student Learning and Licensure by Watermark ® at the end of the clinical residency semester. Please mark ***NA*** in the box labeled "grade".
16. Provide feedback to the college regarding continuous improvement of the clinical residency through electronic surveys and/or focus groups.

Responsibilities of Cluster Clinical Educators

A cluster arrangement of clinical residency candidates typically consists of 3-5 clinical educators and 3-5 candidates within one school. In this arrangement, each candidate is assigned to one clinical educator; however, the team of educators assumes responsibility for the supervision and evaluation of the candidates. A university supervisor oversees each cluster arrangement. In addition to the responsibilities of clinical educators outlined in the previous section, cluster clinical educators have additional responsibilities.

1. Appoint a cluster teacher “leader” who will oversee cluster teacher and candidate responsibilities and be the primary contact person with the university supervisor for arranging appointments, seeking advice, or asking questions.
2. Establish a bi-weekly time to meet as a cluster team of educators and candidates to discuss pertinent issues and share resources pertaining to planning, teaching, and evaluation, and to discuss school policies that impact all parties.
3. Establish an observation schedule for cluster clinical educators to make the rounds to observe the candidate no less than four teaching observations with written feedback for each other’s assigned candidate. Use the ***Planning for Instruction Assessment and Pedagogical Content Knowledge Observation Instrument*** for all four observations. To establish reliability of the scored observation instruments, no less than two clinical educators must observe the same lesson.
4. Establish an inter-classroom schedule for cluster candidates to make the rounds in order to observe and assist in other cluster clinical educators’ classrooms when and where appropriate.
5. Encourage candidates to use all cluster clinical educators as resources for their planning and teaching, particularly relying upon each cluster teacher’s strengths and experience.
6. Set up a bi-weekly schedule of cluster clinical educators ONLY meetings to discuss professional issues related to each candidate and their performance, relaying professional issues that may arise to the university supervisor.
7. Notify the university supervisor of the assigned candidate’s dispositions and performance in the classroom prior to mid semester. Share comments about the candidate’s teaching practice on the ***Conference with Candidate*** form.
8. Provide feedback to the college regarding continuous improvement of the clinical residency cluster arrangement experience through electronic surveys and/or focus groups and the ***Weekly Progress Report***. The university supervisor should be alerted to any problems or concerns relating to any candidate’s successful completion of any and all program, college, and state requirements.
9. Electronically submit all the ***College of Education Key Assessments*** in Student Learning and Licensure by Watermark ®:
 - a. ***Holistic Assessment of Candidate Performance*** (mid-semester and end of semester)
 - b. ***Personal and Professional Dispositions Assessment*** (mid-semester and end of

semester)

- c. ***Pedagogical Content Knowledge Observation Instrument*** (2 prior to mid-semester and 2 and the end of the semester)
- d. ***Planning for Instruction Assessment*** (used in conjunction with the four observations)
- e. Complete a survey in Student Learning and Licensure by Watermark ® at the end of the clinical residency semester. ~~Please mark NA in the box labeled “grade.”~~

Responsibilities of University Supervisors

1. Attend the university supervisors' meeting(s) provided by Dr. Caroline Dunn, Professor and Acting Associate Dean of the College of Education and Dr. David Crowe, Assistant Dean of Assessment and Certification
2. Conduct an orientation session with the candidate and clinical educator to discuss information in the Clinical Residency Handbook and program-specific assessments/requirements.
3. Provide contact (e.g., email, phone) information to each candidate and clinical educator; share expectations regarding the submission of required forms and documents (self-assessment, goals form, conference form, and midpoint Personal and Professional Dispositions Assessment [PPDA], etc.). Respond in a timely manner to questions, concerns, etc.
4. Provide input to the candidate on the target areas for growth based on the candidate's self-assessment using the **Semester Goals** form.
5. Observe the candidate a minimum of four times (two prior to mid-term) and provide follow-up conferences. Use the **Planning for Instruction Assessment** and the **Pedagogical Content Knowledge Observation Instrument** for no less than four formal observations (two prior to mid-semester). *Note: To establish reliability, the clinical educator should observe the same four lessons and provide feedback using the **Planning for Instruction Assessment** and **Pedagogical Content Knowledge Observation Instrument**.*
6. Provide feedback as needed regarding anecdotal notes and reflections noted on the **Conference with Candidate Form** or on the alternate form designated by the program.
7. Hold midpoint and final conferences with candidate and clinical educator. Complete **Holistic Assessment of Candidate Performance** and the **Personal and Professional Dispositions Assessment Form**. Discuss teacher's comments about the candidate's teaching practice **Conference with Candidate Form**. *Note: If the candidate is not on track to satisfactorily meet or exceed all expectations for professional educators at the initial level of certification by the end of the placement/semester, you are required to submit a copy of the formative assessment and the midpoint evaluation of the Personal and Professional Dispositions Assessment (PPDA) to the following individuals: (1) the Department Head; (2) the Program Coordinator; and (3) the Associate Dean. In addition, you are required to arrange a meeting to discuss the candidate's progress with the department head and/or program coordinator.*
8. At the end of the semester, electronically submit completed evaluations of all college-required assessments in Student Learning and Licensure by Watermark®.
9. Please refer to the following steps to complete the assessments in Student Learning and Licensure by Watermark® for your clinical residency candidates this semester. For assistance, please contact or call (334) 844-9144.edutk20@auburn.edu or call (334) 844-9144.
 - a) Login to Student Learning and Licensure by Watermark® through AU Access.

- i. Login to AU Access. <https://sll.watermarkinsights.com/login#/>
 - ii. Click on the Course you which to access
 - iii. Click on the Activity Name you wish to complete
 - iv. Click on the “Student” that you are completing the assessment.
 - v. Complete the Rubric by clicking on the “View Rubric Details” on the right hand side.
 - vi. Click “Submit”
- b) Click on the “edTPA® Verification” tab. Click the file name to open the student’s submitted file. Use this to verify the completion of edTPA® task.
 - c) Complete each of the key assessments: (a) ***Holistic Assessment of Candidate Performance***; (2) ***Personal and Professional Dispositions Assessment Form***; (3) ***Planning for Instruction Assessment***; and (4) ***Pedagogical Content Knowledge Observation Instrument***. NOTE: Please type N/A in the grade field.
 - d) Complete the ***Clinical Residency Verification Form***. Provide verification that all clinical residency requirements have been met. Once you have completed the information, Click SUBMIT. The SUBMIT button takes you back to your candidates list.
 - e) Repeat the process for each candidate you supervise.
10. Submit final grades per AU designated deadlines.
11. Provide feedback to the college regarding continuous improvement of the clinical residency through electronic surveys and/or focus groups.
12. If a candidate discontinues clinical residency, *provide documentation and the completed **Withdrawal of Clinical Residency Form** to the program coordinator, department head, and Angela Shirley, Administrator of Clinical Experiences.*

Responsibilities of Cluster University Supervisors

Cluster university supervisors' responsibilities are uniquely different from regular university supervisors due to the cluster arrangement and the expanded supervisory role of cluster clinical educator. However, cluster university supervisors must orient cluster participants to the unique roles and responsibilities that cluster teachers have and maintain frequent contact with cluster teachers regarding the status of their candidates' performance.

