

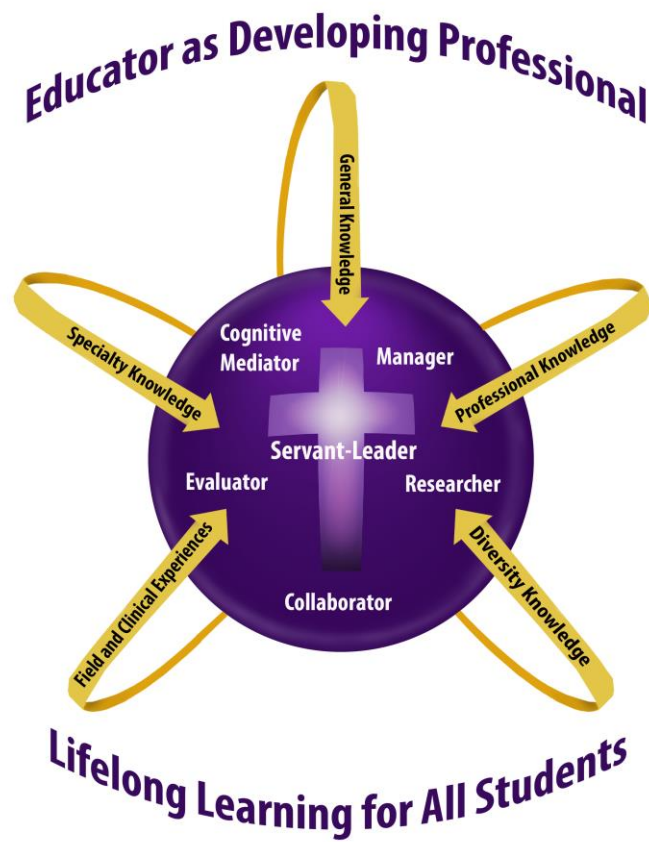


The Fredrikson School of Education

**TEACHER RESIDENCY MANUAL**  
**2023 – 2024**  
**RESIDENCY I**

# The Fredrikson School of Education

Dedicated to Excellence



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## **INTRODUCTION**

The purpose of this Teacher Residency manual is to serve as a guide for teacher residents of the University of Sioux Falls, university supervisors, mentor teachers and other school personnel with whom the University works. The contents are centered on policies and expectations that the University has for participants in the teacher residency program.

The mission of the University of Sioux Falls Fredrikson School of Education could not be carried out without the cooperation of its partners in the supervision of teacher residents. Professional partnerships are based on mutual concerns, benefit to each partner, and trust. The University of Sioux Falls has appreciated the professional relationships developed among school principals, mentor teachers, teacher residents and university supervisors. This spirit of cooperation has strengthened the partnership and caused it to flourish.

Welcome to teacher residency! May all who use this manual realize the integral role they play in strengthening the teaching profession.

# InTASC Standards

## **The Learner & Learning**

### **Standard 1 - Learner Development**

The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

### **Standard 2 - Learning Differences**

The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

### **Standard 3 - Learning Environments**

The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

## **Content Knowledge**

### **Standard 4 - Content Knowledge**

The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

### **Standard 5 - Application of Content**

The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

## **Instructional Practice**

### **Standard 6 - Assessment**

The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

### **Standard 7 - Planning for Instruction**

The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

### **Standard 8 - Instructional Strategies**

The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

## **Professional Responsibility**

### **Standard 9 - Professional Learning and Ethical Practice**

The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

### **Standard 10 - Leadership and Collaboration**

The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

### **Note: How the Teacher Residency fits within the overall assessment system for the Fredrikson School of Education:**

Before these students even apply, they have demonstrated initial skills and content competency through taking the Praxis tests, and they have been evaluated in several other practicum experiences. Within the teacher residency semester, they will be evaluated by the mentor teacher and the university supervisor, and they plan and present a Work Sample project on instructional decisions and student learning. What happens in the mentor teacher's classroom represents crucial culminating experiences and evaluations within our overall assessment system, aligned around the InTasc standards.



*Fredrikson School of Education*

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8/2023

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## **GENERAL POLICIES: TEACHER RESIDENT**

### **What does professionalism look like during teacher residency?**

The teacher resident should strive to exhibit professionalism in the following ways:

- **Dependability**: Be on time, complete tasks ahead of schedule, and assume self-responsibility.
- **Commitment**: In all actions, consider the well-being of students in the class.
- **Discretion**: Confidential information is not to be shared.
- **Respect**: Have respect for yourself, students, staff, and parents.
- **Integrity**: Be honest with yourself and others. Admit errors and learn from them. Teacher residency is a time for practice and deep reflection on that practice. Accept feedback as an opportunity to grow.

### **What about teacher residency seminars?**

- Teacher residents are to be dismissed on the seminar days, as indicated on the schedule.
- Topics for the seminars are chosen to augment instruction and classroom management.
- Mentor teachers and university supervisors are not required to attend the seminars.

### **What should I remember if I have an out-of-district placement?**

Placements outside the Sioux Falls school district are handled case-by-case. Teacher residents should be aware that they will be required to attend the seminars and mock interviews, in addition to on-campus classes, except in pre-approved situations.

### **How often can a teacher resident be absent?**

- Absence from assigned responsibilities is not acceptable, except in the case of illness or family emergency.
- Teacher residents are allowed two days for illness; thereafter, days must be made up. If the teacher resident must be absent, the principal, Director of Field Experiences, mentor teacher and university supervisor should be notified as soon as possible. Arrangements will be made for making up days missed beyond two sick days.
- Absence to attend a job fair or interview is usually acceptable. Arrangements should be made with the mentor teacher and university supervisor well in advance of the absence date.
- The number of days absent from residency will be recorded on midterm and final evaluations.

### **Can I be involved in extracurricular activities?**

- During Residency I, teacher residents may continue to be involved in extracurricular activities.
- Work schedules must be arranged so that they do not interfere with the hours the teacher residents should be in the school setting.
- During Residency I, teacher residents are to be in school 6 hours and 15 minutes a day: typically from 7:30 am to 1:45 pm. However, these hours are flexible as long as both the mentor teacher and teacher resident agree on the schedule.

### **What is my legal status during teacher residency?**

The State of South Dakota does not affirm any specific guidelines regarding the legal status of teacher residents. It is recommended that the teacher resident check with the school district to determine if he or she has liability coverage and to obtain private liability insurance, if the district does not provide it. The recess duty policy, if applicable, is that the teacher resident may take recess duty alone when teaching full-time in the classroom.

### **Subbing Policy**

Each district has their own subbing policies; some districts will not allow a resident to substitute, some districts will allow a resident to substitute without any monetary compensation, other districts will allow a resident to substitute and compensate them monetarily. The University of Sioux Falls supports the resident serving as a substitute with or without compensation in their building given the following:

- Both the mentor teacher and teacher resident believe the resident is ready to manage a classroom and learning on their own.

- Teacher resident stays in their assigned classroom (and mentor teacher moves to the other classroom needing a substitute, if there is one) for the first subbing experiences. Once comfortable subbing, the resident may move to different classrooms as a substitute.
- A teacher resident is used as a substitute no more than two days a week.
- A teacher resident does not miss their university classes to substitute.
- In order to be paid for subbing, resident must submit the Student Teacher Permit through the South Dakota Department of Education Certification Portal and complete their district's required hiring process.

### **Academic Honesty**

Teacher residents are required to follow the Code of Conduct and Expectations as outlined in the USF Student Handbook.

### **When will I start to teach?**

- The teacher resident will begin co-teaching activities the first day of school.
- During Residency I, teacher residents should work with small groups, in addition to co-teaching with the mentor teacher. Teacher residents should deliver some whole class or large group instruction utilizing the co-teaching strategies.
- Teacher residents are not required to solo teach (take on all planning, instruction and assessment for two weeks).

