

Stan State *Warriors Teach!* Residency AY 23-24 Co-Teaching Phase-In Schedule

MSCP/ESCP

This document provides a synopsis of the roles and responsibilities of the teacher resident as well as the mentor teacher for the semester. Adherence to the information outlined below is very important to the success of the program. Minor modifications may be made to facilitate the best situation for everyone involved, with consensus from everyone in the triad (R, MT, US).

***** Residents should follow the Ceres USD calendar for holiday breaks and work day schedules.**



(August 14 - Sept.1) Resident Observes and Assists

| Mentor Teacher (MT) Roles | Resident (R) Roles | Suggested Co-Teaching Strategies | Resident's Reflections using the 5D+ Rubric *** Discuss with your MT | Mentor Teacher Observations/ Evaluations | University Supervisor Observations/ Meetings |
|---|--|--|--|--|--|
| <p>Instructional lead during all lessons.</p> <p>___ Provide resident with a tour of the school and space in the classroom to store items.</p> <p>___ Introduce the resident to students.</p> <p>___ Help your resident learn the classroom routines and allow them to take supporting role(s).</p> <p>___ Communicate with students' families to welcome the resident teacher.</p> <p>___ Set a co-planning time (ex. Tuesdays from 3:00 - 4:00). During this time, explain how you plan lessons and assessments.</p> <p>___ Share the school emergency plan and procedures.</p> <p>___ Discuss expectations for what time the resident should be at school in the mornings and depart in the afternoons.</p> | <p>___ Observe and get acquainted with the school, classroom, MT, and students, and schedule.</p> <p>___ Take notes regarding classroom policies and procedure.</p> <p>___ Work on learning all your students' names.</p> <p>___ Send an introduction letter home to the parents.</p> <p>___ Observe how the teacher communicates the learning target(s) through verbal and visual strategies and checks for student understanding of the learning target.</p> <p>___ Ask questions to learn about the curriculum and teaching resources. Read over the content standards.</p> <p>___ Ask how you can assist your MT during instruction. Be proactive!</p> <p>___ Professionalism check:</p> <p>Are you coming/leaving at the time expected?</p> <p>Are you always dressed professionally?</p> | <p>One Teach/One Assist</p> <p>One Teach/One Observe</p> | <p>Domain: Classroom Environment and Culture</p> <p>How does the physical arrangement of the room, as well as availability of resources and space to both the teacher and students, purposefully scaffold and support student learning?</p> <p>How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning?</p> <p>Domain: Purpose</p> <p>How are the tasks/activities aligned to the learning target?</p> <p>How does the learning target clearly communicate what students will know and be able to do as a result of the lessons?</p> <p>What will be acceptable evidence of student learning?</p> | <p align="center">None</p> | <p align="center">None</p> |



(Sept. 4-22) Resident Observes and Assists

| Mentor Teacher Roles | Resident Roles | Suggested Co-Teaching Strategies | Resident's Reflections using the 5D+ Rubric | Mentor Teacher Observations/ Evaluations | University Supervisor Observations/ Meetings |
|---|---|--|---|---|---|
| <p>Instructional lead during all lessons.</p> <p>During co-planning time:</p> <p>___ Explain the overview of the week's instruction and assessments.</p> <p>___ Explain how you are addressing different students' needs in the classroom, or differentiating instruction.</p> <p>___ Have resident assist you during lessons. Communicate what they should do at the beginning of each day.</p> <p>___ Have the resident observe several lessons to note your lesson sequence and classroom management.</p> <p>___ Allow resident to practice classroom procedures such as attendance, transitions, lining up, walking to the library, etc.</p> <p>___ The resident could be given the opportunity to start working with small groups to provide additional support for students.</p> | <p>___ Continue to get to know your students.</p> <p>___ Say something positive that you notice to each student.</p> <p>___ Observe and take notes on students in the class who may be exhibiting challenging behaviors. When are these behaviors occurring? What triggers these behaviors? What motivates this student?</p> <p>___ Understand students' individualized needs (IEP's, 504, Language etc.).</p> <p>___ Be proactive- ask your MT how you might be able to assist, observe, or teach something you have learned in program.</p> <p>___ Ask for feedback on your implementation of classroom routines and take it with a growth mindset.</p> <p>___ Professionalism check: Are you just doing the bare minimum, or are you being proactive?</p> <p>Are you communicating effectively?</p> | <p>One Teach/One Assist</p> <p>One Teach/One Observe</p> | <p>Domain: Classroom Environment and Culture</p> <p>What is the climate for learning in this classroom? How do relationships (teacher-student, student-student) support or hinder student learning?</p> <p>Domain: Purpose</p> <p>How do teaching points(s) support the learning needs of individual students meeting the learning target(s)?</p> | <p>Observe the resident's implementation of a classroom routine and provide written feedback.</p> | <p>Introductory Meeting</p> <p>Review the observation forms, 5D+ rubric, and formative evaluation. Provide copies or links to all the documents.</p> |