1. Attend the university supervisors' meeting(s) provided by Dr. Caroline Dunn, Professor and Acting Associate Dean of the College of Education and Dr. David Crowe, Assistant Dean of Assessment and Certification
2. Conduct an orientation session with the candidate and clinical educator to discuss information in the Clinical Residency Handbook and program-specific assessments/requirements.
3. Provide contact (e.g., email, phone) information to each candidate and clinical educator; share expectations regarding the submission of required forms and documents (self-assessment, goals form, conference form, and midpoint disposition checklist, weekly monitoring form, etc.). Respond in a timely manner to questions, concerns, etc.
4. Provide input to the candidate on the target areas for growth based on the candidate's self-assessment using the **Semester Goals** form.
5. Hold midpoint and final conferences with candidate and clinical educator. Complete **Holistic Assessment of Candidate Performance** and the **Personal and Professional Dispositions Assessment Form**. Discuss teacher's comments about the candidate's teaching practice **Conference with Candidate Form**. *NOTE: If the candidate is not on track to satisfactorily meet or exceed all expectations for professional educators at the initial level of certification by the end of the placement/semester, you are required to submit a copy of the formative assessment and the midpoint evaluation of the Personal and Professional Dispositions Assessment Form to the following individuals: (1) the Department Head; (2) the Program Coordinator; and (3) the Associate Dean. In addition, you are required to arrange a meeting to discuss the candidate's progress with the department head and/or program coordinator.*
6. Conduct observations and provide assistance if any special circumstances or concerns arise that may impact the clinical residency.
7. At the end of the semester, electronically submit completed evaluations of all college-required assessments in Student Learning and Licensure by Watermark®.
 - a) Please refer to the following steps to complete the assessments in Student Learning and Licensure by Watermark® for your clinical residency candidates this semester. For assistance, please contact edutk20@auburn.edu or call (334) 844-9144.
 - b) Login to Student Learning and Licensure by Watermark® through AU Access.
 - i. Login to AU Access. <https://sll.watermarkinsights.com/login#/>

- ii. Click on the Course you wish to access
 - iii. Click on the Activity Name you wish to complete
 - iv. Click on the “Student” that you are completing the assessment.
 - v. Complete the Rubric by clicking on the “View Rubric Details” on the right hand side.
 - vi. Click “Submit”
- c) Click on the “edTPA® Verification” tab. Click the file name to open the student’s submitted file. Use this to verify the completion of edTPA® task.
 - d) Complete each of the key assessments: (a) ***Holistic Assessment of Candidate Performance***; (2) ***Personal and Professional Dispositions Assessment Form***; (3) ***Planning for Instruction Assessment***; and (4) ***Pedagogical Content Knowledge Observation Instrument***. NOTE: Please type N/A in the grade field.
8. Submit final grades per AU designated deadlines.
9. Provide feedback to the college regarding continuous improvement of the clinical residency through electronic surveys and/or focus groups.
10. If a candidate discontinues clinical residency, *provide documentation and the completed ***Withdrawal of Clinical Residency Form*** to the program coordinator, department head, and Angela Shirley, Administrator of Clinical Experiences.*

Overview of the College of Education Key Assessments

The Council for the Accreditation of Educator Preparation (CAEP) and the Alabama State Board of Education require educator preparation programs to document that candidates know and demonstrate the knowledge, skills, and dispositions necessary to help all students learn. Specifically, educator preparation programs are expected to identify **key assessments** that (1) are aligned with professional, state, and institutional standards; (2) reflect the college's conceptual framework; and (3) are implemented in a systematic and consistent manner with all candidates across the college. The college and programs are expected to analyze data from key assessments on a regular basis to inform continuous improvement. The key assessments adopted by the college as part of their quality assurance assessment system are described below. Each educator preparation program will add their program specific performance-based expectations as an addendum to each of the college's Key Assessments.

Holistic Assessment of Candidate Performance Assessment

Beginning Fall 2019, the college has replaced the AU EDUCATE Alabama Assessment with the ***Holistic Assessment of Candidate Performance Assessment*** based on the InTASC Model Core Teaching Standards adopted by the Alabama State Board of Education.

Personal and Professional Dispositions Assessment (PPDA)

The Personal and Professional Dispositions Assessment is grounded in state and professional standards and is used to evaluate a candidate's dispositions and behaviors related to professionalism.

Planning for Instruction Assessment

Professional instructional practice is a purposeful activity directed toward desired student learning outcomes. Planning for instruction should support each student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy. The Planning for Instruction Assessment is designed to capture the decision making that the candidate demonstrates in planning instruction.

Pedagogical Content Knowledge Observation Instrument

Clinical residency candidates are observed a minimum of four times during the clinical residency semester using the *Pedagogical Content Knowledge Observation Instrument*. Both the university supervisor and the clinical educator should observe the same four times in order to establish inter-rater reliability. Both the clinical educator and the university supervisor will submit the performance-based level scores in Student Learning and Licensure by Watermark® where reliability will be established.

edTPA®

The edTPA® is an electronic portfolio that includes video and narrative of the teaching and learning process that documents and demonstrates each candidate's ability to effectively teach their subject matter to all students. As of September 1, 2018, ***an official submission to Pearson, Inc.*** is required for a candidate ***to graduate*** from an Auburn University Educator Preparation Program. This will be verified by the University Supervisor based on documentation candidates will upload to Student Learning and Licensure by Watermark®. A ***passing score*** must be documented by Auburn University and received electronically from Pearson, Inc®. for a candidate ***to be recommended for certification with ALSDE***. Documentation of a passing score provided by the candidate or another party will not be accepted.

Key Assessments: Submission Dates

University supervisors are required to verify all college and program clinical residency requirements are met prior to submitting final grades. *

FALL DATES: Mid-Term 10/05/2022 Final: 12/02/2022

Grades Due: Refer to Auburn University Calendar

SPRING DATES: Mid-Term 03/02/2023 Final: 04/28/2023

Grades Due: Refer to Auburn University Calendar

* Instructions for uploading your email confirmation of submission of your edTPA® tasks for official scoring on page 40 of this handbook.

University supervisors are asked to complete a ***Clinical Residency Verification Form*** for each candidate through Student Learning and Licensure by Watermark®.

Key Assessments	Who Submits This	Submitted in	Due Date(s)*
Planning for Instruction Assessment	Clinical Educator, University Supervisor AND Candidate	Student Learning and Licensure by Watermark®	2 prior to Midterm 2 prior to Final
Pedagogical Content Knowledge Observation	Clinical Educator, University Supervisor AND Candidate	Student Learning and Licensure by Watermark®	2 prior to Midterm 2 prior to Final
Holistic Assessment of Candidate Performance	Clinical Educator, University Supervisor AND Candidate	Student Learning and Licensure by Watermark®	Midterm Final
Personal and Professional Dispositions Assessment (PPDA)	Clinical Educator, University Supervisor AND Candidate	Student Learning and Licensure by Watermark®	Midterm Final
edTPA® tasks for official scoring by Pearson, Inc. ®	Candidate	Pearson, Inc. ®, online through Tk20®/college-provided access point	Final
edTPA® successful submission verification email from Pearson, Inc. ®	Candidate	Student Learning and Licensure by Watermark® per instructions in step 8 of <i>Steps to Success</i> for edTPA®	Final

* Your university supervisors and/or clinical educators may assign earlier dates.

Key Assessment: Holistic Assessment of Candidate Performance

The Holistic Assessment is an overall assessment of professional growth and practice used at midpoint and at the end of the semester. This assessment is developmental in design. Each point in the continuum includes the previous point(s). Candidates should demonstrate an overall ***Implementation of Professional Practice by the end of clinical residency.***

Candidate's Name:

☐ Self-Assessment

☐ Mid-Point

☐ Final

Candidate's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Indicators	<i>Awareness of Self and Others</i>	<i>Development of Principles of Practice</i>	<i>Implementation of Professional Practice</i>	<i>Analysis of Professional Practice</i>
Demonstration of knowledge of learners and their development <i>The candidate demonstrates an understanding of how all learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</i> InTASC [1a, b, c, d, e, g, h, j; 2 a, e, g, h, i, j, k, l, o; 3a, i, k, l; 8 k, l; 10 o] <i>Cross-cutting themes of Diversity and Technology</i>	The educator candidate... Y appreciates and identifies differences in approaches to learning and performance; 2 (g, i) Y recognizes that each learner brings assets based on their individual experiences, abilities, talents, prior learning, and cultural background; 2 (j) Y demonstrates knowledge of learning theory, human development, cultural diversity, and individual differences; 1 d Y acknowledges learner diversity can affect communication; 3 (l)	AND Y designs instruction that uses each learner's strength to promote growth; 1 (b) Y incorporates learning opportunities that include peer and/or group interactions; 2 (l) Y demonstrates respect and values learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests; 1 (h), 2 (l, h)	AND Y incorporates learners' experiences, cultures, and/or community resources in differentiated instruction; 1 (g); 8 (l) Y integrates instructional strategies and resources that support language acquisition; 2 (e, i, o) Y takes responsibility for promoting learners' growth and development; 1 (j) Y designs learning experiences that incorporate motivation and engagement to build learner self-direction and ownership of learning; 3 (i) Y collaborates with learners to establish and monitor elements of a safe and productive learning environment; 3 k	AND Y values and collaborates with family, communities, colleagues, and/or other professionals to promote individual learner growth and development; 1 (c, e), 3 (a) Y utilizes a range of evidence-based instructional strategies, resources, and technological tools and uses them to effectively plan and implement instruction that meets diverse learning needs and/or supports language acquisition; 1 (d), 2 (a); 8 (k) Y incorporates developmental cognitive processes (e.g. critical and creative thinking, problem framing and problem solving, invention, memorization and recall; 1 a, e