### **What paperwork will I complete while I am co-teaching?**

- **Reflections:**  
Every other week the teacher resident will respond to the reflection prompts on the Teacher Residency Bi-Weekly Reflection document found in the Google Portfolio, Folder 3.
- **Lesson Plans:**  
Teacher residents are required to turn in three long lesson plans. Templates for these long lesson plans are found on My.USF Resources page. These lesson plans will be developed and delivered when the university supervisor observes. The university supervisor should receive a copy of the lesson plan prior to the observation, and the lesson plans need to be included in the Teacher Residency Google Portfolio, Folder 2.
- **Co-Teaching Lesson Plans:**  
Teacher residents are required to co-plan and co-teach one lesson a week. Templates for the required number of co-teaching lesson plans are included in the Teacher Residency Google Portfolio, Folder 2.
- **Mentor and Resident Coaching Conversations:**  
The resident will engage in two separate coaching conversations with their mentor teacher. The template that will guide the conversation, goal setting, and subsequent action is found in the Google Portfolio, Folder 3.

### **Do I attend conferences?**

Yes. You should attend at least one day/evening of conferences. It is to your benefit to see as many as you can.

### **Grades will be determined as follows:**

Midterm Evaluations from USF Supervisor & Mentor Teacher	15%
Final Evaluations from USF Supervisor & Mentor Teacher	75%
Mock Interview Score	5%
Teacher Residency Google Portfolio	5%
	100%



## **GENERAL POLICIES: MENTOR TEACHER**

The Fredrikson School of Education faculty members value our collaboration with mentor teachers and the contributions they make to the professional growth and development of our teacher residents. Our partnership with local schools provides students with the opportunity to attain both a strong theoretical base and the ability to translate that base into practical application, in short, to put theory into practice in their professional lives. Because we are committed to excellence and on-going growth, we will continue to strive to select well qualified teacher residents, provide quality instruction, and forge increasingly solid and varied links between the schools and USF.

The mentor teacher is in a unique position to facilitate the professional growth of the teacher resident through a successful and satisfying teacher residency experience. Demonstration of the challenges, satisfaction, responsibilities, and magnitude of teaching comes from close interaction between the mentor teacher and the teacher resident. Successful teacher residency experiences involve the mentor teacher in specific actions.

### **Personal Confidante:**

- Attend the co-teaching workshop with teacher resident.
- Familiarize the teacher resident with all aspects of the school: staff, students, teachers and community.
- Orient the teacher resident to classroom rules, organization and management procedures.
- Build a sound interpersonal relationship that is established during the co-teaching workshop and continues to build throughout the experience.

### **Professional Advisor:**

- Assist the teacher resident in improving teaching and management strategies by providing continuous support during informal assessment: daily exchange of comments and written notes.
- Guide teacher resident in developing a reflective practice through coaching conversations.
- Confer with the teacher resident and university supervisor throughout the term. If concerns surface, it is important to communicate with the university supervisor and/or the Director of Field Experiences early about any issues.

### **Instructional Guide:**

- Provide a desk or work place, necessary instructional materials, resources, supplies and equipment.
- Provide a climate that allows the teacher resident to meet proficiencies required for co-teaching by supporting multiple approaches and creative efforts.
- Offer positive learning experiences while modeling classroom procedures and techniques.
- Encourage many varied opportunities for learning and relevant experiences including observation, individual, small group, large group and team teaching.
- Guide in selecting and using appropriate assessment activities.
- Assist in writing the co-teaching lesson plans and explain why you use certain strategies and lessons.
- Co-teach with the teacher resident.
- Review lesson plans before they are taught and offer feedback before and after the lesson.
- Acquaint the teacher resident with routine tasks.

- Show flexibility within the role and responsibilities of mentor teacher to allow for individual strengths and styles to develop within the teacher resident.

**Evaluator:**

- Conference weekly and complete two Mentor & Resident Coaching Conversations.
- Provide formal assessment: weekly conferences with teacher resident, communication with university supervisor, midterm and final evaluations. The evaluations should always be discussed with the teacher resident.
- Consult with the university supervisor if necessary to implement the Success Plan. (page 40)

## **GENERAL POLICIES: PRINCIPAL**

The principal of the elementary and secondary cooperating school, as administrative head, is vitally involved in teacher education at the in-service level and should work with the mentor teacher and university supervisor to ensure an effective experience for teacher residents. The principal is invited to observe and provide feedback to the teacher resident and serves as a resource person to the mentor teacher. The principal is encouraged to contact the Director of Field Experiences or the Fredrikson School of Education chairperson if the teacher resident is doing an outstanding job or if there are concerns about the proficiency or professionalism of the teacher resident.

## **GENERAL POLICIES: UNIVERSITY SUPERVISOR**

- Be present at orientation meeting and conduct initial visit to the school.
- Encourage development of effective communication skills.
- Monitor teacher resident progress during the residency.
- Attend mock interview session and work sample presentation (for a Residency II student.)
- Formally observe the teacher resident a minimum of three times, for at least 25 minutes each, during Residency I. Additional observations may be necessary depending on the needs of the teacher resident. Please have additional observations approved by the Director of Field Experiences.
- Participate in a three-way conference with the mentor teacher and teacher resident, if possible, after each formal evaluation session or when advisable. If unable to conference with mentor teacher, do connect with mentor teacher following lessons via email or phone.
- Reply to Teacher Resident Bi-Weekly Reflections with comments and suggestions within a week of receiving them.
- Complete midterm evaluation and final evaluation. Use Scoring Guide to Support Midterm and Final Evaluations (TR6 & TR7), found on page 25, to complete evaluations based on InTASC Standards.
- Read and evaluate the Teacher Residency Google Portfolio & Rubric (page 16). When turning in the final evaluation, indicate the Teacher Residency Google Portfolio grade.
- Be a positive role model and provide support for the mentor teacher and the teacher resident.
- Continually share results of observations with the Director of Field Experiences if the teacher resident is struggling. If necessary, consult with the Director of Field Experiences and mentor teacher to implement the Success Plan (page 40).

## **GENERAL POLICIES: DIRECTOR OF FIELD EXPERIENCES**

- In consultation with the university supervisor and mentor teacher(s), guide the solution of any problems that arise in the process.
- Take teacher resident appeals to the Teacher Education Committee.
- With the Education Area Chair, submit names of teacher residents whose residency has been satisfactorily completed and recommend them for certification to the Teacher Education Committee.
- Submit the midterm and final grades to the registrar. The midterm grade will be submitted after analyzing the midterm evaluation forms from the university supervisor and mentor teacher and consulting with them as necessary.
- The final grade for teacher residency will be based on evaluations completed by the university supervisor and mentor teacher, and successful completion of the Teacher Residency Google Portfolio, and mock interview.

# **Appendices**

**FOR  
TEACHER RESIDENTS**

# USF Teacher Residency Google Portfolio

## Residency I

Each teacher resident is required to maintain a Google Portfolio containing the information listed below. This portfolio is a way to share completed work and communicate with the university supervisor, and received feedback from multiple parties. The Google Portfolio will be checked by the university supervisor three times throughout the semester, on the days of the formal observations. The final grade for the portfolio (see rubric and criteria below) will be recorded by the university supervisor on the Final Evaluation and entered into the My.USF gradebook by the Director of Field Experiences.

