

**Clinical Residency Handbook**

**2025-2026**

Undergraduate and Alternative Master’s Educator Preparation Programs

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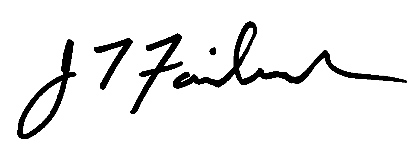
# Message from the Dean

**Dear Teaching Candidates,**

Congratulations on entering your clinical residency! This stage of your academic career will likely be the most rewarding and challenging 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,



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 Academic and Faculty Affairs 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](http://www.education.auburn.edu/clinical-experiences/) 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.**Contact Information**

**Office of Academic and Faculty Affairs**

**345 W. Samford Ave, Suite 1334**

**Auburn, Alabama 36849**

**334-844-4448**

|  |  |  |  |
| --- | --- | --- | --- |
| **For help with:** | **Person to Contact** | **Email** | **Phone** |
| * College of Education assessments * Student Learning and Licensure Platform | Dr. David Alan Crowe  Assistant Dean of Assessment and Certification Officer | croweda@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. Amy Fitchett  edTPA Coordinator | azf0093@auburn.edu | 334-844-4434 |
| * Certification |  | educert@auburn.edu |  |
| * Candidate’s issues or concerns regarding Clinical Residency | Chain of Command  1.University Supervisor  2.Department Head  3. Administrator of Clinical Experiences |  |  |
| * School Partner’s issues or concerns regarding Clinical Residency Candidates or Supervision | Chain of Command  1.University Supervisor  2.Department Head  3. Administrator of Clinical Experiences |  |  |

# 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).
* 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.
* 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).

1. 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).
2. Complete the ***Framework for Teaching Evaluation*** as an initial self-assessment to identify target areas using the ***Semester Goals*** form. This initial self-assessment is for your reference and not entered into any college-wide data collected.
3. 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 forone interruption, for a reason deemed acceptable by both the university supervisor and the partner school, may exercise full responsibilities upon return to the classroom.
4. In collaboration with your university supervisor and clinical educator, complete a minimum of **four** formal observations. Two of the observations should occur prior to mid-semester. These observations may be announced or unannounced.
5. Fulfill all responsibilities and tasks assigned by your clinical educator, school administrator(s), and university supervisor including lesson plans, grading, reflections, classroom maintenance, etc.
6. Participate in midpoint and final conferences with your clinical educator and university supervisor. Review feedback on ***Framework for Teaching Evaluation***. Discuss teacher’s comments on your teaching practice from the ***Conference with Candidate*** form.
7. Complete all required tasks of the edTPA® 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 in Appendix B.
8. Attain an average overall rating at the ***Proficient*** level on the final evaluation of the **Framework for Teaching Evaluation** College of Education Key Assessments. An acceptable score must also be achieved on any program-specific assessments required.
9. 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.**
   * 1. Login to Student Learning and Licensure through the url: <https://sll.watermarkinsights.com/login#/>
     2. Click on the “Course/Group” associated with the task to complete.
     3. Click the "Activity” that you wish to complete (e.g., Framework for Teaching Evaluation – Midterm).
     4. Click the student’s name for which you’re completing the activity.
     5. Complete the required rubric fields; or click “View Rubric Details” to expand the rubric and read the performance level descriptors.
     6. Click “Submit”
10. 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.
11. Confidential – candidates will evaluate the clinical residency experience and their placement on a survey at the conclusion of the term. This survey is only visible to the candidate. Clinical educators and university supervisors will not have access to individual responses.
12. If applicable, candidates may have additional activities that are program specific.
13. Check your Auburn email account throughout your clinical residency as it is the official mode of communication.
14. 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 educatorand university supervisor to resolve clinical residency concerns in a professional manner. You are expected to follow the chain of command in resolving issues that occur during your clinical residency. If an issue relates to occurrences at the school site, discuss your concerns with the clinical educator and keep your university supervisor informed of the situation. If an issue relates to clinical residency requirements or supervision, share your concerns with your university supervisor. If issues are not resolved through these efforts, share your concerns with the unit leader in the department in which your program is located. If they are unavailable or you believe the issue is not resolved, you may contact the Clinical Experience Administrator in the Office of Academic and Faculty Affairs.
15. The responsibilities assigned to a candidate are equivalent to the responsibilities of a full-time position. Meeting the clinical residency requirements involves allocating a significant amount of time and effort to teaching responsibilities. During your clinical residency, you are advised to limit your involvement in any additional responsibilities such as part-time employment, clubs, etc. if at all possible.