Indicators	Awareness of Self and Others	Development of Principles of Practice	Implementation of Professional Practice	Analysis of Professional Practice
Demonstration of content knowledge and its application <i>The candidate demonstrates the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners.</i> <i>ACTS 290-3-3-.03(4)(o)</i> <i>ACTS 290-3-3-.03(7)</i> <i>InTASC [1 i; 3 k, m; 4 a, e, f, g, k, l, n, o, p, q, r; 5 a, b, c, e, f, g, h, i, j; l, p, q, r; 7 g; 8 g, h, n, o, p]</i> <i>Cross-cutting themes of Diversity and Technology</i>	The educator candidate... Y recognizes learners' misconceptions in a discipline and how that may interfere with learning; 1 (i), 4 (e) Y acknowledges the potential of bias in their representation of the discipline; 4 (q) Y identifies digital and interactive technologies for efficiently and effectively achieving specific learning goals; 3 (m), 4 (g), 8 (g) Y knows how to use a variety of resources to engage students in learning; 8 (n) Y recognizes that content and/or skill development can be supported by media and technology and knows how to evaluate resources for quality, accuracy, and effectiveness; 8 (o) Y committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and/or adjusting instruction; 8 (p)	AND Y knows and uses the academic language of the discipline and knows how to make it accessible to learners; 4 (l, h) Y demonstrates an understanding that content knowledge is complex, culturally situated, and ever evolving; 4 (o), 5 (l) Y creates experiences that build conceptual understandings that address learners' misconceptions; 4 (k) Y identifies major concepts, assumption, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teacher; 4 (j) Y incorporates multiple representations and explanations that capture key ideas in the discipline to promote each learner's achievement of the content standards as aligned with the curriculum; 4 (a), 7 (g) Y facilitates learners' use of technologies and resources to maximize content learning in varied contexts; 3 (g)	AND Y aligns short- and long-range instruction with the Alabama Course of Study and content standards; 4 (n); ACTS 290-3-3-.03(7) Y develops and implements supports for learner literacy development across content areas; 5 (h) Y incorporates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives; 4 (p) Y utilizes a variety of instructional strategies to support and expand learners' communication in speaking, listening, reading, writing, and other modes that address varied audiences and purposes; 5 (e), 8 (h) Y engages learners in applying content knowledge to real world issues, questions, or problems through the lens of interdisciplinary themes; 5 (a, b) Y demonstrates a commitment to work toward each learner's mastery of disciplinary content and skills; 4 (r) Y demonstrates a deep knowledge of current and emerging state initiatives and programs including, but not	Y challenges learners to generate and evaluate new ideas and novel approaches to address complex issue(s) and/or question(s) 5 (a, f) Y challenges learners to invent solutions to problems; 5 (b, f) Y accesses resources to build global awareness and integrates them into the curriculum; 5(p) Y facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues; 5 (j) Y evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for their learners; 4 (f); 8 (o, p) Y seeks knowledge outside their own content area and how such knowledge enhances student learning; 5 (r) Y consistently explores ways to use disciplinary knowledge as a lens to address local and global issues; 5 (q) Y integrates Alabama-wide programs and initiatives into the curriculum and instructional processes; ACTS 290-3-3-.03(7)g

			limited to, the Alabama Reading Initiative (ARI); The Alabama Math, Science, and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); Alabama Connecting Classrooms, Educators, and Students Statewide (ACCESS); and RTI (Response to Instruction) and their relationship to student achievement; ACTS 290-3-3-.03(4)(o)	
Indicators	<i>Awareness of Self and Others</i>	<i>Development of Principles of Practice</i>	<i>Implementation of Professional Practice</i>	<i>Analysis of Professional Practice</i>
Demonstration of professional learning and ethical practice <i>The candidate engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</i> <i>ACTS 290-3-3-.03(9)(o)</i> <i>InTASC [3 f, m; 5 k; 9 a, b, c, d, e, f, g, h, i, j, k, l, m, n, o; 10 t]</i> <i>Cross-cutting themes of Diversity and Technology</i>	The educator candidate... Y engages in opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local, state, and/or national standards; 9 (a) Y models safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others and rules related to the use of social media; 9 (f) Y demonstrates self-reflection and problem-solving strategies to enhance personal and professional growth; 9 (g, n) Y understands and adheres to the professional expectations of	AND Y reflects on their personal biases and accesses resources to deepen their own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences; 9 (e, m) Y respects the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use; 5 (k) Y models appropriate, safe, and effective use of technologies in and outside the classroom; 3 (m) Y takes responsibility for student learning and uses reflection	AND Y participates in professional learning opportunities that align with learners' needs; 9 (b) Y demonstrates the knowledge of laws related to learners' rights and teacher responsibilities; 9 (j) Y uses learner data to analyze practice and differentiate instruction accordingly; 9(h) Y communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment; 3 (f)	AND Y embraces the challenge of continuous improvement and change Y seeks resources within and outside the school as supports for analysis, reflection, and problem-solving; 9 (d) Y uses a variety of data to evaluate outcomes of teaching and learning; 9 (c) Y applies current education policy and research as sources of analysis and reflection to improve practice; 9 (l, n) Y uses a variety of self-assessment and problem-solving strategies to analyze and reflect on their practice and to plan for adaptations and/or adjustments; 9 (g) Y builds and implements a plan for professional growth directly aligned with their needs as a growing professional using feedback from teacher evaluations and observations, and data on learner

	the college and the profession, including codes of ethics, professional standards of practice, and relevant law and policies, including the Alabama Educator Code of Ethics, the NASDTEC Model Code of Ethics for Educators, (MCEE); 9 (o) and ACTS 290-3-3-.03(9)(o)	to improve planning and practice; 9 (l)		performance; 9 (k)
Indicators	<i>Awareness of Self and Others</i>	<i>Development of Principles of Practice</i>	<i>Implementation of Professional Practice</i>	<i>Analysis of Professional Practice</i>
Demonstration of leadership and collaboration <i>The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. InTASC [3, l; 10 a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t]</i> <i>ACTS 290-3-3-.03(7)h</i>	The educator candidate... Y communicates effectively and professionally; 3 (l) Y works collaboratively to advance professional knowledge of self and others Y demonstrates appropriate and respectful interactions in both face-to-face and/or virtual contexts; 10 (n)	AND Y embraces the challenge of continuous improvement and change; 10 (t) Y takes an active role on the instructional team, giving and receiving feedback on practice Y actively participates in professional organizations (e.g., Alabama Learning Exchange, joins professional organizations, attends professional conferences, subscribes to a professional journal, etc) Y contributes to the common culture that supports high expectations for student learning; 10 (o)	AND Y takes initiative to grow and develop with colleagues through interactions that enhance professional practice and support student learning; 10 (b, r) Y seeks appropriate opportunities to model effective practice for colleagues; 10 (i) Y collaborates with others to analyze learner outcomes and shares responsibility and accountability for each student's learning; 10 (a, d) Y actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving; 10 (g)	AND Y contributes and advances the profession; 10 (f, s) Y assumes leadership roles at the school, district, state, and/or national level; 10 i, k Y leads professional development workshops Y uses and generates meaningful research on education issues and policies; 10 (h) Y collaborates with school professionals to better meet the needs of diverse learners through a shared vision and common goals; 10 (c, e, p) Y demonstrates respect for learners' families beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals 10 (m, q) Y communicates with students, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives; <i>ACTS 290-3-3-.03(7)h</i>

Key Assessment Form:

Personal and Professional Dispositions Assessment (PPDA)

The Assessment of Personal and Professional Dispositions is designed based on a developmental continuum. Each level in the continuum builds upon the previous levels.

Our college has identified four performance level descriptors that reflect a developmental sequence for evaluating a candidate's personal and professional growth from the time they enter the program through completion of the program.

Indicator	Examples
Awareness of self and others	Candidate articulates biases of self and others through written and verbal communication
Development of principles of practice	Candidate uses knowledge of P-12 learners to design culturally and developmentally appropriate learning engagement
Implementation of professional practice	Candidate incorporates P-12 learners' strengths and weakness in delivering differentiated standards-based instruction
Analysis of professional practice	Candidate adapts instructional design and delivery based on formative and/or summative assessment of student learning

Candidates should achieve an overall level of "Implementation of Professional Practice" indicator level in order to earning a "Satisfactory" in clinical residency.