### Folder 1- Demographic Information for District, School, and Class

- Mentor teacher contact information
- School emergency information/procedures
- School calendar
- Daily teaching schedule
- District policy or procedure statements as relevant to your placement
- Classroom policies or procedures

### Folder 2- Lesson Planning

- Weekly Co-Teaching Lesson Plans (template found in Goggle Portfolio, Folder 2)
- Three Long Lesson Plans (templates found on My.USF Resources page; resident may use Form A or B)

### Folder 3- Reflections

- Teacher Resident Bi-Weekly Reflections (found in Google Portfolio, Folder 3)
- Two Mentor and Resident Coaching Conversations (template found in Google Portfolio, Folder 3)

### Folder 4- Feedback/Evaluations

- Fredrikson School of Education (FSOE) or university supervisor will enter copies of university supervisor's dated notes from the three observations
- FSOE will enter copies of midterm evaluations from the mentor teacher and university supervisor
- FSOE will enter copies of final evaluations from the mentor teacher and university supervisor
- (Optional but suggested) Copies of dated comments from instructional coach or principal

### Teacher Residency Google Portfolio Rubric

25 Points	21 Points	16 Points
<ul style="list-style-type: none"> <li>- Portfolio is up-to-date based on the Required Assignments page.</li> <li>- Long lesson plans for formal observations are included and were provided prior to the observations.</li> <li>- Work is complete, thoughtful, and high quality.</li> <li>- Portfolio is organized.</li> </ul>	<ul style="list-style-type: none"> <li>- Two assignments are missing, based on the Required Assignments page.</li> <li>- Long lesson plans for formal observations are included, but were not provided at the time of the observations, and may be missing content in a section.</li> <li>- Some work that is included in the portfolio is incomplete or does not demonstrate reflection required of a professional educator.</li> </ul>	<ul style="list-style-type: none"> <li>- Four or more assignments are missing, based on the Required Assignments page.</li> <li>- Long lesson plans are not included in portfolio and were not provided for observations.</li> <li>- Many assignments are incomplete or demonstrate very little reflection on practice.</li> </ul>
Visit 1: Grade may be recorded on bottom of Observation Form		Grade ____ / 25
Visit 2: Grade may be recorded on bottom of Observation Form.		Grade ____ / 25
Visit 3: Grade may be recorded on bottom of Observation Form.		Grade ____ / 25
Final Portfolio grade <b><i>should be recorded</i></b> on Final Evaluation Form.		Final Grade ____ / 75

## **TIPS FOR SUCCESSFUL TEACHER RESIDENCY**

1. **STAY POSITIVE!** Take every experience and expectation and use it as an opportunity to grow. Your attitude is the key to your success!
2. **REACH OUT!** Be certain to ask questions! Smile a lot! Extend yourself to meet new people—including cooks, custodians, secretaries, parents, and specialists.
3. **BE FLEXIBLE!** You may have the best lesson plan when something interferes. It's always the unexpected: fire drill, special guest speaker, a lock down. Don't let these incidents rattle you. There will always be another day!
4. **BE PROMPT AND COURTEOUS!** You are leaving an impression through everything you do and say. Always be on time.
5. **TRY NEW IDEAS!** The schools are thrilled with your input and warmly welcome you, your talents, and all you have to share. Be willing to take risks but always plan ahead.
6. **COMPLIMENT AND REINFORCE** your mentor teacher as well as your students. Honest recognition of strengths will boomerang back to you.
7. **DRESS TO IMPRESS!** You are entering the professional world. Dress appropriately for your classroom activities. Remember that children are captivated by a teacher who appeals to their senses.
8. **AVOID PREJUDGING!** Be open to your situation and plan to learn from it. Absorb what you hear and see and trust that people have reasons for their actions. Ask your master teacher to explain; then listen and REFLECT! Teachers organize and use time differently – RESPECT DIFFERENCES!
9. **BE RESPONSIBLE!** You have the same building responsibilities as your master teacher: conferences, meetings, duties, etc. Plan ahead and discuss plans with your master teacher. Be prepared for the university supervisor, and email reflections and schedules on time. Always call or email regarding absences or tardiness.
10. **TAKE INITIATIVE!** Become involved in your classroom immediately. Let your needs be known if they are not being met. Your master teacher and supervisor will do their best to be sensitive to you. Help us if we overlook something. Keep communication open.
11. **LEARN FOR A LIFETIME!** Not only know your subject matter, but continue to grow in it; be constantly aware of all changes and developments in the field. Read, confer with colleagues, seek information and share.
12. **LOVE YOUR STUDENTS!** Remember: "People do not care how much you know until they first know how much you care." Discipline and motivation need to reflect this.
13. **HAVE A SENSE OF HUMOR!** Do not be afraid to make a mistake. Be willing to grow from it and laugh with your students. We need to model what we teach.
14. **SET GOALS FOR YOURSELF!** Believe in yourself and your potential, and keep your expectations high but reasonable. Never be afraid to use your resources and other people, as well as your Higher Power, to accomplish your goals.
15. **SET GOALS FOR YOUR STUDENTS!** Make your students feel valued and important as you build their self-esteem. Give them responsibility toward achieving mutually determined goals. Teach internalized discipline and rewards.
16. **KEEP A JOURNAL.** Note classroom management techniques. When you teach a lesson write down what went right/wrong. Indicate how you would change it. Make a note of lessons that went well for use at interviews.
17. **DON'T SIT AROUND.** Let the teacher know that you are willing to jump in. Ask the teacher what you can do. You may start with taking roll or passing out papers. You want the students to see that you are in an official capacity. When it comes to the students, be a teacher, not a friend. You can't be both.
18. **GET TO KNOW OTHER TEACHERS.** Visit other classrooms. You can get ideas from observing classes not in your discipline. Teaching is a technique and transcends subjects.
19. **JOIN TEACHERS FOR LUNCH.** You will hear about the school and students. Never gossip. Always maintain confidentiality.

Foster, J., Irvine, G., & Murphy, P.-ACEI Annual Conference-Minneapolis, MN.-April 11, 1996  
[http://EzineArticles.com/?expert+Lois\\_Bernstein](http://EzineArticles.com/?expert+Lois_Bernstein)

## **Complaints and Appeals to the University of Sioux Falls and the Fredrikson School of Education**

### **Student Complaints**

The University of Sioux Falls desires to resolve student concerns and complaints in an atmosphere of mutual respect in a fair and amicable manner. Students are encouraged to resolve their complaints informally at the level of the dispute; however, should this approach fail or be inappropriate, students may submit written complaints through the online complaint form. The University of Sioux Falls has established an institutional complaint process that is published in the Consumer Information section of the website. FSoE student complaint policy follows these guidelines, and nearly all student complaints are resolved through the informal process. In the case of a formal written complaint or concern, the FSoE follows the Academic Appeals process found in the university's academic catalog.

### **University of Sioux Falls Right of Appeal/Complaints on Academic Issues**

Students with complaints about instructors, a course or other academic issues should first discuss the situation with the instructor. If the matter is not resolved, informal discussion with appropriate area chairperson is the next step. If the student continues to feel aggrieved over the issue, a more formal process will be followed. The following summary outlines this process; however, students are encouraged to contact the Chief Academic Officer (CAO) for additional information.

1. Discussion with instructor.
2. Discussion with the area chairperson in the event #1 is an area chairperson, then #2 becomes a second faculty person as assigned by the Chief Academic Officer (CAO).
3. Written complaint to the CAO. This complaint must be made within 30 days of the event causing the student complaint. The decision of the CAO shall be given to the student in writing and a written record of the decision and its basis maintained by such Vice President.
4. A student may appeal the decision of the CAO by filing a written complaint to the Academic Policies Committee of the faculty. Such appeal must be made within 10 days of the written decision for the CAO. The decision of the appeal body shall be final.

### **Fredrikson School of Education Appeal Process**

The Teacher Education Committee (TEC) is made up of two to three faculty members representing the different academic areas other than the School of Education in which teacher education programs exist (appointed by Faculty Association); a faculty representative from elementary education and a faculty representative from secondary education, one of whom shall be the Director of Field Placements (appointed by the School of Education Chair); School of Education Chairperson; representatives from local schools; Vice President for Academic Affairs/CAO (ex officio); and Faculty Chair (ex officio). The purpose of the TEC is to:

1. Coordinate Teacher Education programs located in the Visual and Performing Arts, School of Education, Humanities, Natural Sciences and Social Sciences.
2. Review candidates and make recommendations for Teacher Certification.
3. Approve changes in criteria for admission to Teacher Education and Student Teaching.
4. Monitor admission, retention, and follow up of graduates within the program.
5. Review petition/appeal of any student denied admission to Teacher Education or to Student Teaching.