# Completion Requirements

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

* Demonstrate an average overall performance at the ***Proficient*** in clinical residency on each of the College of Education Key Assessments AND acceptable performance on any program specific requirements
* Student Learning and Licensure by Watermark® 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

**To be cleared for graduation, all 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 Academic and Faculty Affairs, 345 W. Samford Ave, Suite 1334.)
* Completion of all requirements outlined in the Auburn University Bulletin for educator preparation (e.g., GPA).
* 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 additional 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 Academic and Faculty Affairs*
* 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 Academic and Faculty Affairs, 345 W. Samford Ave, Suite 1334.
* Completion of all requirements outlined in the Auburn University Bulletin for educator preparation (e.g., GPA).
* 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 Academic and Faculty Affairs to begin the certification process 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 Academic and Faculty Affairs 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 Academic and Faculty Affairs, 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. 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](mailto:educert@auburn.edu) or callthe Office of Academic and Faculty Affairs 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 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 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 ***the Framework for Teaching Evaluation.***
12. Complete four formal observations using the provided college or program specific planning and observation tools. Two should be completed prior to mid-semester.
13. Encourage the candidate to observe and be informally observed by other candidates and/or teachers.
14. Provide email address to the Administrator of Clinical Experiences.
15. Complete a survey sent at the end of the clinical residency semester.
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 routine times 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*** **OR** other program specific assessments for all four observations.
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 routine 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 the ***Framework for Teaching Evaluation*** (mid-semester and end of semester) in Student Learning and Licensure by Watermark ®: The lead teacher will provide the second evaluation of this form to the assigned University personnel for the placement site.
10. Complete the surveys sent at the end of the clinical residency semester.

# Responsibilities of University Supervisors

1. Attend the university supervisors’ meeting(s) provided by the Office of Academic and Faculty Affairs.
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 Framework for Teaching Evaluation, 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*** **OR** other program specific assessment for no less than four formal observations (two prior to mid-semester). *Note: University Supervisors may be asked to collaborate with the P-12 Clinical Educators on the completion of these observations and enter the forms.*
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 ***Framework for Teaching Evaluation***. 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 Framework for Teaching Evaluation to the following individuals: (1) the Department Head; (2) the Program Coordinator; and (3) the Administrator of Clinical Experiences. 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 croweda@auburn.edu
10. Login to Student Learning and Licensure by Watermark® through AU Access.
    1. Login to Student Learning and Licensure through the url: <https://sll.watermarkinsights.com/login#/>
    2. Click on the “Course/Group” associated with the task to complete.
    3. Click the "Activity” that you wish to complete (e.g., Framework for Teaching Evaluation – Midterm).
    4. Click the student’s name for which you’re completing the activity.
    5. Complete the required rubric fields; or click “View Rubric Details” to expand the rubric and read the performance level descriptors.
    6. Click “Submit”
11. Click on the “edTPA® Verification” task. Click the file name to open the student’s submitted file. Use this to verify the completion of edTPA® task.
12. Complete each of the key assessments: (1) Framework for Teaching Evaluation (mid-point and final) and (2) the planning and observation tools provided by the program.
13. Repeat the process for each candidate you supervise.
14. Submit final grades per AU designated deadlines.
15. Provide feedback to the college regarding continuous improvement of the clinical residency through electronic surveys and/or focus groups.
16. 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 Office of Academic and Faculty Affairs.
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 ***Framework for Teaching Evaluation***. 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 Framework for Teaching Evaluation to the following individuals: (1) the Department Head; (2) the Program Coordinator; and (3) the Administrator of Clinical Experiences. 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®.
8. 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 [croweda@auburn.edu](mailto:croweda@auburn.edu).
9. Login to Student Learning and Licensure by Watermark® through AU Access.
   1. Login to Student Learning and Licensure through the url: <https://sll.watermarkinsights.com/login#/>
   2. Click on the “Course/Group” associated with the task to complete.
   3. Click the "Activity” that you wish to complete (e.g., Framework for Teaching Evaluation – Midterm).
   4. Click the student’s name for which you’re completing the activity.
   5. Complete the required rubric fields; or click “View Rubric Details” to expand the rubric and read the performance level descriptors.
   6. Click “Submit”
10. Click on the “edTPA® Verification” activity. Click the file name to open the student’s submitted file. Use this to verify the completion of edTPA® task.
11. Complete each of the key assessments: (1) Framework for Teaching Evaluation (mid-point and final) and (2) the planning and observation tools provided by the program.
12. Submit final grades per AU designated deadlines.
13. Provide feedback to the college regarding continuous improvement of the clinical residency through electronic surveys and/or focus groups.
14. 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.*