(Sept. 25-Oct. 13) Resident Starts Teaching 25% of the Day

| Mentor Teacher Roles | Resident Roles | Suggested Co-Teaching Strategies | Resident's Reflections using the 5D+ Rubric | Mentor Teacher Observations/ Evaluations | University Supervisor Observations/ Meetings |
|--|---|--|--|---|---|
| <p>Instructional lead during most lessons.</p> <p>During co-planning time:</p> <p>____ Explain the overview of the week's instruction and assessments.</p> <p>____ Determine which lessons resident will be responsible for preparing and teaching- tell resident to provide you with lesson outline for feedback within reasonable time frame. (MSCP Residents take TPA Cycle 1 in ELA so this would be a good content area to start.)</p> <p>____ Determine co-teaching strategies for each lesson.</p> <p>____ Explain how you are using informal assessments to modify instruction.</p> <p>____ Explain your assessment recording process.</p> <p>____ Have resident take on teaching a small group of students at least once a day, and/or allow resident to start teaching whole group lesson at least once day. Please be open to allowing the resident to try an instructional approach that might be different from what you usually do.</p> | <p>____ Teach at least one whole-group and/or one small group lesson a day.</p> <p>____ Continue to assist and observe as needed, and be clear on what your MT's expectations are for each lesson. Ask for clarification if you are not sure.</p> <p>____ Practice determining success criteria based on learning goals for the lessons you teach.</p> <p>____ Ask how you can use an observable system for recording formative assessment data and use this to inform your teaching.</p> <p>____ Ask your MT if there's anything you can improve on.</p> <p>____ <u>Professionalism check:</u></p> <p>Are you fully prepared for the lessons you teach?</p> <p>Do you take feedback with an open mind and reflective attitude?</p> | <p>One Teach/One Assist</p> <p>Station teaching</p> <p>Differentiated teaching</p> | <p>Domain: Assessment</p> <p>How does the instruction provide opportunities for all students to demonstrate learning?</p> <p>How does the teacher capitalize on those opportunities for the purposes of assessment?</p> | <p>Observe one whole group lesson and provide specific, written feedback to the resident.</p> | <p>Remind resident to sign up and attend TPA workshop for cycle 1.</p> <p>Observation #1</p> <p>Send MT and ST copy of Observation #1.</p> |



(Oct. 16 – Nov. 3) Resident Teaches 25% of the Day

| Mentor Teacher Roles | Resident Roles | Suggested Co-Teaching Strategies | Resident's Reflections using the 5D+ Rubric | Mentor Teacher Observations/ Evaluations | University Supervisor Observations/ Meetings |
|--|---|--|---|---|--|
| <p>Instructional lead during most lessons.</p> <p>During co-planning time:</p> <p>____ Explain the overview of the week's instruction and assessments.</p> <p>____ Determine one subject area/unit resident will be responsible for preparing, teaching, and assessing- tell resident to provide you with lesson outline for feedback within reasonable time frame.</p> <p>____ Provide feedback on resident's unit plan.</p> <p>____ Determine co-teaching strategies for each lesson, especially to support students who have various learning needs.</p> <p>____ Explain how you plan lessons to connect to students' prior knowledge and provide relevance to their learning goals.</p> | <p>____ Continue to assist and observe as needed, and be clear on what your MT's expectations are for each lesson. Ask for clarification if you are not sure.</p> <p>____ Review the content standards for the lessons you will teach, along with the curriculum.</p> <p>____ Ask your MT for feedback on your lesson planning and teaching.</p> <p>____ Work on TPA Cycle 1 (ELA)</p> <p>____ <u>Professionalism check:</u></p> <p>Do you have a growth mindset towards your students?</p> <p>Are you doing your best to address your students' learning needs in each lesson?</p> | <p>One Teach/One Assist</p> <p>Station teaching</p> <p>Differentiated teaching</p> | <p>Domain: Curriculum and Pedagogy</p> <p>How do you scaffold the learning to provide all students with access to the intellectual work and to participate in meaning making?</p> <p>How are you developing conceptual understanding and discipline-specific habits of thinking that build upon one another?</p> | <p>Observe one whole group lesson and provide specific, written feedback to the resident.</p> | <p>None</p> |