Candidate's Name: _____

☐ Self-Assessment

☐ Mid-Term

☐ Final

Candidate's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

Indicators	Awareness of Self and Others	Development of Principles of Practice	Implementation of Professional Practice	Analysis of Professional Practice
Respects P-12 learners' diversity including: strengths and needs, student interests, languages, and dialects to engage in learning InTASC Standard(s): [1, 2, 9, 10] InTASC Performance Level Descriptors: (1h, 2l, 2o, 9e, 9j, 9m, 10l, 10m 10q) CAEP Standards: 1.1, 3.3, 3.4, 3.6, CC Theme – Diversity (e.g., Diversity is an inclusive concept that spans, but is not limited to race, ethnicity, socioeconomic factors, cultures, etc.)	The educator candidate... ☐ articulates that all learners have strengths, interests, and needs ☐ acknowledges and reflects on personal biases ☐ respects individual strengths, needs, and backgrounds	AND ☐ commits to a deepening awareness and understanding of the strengths and needs of diverse learners when planning instruction ☐ focuses on strengths of learners rather than a deficit perspective ☐ identifies the varied contributions that students bring to the classroom ☐ creates a positive classroom environment	AND ☐ values instruction that takes into account individual learners' strength, interests, and needs ☐ integrates diverse languages and dialects (cultures) into instructional practice ☐ articulates the strengths and needs of students	AND ☐ advocates to meet the needs of learners ☐ strengthens the learning environment to enact system change ☐ analyzes plans to demonstrate justifications for a clear connection of students' strengths and needs founded on research-based practices

Personal and Professional Dispositions Assessment (continued)

Indicators	Awareness of Self and Others	Development of Principles of Practice	Implementation of Professional Practice	Analysis of Professional Practice
Collaboration within the professional learning community, including stakeholders (i.e., families, colleagues, peers, other professionals) in a professional manner to enhance a positive and supportive learning environment InTASC Standard(s) [1, 3, 7] InTASC Performance Level Descriptors: [1c, 1k, 3a, 3l, 3n, 3q, 3r, 7e, 7o] CAEP Standards: 1.1, 3.3, 3.4, 3.6, CC Theme – Diversity	The educator candidate... ❑ engages in collaborative professional learning in the university setting ❑ values the input and contributions of others ❑ demonstrates respectful and professional collaborations with others	AND ❑ seeks opportunities to work with other professionals to facilitate learning with P–12 learners ❑ collaborates among members in the clinical setting ❑ recognizes the value of stakeholders who contribute to a positive and supportive learning environment	AND ❑ initiates communication for further development in a professional and respectful manner (e.g., solicits and incorporates feedback) ❑ seeks opportunities to develop professional school relationships with others including teachers, staff, and administration	AND ❑ demonstrates a commitment to working with learners, colleagues, families, and communities to establish positive and supportive learning environments

Indicators	Awareness of Self and Others	Development of Principles of Practice	Implementation of Professional Practice	Analysis of Professional Practice
Supports the variety of ways people communicate and encourage learners to develop and use multiple forms of communication InTASC Standard [8] InTASC Performance Level Descriptors: [8q] CAEP Standards: 1.1, 3.3, 3.4, 3.6, CC Theme – Technology	The educator candidate... ❑ identifies the variety of ways individuals communicate ❑ recognizes and values multiple forms of communication ❑ responds professionally to communication from professionals and/or stakeholders (peers, mentors, teachers, etc.)	AND ❑ communicates in a professional, non-judgmental, respectful fashion including email, etc. ❑ identifies resources, including technology, as tools to communicate in a variety of ways.	AND ❑ selects and incorporates varied resources, including technology, as tools to communicate in a variety of ways ❑ consistently communicates verbally and non-verbally within the professional learning community and/or with stakeholders in a professional manner	AND ❑ proactively and consistently communicates with key stakeholders (e.g., uses school resources and personnel to enhance engagement of each learner) ❑ adapts tools and prepares for communication through multiple forms including the incorporation of technological tools

Personal and Professional Dispositions Assessment (continued)

Indicators	Awareness of Self and Others	Development of Principles of Practice	Implementation of Professional Practice	Analysis of Professional Practice
Professionalism and responsibility commensurate with expectations of the profession, code of ethics, and relevant laws and policy. InTASC Standard(s) [5, 9, 10] InTASC Performance Level Descriptors: [5k, 9f, 9o, 10k, 10p, 10s] CAEP Standards: 1.1, 3.3, 3.4, 3.6, CC Theme – Technology	The educator candidate... ❑ demonstrates knowledge of code of ethics for teachers ❑ demonstrates high standards of honesty, integrity and confidentiality ❑ aware of legal and ethical professional parameters ❑ meets professional expectations (in-class and in clinical settings)	AND ❑ models the attitude and appearance of a professional ❑ maintains professional relationships with others ❑ incorporates appropriate use of technology (e.g., fair use policy)	AND ❑ applies professional standards of practice ❑ challenges negative thoughts and/or actions ❑ reports any legal or ethical dilemmas	AND ❑ advocates for P-12 learners in the school and community setting as appropriate ❑ contributes to the profession (e.g., Alabama Learning Exchange (ALEX), peer leader, professional meetings, etc.) ❑ demonstrates initiative to grow and develop with colleagues through interactions that enhance personal and professional growth for the advancement of the profession
Indicators	Awareness of Self and Others	Development of Principles of Practice	Implementation of Professional Practice	Analysis of Professional Practice
Professional Growth and life-long learning relevant to instructional practice and effect on student learning. InTASC Standard(s) [6, 9, 10] InTASC Performance Level Descriptors: [6v, 9k, 9l, 9o, 10j, 10k, 10p, 10r, 10s] CAEP Standards: 1.1, 3.3, 3.4, 3.6, CC Theme – Technology	The educator candidate... ❑ engages in professional learning ❑ reflects on their personal and professional growth	AND ❑ engages in meaningful and appropriate professional learning experiences in the university classroom and clinical settings	AND ❑ demonstrates the use of a variety of self-assessment and problem-solving strategies to analyze and reflect on their practice and to plan for adaptations and/or adjustment ❑ reflects and responds to the challenge of continuous improvement and constructive feedback in a professional manner	AND ❑ designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs ❑ creates opportunities for P-12 learners to demonstrate learning in different ways ❑ takes on leadership roles

Overall (check)	
<u> </u> Awareness of Self and Others	<u> </u> Development of Principles of Practice
<u> </u> Implementation of Professional Practice	<u> </u> Analysis of Professional Practice
Comments:	

Evaluator's Signature: _____ Date: _____

Key Assessment: Planning for Instruction Assessment

The *Planning for Instruction Assessment* was designed to be used to assess a variety of planning activities for varied modes of instruction whether it be for one student, small group, or whole class instruction and how that planning impacts student learning outcomes. Instructional plans may be constructed in the form of case-studies, mini/micro-lesson plans, a single lesson, or a sequence of lessons. Therefore, programs have the flexibility to use a wide variety of lesson planning structures and/or accompanying narratives. The assessment should be completed in conjunction with each of the four formal observations.