# Appendix A: 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.

**Framework for Teaching (FFT) Evaluation**

The Framework for Teaching Evaluation is based on the Charlotte Danielson Framework. It was designed to enhance professional practice. This system of evaluation has been seen to accelerate teacher growth, improve student outcomes, and create a more rewarding and sustaining professional environment. By supporting teacher reflection, collaboration, inquiry, and innovation, the FFT has had a direct impact on student learning and development. (<https://danielsongroup.org/the-framework-for-teaching/>; accessed 07/14/2023).

**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 by 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 Assessment 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 10/07/2025 Final: 12/05/2025

Grades Due: Refer to Auburn University Calendar

SPRING DATES: Mid-Term 03/05/2026 Final: 04/24/2026

Grades Due: Refer to Auburn University Calendar

\* Instructions for uploading your email confirmation of submission of your edTPA® tasks for official scoring in Appendix B.

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Assessments** | **Who Submits This** | **Submitted in** | **Due Date(s)\*** |
| Planning for Instruction Assessment **OR** Program Specific Planning Assessment | Clinical Educator, University Supervisor  AND **/**OR  Candidate | **Student Learning and Licensure by Watermark®** | 2 prior to Midterm    2 prior to Final |
| Pedagogical Content Knowledge Observation **OR** Program Specific Observation Instrument | Clinical Educator, University Supervisor  AND **/**OR  Candidate | **Student Learning and Licensure by Watermark®** | 2 prior to Midterm    2 prior to Final |
| Framework for Teaching (FFT) Evaluation | 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 Student Learning and Licensure by Watermark®** 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 ***Steps to Success*** for edTPA**®** | Final |