### **Appeals to the Teacher Education Committee (TEC)**

1. Write a letter of appeal. Any decisions can be appealed to the TEC within a semester following the original decision. Identify your full name, USF ID, classification, major(s), mailing address, email address, phone number and a very detailed description of your appeal and the conditions surrounding the appeal. Letters of appeal must be signed by the student. If you wish to appear before The TEC, please include this in the letter of appeal.

2. Send an attachment via email or postal mail to the Area Chairperson. Depending on the appeal, the Area Chairperson may invite you to speak to the committee. The Chairperson will send out your appeal letter to the TEC members to vote on. Please address your appeal to:

Teacher Education Committee  
Fredrikson School of Education  
Area Chair  
University of Sioux Falls  
1101 W. 22nd Street  
Sioux Falls, SD 57105

3. The Teacher Education Committee meets at the end of each semester to approve students for certification. Additional meetings may be held during the year. After the TEC votes on the appeal, all TEC appeals will be voted on by the full faculty in the monthly Faculty Association meeting.
4. The Chairperson will send you a letter and/or an email detailing the decision following the TEC and Faculty Association meetings.



# **Appendices**

**FOR  
MENTOR TEACHERS  
AND  
TEACHER RESIDENTS**

## Residency I Guidelines

Residency I is the first of two semester residency experiences, providing the teacher resident a gradual transition into the full-time residency experience during the Residency II semester. Students are not expected to take on the workload of a full-time teacher. For example: they do not need to take on all elements of instructional process for all classes for a minimum of two weeks. However, they will lead whole group or large group instruction.

Teacher residents are in the classroom for approximately 6 hours and 15 minutes a day unless they have a class scheduled at USF during school hours. The daily time schedule, set by the mentor teacher and teacher resident, may be changed during the semester based on classroom needs. Please keep in mind that the hours may be flexed if that works better for a particular classroom.

The information provided serves as a guide and should not be interpreted as a rigid set of rules. Mentor teachers are encouraged to make Residency I work for their classroom and their students while keeping in mind the needs of the teacher resident. Questions or concerns should be shared with the Director of Field Experiences.

### **Examples of what teacher residents may do during their time in the classroom:**

- Become familiar with classroom procedures and management strategies.
- Become familiar with the curriculum.
- Prepare and deliver lessons and activities.
- Co-plan and co-teach with the mentor teacher.
- Teach lessons, but should not be expected to take extra work out of the building. For instance, the teacher resident may teach a week of math lessons and then during another week teach a week of science lessons or be responsible for the morning meeting. During their time in the building, teacher residents may prepare for the lessons.
- Work with individual students or small groups of students.
- Facilitate whole group instruction.
- Help with assessments.
- Help set up stations.

### **Requirements for Residency I**

- Co-plan and co-teach at least one lesson a week.
- Engage in classroom experiences, utilizing co-teaching models, daily.
- Write a bi-weekly reflection to the university supervisor.
- Complete three long lesson plans. One for each university supervisor visit.
- Continue to add documents to the Teacher Residency Google Portfolio throughout the semester.

Teacher residents may do more than what is required. However, please remember that this is a four credit course.

## Co-Teaching Definition

The Fredrikson School of Education strongly encourages mentor teachers to act as co-teachers with their teacher residents. With co-teaching, early in the semester, the teacher resident's role is more of an assistant. At times, the teacher resident may teach portions of lessons, work with individual students or work with small groups of students. As the semester progresses, the mentor teacher gradually gives the teacher resident more of the teaching and planning responsibilities. Specific co-teaching strategies are described in the chart that follows.

***The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom***

### Co-Teaching Strategies & Examples

Strategy	Definition/Example
<b>One Teach, One Observe</b>	One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. <b>Example:</b> One teacher can observe students for their understanding of directions and engagement in lesson while the other leads.
<b>One Teach, One Assist</b>	An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. <b>Example:</b> While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.
<b>Station Teaching</b>	The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. <b>Example:</b> One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.
<b>Parallel Teaching</b>	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. <b>Example:</b> Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
<b>Supplemental Teaching</b>	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated. <b>Example:</b> One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.
<b>Alternative (Differentiated) Teaching</b>	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. <b>Example:</b> One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.
<b>Team Teaching</b>	Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. <b>Example:</b> Both instructors can share the reading of a story or text so that the students are hearing two voices.

Source: Adapted from Cook, L., & French, M. (1995). Co-teaching: Guidelines for creating effective practices. *Focus on Exceptional Children*, 28(3), 1-12. Copyright©2010 St. Cloud State University

## Co-Teaching Lesson Planning Sheet

<b>Date/Time of Planning Session</b>	
--------------------------------------	--

Content	
Lesson Title/Description	
Date(s) of Lesson	
Content Standard(s)	
Student Objectives <i>"I can" statements or student look fors</i>	

Co-Teaching Lesson Plan						
Highlight Strategy/ Strategies to be used	<i>One Teach, One Observe</i>	<i>One Teach, One Assist</i>	<i>Station Teaching</i>	<i>Alternative (Differentiated)</i>	<i>Parallel Teaching</i>	<i>Team Teaching</i>
Lesson Flow	Teacher 1			Teacher 2		
Beginning						
Middle						
End						
Materials necessary and who will be responsible						
Space considerations (classroom setup)						

### Tips to Remember

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• bring ideas for modifications and accommodations</li> <li>• bring ideas for enrichment activities</li> <li>• when planning together work on what you'll be co-teaching</li> <li>• focus on communication; planning/teaming takes time</li> <li>• divvy up the work</li> </ul> | <ul style="list-style-type: none"> <li>• don't use co-planning time to plan what you're doing on your own for the lesson</li> <li>• outline questions to be used for parallel, station, etc.</li> <li>• discuss a variety of assessment strategies</li> <li>• have an attitude that we're both teaching</li> </ul> |
|--|--|

Adapted from: Co-Teaching Lesson Planning Sheet Copyright 2011, St. Cloud State University, Teacher Quality Enhancement Center. Research funded by a US Department of Education, Teacher Quality Enhancement Grant

# Mentor and Resident Coaching Conversation

*Note: For teachers on contract who do not have a mentor teacher, ask another teacher, instructional coach, building administrator, or university supervisor to complete the Mentor and Resident Coaching Conversation with you.*

**Objective:** The teacher resident develops reflective practice, develops teaching skills, and builds self-efficacy, all of which are necessary for an impactful and enjoyable career in education.

## Instructions:

### **Step 1: Teacher Resident Reflection**

Prior to meeting with the mentor teacher, the teacher resident reflects by answering the questions below and writing a goal that will then be discussed during the mentor and resident coaching conversation.

- What are your current strengths as a teacher? What are you doing well? How do you know? What evidence do you have of these strengths (feedback received, observation data, student work example, etc.)?
- What is ONE specific thing you would like to improve on and why? What evidence do you have that this is an area you need to improve in? Why is it important to you?  
*Areas to consider: [classroom management](#), [anticipatory set](#), [lesson closure](#), [student engagement](#), [assessment](#) or any other aspect of your teaching.*
- Based on your reflections, write a goal for yourself.  
*You will discuss and refine the goal during the teacher resident and mentor conversation. Example goals can be found on the additional resource pages for [classroom management](#), [anticipatory set](#), [lesson closure](#), [student engagement](#), and [assessment](#). You may also choose a goal outside of these examples and topic areas. Write a goal that is **meaningful** to you.*

### **Step 2: Teacher Resident and Mentor Teacher Coaching Conversation**

Mentor teacher guides the teacher resident in the reflection process by discussing the goal they have written and plans for how the goal will be achieved including any additional support that may be required. Questions mentor teacher can use to facilitate the teacher resident and mentor teacher conversation:

- Tell me about your reflection. What did you see as your strengths and areas of improvement and why?
- What goal did you write for yourself and why?
  - Discuss any changes needed to ensure the goal is specific, measurable, meaningful, and reachable.
- What supports or new ideas do you need to help you reach your goal? What do you need to learn? Why? What can I (mentor teacher) do to help you?
- How will you know when you have reached your goal or how will you plan on measuring progress?
- What type of feedback or observation data from me (mentor teacher) would be helpful as you work towards your goal?