Candidate's Name: _____

Candidate's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Indicators	Awareness of Self and Others	Developing Professional Planning	Implementation of Professional Planning	Analysis of Professional Planning
Planning for deep content knowledge and application Planning for learners' mastery and application of content knowledge should address ways of knowing within a discipline and how it relates to other disciplinary themes. InTASC Standard(s): [2, 4, 5, 6, 7, 8] InTASC Performance Level Descriptors: (2c, 4b, 4h, 4l, 4m, 4n, 5h, 5j, 5m, 5o, 5s, 6b, 7c, 7d, 7f, 7g, 7h, 7p, 8g) CAEP Standards: 1.1	The educator candidate... ☐ incorporates P-12 learners' prerequisite knowledge and/or misconceptions prior to introducing new content 2 (c); 4(m); 7(d) ☐ includes objectives that align with appropriate content standards 6(b); 7(f) ☐ incorporates academic language of the discipline 4(l);	AND... ☐ allows for opportunities for P-12 learners to learn, practice, and master academic language in their content 4(h) ☐ supports learner literacy development across content areas 5(h)	AND... ☐ includes sequencing of learning experiences that address content standards within the curriculum 4(n); 7(c), 7(g), 7(p) ☐ promotes P-12 learners to develop high level questioning skills to promote critical thinking processes 4 (b); 5(m) ☐ provides P-12 learners opportunities to explore, discover, and expression learning across content areas 5 (o); 5(s)	AND... ☐ integrates interdisciplinary themes (e.g. civic literacy, health literacy, global awareness) into meaningful learning experiences 5(j) ☐ engages learners purposefully in applying content knowledge to real world problems 7(h) ☐ challenges all learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply content knowledge 8(g)

Indicators	Awareness of Self and Others	Developing Professional Planning	Implementation of Professional Planning	Analysis of Professional Planning
Planning for learner development and their diverse needs <i>The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards when planning instruction.</i> InTASC Standard(s): [1, 2, 7] InTASC Performance Level Descriptors: (1b, 1f, 1g, 2a, 2b, 2d, 2e, 2j, 7b, 7c, 7f, 7i, 7j, 7l, 7n) CAEP Standards: 1.1	The task... □ identifies learning goals that are appropriate for individual learners 7(c) □ incorporates P-12 learners' readiness for learning 1(f) □ reflects learning theory, human development, cultural diversity, and individual differences 7(i)	AND... □ meets learners' diverse strengths, needs, and assets for learning 2(j); 7(j,n) □ allows for appropriate pacing for individual students with particular learning differences or needs 2(b)	AND... □ differentiates instruction for individuals and groups of learners 7(b) □ incorporates short- and long-range goals that meet learners' needs 7(f) □ addresses the role of language and culture in learning and reflects modifications to instruction 1(g);2(e)	AND... □ systematically adapts to meet each student's learning needs to enhance learning 1 (b); 2(a); 7(f,l) □ includes multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms 2(d)
Indicators	Awareness of Self and Others	Development of Principles of Practice	Implementation of Professional Practice	Analysis of Professional Practice
Planning for assessment of learner outcomes (impact on student learning) <i>The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress when planning instruction.</i> InTASC Standard(s): [1, 6, 7, 8] InTASC Performance Level Descriptors: (1b, 6a, 6t, 6b, 6d, 6e, 6i, 6j, 6k, 6l, 6n, 6o, 6q, 6p, 6u, 7d, 7i, 8e,)	The task... □ differentiates between formative and summative assessment 6(j) □ uses appropriate assessment(s) to address learning outcomes and individual differences 6(k) □ includes ways for descriptive feedback to learners 6 (d); 6 (l); 6 (n) □ include assessment(s) designed to match learning objectives and minimizes sources of bias that can distort assessment results 6(b)	AND... □ includes assessments that evaluate and report P-12 learners' progress against standards 6 (o) □ engages learners to review and communicates their own progress and learning 6(q) □ includes accommodations in assessment and testing conditions, especially for learners with disabilities and language learning needs 6(p); 6(u)	AND... □ includes formative and summative assessment as appropriate to support, verify, and document learning 6(a); 6(t); 7(d) □ allow learners to demonstrate their knowledge through a variety of products and performances 1(b); 6 (e); 8(e) □ employs technology to support assessment practice 6(i)	AND... □ reflects adjustment based on assessment information and learner responses 7(l) □ incorporates candidate designed assessments that are authentic, with real-world application as appropriate □ allow students to be actively involved in collecting information from formative assessment and provide input

Indicators	Awareness of Self and Others	Development of Professional Planning	Implementation of Professional Planning	Analysis of Professional Planning
Planning for instruction based on research-based pedagogy and varied resources InTASC Standard(s): [1, 2, 3, 4, 6, 7, 8] InTASC Performance Level Descriptors: (1d, 2f, 2g, 2h, 2k, 3b, 3g, 3j, 3h, 4g, 6k, 6u, 7a, 7b, 7c, 7d, 7g, 7k, 7m, 7o, 7p, 8b, 8c, 8e, 8f, 8i, 8h) CAEP Standards: 1.1	The task... ☐ includes learning experiences that align with curriculum goals and content standards 1(d); 7(a); 7(g) ☐ identifies appropriate resources and materials to meet the needs of diverse learners 2 (f); 2 (k); 7(a); 7(b)	AND ☐ includes appropriate strategies and accommodations, resources, and materials to differentiate instruction 2 (h); 7(b); 8(e) ☐ incorporates higher order questioning to promote application of content including Webb's Depth of Knowledge 8(f); 8(i) ☐ aligns research-based instructional strategies with curriculum goals and content standards 7(a); 7(g)	AND ☐ includes strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes 8(h) ☐ incorporates a range of resources, and technological tools to meeting diverse learning needs 2 (g); 2 (h); 4 (g); 7(k); CCT (Technology) ☐ plans for sequencing of learning experiences to address specific learning objectives and individual differences 6(k); 6(u); 7(a); 7(c); 7(p); 8(b)	AND ☐ adapts appropriate sequencing of learning experiences to address specific learning goals and individual differences 6(k); 7(a); 7(c); 7(p); 8(b) ☐ provide opportunities to engage learners through collaborative and self-directed learning that extend learner interaction with ideas and people locally and globally 3(b),3(g) ,3 (j), 3(h); 8(c) ☐ reflects collaborations with other professionals to support student learning 7(e, o, m)

Overall (check)	
_____ Awareness of Self and Others	_____ Development of Principles of Practice
_____ Implementation of Professional Practice	_____ Analysis of Professional Practice
Comments:	

Candidate's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Key Assessment: Pedagogical Content Knowledge Observation Instrument

The ***Pedagogical Content Knowledge Observation Instrument*** was designed to be used to assess the delivery of content knowledge through instruction whether it be for one student, small group, or whole class instruction and how that planning impacts student learning outcomes. Observations may include case-studies, mini/micro-lesson plans, a single lesson, or a sequence of lessons. The assessment should be completed in conjunction with the ***Planning for Instruction Assessment***.

Candidate's Name: _____

Candidate's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Indicator	Performance Level Descriptors			
	Awareness of Professional Practice	Development of Professional Practice	Implementation of Professional Practice	Analysis of Professional Practice
The educator candidate incorporates effective use of verbal and non-verbal communication InTASC Standard(s): 1(g), 2(d), 2(e), 2(i), 3(f), 5(d), 8(i), 8(m) CAEP Standard(s): 1	The educator candidate... ☐ demonstrates understanding of the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging; 1(g) ☐ understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning; 5(n) ☐ understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships; 8(m)	AND ☐ incorporates tools of language development into planning, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency; 2(e) ☐ incorporates instructional strategies and resources to support language acquisition (i.e., either first or second); 2(i) ☐ is committed to providing timely and effective descriptive feedback to learners on their progress; 6(s) ☐ demonstrates effective use of verbal and nonverbal communication; 3(f)	AND ☐ brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms. 2(d) ☐ incorporates tools of language development into instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency. 2(e) ☐ asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question); 8(i)	AND ☐ demonstrates responsiveness to the cultural backgrounds and differing perspectives learners bring to the environment through interactions in the classroom; 3(f) ☐ engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts. 5(d)

The educator candidate engages learners in an active learning environment InTASC Standard(s): 1(f), 3(j), 3(p), 4(b), 4(c), 4(d), 5(a), 5(b), 5(h), 8(b), 8(d), 8(f), 8(g), 8(h), CAEP Standard(s): 1	The educator candidate... ❑ demonstrates awareness of readiness for learning; 1 (f) ❑ awareness of how development in any one area may affect performance in others; 1(f) ❑ knows how to help learners work productively and cooperatively with each other to achieve learning goals. 3(j)	AND ❑ stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences; 4(d) ❑ develops and implements supports for learner literacy development across content areas; 5(h) ❑ engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information; 8(g) ❑ uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes; 8(h) ❑ demonstrates understanding of learners' readiness to interact with the content; 1 (f)	AND ❑ promotes learners' decision-making, engages learners in exploration and invention, works collaboratively and independently, and engages in purposeful learning; 3(p) ❑ engages learners in experiences in the discipline(s) that facilitates understanding, questioning, and analyzing ideas from diverse perspectives so that they master the content; 4(b) ❑ engages learners in applying methods of inquiry and standards of evidence used in the discipline; 4(c) ❑ varies their role in the instructional process in relation to the content and purposes of instruction and the needs of learners; 8(d) ❑ engages all learners in developing higher order questioning skills and metacognitive processes; 8(f)	AND ❑ guides learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications); 5(a) ❑ engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy); 5(b) ❑ continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs; 8(b)
The educator candidate organizes and manages the learning environment to meet the individual needs of all students InTASC Standard(s): 2(a), 2(h), 3(d), 4(h), 6(n), 8(s) CAEP Standard(s): 1	The educator candidate... ❑ demonstrates an awareness of learners with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs; 2(h) ❑ awareness of the positive impact of effective descriptive feedback for learners and knows a variety of	AND ❑ creates opportunities for learners to learn, practice, and master academic language in their content; 4(h) ❑ creates a learning environment that can engage learners by organizing, and coordinating resources of space and other necessities.	AND ❑ delivers instruction to address each learner's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways 2(a) ❑ manages the learning environment to actively and equitably engage learners by organizing, allocating, and	AND ❑ adapts instruction to address each learner's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways; 2(a) ❑ demonstrates flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.; 8(s)

	strategies for communicating this feedback; 6(n)		coordinating the resources of time, space, and learners' attention. 3(d)	
--	--	--	--	--