## Key Assessment Form

2022 Framework for Teaching (Charlotte Danielson Framework)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Candidates ability to…** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1a: Applying Knowledge of Content and Pedagogy**    **InTASC Standard: 4** | The teacher lacks sufficient knowledge of content and pedagogy to support student learning of the content. | The teachers’ understanding of content and pedagogy partially supports student learning of the content. | The teachers’ understanding of c content and pedagogy supports student learning of the content. | The teachers’ understanding of content and pedagogy fosters deeper learning, student agency, and intellectual dispositions such as curiosity, reasoning, and reflection. |
| **1b: Knowing and Valuing Students**    **InTASC Standard: 1, 2, 7** | The teacher lacks sufficient knowledge of students to support student learning or development | The teacher's knowledge of students' identities, as well as their strengths and needs partially supports learning and development. | The teacher's knowledge of students supports learning and development, and enables the teacher  to build upon student assets. | The teacher's knowledge  of students is  extensive and fosters student learning and  development to support academic and personal success. |
| **1c: Setting Instructional Outcomes**    **InTASC Standard: 1** | Instructional outcomes are not identified, are not rigorous, or are inappropriate. | Instructional outcomes are moderately rigorous and are appropriate for most students in the class. | Instructional outcomes are rigorous and appropriate for students. | Instructional outcomes represent high-level learning of important content and support student autonomy, curiosity, and intellectual risk-taking. |
| **1d: Using Resources Effectively** | The teacher is not aware of, or does  not appropriately or effectively  use instructional materials and other resources to support student learning and development. | The teacher understands and  uses instructional materials and other resources to support student learning and development, but these resources represent only a narrow band of what is available. | The teacher's knowledge of instructional materials and other resources leads to discerning choices to support learning and development. | The teacher makes  deliberate decisions in the use of instructional materials and other resources to meet individual student needs and support student autonomy and intellectual engagement. |
| **1e: Planning Coherent Instruction**    **InTASC Standard: 1, 4, 7** | The design of learning  experiences does not support student engagement with important content. | Learning experiences are somewhat coherent in structure, within and across lessons, partially supporting students  to meet the intended outcomes. | Learning experiences are challenging and engaging; they are designed to meet the needs of students in the class. | Learning experiences prioritize the needs of individual students, ensure all students can meet the intended  outcomes, and support student assumption  of responsibility for learning. |
| **1f: Designing and Analyzing Assessments**    **InTASC Standard: 6** | There is no plan for assessment or the assessments will not provide evidence that students have learned the intended outcomes. | Assessments will partially help the teacher determine whether students have learned or are learning the intended outcomes. | Assessments are planned throughout the instructional process and provide timely and valuable information to teachers and feedback to students. | Students will have the opportunity to demonstrate mastery of content and analyze their own progress  through multiple,  flexible assessments. |
| **2a: Cultivating and Respectful and Affirming Environments**    **InTASC Standard: 3** | Students do not feel safe and valued; learning environments are characterized by  negativity, dis respect, inappropriateness,  insensitivity, and/or  unresolved conflict. | Learning environments  are partially characterized by caring and respectful interactions. | Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated. | Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected. |
| **2b: Fostering a Culture for Learning** | The culture of the class  is not conducive to learning and does not support development. | The culture of the class  is somewhat conducive to learning and development. | The culture of the class is characterized by high expectations and supports students' learning and development. | Students play an active role in establishing a culture that consistently rosters dialogue, reflection, and growth, allowing all students to experience success. |
| **2c: Maintaining Purposeful Environments**    **InTASC Standard: 3** | Student learning  and development are hindered by a lack of routines or inefficient classroom procedures. | Classroom routines and procedures, established or managed primarily by the teacher, support opportunities for student learning and development | Shared routines and efficient procedures are largely student-directed and maximize opportunities for student learning and development. | Students have a voice and play an active  role in designing and adjusting routines and  procedures that actively create a respectful  learning environment and support the growth of each community member. |
| **2d: Supporting Positive Student Behavior**    **InTASC Standard: 1** | here is little evidence  of explicit modeling, instruction, or guidance related to positive student behavior. | Positive behavior is modeled by the teacher and occasionally taught explicitly. | Students display  positive behaviors, which are modeled by teachers and reinforced to promote reflection and recalibration rather than compliance. | Students consistently and independently display positive behaviors and seek opportunities to build a better classroom community. |
| **2e: Organizing Spaces for Learning**    **InTASC Standard: 3** | Learning spaces are unsafe, inaccessible, and/or not conducive to learning and development. | Learning spaces are safe and accessible, the arrangement  and use of resources partially supports student learning and development. | Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences. | Learning spaces  are thoughtfully  co-designed and modified as needed by members of the learning community to address the needs of individuals and create collaborative, joyful spaces for all to learn and grow. |
| **3a: Communicating about Purpose and Content**    **InTASC Standard: 5** | Communication about purpose and content is unclear or confusing and hinders student learning. | Communication about  purpose and content is mostly clear and accurate; it partially supports learning. | Communication about purpose and content is accurate and clear to students; it supports their active engagement in learning experiences and models effective use of language. | Communication about purpose and content is rich, nuanced, and relevant to students inviting them to think critically and contribute intellectually; it encourages curiosity and supports student autonomy. |
