

Revised June 30, 2006

**CLINICAL EXPERIENCE CONTRACT:
AUBURN CITY PUBLIC SCHOOLS (PDS) AND
AUBURN UNIVERSITY (COE)**

PREFACE: Joint learning ventures between universities and public schools should create the foundation of the field-based experiences of students in teacher training programs. Learning partnerships should be formed where teacher educators, classroom teachers, and students work together to foster a relationship that will lead to a successful learning experience in the classroom. Field experiences and internships should be planned jointly by the participating members of the partnership. The College of Education and Auburn City Schools need to have an avenue for the approval of partnership in clinical experience assignments. The following contract is a collaborative effort between Auburn public school teachers, Auburn University faculty, Auburn City Schools administrators, and Auburn University College of Education administrators to provide an efficient method of operation.

I. INTERNSHIP

A. Cooperating Teachers

1. Qualifications

- a. Tenured in Auburn City Schools (ACS) or three years of successful teaching experience with at least one year in ACS.
- b. Properly certificated for present assignment.
- c. Hold at least a master's degree (waived in unusual circumstances).
- d. Currently teach classes in the intern's area of specialization.
- e. Identified and approved by ACS administrators.
- f. Approved by university faculty supervising in the area.
- g. Agree to participate in an orientation session with the university supervisor.
- h. Agree to respond to the yearly survey regarding availability to supervise pre-service teachers, field experience students, and interns.
- i. Will be assigned only one intern per academic year except in extenuating circumstances (e.g. dual intern placements, team intern placements).
- j. Meet any other State Board of Education requirements passed during the tenure of this contract.

2. Selection of Cooperating Teachers

- a. The ACS clinical coordinator will survey all teachers in the mid-year to determine their wishes about supervising an intern in the next academic year.
- b. The principal of each school will review the list of teachers from that school who desire interns and recommend to the superintendent or his/her designee teachers to be cooperating teachers.

- c. Assignment of interns to the cooperating teachers each semester will be made cooperatively from this list by ACS clinical coordinator, COE program coordinators, and personnel in the COE field experience office.

B. University Supervisors

1. Qualifications
 - a. Have had recent professional experiences in P-12 settings at the level they are supervising.
 - b. Hold a master's degree.
 - c. Identified and approved by their department head.
 - d. Agree to conduct an orientation session with cooperating teachers and interns.
 - e. Meet any other State Board of Education requirement passed during the tenure of this contract.
 - f. Graduate assistants who supervise interns will be under the direction of a university faculty member and will meet all of the above criteria.
2. Selection
 - a. Each department head in the College of Education will suggest the faculty they wish to supervise interns in the Auburn City Schools.

C. Placement Procedures

Honoring the commitment entered into by Auburn University College of Education and Auburn City Schools, placement of interns will be conducted in a professional manner. Using the qualifications and selection criteria developed by committees consisting of cooperating teachers and university supervisors, interns will be assigned according to the following steps:

1. Placement of interns will be made cooperatively with the COE director of field experiences and the person in the Auburn City Schools designated by the superintendent as the clinical coordinator.
2. The ACS clinical coordinator will communicate with the principals concerning appropriate assignments.
3. Final placements will be communicated in writing from ACS clinical coordinator to principals and to personnel in the field experience office.
4. Changes in placement will be made only by the ACS clinical coordinator and personnel in the COE field experiences office in cooperation with the principals, cooperating teachers, and COE program coordinators.

5. The number of interns placed in a given school each semester will be at the discretion of the principals and ACS clinical coordinator.
6. Any concerns about placement decisions should be addressed initially at the school or department level and then forwarded to either the ACS clinical coordinator or the COE director of field experiences. Efforts will be made to alleviate any problems.
7. Interns will visit the schools prior to the date they are to officially report. An orientation session will be held by each principal in one of the following ways:
 - a. One-on-one as interns report, or
 - b. Group session at a particular assigned time.
 - c. This information would be reported back to the COE on the assignment sheet so that interns could be notified as they are notified of their placement assignment.
8. The same procedures will be followed and the appropriate paperwork must be submitted for internships for graduate students.