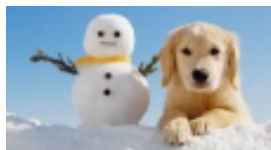
(Nov. 6- 24) Resident Teaches 25% of the Day

| Mentor Teacher Roles | Resident Roles | Suggested Co-Teaching Strategies | Resident's Reflections using the 5D+ Rubric | Mentor Teacher Observations/ Evaluations | University Supervisor Observations/ Meetings |
|--|---|---|---|--|--|
| <p>Instructional lead during most lessons.</p> <p>During co-planning time:</p> <p>_____ Explain the overview of the week's instruction and assessments.</p> <p>_____ Determine subject areas/units resident will be responsible for preparing, teaching, and assessing-tell resident to provide you with lesson outline for feedback within reasonable time frame.</p> <p>_____ Provide feedback on resident's lessons, particularly the quality of questioning.</p> <p>_____ Determine co-teaching strategies for each lesson, especially to support students who have various learning needs.</p> <p>_____ Try co-teaching a parallel lesson.</p> <p>_____ Explain how you provide opportunities for students to take ownership of their own learning.</p> | <p>_____ Fully prepare your lessons and ask for feedback on them before and after you teach.</p> <p>_____ Ask your MT for feedback on your lesson planning and teaching.</p> <p>_____ Ask your MT to observe your balance of teacher talk and student talk.</p> <p>_____ Ask your MT how your effective your whole-class attention getters are working.</p> <p>_____ Work on TPA Cycle 1</p> <p>_____ Professionalism check:</p> <p>Are you mindful of your body language and facial expressions when speaking to students?</p> <p>Are you treating each student with kindness and respect?</p> | <p>One Teach/One Assist</p> <p>Parallel teaching</p> <p>Differentiated teaching</p> | <p>Domain: Student Engagement</p> <p>What is the frequency of teacher talk, student-initiated questions, student-initiated questions, student-to-student interaction, and student presentation of work?</p> <p>What specific strategies and structure are in place to facilitate participation and meaning making by all students?</p> | <p>None</p> | <p>Observation #2</p> <p>Send MT and ST copy of Observation #2.</p> |



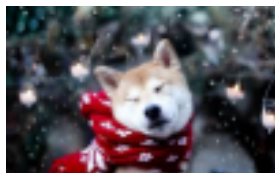
(Nov. 27 - Dec. 20) Resident Teaches a Little More and Reflects on Areas for Growth

| Mentor Teacher Roles | Resident Roles | Suggested Co-Teaching Strategies | Resident's Reflections using the 5D+ Rubric | Mentor Teacher Observations/ Evaluations | University Supervisor Observations/ Meetings |
|---|---|---|--|--|--|
| <p>Instructional lead during most lessons.</p> <p>During co-planning time:</p> <p>____ Explain the overview of the week's instruction and assessments.</p> <p>____ Determine additional subject areas/units resident will be responsible for preparing, teaching, and assessing- tell resident to provide you with lesson outline for feedback within reasonable time frame.</p> <p>____ Provide feedback on resident's lessons, particularly on how the resident capitalizes on students' strengths.</p> <p>____ Determine co-teaching strategies for each lesson, especially to support students who have various learning needs.</p> <p>____ Explain how you provide opportunities for students to clarify their thinking with one another.</p> | <p>____ Fully prepare your lessons and ask for feedback before and after you teach.</p> <p>____ Take on additional teaching responsibilities, which includes co-planning, preparing and assessment.</p> <p>____ Ask your MT for feedback on your lesson planning and teaching.</p> <p>____ Ask your MT to observe how you capitalize on students' strengths.</p> <p>____ Ask your MT how your effectively you provide opportunities to clarify their thinking with one another.</p> <p>____ Professionalism check:</p> <p>Are you reflecting daily on your lessons, and taking notes of the feedback or next steps provided?</p> | <p>One Teach/One Assist</p> <p>Parallel teaching</p> <p>Differentiated teaching</p> | <p>Domain: Student Engagement</p> <p>What does the student talk reveal about the nature of student thinking?</p> <p>What questions, statements, and actions does the teacher use to encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas?</p> | <p>None</p> | <p>Formative Evaluation #1</p> <p>Triad Meeting</p> <p>Review the scores for the Formative Evaluation #1. Make changes if needed. Guide the resident to determine goals and complete the growth plan together.</p> <p>Type up the final draft of the Formative Evaluation and email it to the MT and Resident.</p> <p>SUBMIT Observations 1-2 and the Formative Evaluation to the Field Services Office.</p> <p>POST GRADE for EDMS 4191/EDSE 4815/EDSE 4915</p> |