| **3b: Using Questioning and Discussion Techniques**    **InTASC Standard: 6, 8** | Questioning and discussion are absent or do not support learning and development | Questioning and discussion, primarily framed and led by the teacher, are used to support student learning and development. | Questioning and discussion, framed or led by the teacher and students, effectively support criticaI  thinking, reasoning, and reflection. | Students intentionally use questioning and discussion to develop their own and others' thinking, reasoning skills, and habits of reflection. |
| **3c: Engaging Students in Learning**    **InTASC Standard: 1, 3, 4, 5, 8** | Learning experiences do not require active intellectual engagement by students. | Learning experiences partially engage students intellectually: the activities require students to do some thinking. | Learning experiences support curiosity  and exploration and encourage higher-order thinking: students engage 1n multiple ways and represent their ideas and responses through multiple  means. | Students take initiative to increase the challenge or complexity of learning experiences and make suggestions for modifications that increase meaning and relevance. |
| **3d: Using Assessment for Learning**    **InTASC Standard: 6** | Formative assessment is not used during instruction or does not support student learning and development. | Formative assessment partially supports student learning and development. | The teacher and students use formative assessments to  elicit evidence of understanding, analyze progress, and provide constructive feedback. | Distinguished  Students take initiative to analyze their own  progress against a clear standard in  order to achieve the outcome and identify new opportunities and challenges. |
| **3e: Responding Flexibly to Student Needs**    **InTASC Standard: 5** | The teacher makes no adjustments to learning experiences, even when warranted, and is not responsive to student needs. | The teacher makes some adjustments to learning experiences and is responsive to  student needs with partial success. | The teacher's adjustments and responsiveness lead to deeper understanding for students and/or new learning experiences. | Based on self­-monitoring and reflection, students voice their needs, ask questions, and make suggestions that lead to adjustments and modifications or spark new learning opportunities. |
| **4a: Engaging in Reflective Practice**    **InTASC Standard: 9** | The teacher does not appear to engage in reflective practice, does not know whether students achieved the outcomes. or misjudges the success of instruction. | The teacher's reflective practice leads to some accurate assessment of student success of instruction but does not follow through with analysis and changes to practice. | The teacher's reflective  practice, based on consideration of evidence of student learning and development, leads to an accurate assessment of the success of instruction and results  in specific changes and adjustments. | The teacher consistently engages in reflective practice that leads to a thorough and accurate assessment of the success of instruction. exploration of new ideas and approaches, and ongoing changes to practices and mindsets focused on supporting students who need it most. |
| **4b: Documenting Student Progress**    **InTASC Standard: 6** | There is no system for documenting student progress, the system is ineffective and inefficient, or it does not provide relevant information to students and those who support them. | The teacher documents some aspects of student progress in a manner  that is accessible to students and those who support them. | The teacher documents and celebrates student progress toward mastery, focusing on the attainment  of learning and developmental goals; students and those who support engage  in reflection on their progress. | Students monitor progress toward mastery and their own attainment of learning and development goals; they analyze and discuss their progress with the teacher and those who support them. |
| **4c: Engaging Families and Communities**    **InTASC Standard: 10** | The teacher does not  engage students' families or the community, engages them infrequently, or does so disrespectfully. | The teacher makes some efforts to engage families and communities and does so in a respectful manner. | The teacher's  engagement of families and communities is culturally responsive, demonstrates a clear value for the role they  play in student learning and furthers students' academic and personal success. | The teacher's engagement of students, families, and communities focuses on supporting the academic and personal success of each student.  especially students who have been marginalized. |
| **4d: Contributing to School Community and Culture**    **InTASC Standard: 10** | The teacher is not an active member of the school community or contributes negatively to the culture of  learning and values of the school | The teacher makes  some contributions  to the school culture, supporting professional learning and upholding the values of the school. | The teacher takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and bring the values of the school to life through modeling and positive action. | The teacher takes  a leadership role in defining, modeling, and holding self and peers accountable to the values and intellectual life of the school, leading with an emphasis on meeting the needs of students and families who have been marginalized. |
| **4e: Growing and Developing Professionally**    **InTASC Standard: 9** | The teacher does not engage in professional inquiry or learning focused on developing knowledge, skills, and mindsets, or does so reluctantly. | The teacher engages in professional inquiry  and learning focused on developing knowledge, skills, and mindsets individually and with colleagues that is often determined or directed by others. | The teacher directs their own professional inquiry and learning  in collaboration  with col leagues  and demonstrates curiosity and energy  for professional conversations and  growth focused on developing knowledge,  skills, and mindsets. | The teacher appropriately exercises autonomy to direct professional learning for themselves and their colleagues, taking a leadership role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation. |
| **4f: Acting in Service of Students**    **InTASC Standard: 9, 10** | The teacher acts unethically and does not understand the needs of students or make decisions in their best interest. | The teacher acts ethically and attempts to make deliberate decisions in the best interest of students, families, and colleagues. | The teacher models high standards of ethical practice and wise decision making on behalf of students, families, and colleagues. | The teacher is a  leader in the school  in defining, modeling, and upholding high standards of ethical practice and wise decision making that prioritize the needs of all students, especially those who have been marginalized or underserved. |