D. Special Internship-Linked Field Experience Assignment

In situations where it meets the approval of the cooperating teacher and the university supervisor, certain intern placements can be made the previous semester by the ACS clinical coordinator to accommodate field experience assignments in “methods” classes.

E. Supervision of Interns

Principals and cooperating teachers will be notified of the names of university supervisors of each intern prior to the beginning of each new semester. ACS clinical coordinator will forward these assignments to the appropriate principals and cooperating teachers.

1. The Cooperating Teacher will:
 - a. Provide daily informal supervision of the intern giving constant feedback on performance, including reflections that examine the effect of the intern’s practice on student learning.
 - b. Schedule regular conferences with the intern to discuss experiences and to provide constructive suggestions.
 - c. Work with the university supervisor to coordinate scheduled visits (minimum of 4) in order to address strengths/weaknesses of the intern and to discuss details of intern’s competencies.
 - d. Participate in midpoint and final conferences concerning the evaluation of the intern.

- e. Encourage the intern to observe and be observed by other interns and/or teachers.
- f. Inform the university supervisor regarding any intern problems or concerns including any violation of the minimum intern requirement of 20 days of fulltime teaching with at least 10 consecutive days. Notify the COE director of field experiences if specific conditions that the intern must meet in order to satisfactorily complete internship are in jeopardy.
- g. Submit a comprehensive evaluation of the intern by utilizing the appropriate evaluation forms.
- h. Provide feedback regarding ongoing refinement of the internship experience.
- i. Provide an email address for correspondence with the field experience office and the university supervisor.

2. The University Supervisor will:

- a. Conduct an orientation session with the cooperating teacher and intern at the beginning of the internship.
- b. Provide contact information to the intern and cooperating teacher, respond in a timely manner to questions, concerns, etc.
- c. Provide the cooperating teacher and intern with the expectations and assignments for the internship experience.
- d. Establish a timetable for a minimum of four visits. These visits would include conferences to discuss the midpoint and final comprehensive evaluation of the intern's performance, the results of which are to be submitted electronically to the COE coordinator of assessment.
- e. Provide the intern with specific suggestions for improvement when necessary.
- f. Evaluate internship assessments with input from the cooperating teacher.
- g. Alert the principal of any special circumstances or concerns that may impact the internship experience.

3. The Cluster Teacher will:

- a. Provide daily informal supervision of the intern giving constant feedback on performance.
- b. Schedule regular conferences with the intern to discuss experiences and to provide constructive suggestions.
- c. Work with other cluster teachers to coordinate scheduled observations (minimum of 4) in order to address strengths/weaknesses of the cluster of interns and to discuss details of their competencies. Participate in the final evaluations of the cluster interns.
- d. Inform university supervisor regarding any internship problems or concerns, including any violation of the minimum intern requirement of 20 days including at least 10 consecutive days.

- e. Submit a comprehensive evaluation of the intern by utilizing the appropriate evaluation forms/procedures.
 - f. Provide feedback regarding ongoing refinement of the internship experience.
 - g. Provide an email address for correspondence with the field experience office and the university supervisor.
4. The University Cluster Supervisor will:
- a. Provide an orientation session for the cluster teacher at the beginning of the internship to establish a working relationship.
 - b. Provide the cluster teacher and intern with the expectations and assignments for the cluster internship experience.
 - c. Provide contact information to the cluster teacher and establish a method for ongoing frequent communication with the cluster teacher.
 - d. Oversee the submission of the internship evaluation documents.
 - e. Be available to conduct observations and provide assistance if any special circumstances or concerns arise that may impact the internship experience.
 - f. Alert the principal of any special circumstances or concerns that may impact the internship experience and follow the procedures for handling problematic internships as outline in this document.