Overall (check)	
____ Awareness of Self and Others	____ Development of Principles of Practice
____ Implementation of Professional Practice	____ Analysis of Professional Practice
Comments:	

Candidate's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Key Assessment: edTPA® Procedures for Graduation

Prior to a candidate's clinical residency term, the Assistant Dean of Assessment and Evaluation, or designee, will send all edTPA® portfolio templates via Student Learning and Licensure by Watermark® to candidates. Candidates will also receive a specific email on how to access resources in the edTPA® portfolio as well as directions for submitting edTPA®. Confirmation of verification must be completed by the appropriate university supervisor (personnel) in order for the clinical residency candidate to receive a final grade in clinical residency. If a candidate does not provide verification, a grade of 'IN' should be provided until verification is provided from the student. This will stop any student from graduating who has not submitted the edTPA® for Official Scoring through Pearson®.

Steps to Success for edTPA®

There are several steps to the edTPA® process at Auburn University. It is critical that all steps are completed correctly.

Step 1. Information and materials for edTPA® are distributed via Tk20®. These materials are available in the "Portfolios" section. Each candidate will have a portfolio that includes the semester of clinical residency followed by the program name. If either of these are inaccurate based on the semester of clinical residency or program, please email edutk20@auburn.edu.

Step 2. Candidates completing clinical residency should download the following edTPA® materials organized within their Portfolios in Tk20®.

- a. Under "Description," candidates should download
 - edTPA® Handbook
 - Tk20® Guide for edTPA® Candidates
 - "Making Good Choices" support guide
 - "Understanding Academic Language in edTPA®"
 - "Understanding Rubric Level Progressions"
- b. Under "Task 1" tab
 - Context for Learning information template
 - Planning commentary template
- c. Under "Task 2" tab
 - Tk20® User Guidelines for Video Upload
 - Instruction commentary template
- d. Under "Task 3" tab
 - Literacy Assessment Commentary
 - Under "Task 4" tab (for Elementary Education ONLY)
 - Mathematics Context for Learning information template
 - Learning segment overview information template
 - Mathematics assessment commentary information template

Step 3. Candidates must become familiar with the handbook requirements and templates.

Step 4. Candidates must complete edTPA® requirements during Clinical Residency term. As candidates complete edTPA® requirements, they should refer to the Evidence Chart within their edTPA® handbook in order to accurately format each part of each task.

Step 5. All required artifacts must be uploaded in candidates' Tk20® edTPA® Portfolio in the corresponding placeholder.

Step 6. Step 6: Once all portions are complete, candidates will create a Pearson account in order to transfer their portfolio. At this point, candidates should refer to the "Tk20® Guide for edTPA® Candidates" that they have downloaded earlier in the "Description" of your Tk20® edTPA® Portfolio. Candidates will follow this document with screenshots in order to complete their edTPA® Submission process.

Step 7. Following candidates review and submit for Official Scoring, each candidate will receive an email from Pearson, Inc. regarding their edTPA® submission. The email must state, "Your [Program Specific] assessment has been submitted on [Date and Time]. Thank you for your participation in edTPA®. See Figure 1.

NOTE: Candidates will receive a series of emails, usually a separate email after submitting each task/part outlined in the *Tk20® Guide for edTPA® Candidates*. **ONLY the final email message will show that a candidate has successfully submitted the full assessment.** Candidates must complete the entire submission process to have an Official Submission to Pearson, Inc. to fulfill this graduation requirement. See Figure 1. Example Email.

Step 8. Candidates will upload a PDF of the email identified in Step 7 to their Field Experience Binder (i.e., Clinical Residency Binder) in Tk20® so that their university supervisor can verify an Official Submission to Pearson, Inc for official scoring. Candidates will attach the PDF to the "edTPA® Verification" tab within Tk20®.

From: es-edTPAReg@pearson.com
Subject: edTPA portfolio submitted
Date: April 21, 2017 at 5:18 PM

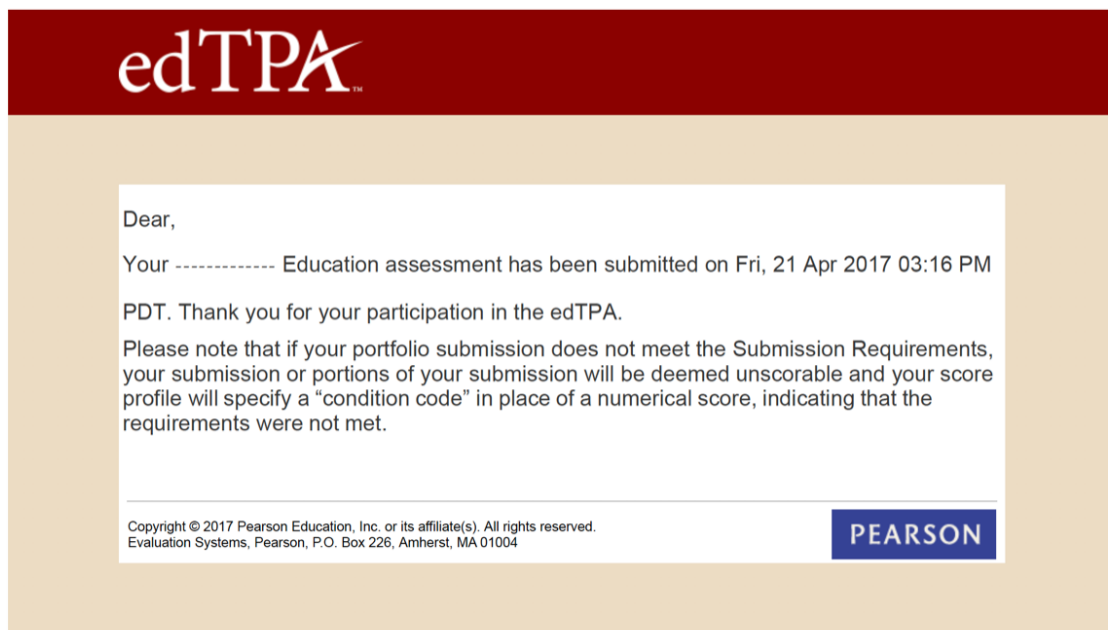


Figure 1. Example of verification email candidates will receive when their edTPA® Portfolio has been submitted for Official Scoring by Pearson.

Key Assessment: edTPA® Procedures for Certification

On September 1, 2018, and thereafter, the edTPA® assessment is consequential for certification. This applies to all candidates, even if they completed their degree prior to this date.

Candidates must pass all parts of the assessment to be recommended for certification. See Tables 1 and 2 for handbook and score requirements.

Table 1. Required Passing Scores Based on Rubric Handbooks

13 Rubric Handbook	15 Rubric Handbook	18 Rubric Handbook
32	37	44

Table 2. Rubric Handbooks by Program Specialty Area at Auburn University

Program	Handbook	Minimum Required Score
Foreign Language Programs (including Spanish, French, and German)	World Languages	32
Elementary Education	Elementary Education Literacy with Mathematics Task 4	44
Agriscience Education	Agricultural Education	37
Business/Marketing Education	Business Education	37
Early Childhood Education	Early Childhood	37
English Language Arts Education	Secondary English-Language Arts	37
General Science (including Biology, Chemistry, Physics)	Secondary Science	37
General Social Science (including History)	Secondary History/Social Studies	37
Mathematics Education	Secondary Math	37
Physical Education	Physical Education	37
Special Education Programs	Special Education	37
Music Education Program(s)	K-12 Performing Arts	37

2022 – 2023 edTPA® Submission and Reporting Dates

Candidates should submit their portfolio based on due dates established by their preparation program. See below.