During the coaching conversation, record the final version of the goal and the action step/plan to reach the goal.

- Teacher Resident's Finalized Goal:
- Action Steps / Plan to reach Goal (be specific)  
Consider: What do you need to learn? How will you do so? How can mentor teacher support you? What strategies will be tried? When/how will you receive feedback? What data will be collected? When/how will you collect data to see if you were effective?

## **Scoring Guide to Support Midterm (TR6) & Final (TR7) Evaluations**

### **Standard #1**

#### **Learner Development**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas; and designs and implements developmentally appropriate and challenging learning experiences.

#### **Performances**

- a. Modifies instruction to meet learners' needs.
- b. Scaffolds instruction.
- c. Provides developmentally appropriate instruction.
- d. Takes responsibility for promoting learner growth.

### **Standard #2**

#### **Learning Differences**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#### **Performances**

- a. Designs, adapts, and delivers instruction to meet students' learning needs.
- b. Creates multiple opportunities for students to demonstrate learning.
- c. Makes appropriate and timely provisions for students.
- d. Builds on prior knowledge and experience.

### **Standard #3**

#### **Learning Environment (Classroom Management)**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

#### **Performances**

- a. Collaborates with others to plan and implement classroom management.
- b. Engages learners in self-directed learning experiences.
- c. Plans and paces lesson to appropriately meet the learning objectives.
- d. Engages learners by using diverse methods.
- e. Communicates verbally and nonverbally.
- f. Builds learner capacity to collaborate face-to-face and by using technology.

### **Standard #4**

#### **Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

#### **Performances**

- a. Uses multiple representations and explanations to promote understanding.
- b. Helps students analyze ideas from diverse perspectives by using inquiry.
- c. Stimulates learners' reflection on prior content knowledge.
- d. Evaluates and modifies instructional resources and curriculum materials by using supplementary resources and technologies.
- e. Creates opportunities for students to learn, practice, and master academic language.

### **Standard #5**

#### **Application of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

#### **Performances**

- a. Develops and implements projects that incorporate real world problems.
- b. Uses learning tools and technology to maximize learning.
- c. Engages learners in questioning and problem solving.
- d. Develops learners' communication skills to address varied audiences and purposes.

## **Standard #6**

### Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

#### Performances

- a. Balances formative and summative assessment.
- b. Designs assessments that match learning objectives.
- c. Engages learners in understanding and evaluating quality work with effective feedback.
- d. Prepares learners for assessment formats; makes reasonable accommodations and assessments.
- e. Uses technology to support assessment practices.

## **Standard #7**

### Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

#### Performances

- a. Individually and collaboratively selects learning experiences appropriate to curriculum goals and content standards.
- b. Chooses appropriate strategies to differentiate instruction for individuals and groups of learners.
- c. Develops appropriate sequencing of learning experiences.
- d. Uses data to plan instruction.
- e. Collaborates with specialists to design and jointly deliver instruction.

## **Standard #8**

### Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

#### Performances

- a. Uses appropriate strategies and resources to adapt instruction.
- b. Monitors student learning and adjusts instruction.
- c. Uses students' strengths and interests when planning instruction.
- d. Varies role in the instructional process (e.g. instructor, facilitator, coach, audience).
- e. Engages all learners in developing higher level questioning skills and metacognitive processes.
- f. Uses a variety of strategies to support communication through appropriate use of technology, speaking, listening, reading, writing, and other modes.

## **Standard #9**

### Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

#### Performances

- a. Engages in professional learning opportunities.
- b. Uses data independently and collaboratively to evaluate the outcomes of teaching and learning.
- c. Seeks resources, within and outside the school.
- d. Models and teaches safe, legal, and ethical use of information and technology.

## **Standard #10**

### Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

#### Performances

- a. Takes an active role in co-teaching.
- b. Works with other professionals to plan and facilitate learning and meet diverse needs of learners.
- c. Advocates to meet the needs of learners to strengthen the learning environment and to enact system change.
- d. Takes initiative to grow and develop individually and collaboratively to enhance practice and support student learning.



*Fredrikson School of Education*

**TR 6/R 1**

## **TEACHER RESIDENT MIDTERM EVALUATION**

Date of Evaluation:	_____	Teacher Candidate:	_____
Mentor Teacher:	_____	Grade/Subject:	_____
University Supervisor:	_____	Term & Year:	_____

### **PART I: COMPETENCIES/CHARACTERISTICS (based on InTASC Model Core Teaching Standards)**

#### **Standard 1 Learner Development**

*The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually. The candidate assists in designing and implementing developmentally appropriate and challenging learning experiences.*

Comments:

#### **Standard 3 Learning Environments/Classroom Management**

*The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active learning, and self-motivation.*

Comments:

#### **Standard 4 Content Knowledge**

*The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches, and helps create learning experiences that make the discipline accessible and meaningful.*

Comments:

#### **Standard 8 Instructional Strategies**

*The teacher candidate understands a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections. The teacher candidate incorporates technology into his/her instruction.*

Comments:

#### **Standards 10 Leadership and Collaboration**

*The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other schools professionals.*

Comments:



**Grade Guide:** Based on your responses for above standards, please circle the overall grade you are giving this teacher candidate.

Please select only one.

	(C or Below) I feel <b>very concerned</b> about his/her ability to do this.
	(B-) I feel <b>somewhat concerned</b> about his/her ability to do this.
	(B) I feel he/she is <b>becoming proficient</b> in this area.
	(B+) I feel he/she is <b>becoming proficient</b> in this area.
	(A-) I feel he/she is <b>proficient</b> in this area.
	(A) I feel he/she is <b>very proficient</b> in this area.

**Number of Days Teacher Resident was absent:**

\_\_\_\_\_

**PART II: DISPOSITIONS:** On the dispositions rubric, evaluate the teacher candidate on a scale of 1 – 5. Enter score for each section. TR=Teacher Resident.