F. Procedure for Problematic Circumstances

If the cooperating teacher, university supervisor, intern, or principal determine that there are problems or concerns about the internship, the following procedure should be implemented and documented:

1. The party perceiving the problems or concerns should advise the other parties of the facts in writing.
2. The situation should be addressed by all parties together; specific suggestions for change should be communicated and document in writing by the individuals involved.
3. If the problems are serious enough to warrant consideration or termination of the internship experience, the following should be undertaken:
 - a. The university supervisor, cooperating, teacher, principal, and COE department head should reach an agreement as to the specific conditions that are to be submitted to the intern for the opportunity to successfully complete the internship. The university supervisor must provide this information to the COE director of field experiences.

4. If problems continue such that an intern will not be able to pass the internship successfully, the following should be undertaken:
 - a. The university supervisor, cooperating teacher, principal, and department head after consultation, will discuss the options that are available and reach a decision.
 - b. The university supervisor and cooperating teacher will meet with the intern to share the decision that will be given to the intern in writing.
 - c. The university supervisor will inform the COE director of field experiences of the decision in writing. The cooperating teacher will inform the ACS clinical coordinator of the decision.
 - d. The university supervisor will be responsible for the submission of a final grade, evaluation, and other necessary documents to the appropriate office.

II. FIELD EXPERIENCES

A. Cooperating Teacher

1. Qualifications
 - a. Taught a minimum of one year in the Auburn City Schools, either recently or in the past.
 - b. Certified in the area being taught.
 - c. Approved by ACS administration.
 - d. Understand and committed to the field experience program.
2. Selection
 - a. The ACS clinical coordinator will survey all teachers midyear to determine their wishes about supervising field experience students in the next academic year.
 - b. The principal of each school will review the list of teachers from the school who desire field experience students and recommend to the ACS clinical coordinator teachers to be cooperating teachers.
 - c. The ACS clinical coordinator will prepare a comprehensive list from all principals once cooperating teachers have received final approval from the superintendent.

B. University Field Experience Supervisors

1. Qualifications
 - a. Employed by the University as faculty, adjunct instructor, or graduate assistant.
 - b. Have had recent teaching experience in public schools and/or training in supervision.
 - c. Hold a master's degree in the field of study of supervision.
 - d. Understand and committed to the field experiences program.

2. Selection of Field Experience Supervisors
 - a. The department head will approve those faculty who meet the qualification criteria for supervising field experience students.
 - b. ACS personnel will accept field experience requests that will mutually benefit public school students and AU students. This will include the acceptance of the university supervisors by ACS.

C. Placement Procedures

1. Each university instructor wanting placements will prepare a typed request list of field experiences on the provided forms during the semester previous to the request and submit these to the assistant in the COE field experience office. Deadlines will be announced each semester.
2. Personnel in the COE field experience office will deliver the entire request list to the ACS clinical coordinator on a mutually agreed upon date.
3. The ACS clinical coordinator will work with the principals and teachers to place as many field experience requests as possible.
4. The approved/disapproved assignments will be delivered to the assistant in the COE field experience office on a mutually agreed upon date.
5. Acceptance and rejections of assignments will be duplicated and forwarded to the university instructors who had requested placements.
6. Upon the date indicated on the forms, those requests which were accepted may proceed to the assigned school.
7. Any negotiations concerning field placement will be conducted by the COE director of field experiences and the ACS clinical coordinator. If it is determined that other parties should engage in this process, they will be informed to do so.

D. Supervision of Field Experience Students

Whenever possible the names of the field experience supervisors will be listed on the request papers, and they will be expected to:

1. Provide in writing to the cooperating teacher the expectations and assignments of the field experience.
2. Make contact early in the field experience time-period with the cooperating teacher.
3. Clarify for the cooperating teacher and field experience student any evaluative procedures to be used.