(Jan. 2-19) Resident Works Toward Teaching 50% of the Day

| Mentor Teacher Roles | Resident Roles | Suggested Co-Teaching Strategies | Resident's Reflections using the 5D+ Rubric | Mentor Teacher Observations/ Evaluations | University Supervisor Observations/ Meetings |
|--|---|---|--|---|--|
| <p>Instructional lead during most lessons.</p> <p>During co-planning time:</p> <p>____ Explain the overview of the week's instruction and assessments.</p> <p>____ Determine two subject areas/units resident will be responsible for preparing, teaching, and assessing- tell resident to provide you with lesson outline for feedback within reasonable time frame.</p> <p>____ Provide feedback on resident's lessons, particularly on how the resident determines success criteria for the learning goals.</p> <p>____ Determine co-teaching strategies for each lesson, especially to support students who have various learning needs.</p> <p>____ Explain how you provide opportunities for to use the success criteria to communicate what they are learning.</p> | <p>____ Fully prepare your lessons and ask for feedback before and after you teach.</p> <p>____ Ask your MT for feedback on your lesson success criteria.</p> <p>____ Ask your MT how your effectively you provide opportunities for students to communicate their understanding about what they are learning and why they are learning it.</p> <p>____ Professionalism check:</p> <p>Are you reflecting daily on your lessons, and taking notes of the feedback or next steps provided?</p> <p>____ Are you communicating winter/spring course schedule with your MT and maintaining a good balance with your program coursework and fieldwork?</p> | <p>Parallel teaching</p> <p>Differentiated teaching</p> <p>One teach, one observe (MT observes the R)</p> | <p>Domain: Purpose</p> <p>How do students communicate their understanding about what they are learning and why they are learning it?</p> <p>How does their learning target clearly communicate what students will know and be able to do as a result of the lesson? What will be acceptable evidence of student learning?</p> | <p>Observe one whole group lesson and provide specific, written feedback to the resident.</p> | <p>None</p> |



(Jan. 22- Feb. 9) Resident Works Towards Teaching 50% of the Day

| Mentor Teacher Roles | Resident Roles | Suggested Co-Teaching Strategies | Resident's Reflections using the 5D+ Rubric | Mentor Teacher Observations/ Evaluations | University Supervisor Observations/ Meetings |
|---|---|---|---|--|--|
| <p>Instructional lead during most lessons.</p> <p>During co-planning time:</p> <p>_____ Explain the overview of the week's instruction and assessments.</p> <p>_____ Determine three subject areas/units resident will be responsible for preparing, teaching, and assessing- tell resident to provide you with lesson outline for feedback within reasonable time frame.</p> <p>_____ Provide feedback on resident's lessons, particularly on how the resident maximizes instructional time and uses positive student discipline.</p> <p>_____ Determine co-teaching strategies for each lesson, especially to support students who have various learning needs.</p> <p>_____ Explain how you provide opportunities for students to take risks and collaborate.</p> | <p>_____ Fully prepare your lessons and ask for feedback before and after you teach.</p> <p>_____ Ask your MT for feedback on how you maximize instructional time and use positive student discipline.</p> <p>_____ Ask your MT how your effectively you provide opportunities for students to take risks and collaborate.</p> <p>_____ Professionalism check:</p> <p>Are you following through on feedback and suggestions to improve your practice?</p> <p>Are continuing to communicate regularly with your MT?</p> | <p>Parallel teaching</p> <p>Differentiated teaching</p> <p>One teach, one observe (MT observes the R)</p> | <p>Domain: Classroom Environment and Culture</p> <p>How effective and consistent are your learning routines for discussion and collaborative work?</p> | <p>None</p> | <p>Formal Observation #3</p> <p>Remind Resident to sign up for TPA workshop for Cycle 2.</p> |



