

Stan State *Warriors Teach!* Residency Fall 2021 Co-Teaching Phase-In Schedule

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).

Formal Observations are completed by US.

Formative evaluation is drafted by the MT, then reviewed at the end-of-semester Triad Meeting.



 **Weeks 1-2 (August 9-20)**

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>___ Provide resident with a space in the classroom.</p> <p>___ Write the resident's name on the board for students.</p> <p>___ Help your resident learn the classroom routines and allow him/her 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>___ Observe and get acquainted with the school, classroom, MT, and students, and schedule.</p> <p>___ Take notes regarding classroom policies and procedure.</p> <p>___ Learn 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.</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 student 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 style="text-align: center;">None</p>	<p style="text-align: center;">None</p>



Weeks 3-4 (Aug. 23-Sept. 3)

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 take on teaching a small group of students at least once a day, in preparation for Observation #1. Please be open to allowing the resident to try an instructional approach that might be different from what you usually do, at least once or twice.</p> <p>____ Allow resident to practice classroom procedures such as transitions, lining up, walking to the library, etc.</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 and teach something you have learned in math or reading methods during a small group/whole-group lesson.</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>None</p>	<p>Introductory Meeting</p> <p>Week of August 24-28</p> <p>Observation #1</p> <p>Week of Aug. 31-Sept. 4</p> <p>Send MT and ST copy of Observation #1.</p>



Weeks 5-6 (Sept. 6-17)

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.</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 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, at least once or twice.</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>None</p>



Weeks 7-8 (Sept. 20 - Oct. 1)

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>_____ <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>None</p>	<p>Observation #2</p> <p>Send MT and ST copy of Observation #2.</p>



Weeks 9-10 (Oct. 4-15)

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 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>____ 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>Observe one whole group lesson and provide specific, written feedback to the resident.</p>	<p>None</p>



Weeks 11-12 (Oct. 18-29)

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 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>____ 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>Observation #3</p> <p>Send MT and ST copy of Observation #3.</p>



Weeks 13-14 (Nov. 1-12)

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>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>



Weeks 15-16 (Nov. 15- Dec.3)

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>None</p>



Weeks 17-18 (Dec. 6-10)

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 students 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>Formative Evaluation</p> <p>Print and draft the scores based on the past 18 weeks. Refer to the 5D+ Rubric and consider how effectively and consistently the resident demonstrated each subdimension.</p> <p>Bring the draft scores to the Triad meeting with the supervisor.</p>	<p>Triad Meeting</p> <p>Review the scores for the Formative Evaluation. 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 1-3 and the Formative Evaluation to the Field Services Office.</p> <p>POST GRADE for EDMS 4191/EDSE 4815/EDSE 4915</p>