4. Make at least two on-site visits for feedback on the success of the field experience.

III. PRETEACHING EXPERIENCE

Pre-service teachers arrange their own pre-teaching experience at a public school with a teacher working in the pre-service teacher's field of study. The pre-teaching experience lasts for five school days and should be scheduled, if possible at the opening of school. Workshops provided for teachers or in-service days prior to the opening of school may count as part of the required pre-teaching period; however, each pre-service teacher should have extensive opportunities to observe teachers at work with students. In situations where it is not possible for pre-service teachers to complete five consecutive days of pre-teaching, the experience can be split—provided the five days are completed primarily with the same teacher working with the same group(s) of students.

A. Cooperating Teacher

1. Qualifications
 - a. Taught a minimum of one year in the Auburn City Schools, either recently or in the past.
 - b. Certified in the area/field of the pre-service teacher.
 - c. Understand and committed to the pre-teaching experience.
2. Selection
 - a. The ACS clinical coordinator will survey teachers midyear to determine their wishes about supervising pre-service teachers for the next academic year.
 - b. Principals of each school will review the list of who will accept pre-service teachers and will submit to the ACS clinical coordinator a list of those teachers they recommend along with a maximum number of pre-service teachers they will accept that year at their particular school site.

B. University Personnel

Since pre-teaching usually occurs in or near the student's hometown, the site is not often accessible to university faculty. Therefore, university supervision is not included as a part of this student experience.

C. Placement Procedures

Pre-service teachers arrange their own pre-teaching experience using the appropriate forms found in the pre-teaching packet which is available on the COE website.

1. The pre-service teacher sends a form letter to the superintendent's office of the chosen public school system.
2. The completed form will be returned to the pre-service teacher with the name of the assigned school and cooperating teacher entered.
3. The pre-service teacher then sends a form letter to that assigned school letting them know of the pre-teaching placement.
4. The pre-service teacher should provide the cooperating teacher with the requirements of the pre-teaching assignment and with an evaluation form. The cooperating teacher is asked to complete the general evaluation form giving his/her professional judgment of the pre-service teacher at this state of development. Directions for returning the evaluation are included on the form.

D. *Supervision*

There is no direct supervision of pre-service teachers by university personnel since it is primarily an observational activity. The COE director of field experiences can be contacted if any questions, concerns, or problems arise.

IV. VIDEOTAPING PROTOCOL

Videotaped episodes of classroom teaching provide powerful professional development resources for both experienced and beginning teachers. To obtain the benefits of videotaping teacher practices while protecting teachers and students, Auburn City Schools and Auburn University College of Education have jointly agreed to the principles in this protocol.

Videotaping will be done only for the purpose of improving instructional practice. Videotaping of pre-service teachers will only be used to supplement in-person observations by university supervisors. Video footage will be housed on password-protected sites for professional development purposes or destroyed by university supervisors after conferences with pre-service teachers. Videotaping will follow a two-tiered approach:

A. *Videotaping of in-service teachers to produce professional development resources for other teachers*

1. Video segments will be made available only to other educators through password protected web sites.

2. University supervisor must obtain parental consent using the appropriate consent and release form from Auburn University and any Auburn City Schools consent forms.

B. Videotaping of pre-service teacher to encourage personal reflection with university supervisor

1. Videotape will be viewed by university supervisor and intern and then destroyed.

C. If in any circumstance these protocols are violated, the clinical instructor and/or administrator will contact the appropriate department head to take suitable action. These protocols will be communicated clearly to all College of Education supervisors on a regular basis.

V. TUBERCULOSIS TESTING

All Auburn University personnel and students must have proof of a negative TB test on file with the College of Education Professional Education Services Office prior to engaging in any activities in the Auburn City Schools.

VI. FINGERPRINT CHECK

Auburn City Schools request that the student begin the process of fingerprinting upon acceptance into the College of Education.

**Dean, College of Education
Auburn University**

**Superintendent
Auburn City Schools**