Score	Criteria	Developing 1	Proficient 3	Exemplary 5
	<b>Importance of Content</b> INTASC 4: Content Knowledge	<ul style="list-style-type: none"> <li>TR conveyed a negative attitude toward some of the content in class, suggesting it was not important. TR has not demonstrated they are working toward the class' mastery of content and skill.</li> </ul>	<ul style="list-style-type: none"> <li>TR conveyed genuine interest for the content in class. TR answered questions when asked.</li> </ul>	<ul style="list-style-type: none"> <li>TR demonstrated they think the content is important by actively participating in the classroom and asking questions. TR has demonstrated they are committed to work toward each learner's mastery of content and skills.</li> </ul>
	<b>Attendance/Punctuality</b>	<ul style="list-style-type: none"> <li>TR missed meetings or classes frequently and was infrequently punctual with work completion.</li> </ul>	<ul style="list-style-type: none"> <li>TR attended most meetings or classes and was normally punctual with both attendance and work completion. (Was late or forgot an obligation 2 to 3 times at most.</li> </ul>	<ul style="list-style-type: none"> <li>TR attended meetings and classes and was prompt. TR completed work timely.</li> </ul>
	<b>Relationships with teacher and colleagues</b> INTASC 10: Collaboration	<ul style="list-style-type: none"> <li>TR's relationships with his/her colleagues, students, and/or teachers might be classified as negative or self-serving.</li> </ul>	<ul style="list-style-type: none"> <li>TR maintained cordial relationships with his/her teachers, students, and colleagues. TR did not take the initiative in getting to know others.</li> </ul>	<ul style="list-style-type: none"> <li>TR's relationships with the mentor teacher, university supervisor, students, and colleagues were characterized by mutual support and cooperation. TR took the initiative in getting to know others.</li> </ul>
	<b>Receptivity to feedback from colleagues</b> INTASC 3: Learning Environments	<ul style="list-style-type: none"> <li>TR resisted feedback on work/teaching. TR argued with comments. TR was unable to adapt to changing classroom circumstances.</li> </ul>	<ul style="list-style-type: none"> <li>TR accepted with some reluctance, feedback on work/teaching or did not ask for feedback or seek it out. TR did not argue with comments.</li> </ul>	<ul style="list-style-type: none"> <li>TR sought out feedback on his/her work/teaching from a variety of sources including mentor teacher, university supervisor, and colleagues. TR was open to constructive criticism vs. being defensive and sought a positive resolution.</li> </ul>
	<b>Attitude/Advocacy</b> INTASC 10: Collaboration	<ul style="list-style-type: none"> <li>TR shared negative attitudes or practices with the class. (Sarcasm, jokes at the expense of others). There were times when TR could have advocated for learners but did not.</li> </ul>	<ul style="list-style-type: none"> <li>TR did not challenge negative attitudes or practices, but TR did not engage in them. TR advocated for learners on occasion.</li> </ul>	<ul style="list-style-type: none"> <li>TR made a concerted effort to challenge negative attitudes or practices. TR took an active stance in advocating for learners in class.</li> </ul>
	<b>Reliability Dependability</b> INTASC 10 Collaboration	<ul style="list-style-type: none"> <li>TR frequently failed to complete assignments, duties, or tasks on time. A pattern was evident.</li> </ul>	<ul style="list-style-type: none"> <li>TR assignments, duties, and tasks were completed with prompting. No discernible pattern of unreliability present.</li> </ul>	<ul style="list-style-type: none"> <li>TR assignments, duties and tasks were completed ahead of time.</li> </ul>
	<b>Fairness/Lack of Bias</b> INTASC 9: Reflection & Continuous Growth	<ul style="list-style-type: none"> <li>TR showed bias, prejudice, lack of fairness toward certain students, or groups of people.</li> </ul>	<ul style="list-style-type: none"> <li>TR was sensitive to others' feelings. TR tried to be fair to all students.</li> </ul>	<ul style="list-style-type: none"> <li>TR was educated and sensitive to community and cultural norms. TR made a concerted effort to challenge prejudice or injustice to others.</li> </ul>
	<b>Collaboration</b> INTASC 10: Collaboration	<ul style="list-style-type: none"> <li>Collaboration was difficult for TR. TR dominated conversations or let others do the work.</li> </ul>	<ul style="list-style-type: none"> <li>TR collaborated with others. TR let others give direction to the group.</li> </ul>	<ul style="list-style-type: none"> <li>TR collaborated with colleagues. TR took initiative in assuming leadership roles in groups. TR scaffolded/coached others.</li> </ul>

**PART I & II overall comments:**

\_\_\_\_\_  
Mentor Teacher or University Supervisor Signature

\_\_\_\_\_  
Date



Fredrikson School of Education

TR 7/R 1

## TEACHER RESIDENT FINAL EVALUATION

Educator as Developing Professional

Date of Evaluation: \_\_\_\_\_ Teacher Candidate: \_\_\_\_\_  
Mentor Teacher: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_  
University Supervisor: \_\_\_\_\_ Term & Year: \_\_\_\_\_

### PART I: COMPETENCIES/CHARACTERISTICS (based on INTASC Model Core Teaching Standards)

#### Standard 1 Learner Development

The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually. The candidate assists in designing and implementing developmentally appropriate and challenging learning experiences.

Comments:

#### Standard 3 Learning Environments/Classroom Management

The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active learning, and self-motivation.

Comments:

#### Standard 4 Content Knowledge

The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he/ she teaches, and helps create learning experiences that make the discipline accessible and meaningful.

Comments:

#### Standard 8 Instructional Strategies

The teacher candidate understands a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections. The teacher candidate incorporates technology into his/her instruction.

Comments:

#### Standards 10 Leadership and Collaboration

The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other schools professionals.

Comments:

#### Teacher Residency Google Portfolio Grade: (University supervisor only)

Points Earned	Points Possible
	<b>75</b>

**Grade Guide:** Based on your responses for above standards, please circle the overall grade you are giving this teacher candidate.

Please select only one.

	(C or Below) I feel <b>very concerned</b> about his/her ability to do this.	<b>Number of Days Teacher Resident was absent:</b>
	(B-) I feel <b>somewhat concerned</b> about his/her ability to do this.	
	(B) I feel he/she is <b>becoming proficient</b> in this area.	
	(B+) I feel he/she is <b>becoming proficient</b> in this area.	
	(A-) I feel he/she is <b>proficient</b> in this area.	
	(A) I feel he/she is <b>very proficient</b> in this area.	

**PART II: DISPOSITIONS:** On the dispositions rubric, evaluate the teacher candidate on a scale of 1 – 5. Enter score for each section. TR=Teacher Resident

Score	Criteria	Developing 1	Proficient 3	Exemplary 5
	<b>Importance of Content</b> INTASC 4: Content Knowledge	<ul style="list-style-type: none"> <li>TR conveyed a negative attitude toward some of the content in class, suggesting it was not important. TR has not demonstrated they are working toward the class' mastery of content and skill.</li> </ul>	<ul style="list-style-type: none"> <li>TR conveyed genuine interest for the content in class. TR answered questions when asked.</li> </ul>	<ul style="list-style-type: none"> <li>TR demonstrated they think the content is important by actively participating in the classroom and asking questions. TR has demonstrated they are committed to work toward each learner's mastery of content and skills.</li> </ul>
	<b>Attendance/Punctuality</b>	<ul style="list-style-type: none"> <li>TR missed meetings or classes frequently and was infrequently punctual with work completion.</li> </ul>	<ul style="list-style-type: none"> <li>TR attended most meetings or classes and was normally punctual with both attendance and work completion. (Was late or forgot an obligation 2-3 times at most)</li> </ul>	<ul style="list-style-type: none"> <li>TR attended meetings and classes and was prompt. TR completed work timely.</li> </ul>
	<b>Relationships with teacher and colleagues</b> INTASC 10: Collaboration	<ul style="list-style-type: none"> <li>TR's relationships with his/her colleagues, students, and/or teachers might be classified as negative or self-serving.</li> </ul>	<ul style="list-style-type: none"> <li>TR maintained cordial relationships with his/her teachers, students, and colleagues. TR did not take the initiative in getting to know others.</li> </ul>	<ul style="list-style-type: none"> <li>TR's relationships with the mentor teacher, university supervisor, students, and colleagues were characterized by mutual support and cooperation. TR took the initiative in getting to know others.</li> </ul>
	<b>Receptivity to feedback from colleagues</b> INTASC 3: Learning Environments	<ul style="list-style-type: none"> <li>TR resisted feedback on work/teaching. TR argued with comments. TR was unable to adapt to changing classroom circumstances.</li> </ul>	<ul style="list-style-type: none"> <li>TR accepted with some reluctance, feedback on work/teaching or did not ask for feedback or seek it out. TR did not argue with comments.</li> </ul>	<ul style="list-style-type: none"> <li>TR sought out feedback on his/her work/teaching from a variety of sources including mentor teacher, university supervisor, and colleagues. TR was open to constructive criticism vs. being defensive and sought a positive resolution.</li> </ul>
	<b>Attitude/Advocacy</b> INTASC 10: Collaboration	<ul style="list-style-type: none"> <li>TR shared negative attitudes or practices with the class. (Sarcasm, jokes at the expense of others). There were times when TR could have advocated for learners but did not.</li> </ul>	<ul style="list-style-type: none"> <li>TR did not challenge negative attitudes or practices, but TR did not engage in them. TR advocated for learners on occasion.</li> </ul>	<ul style="list-style-type: none"> <li>TR made a concerted effort to challenge negative attitudes or practices. TR took an active stance in advocating for learners in class.</li> </ul>
	<b>Reliability Dependability</b> INTASC 10 Collaboration	<ul style="list-style-type: none"> <li>TR frequently failed to complete assignments, duties, or tasks on time. A pattern was evident.</li> </ul>	<ul style="list-style-type: none"> <li>TR assignments, duties, and tasks were completed with prompting. No discernible pattern of unreliability present.</li> </ul>	<ul style="list-style-type: none"> <li>TR assignments, duties and tasks were completed ahead of time.</li> </ul>
	<b>Fairness/Lack of Bias</b> INTASC 9: Reflection & Continuous Growth	<ul style="list-style-type: none"> <li>TR showed bias, prejudice, lack of fairness toward certain students, or groups of people.</li> </ul>	<ul style="list-style-type: none"> <li>TR was sensitive to others' feelings. TR tried to be fair to all students.</li> </ul>	<ul style="list-style-type: none"> <li>TR was educated and sensitive to community and cultural norms. TR made a concerted effort to challenge prejudice or injustice to others.</li> </ul>
	<b>Collaboration</b> INTASC 10: Collaboration	<ul style="list-style-type: none"> <li>Collaboration was difficult for TR. TR dominated conversations or let others do the work.</li> </ul>	<ul style="list-style-type: none"> <li>TR collaborated with others. TR let others give direction to the group.</li> </ul>	<ul style="list-style-type: none"> <li>TR collaborated with colleagues. TR took initiative in assuming leadership roles in groups. TR scaffolded/coached others.</li> </ul>