(Feb.12 - Mar.1) Resident Takes 50% of Teaching Responsibilities

| Mentor Teacher Roles | Resident Roles | Suggested Co-Teaching Strategies | Resident's Reflections using the 5D+ Rubric | Mentor Teacher Observations/ Evaluations | University Supervisor Observations/ Meetings |
|--|---|---|---|---|--|
| <p>Instructional lead during most lessons.</p> <p>During co-planning time:</p> <p>____ Explain the overview of the week's instruction and assessments.</p> <p>____ Determine three subject areas/units resident will be responsible for preparing, teaching, and assessing- tell resident to provide you with lesson outline for feedback within reasonable time frame.</p> <p>____ Provide feedback on resident's lessons, particularly on how the resident provides opportunities for students to assess their own learning in relation to the success criteria.</p> <p>____ Determine co-teaching strategies for each lesson, especially to support students who have various learning needs.</p> <p>____ Explain how you provide opportunities for students use formative assessments to assess their own learning within a unit, determine learning goals, and monitor their progress over time.</p> | <p>____ Fully prepare your lessons and ask for feedback before and after you teach.</p> <p>____ Ask your MT for feedback on how you maximize instructional time and use positive student discipline.</p> <p>____ Ask your MT how your effectively you provide opportunities for students to take risks and collaborate.</p> <p>____ Professionalism check:</p> <p>Are you maintaining excellence and integrity in all that you do?</p> | <p>Parallel teaching</p> <p>Differentiated teaching</p> <p>One teach, one observe (MT observes the R)</p> | <p>Domain: Assessment</p> <p>How does your understanding of each student as a learner inform how you push for depth and stretch the boundaries of student thinking?</p> <p>How do your students self-assess their progress on learning goals using the success criteria?</p> | <p>Observe one whole group lesson and provide specific, written feedback to the resident.</p> | <p>None</p> |



(Mar. 4 - 22) Resident Has 50% of Teaching Responsibilities

| Mentor Teacher Roles | Resident Roles | Suggested Co Teaching Strategies | Resident's Reflections using the 5D+ Rubric | Mentor Teacher Observations/ Evaluations | University Supervisor Observations/ Meetings |
|---|---|---|--|--|--|
| <p>Instructional lead during half the school day's lessons (or building up to this if you just had a resident switch).</p> <p>During co-planning time:</p> <p>___ Explain how you create multiple assessment opportunities and expect all students to demonstrate learning.</p> <p>___ Provide feedback on resident's lessons, particularly on how the resident creates multiple assessment opportunities and expects all students to demonstrate learning.</p> <p>___ Determine co-teaching strategies for each lesson, especially to support students who have more extensive learning needs.</p> | <p>You should be the instructional lead for 50% of the planning, teaching and assessment (or building up to this if you just switched to a different classroom).</p> <p>___ Fully prepare your lessons and ask for feedback before and after you teach.</p> <p>___ Ask your MT for feedback on how you create multiple assessment opportunities and expect all students to demonstrate learning.</p> | <p>Parallel teaching</p> <p>Differentiated teaching</p> <p>One teach, one observe (MT observes the R- give informal feedback on the previous improvement goals.</p> | <p>Domain: Assessment of Student Learning</p> <p>How do you gather information about student learning?</p> <p>How comprehensive are the sources of assessment data? Are you going deeper than the right answer?</p> | <p>None</p> | <p>Formal Observation #4</p> |