\*reformatted by Dr. David A. Crowe based on 2022 Framework for Teaching at <https://danielsongroup.org/the-framework-for-teaching/> on 07/10/2025

# Appendix B: edTPA® Requirements

## 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.

1. Information and materials for edTPA® are distributed via Student Learning and Licensure by Watermark®. 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 croweda@auburn.edu.
2. Candidates completing clinical residency should download the following edTPA® materials organized within Student Learning and Licensure by Watermark®.

* Handbook
* Context for Learning
* Planning Commentary
* Instruction Commentary
* Assessment Commentary
* Errata
* Making Good Choices
* Understanding Rubric Level Progressions
* Mathematics assessment commentary information template, if applicable

1. Candidates must become familiar with the handbook requirements and templates.
2. 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.
3. All required artifacts must be uploaded in candidates’ Student Learning and Licensure by Watermark® edTPA® Portfolio in the corresponding placeholder.
4. 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 Student Learning and Licensure by Watermark®**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.

1. Candidates will upload a PDF of the email identified in Step 7 to their Field Experience Binder (i.e., Clinical Residency Binder) in Student Learning and Licensure by Watermark® 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 Student Learning and Licensure by Watermark ®.

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

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

## 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 |

## 2025-2026 edTPA® Submission and Reporting Dates

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

|  |  |
| --- | --- |
| **Submit Your Portfolio by 11:59 p.m. Pacific Time On:** | **To Receive Your edTPA® Score Profile On:** |
| October 9, 2025 | October 30, 2025 |
| October 23, 2025 | November 13, 2025 |
| November 6, 2025 | November 26, 2025 |
| November 20, 2025 | December 11, 2025 |
| December 4, 2025 | December 24, 2025 |
| January 22, 2026 | February 12, 2026 |
| February 19, 2026 | March 12, 2026 |
| March 5, 2026 | March 26, 2026 |
| March 19, 2026 | April 9, 2026 |
| April 2, 2026 | April 23, 2026 |
| April 16, 2026 | May 7, 2026 |
| April 30, 2026 | May 21, 2026 |
| June 4, 2026 | June 25, 2026 |
| August 6, 2026 | August 27, 2026 |

# Appendix C: Supplementary Forms

## 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)q**Yes** q **No**

**Full-time Teaching**

Taught 20 full days, including 10 consecutive daysq**Yes** q **No**

**Observations**

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

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Performance**

Demonstrated overall satisfactory performance on all q**Yes** q **No**

college-wide and program specific assessments

Confirmed the candidate uploaded the email confirmation fromq**Yes** q **No**  
Pearson that edTPA® portfolio was successfully submitted for official scoring

Satisfactorily completed all additional program-specific q**Yes** q **No**

requirements

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

## 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***](#Progress) and the (b*)*[***Conference with Candidate Form***](#Conference). ***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](mailto: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.

| **Goal** | **Means to Accomplish This Goal** | **Date(s) Accomplished** |
| --- | --- | --- |
| 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: \_\_\_\_\_\_\_\_\_\_**

# Appendix D: Plan of Support or Intervention

## 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 *Administrator of Clinical Experiences* should be contacted immediately through the Office of Academic and Faculty Affairs 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