PART I & II overall comments:

Mentor Teacher or University Supervisor Signature

Date

## TIPS FOR SUCCESSFUL MENTOR TEACHERS

1. Give teacher resident immediate status. Introduce him/her as another teacher, companion teacher, co-teacher, partner teacher, etc. This is OUR classroom, not mine.
2. Arrange for a desk or personal space for your teacher resident. Plan ahead...name tags, class lists, extra teacher editions, etc.
3. The extra time in preparation and guidance at the beginning of your teacher resident's experience will eventually come back to you.
4. Begin with a getting-acquainted activity, and encourage your teacher resident to write a letter to parents about himself or herself. Always pre-approve all parent letters and phone calls.
5. Provide a friendly, relaxed atmosphere with a sense of humor. Encourage the teacher resident to become a part of the classroom by becoming involved from the first day.
6. Build on the teacher resident's strengths. Encourage and allow risk taking. Compliment!
7. Do not expect your teacher resident to become a duplicate of you. Allow for differences in personality and styles.
8. Allow your teacher resident to make mistakes. Remember that a mistake is not nearly as important as what is done afterward. Be honest and supportive. Every lesson is not going to be perfect. Accept this and relate it to your own experiences. Empathize!
9. "Failing to plan is planning to fail." You must see and approve lesson plans well ahead of time to ensure student success.
10. Do not let little things become big. Discuss them early with the teacher resident and/or university supervisor.
11. Encourage use of school and community resources.
12. Plan the entire quarter or semester in terms of teaching responsibilities as soon as possible. An exact schedule will be determined according to individuals. Try co-planning, co-teaching, co-assessing. It is especially helpful to a teacher resident to observe you again after teaching a subject area.
13. Encourage your teacher resident to meet everyone on the staff and reach out for ideas and support. Worthwhile observations are always recommended in other classrooms or special areas. Be supportive of this.
14. Provide open files and copies of materials. Share and save ideas for your teacher resident during the experience and beyond.
15. Do not assume that the teacher resident knows where the students are—background, materials covered, what is developmentally appropriate.
16. Help teacher residents become more comfortable and confident with classroom management.
17. Set aside specific time each day for good communication. Ask open-ended questions. Perhaps a mutual notebook to jot down questions and ideas during the day would be helpful for quick reference.

## HOW MENTOR TEACHERS HELP TEACHER RESIDENTS

*Teacher residents have found the following actions of classroom teachers most pleasing and helpful to them. The statements are based on comments from former teacher residents.*

1. Discussed his or her philosophy of education with me and gave specific examples of its application in classroom settings.
2. Modeled and explained classroom management and instructional strategies that I could use.
3. Provided an inspirational attitude toward teaching and inspired me as a resident.
4. Gave me an understanding of outside professional activities—built a professional attitude.
5. Treated me like a teacher instead of a student.
6. Taught me how to set up the classroom and modeled how to begin the school year.
7. Showed me how to establish relationships.
8. Helped me develop my questioning skills.
9. Gave me classroom management tools that I will use in my own classroom.
10. Allowed me to sit in on IEP meetings and help with parent-teacher conferences.
11. Showed me how to fill out an IEP.
12. Included me during collaboration meetings and made me feel like a staff member.
13. Supported my decisions.
14. Appreciated the work I did – verbally and frequently.
15. Trusted me.
16. Identified my weak areas and honestly discussed them with me so that I could improve.
17. Allowed me to struggle with some ideas, but also was there to guide and support me.
18. Collaborated frequently with me and other teachers.
19. Gave me freedom to plan my own lessons.
20. Jumped in during lessons and helped guide me; but also gave me the independence I needed to get a feel for what running a classroom is really like.
21. Never got excited or irritated when things went wrong. Maintained a calm demeanor.
22. Guided but did not dictate.
23. Was well organized and helped me manage my time.
24. Put expectations and goals into realistic and tangible terms.
25. Provided praise and suggestions immediately after a lesson while the situation was fresh.
26. Jotted down helpful hints while I was teaching so that I had them in written form.

27. Ate lunch with me so that we had an opportunity for informal tasks.
28. Reviewed my lesson plans, often with me, and added suggestions to the plans before I taught the lesson.
29. Put encouraging remarks on my plans when I had planned something exceptionally well.
30. Explained details of classroom procedure and methods of teaching in the beginning.
31. Took me into the teaching situation gradually so that I became more confident.
32. Let me take my time in getting the "feel" of the classroom before I started to teach.
33. Used the co-teaching strategies with me so I gained confidence.
34. Joined in as one of the class to help put me at ease during the first few lessons.
35. Gave me freedom to express my own ideas and encouraged me to try different techniques.
36. Showed me how to set up a schedule and follow it.
37. Explained the use of the classroom materials and gave me addresses of commercial companies selling the materials.
38. Suggested books and journals which were helpful in planning my work. Gave references for instructional materials.
39. Talked to me about the health, personality, previous experiences and backgrounds of the pupils for my benefit.
40. Explained all secretarial work, such as report cards, attendance reports, roll book, etc. Let me keep records. Explained all duties such as cafeteria, hall, and playground duty.
41. Introduced me to the other teachers, visiting teachers, school nurse, secretary, special teachers, school resource officers, counselors, and cafeteria workers.
42. Allowed me to visit in other classrooms.
43. Helped me realize the importance of differentiating lessons.
44. Provided specific feedback on lesson planning.
45. Created a Google Docs for feedback.
46. Gave me AVMR groups and RTI groups on day one. (elementary)
47. Got to know me on a personal level.
48. We planned each week's lessons together.
49. Made me feel welcome in her classroom.
50. Showed me how to do things I'm curious about.
51. Explained why she does things a certain way.