(Mar. 25-Apr.19) Resident Takes on 75% of the Teaching Responsibilities

| Mentor Teacher Roles | Resident Roles | Suggested Co-Teaching Strategies | Resident's Reflections using the 5D+ Rubric | Mentor Teacher Observations/ Evaluations | University Supervisor Observations/ Meetings |
|---|---|---|--|--|---|
| <p>Release more of the instructional responsibilities to the resident.</p> <p>During co-planning time:</p> <p>___ Explain how you capitalize on and build upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning</p> <p>___ Provide feedback on resident's lessons, particularly on how the resident capitalizes on and builds upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning</p> <p>___ Talk about what you know about students to make the lessons more connected and relevant.</p> | <p>You should be the instructional lead for 75% of the planning, teaching and assessment.</p> <p>___ Fully prepare your lessons and ask for feedback before and after you teach.</p> <p>___ Ask your MT for feedback on how you capitalize on and build upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning</p> <p>Professionalism check:</p> <p>Are you behaving professionally in your program coursework, fully participating, and maintaining excellence as a resident?</p> | <p>Parallel teaching</p> <p>Differentiated teaching</p> <p>One teach, one observe (MT observes the R)</p> | <p>Domain: Student Engagement</p> <p>Who are the students who engage the least during learning time? What can you learn about why aren't they engaged?</p> <p>How can you build on their funds of knowledge to make the lessons more relevant and meaningful to them?</p> | <p>None</p> | <p>Observation #5</p> <p>Help the resident focus on student engagement and making the lessons very intentional for students who don't participate as much.</p> |



(Apr. 22-May 10) Resident Works Towards Taking Over 100% of the School Day

| Mentor Teacher Roles | Resident Roles | Suggested Co-Teaching Strategies | Resident's Reflections using the 5D+ Rubric | Mentor Teacher Observations/ Evaluations | University Supervisor Observations/ Meetings |
|--|--|---|---|--|--|
| <p>Instructional lead during 25% the school day's lessons. You are increasing the resident's responsibilities a little more.</p> <p>During co-planning time:</p> <p>___ Explain how you encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in learning.</p> <p>___ Provide feedback on resident's lessons, particularly on how the resident encourages equitable and purposeful student participation and ensures that all students have access to, and are expected to participate in, learning.</p> <p>___ Talk about what you know about students to make the lessons more connected and relevant.</p> | <p>Now you are getting ready to take over 100% of the planning, teaching, and assessment!</p> <p>___ Fully prepare your lessons and ask for feedback before and after you teach.</p> <p>___ Ask your MT for feedback on how you encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning.</p> <p><u>Professionalism check:</u></p> <p>Are you behaving professionally in your program coursework, fully participating, and maintaining excellence as a resident?</p> | <p>Parallel teaching</p> <p>Differentiated teaching</p> <p>One teach, one observe (MT observes the R)</p> | <p>Domain: Student Engagement</p> <p>What is the frequency of teacher talk, teacher-initiated questions, student initiated questions, student-to-student interaction, student presentation of work, etc.?</p> <p>What questions, statements, and actions does the teacher use to encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas?</p> | <p>None</p> | <p>Formal Observation #6</p> |



(May 13 – 31) Residents Teach 100% of the School Day

| Mentor Teacher Roles | Resident Roles | Suggested Co-Teaching Strategies | Resident's Reflections using the 5D+ Rubric | Mentor Teacher Observations/ Evaluations | University Supervisor Observations/ Meetings |
|--|--|---|--|--|---|
| <p>Instructional lead during 25% the school day's lessons. Start thinking about how to prepare the resident to take over 100% of the instruction.</p> <p>During co-planning time:</p> <p>___ Explain how you maintain accurate and systematic student records. Also, how do you communicate with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner? How do you address the language needs of parents and guardians?</p> <p>___ Provide feedback on how the resident maintains accurate and systematic student records.</p> | <p>You are teaching most of the day and getting ready to take it all (100%) on soon!</p> <p>___ Fully prepare your lessons and ask for feedback before and after you teach.</p> <p>___ Ask your MT for feedback on how you maintain accurate and systematic student records, and how you communicate student progress to parents.</p> | <p>Parallel teaching</p> <p>Differentiated teaching</p> <p>One teach, one observe (MT observes the R)</p> | <p>Domain: Professional Communication and Collaboration</p> <p>What is an effective system for tracking student learning progress?</p> <p>Can you describe each student's status in relationship to current learning goals?</p> | <p>None</p> | <p>Triad Meeting to review the summative evaluation and Induction Development Plan</p> |

Almost time to say good bye.. residents' last day is the last day of school.