To Receive Your edTPA® Score Profile On:	Submit Your Portfolio by 11:59 p.m. Pacific Time On:
October 27, 2022	October 6, 2022
November 10, 2022	October 20, 2022
November 23, 2022	November 3, 2022
December 8, 2022	November 17, 2022
December 22, 2022	December 1, 2022
January 5, 2023	December 15, 2022
February 9, 2023	January 19, 2023
March 2, 2023	February 9, 2023
March 16, 2023	February 23, 2023
March 30, 2023	March 9, 2023
April 13, 2023	March 23, 2023
April 27, 2023	April 6, 2023
May 11, 2023	April 20, 2023
May 25, 2023	May 4, 2023
June 8, 2023	May 18, 2023
June 22, 2023	June 1, 2023
July 27, 2023	July 6, 2023
August 10, 2023	July 20, 2023
August 24, 2023	August 3, 2023

Required Documentation: Clinical Residency Verification Form

The Clinical Residency Verification Form will be filled out by the university supervisor through Student Learning and Licensure by Watermark® prior to the submission of final grades.

Attendance

Requirements for school site satisfied (full-time, full semester) ☐ Yes ☐ No

Full-time Teaching

Taught 20 full days, including 10 consecutive days ☐ Yes ☐ No

Observations

Observed by university supervisor or university-designated supervisor a minimum of four times ☐ Yes ☐ No

Performance

Demonstrated overall **Implementation of Professional Practice** level as indicated on the *Holistic Assessment of Candidate Performance* ☐ Yes ☐ No

Demonstrated overall **Implementation of Professional Practice** level as indicated on the *Personal and Professional Dispositions Assessment* ☐ Yes ☐ No

Demonstrated overall **Implementation of Professional Practice** level as indicated on the *Planning for Instruction Assessment* ☐ Yes ☐ No

Demonstrated overall **Implementation of Professional Practice** level as indicated on the *Pedagogical Content Knowledge Observation Instrument* ☐ Yes ☐ No

Confirmed the candidate uploaded the email confirmation from Pearson that edTPA® portfolio was successfully submitted for official scoring ☐ Yes ☐ No

Satisfactorily completed all additional program-specific requirements ☐ Yes ☐ No

Satisfactorily met or exceeded expectations for teaching professionals at the initial level of certification ☐ Yes ☐ No

Monitoring and Supporting Clinical Residency Candidates

If at any time during the semester the clinical residency candidate is not meeting the professional expectations, a plan of support and/or intervention should take place. It is critical that the candidate receive constructive feedback and documentation of plans of support early during the clinical residency to allow time for professional development and growth. The Actions for Plan of Support or Intervention Chart (pages 49-51) serves as a suggested guide for (a) examples of unprofessional behaviors that requires attention; (b) suggested actions; and (c) who should be involved in the support plans. Documentation of all plans of support and/or intervention should be documented through our progress monitoring forms that include: (a) **Weekly Monitoring Report** and the (b) **Conference with Candidate Form**. *Programs may choose to use additional documentation.*

In the event a candidate withdraws or is dismissed from Clinical Residency, immediately notify the Administrator of Clinical Experiences, Angela Shirley (334-844-2240) or email asp0004@auburn.edu. Provide the following documentation:

1. Withdrawal of Clinical Residency Form
2. Weekly Monitoring Form(s)
3. Conference with Candidate Form
4. All College of Education Key assessments to date
5. Additional documentation of support and intervention

Progress Monitoring Form: Semester Goals

Candidate: _____ Date: _____

After completing the Semester Goals form, the candidate, clinical educators and/or university supervisors will meet to determine two to three target areas for growth for the first half of the semester/placement. List each of the goals for growth below and how the candidate will accomplish these goals. At the mid-point of the semester/ placement, the candidate will articulate their progress toward the stated goals.

<u>Goal</u>	<u>Means to Accomplish This Goal</u>	<u>Date(s) Accomplished</u>
List goal:	List means to accomplish goal:	Date(s) goal accomplished:
List goal:	List means to accomplish goal:	Date(s) goal accomplished:
List goal:	List means to accomplish goal:	Date(s) goal accomplished:

The candidate should discuss the progress made toward the goals for the first half of the semester/placement.

Candidate's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

Progress Monitoring Form: Weekly Progress Report

This form was designed to help clinical educators and university supervisors provide specific feedback regarding a candidate's performance. After checking items in each area, please provide specific information about any area needing improvement.

Some programs may choose to develop an electronic format for submitting the weekly report.

Candidate:_____ **Program:**_____

Placement Site:_____ **University Supervisor:**_____

Clinical Educator:_____ **Week of:**_____

Check Areas of Concern or No Problem Observed for Each Area Below

Attendance

- ☐ Late to school
- ☐ Leaves early
- ☐ Does not participate in school events
- ☐ No problem observed

Dress

- ☐ Does not adhere to school's dress code
- ☐ Unprofessional appearance
- ☐ Footwear inappropriate
- ☐ No problem observed

Inappropriate Remarks

- ☐ To or about students
- ☐ To or about parents
- ☐ To or about cooperating teacher
- ☐ To or about colleagues
- ☐ Gossips about others
- ☐ No problem observed

Failure to Communicate

- ☐ Does not respond to emails
- ☐ Does not return phone calls
- ☐ Fails to provide routine check-ins
- ☐ No problem observed

Lack of Reflection

- ☐ On instructional performance
- ☐ Defensive when feedback is provided
- ☐ Fails to identify ways to improve instruction
- ☐ No problem observed

Timeliness/lack of preparation

- ☐ Lesson plans not turned in on time
- ☐ Lesson plans not prepared
- ☐ Weekly logs and/or reflections not completed on time
- ☐ No problem observed

Lack of Routines

- ☐ Not established
- ☐ Does not enter grades in timely fashion
- ☐ Fails to record attendance
- ☐ Fails to gather materials for instruction
- ☐ No problem observed

Technology

- ☐ Uses cellphone, smart watch, or other device at inappropriate times
- ☐ Inappropriate use of computer
- ☐ Failure to use technology when appropriate for instruction
- ☐ No problem observed

Student Teacher Relationships

- ☐ Hesitant to interact with children
- ☐ Remains seated during arrival, transitions, and/or dismissal
- ☐ Hesitant to take advantage of opportunities to create and sustain intentional interactions with students during independent work time
- ☐ No problem observed

Classroom Management

- ☐ Management system not apparent
- ☐ Classroom is not safe
- ☐ Positive learning environment not established
- ☐ No problem observed

Grammar

- ☐ Does not use standard English when speaking
- ☐ Does not use standard English when writing
- ☐ No problem observed

Other Observations:

Progress Monitoring Form: Conference with Candidate

The purpose of the *Conference with Candidate Form* is to document clear and specific areas of professional growth and development that is needed for the candidate to progress successfully through the clinical residency. At any time, when an area of concern is addressed with the candidate, it is the university supervisor's responsibility to complete this form.

Meeting Date:

Participants in Meeting:

Target Areas of Growth of the Candidate:

Action Plan for Support for Candidate (Please reference the Level I, II, or III from the Action for Plans of Support or Intervention Chart in this handbook):

Overall Comments:

Candidate's Signature: _____

Date: _____

Clinical Educator's Signature: _____

Date: _____

University Supervisor's Signature: _____

Date: _____

Actions for Plans of Support or Intervention

This document was co-constructed by school partners and college faculty serving on the College of Education Clinical Experiences in the 2017-2018 academic year. Examples and actions are not inclusive but are listed as examples of observed behaviors that require support and/or intervention from previous clinical residencies. Behaviors and/or actions have been grouped into three levels. The three levels are not a progression. Each level pinpoints the serious nature of the types of behavior(s). A candidate could exhibit a Level III behavior without having first exhibited Level I or II behavior.

The purpose of this chart is to provide guidance in the types of support an educator candidate may need during clinical residency. The goal is for the candidate to be successful by identifying areas of growth early in the semester.

The chart also provides direction of who should be a part of the team of support. Due to the increasing levels of seriousness of certain behaviors or action, each level involves a greater number of participants.