| Attendance: 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 |
| --- | --- | --- |
| Dress: does not adhere to school’s dress code, unprofessional appearance, footwear inappropriate | Conference which results in a contract with consequences for failure to comply | Team identifies inappropriate dress, makes recommendations of appropriate dress |
| Inappropriate Remarks: gossips or makes inappropriate comments to P-12 learners, parents, cooperating teacher, or colleagues | Conference which results in a contract with consequences for failure to comply | Candidate specifies how she/he will make amends with targeted individual |
| Communication: does not respond to emails, phone messages, or routine check-ins | Conference which results in a contract with consequences for failure to comply | Requirement to check in daily |
| Reflection: does not reflect on instructional performance, defensive when feedback is provided, cannot identify ways instruction can be improved | Conference which results in a contract with consequences for failure to comply | Candidate videotapes 2 or more lessons, watches the lessons with the supervisor or teacher to identify and discuss strengths and weaknesses |
| Timeliness: does not turn in lesson plans, reflections, assignments, weekly logs, etc. on time | Conference which results in a contract with consequences for failure to comply | Candidate meets established deadline(s) for completing make up work |
| Routines: established routines are not apparent, entering grades in computer does not occur in timely fashion, fails to record attendance, fails to gather appropriate materials in preparation for lessons | Conference which results in a contract with consequences for failure to comply | Candidate identifies shortcomings and indicates how these issues will be addressed |
| Verbal Communication: failure to use standard English when speaking and/or writing | Conference which results in a contract with consequences for failure to comply | Team identifies errors, develops a method for checking performance |
| Classroom management:  classroom management system not established, failure to provide safe, structured, and productive learning environments | Conference which results in a contract with consequences for failure to comply | 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. |
| Student relationships:  hesitant to engage in relationship building interactions with P-12 learners; remains seated during arrival, transitions, and dismissal; hesitant to take advantage of opportunities to 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)** |
| --- | --- | --- |
| Attendance: late to school site, leaves early, does not participate in school events, fails to notify teacher and supervisor of absence | Conference which results in a contract with consequences for failure to comply | Requirement to sign-in and out daily, plan for making up time |
| Negative Remarks: makes negative statements about teaching profession | Conference which results in a contract with consequences for failure to comply | Discuss whether teaching is the profession for this candidate, develop a contract outlining steps for improving attitude for teaching |
| School Policy Violations:  does not follow school’s policy and procedures | Conference which results in a contract with consequences for failure to comply | discuss specify violation of policy and procedures, develop a contract outlining expectations regarding violated policy or procedure |
| Unpreparedness: routinely not prepared to teach | Conference which results in a contract with consequences for failure to comply | Outline specific expectations regarding preparation |
| Content Knowledge: makes frequent and multiple mistakes with regard to content | Conference which results in a contract with consequences for failure to comply | Provide candidate with specific sources for content knowledge and that clearly outlines expectations for preparation of lesson plans that reflect a thorough understanding of the content being taught |
| Collaboration: does not attempt to develop a positive working relationship with cooperating teacher, engages in off-task behavior rather than observing cooperating teacher | Conference which results in a contract with consequences for failure to comply | Discuss candidate’s actions that communicate a negative working relationship with teacher, require candidate to share actions that would convey efforts to improve their relationship |
| Failure to address Level I issue in a timely manner | Conference which results in a contract with consequences for failure to comply | Discuss increased expectations with deadlines for improvement |
| Multiple Level 1 issues identified | Conference which results in a contract with consequences for failure to comply | Address each issue, creation of a contract addressing each issue |

### Level III: Behaviors and Interventions

Personnel Involved: (a) Candidate, (b) Clinical Educator, (c) University Supervisor, (d) Program Coordinator, (e) Department Head, and (f) 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 |
| Social Media: posting any comments, photos, or videos referencing and/or portraying school officials, university personnel, students, or parents on either public or private social media; 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 |
| Trustworthiness: falsifying information regarding the evaluation of students, falsifying reasons for candidate absences, reading others’ email or other communications without permission | Dismissal from clinical residency and/or assignment of an “Unsatisfactory” grade for clinical residency. | Withdrawal of Clinical Residency Form should be completed and submitted to the Administrator of Clinical Experiences |
| Inappropriate Relationships  with students or cooperating teacher | Dismissal from clinical residency and/or assignment of an “Unsatisfactory” grade for clinical residency. | Withdrawal of Clinical Residency Form should be completed and submitted to the Administrator of Clinical Experiences |
| Confidentiality: copying or teaching identified standardized test items, sharing confidential student information | Dismissal from clinical residency and/or assignment of an “Unsatisfactory” grade for clinical residency. | Withdrawal of Clinical Residency Form should be completed and submitted to 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](http://www.alsde.edu/sec/ee/Documents/Alabama_Educator_Code_of_Ethics.pdf)\* or Alabama School or System Code of Conduct | 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](http://www.alsde.edu/sec/ee/Documents/Alabama_Educator_Code_of_Ethics.pdf)

## 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:\_\_\_\_\_\_\_\_\_\_\_

## Appendix E: Candidate Forms

## 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:** q Spouse q Parent q Sibling

q Friend q Neighbor

q Other:

**Medical Contact Information**

Physician: Telephone:

Hospital: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Telephone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other: Telephone:

## 

## Acknowledgement of Graduation and Certification Criteria

**Candidates will be required to read, sign, and date this document** no later than the first day of class via a link provided in the email.

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 Academic and Faculty Affairs
* Final AU transcript indicating “Degree Awarded”
* Passing edTPA® score from Pearson®

**Candidate’s Name (PRINTED)**:

**Candidate’s Signature:** **Date**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_