The College of Education is committed to our school partners and the support they provide our educator candidates in their professional growth throughout the clinical experiences with the central focus on positive impact on P-12 student learning. Per the Memorandum of Understanding with our school system partners, they reserve the right to withdraw or dismiss any candidate whose performance or conduct is unacceptable and/or negatively impacts P-12 student learning. The Associate Dean should be contacted immediately through the Office of Student Services if recommendation for removal occurs.

Actions for Plan of Support or Intervention Chart

Level I: Behaviors and Interventions

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

Level I Examples	Suggested Actions	Specific Stipulation(s)
<u>Attendance:</u> late to school site, leaves early, does not participate in school events	Conference which results in a contract with consequences for failure to comply	Requirement to sign-in and out daily, plan for making up time
<u>Dress:</u> 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
<u>Inappropriate Remarks:</u> 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
<u>Communication:</u> 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
<u>Reflection:</u> 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
<u>Timeliness:</u> 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
<u>Routines:</u> 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
<u>Verbal Communication:</u> 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
<u>Classroom management:</u> 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	Address target areas with recommendations of 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.
<u>Student relationships:</u> 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 create and sustain intentional interactions with learners during independent work time	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: Behaviors and Interventions

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

Level II Examples	Suggested Actions	Specific Stipulation(s)
<u>Attendance:</u> 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
<u>Negative Remarks:</u> 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
<u>School Policy Violations:</u> 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
<u>Unpreparedness:</u> routinely not prepared to teach	Conference which results in a contract with consequences for failure to comply	Outline specific expectations regarding preparation
<u>Content Knowledge:</u> 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
<u>Collaboration:</u> 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
<u>Failure to address Level I issue in a timely manner</u>	Conference which results in a contract with consequences for failure to comply	Discuss increased expectations with deadlines for improvement
<u>Multiple Level I issues identified</u>	Conference which results in a contract with consequences for failure to comply	Address each issue, creation of a contract addressing each issue

Level III: Behaviors and Interventions

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

Level III Examples	Suggested Actions	Specific Stipulation(s)
Multiple Level II issues displayed/identified Unexcused Absences	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 the Administrator of Clinical Experiences
<u>Social Media</u> : posting any comments, photos, or videos referencing and/or portraying school officials, university personnel, students, or parents on either public or private social media; friending or reaching out to students on personal social 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 the Administrator of Clinical Experiences
<u>Trustworthiness</u> : 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 the Administrator of Clinical Experiences
<u>Inappropriate Relationships</u> 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 the Administrator of Clinical Experiences
<u>Confidentiality</u> : 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 the Administrator of Clinical Experiences
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 the Administrator of Clinical Experiences
Any violations of Alabama Educators Code of Ethics *	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 the Administrator of Clinical Experiences

* [Alabama Educator Code of Ethics](#)

Withdrawal of Clinical Residency Form

In the event a candidate withdraws for any reason, the university supervisor must submit this Withdrawal of Clinical Residency Form and supporting documentation to the Department Head or School Director and to Angela Shirley, Administrator of Clinical Experiences immediately.

CANDIDATE INFORMATION

Name: _____ Banner ID #: _____

Email: _____ Phone Number(s): _____

What is the last date the candidate was in the classroom? _____

SUPERVISOR AND PLACEMENT INFORMATION

University Supervisor: _____ Program Area: _____

Placement Site(s): _____

Grade Level(s): _____

Clinical Educator(s): _____

REASON(S) FOR WITHDRAWAL/REMOVAL FROM CLINICAL RESIDENCY

- ☐ Candidate is withdrawing prior to the beginning of the semester for personal reasons.
- ☐ Candidate is withdrawing after the beginning of the semester for personal reasons.
- ☐ Candidate was advised to withdraw from Clinical Residency due to poor performance.
Attach all documentation and a copy of the plan of support if completed. Include if and when the candidate will be allowed to enroll in Clinical Residency in the future below.
 - ☐ Candidate was advised to withdraw from Clinical Residency due to poor performance. If candidate will repeat clinical residency a grade of "Incomplete" should be assigned at the end of the semester.
 - ☐ Candidate was advised to withdraw from Clinical Residency due to poor performance and will NOT repeat clinical residency.

CONTINUATION OF CLINICAL RESIDENCY

Does the candidate intend to continue in a subsequent semester?

- ☐ Yes, please list semester and year: _____
- ☐ No

Does the Program Area support the candidate continuing in a subsequent semester?

Include reasons supporting this answer in attached documentation.

- ☐ Yes
- ☐ No

University Supervisor's Signature _____ Date: _____

Program Coordinator Signature: _____ Date: _____

Emergency Contact Information

Instructions for Clinical Residency Candidate

Duplicate this page (3 copies). File a copy of this information sheet with the secretary at your assigned school site. Additionally, give a copy to your university supervisor and to your clinical educator(s).

Name: _____ Banner ID #: _____

Email: _____ Phone Number(s): _____

Current Address – Street: _____

City: _____ State: _____ ZIP: _____

Vehicle Make, Model, Color/ License # and State

Dates of Clinical Residency

From: To:

Month Day, Year

Additional Contact Information – Emergency Contact

Home Address – Street: _____

City: _____ State: _____ ZIP: _____

Email Address(es): _____

Phone Number(s): _____

Person to Call (Name): _____

Phone Number(s) Home: _____ Cell: _____ Work: _____

This Person's Relationship to You:

☐ Spouse

☐ Parent

☐ Sibling

☐ Friend

☐ Neighbor

☐ Other:

Medical Contact Information

Physician: _____ Telephone: _____

Hospital: _____ Telephone: _____

Other: _____ Telephone: _____

Contact Information

Office of Student Services
3464 Haley Center
Auburn, Alabama 36749
334-844-4448

For help with:	Person to Contact	Email	Phone
Clinical Partnerships	Dr. Caroline Dunn Humana-Germany-Sherman Distinguished Professor Acting Associate Dean of Academic Affairs	dunnca1@auburn.edu	334-844-4448
- College of Education assessments - Tk20 Platform - Student Learning and Licensure Platform	Dr. David Alan Crowe Assistant Dean of Assessment and Certification Officer	edutk20@auburn.edu	334-844-4448
- Clinical Placements - Issues or concerns regarding clinical placements - Withdrawal from Clinical Residency	Angela Shirley Administrator of Clinical Experiences	asp0004@auburn.edu fieldex@auburn.edu	334-844-2240
edTPA	Dr. Kathy King edTPA Coordinator	kingkat@auburn.edu	334-844-3171
Certification		educert@auburn.edu	
Candidate's issues or concerns regarding Clinical Residency	<u>Chain of Command</u> 1.University Supervisor 2.Department Head 3. Administrator of Clinical Experiences/ Associate Dean		
School Partner's issues or concerns regarding Clinical Residency Candidates or Supervision	<u>Chain of Command</u> 1.University Supervisor 2.Department Head 3. Administrator of Clinical Experiences/ Associate Dean		

Acknowledgement of Graduation and Certification Criteria

Please read, sign, and date one copy of this form to upload online at aub.ie/acknowledgement no later than the first day of class.

My signature below acknowledges that I have read and agree to abide by all professional expectations in the Auburn University's College of Education's Clinical Residency Handbook (e.g., policies, requirements, personal and professional expectations, etc.).

I understand that I must inform my university supervisor of any changes in personal information (e.g., name, phone number, address, etc.). I also accept responsibility for contacting my supervisor if I have any questions, concerns, or need further clarification about the contents of the handbook.

I understand the COE criteria for earning a Satisfactory (S) grade as listed below:

- ☐ Satisfactory professional performance in clinical residency including completion of ALL program and college required assignments and assessments
- ☐ Student Learning and Licensure by Watermark® submission and verification email from Pearson® for official scoring of all required edTPA® tasks
- ☐ Satisfactory performance of teaching including a minimum of 20 full days *10 of which must be consecutive days) *an interruption of the 10 days may be allowed per approval of the university supervisor and cooperating teacher
- ☐ Confirmation of attendance (full-time/full semester)
- ☐ No unexcused absences

I understand the criteria for earning certification with the Alabama State Department of Education as listed below:

- ☐ Completed ALSDE application packet submitted to Office of Student Services
- ☐ Final AU transcript indicating "Degree Awarded"
- ☐ Passing edTPA® score from Pearson®

Candidate's Name (PRINTED): _____

Candidate's Signature: _____ Date: _____