# **Appendices**

**FOR  
UNIVERSITY SUPERVISORS**

## **TIPS FOR UNIVERSITY SUPERVISORS**

1. Help the teacher resident make connections between the theoretical foundations and practical application of the education knowledge-base.
2. Assist the teacher resident in reflecting on their teacher residency experience.
3. Establish and maintain a collaborative relationship with the mentor school.
4. Communicate with the mentor teacher frequently.
5. Model teaching techniques for the teacher resident.
6. Keep appointments! Be prompt!
7. Provide support for the mentor teacher in their role.
8. Conduct conferences with the teacher resident and mentor teacher at the midpoint and conclusion of the experience and other times when needed.
9. Share resource materials and ideas with the teacher resident.
10. Communicate with the mentor teacher and the teacher resident prior to the beginning of teacher residency.
11. Spend quality time with the mentor teacher and the teacher resident prior to the beginning of teacher residency.
12. Focus on the teacher resident's strengths as well as weaknesses. Look for the positive areas to reinforce. Success will lead to further success.
13. Be specific when providing feedback to the teacher resident. Avoid speaking in generalities.
14. Have specific times when you are available to teacher residents for discussion regarding questions outside regularly scheduled observations/conferences.
15. Make the teacher resident feel important!
16. Share time management techniques with the resident.



## HOW UNIVERSITY SUPERVISORS HELP TEACHER RESIDENTS

*Teacher residents have found the following actions of university supervisors helpful to them. The statements are based on comments from former teacher residents.*

1. Gave me lots of feedback.
2. Consistently gave me support and encouragement.
3. Provided me with ideas for how I can improve my teaching.
4. Emailed and asked me deep, reflective questions.
5. Asked me things like "What if you had a student who...?" "How would you do this lesson differently if...?" "What are your next steps?"
6. Gave me lots of support, ideas, hugs and cupcakes!
7. Forced me to communicate more effectively.
8. Kept me honest and accountable.
9. Was always an email or a visit away if I had a question or a concern.
10. Treated me more like a colleague than a student.
11. Took time to meet with me outside of school hours to answer questions about my work sample.
12. Was well organized and a great communicator.
13. Did a project with my students, and they loved having her in the classroom.
14. Supported me and made me feel comfortable.
15. Gave me examples or ideas when I struggled.
16. Developed a relationship with me. Met with me in the beginning solely to get to know each other.
17. Encouraged me after a hard day.
18. Replied to emails and reflections with outstanding advice and responses.
19. Asked me first about how the lesson went and then offered feedback.
20. Was flexible and willing to go the extra mile for me.
21. Was definitely in my corner and made me excited for my future.
22. Responded to my reflections by offering wisdom from her past experiences to expand on my own observations.
23. Allowed me to learn through examples.
24. Gave me management strategies.
25. Shared his knowledge and helped me with opportunities to see different programs.
26. Gave me specific areas to work on, which I would then show during the next visit.
27. Gave me good ideas for lesson plans that I could implement quite easily.

<b>Teacher Resident:</b>	<b>Grade/Subject:</b>	<b>School:</b>	<b>Mentor Teacher:</b>	<b>University Supervisor:</b>	<b>Date:</b>	<b>Observation/Visit Number:</b>
<b>Circle all Co-Teaching strategies observed during visit. Ask the teacher resident what he or she has done to promote the use of the co-teaching model.</b>						
One Teach, One Observe	One Teach, One Assist	Station Teaching	Alternative (Differentiated)	Supplemental Teaching	Parallel Teaching	Team Teaching
<b>INTASC* Model Core Teaching Standards</b>		<b>Research Based Strategies</b> <b>Circle elements present while observing lesson or conferencing.</b>				<b>Comments/ Misc.</b>
1. Learner Development 2. Learning Differences 4. Content Knowledge 5. Application of Content 7. Planning for Instruction 8. Instructional Strategies  <b>* Interstate Teacher Assessment and Support Consortium (InTASC)</b>		<u><b>Maintains a strong instruction focus utilizing the elements of effective instruction.</b></u> 1. <b><i>Ask the teacher resident for a copy of the lesson plan from which he/she is teaching during observation</i></b> 2. Matches lesson objective to national/state standards and/or district curriculum 3. Uses understanding of individual differences and diverse cultures enabling each learner to meet high standards 4. Addresses Multiple Intelligences in lessons (musical, artistic, interpersonal, etc.) 5. Sequences content at an appropriate pace 6. Uses appropriate level of questioning to promote understanding 7. Relates lesson content to prior and future learning 8. Requires students to summarize information in written and/or verbal form 9. Requires students to analyze and apply knowledge 10. Uses various resources ( diverse texts, technology, etc.) to enhance lesson 11. Used content reading strategies when reading required texts				Signature of Mentor Teacher (Optional):
3. Learning environments		<u><b>Works with others to create environments that support individual and collaborative learning.</b></u> 12. Appropriately recognizes and reinforces individual student effort 13. Organizes students in cooperative or ability groups when appropriate 14. Has established appropriate classroom rules and procedures that are clearly understood by all 15. Effectively and consistently enforces rules and procedures that are clearly understood by all 16. Encourages positive social interaction, active engagement in learning, and self-motivation 17. Is well-organized and has all materials, equipment, etc., ready for immediate use 18. Carries out smooth and effective transitions (e.g., from one activity to another, as students enter and leave) 19. Maximizes time on purposeful instructional tasks 20. Begins and ends class period with focus on learning				
10. Leadership and Collaboration		21. Communicates a high level of expectation 22. Communicates clear learning goals to students 23. Displays enjoyment, humor, and enthusiasm for teaching and expects students to enjoy learning 24. Communicates professionally with students, parents, staff, etc.				
6. Assessment		25. Conducts multiple methods of ongoing assessments for learning 26. Provides re-teaching and/or interventions when appropriate 27. Pre-instructional assessment is used and documented to develop classroom materials and lessons 28. Ask the teacher resident to talk about formative and summative assessment methods that were developed to understand how a child benefited from instruction				
9. Professional Learning & Ethical Practice		29. Ask the following questions: “How has the process of reflection helped you improve your teaching?” (and/or) “What have you learned about yourself as a teacher?”				
10. Leadership and Collaboration		30. Ask the teacher resident to give examples showing how he/she has served the learners, families, colleagues, other school professionals, and community members to ensure learner growth.				<b>Signature of University Supervisor:</b>
<b>Google Portfolio Grade</b>		Reviewed 3 times during residency. Each review is worth 25 points. Refer to rubric in Teacher Residency Manual.				<b>/25 points</b>

## **QUESTIONS TO HELP ANALYZE A LESSON & PROVIDE FEEDBACK**

*\* Focus on the most important areas of feedback after observing a lesson.*

1 = not effective, did not happen	2 = progressing, happened occasionally	3 = effective, happened often
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### **MANAGEMENT**

• Students demonstrated knowing what was expected of them in terms of behavior.	N/A	1	2	3
• Teacher resident was able to bring students into a positive learning atmosphere.	N/A	1	2	3
• All materials and equipment needed for the class were ready to use.	N/A	1	2	3
• Teacher resident managed time and materials during routines or transitions.	N/A	1	2	3

### **ANTICIPATORY SET**

• The objective clearly stated to students.	N/A	1	2	3
• Teacher resident showed students how the learning related to previous learning.	N/A	1	2	3
• Teacher resident showed students how the learning related to their lives.	N/A	1	2	3

### **TEACHING**

• Teacher resident gave an adequate explanation of the learning and its application for the students.	N/A	1	2	3
• The methods implemented were engaging and effective.	N/A	1	2	3
• The teacher resident checked regularly to ensure that all students were understanding the information and learning.	N/A	1	2	3

### **PRACTICE & ASSESSMENT**

• Students demonstrated their learning through some form of overt behavior.	N/A	1	2	3
• The practice was engaging and directly related to the learning.	N/A	1	2	3
• The teacher resident monitor each students' practice of the learning.	N/A	1	2	3
• The teacher resident identified where the learning needs to be retaught.	N/A	1	2	3
• Teacher resident assigned homework (or independent practice) based on the day's learning?	N/A	1	2	3

**CLOSURE**

- |  |     |   |   |   |
|--|-----|---|---|---|
| • The teacher resident closed the class by having students identify what the session's learning was. | N/A | 1 | 2 | 3 |
| <hr/>  |     |   |   |   |
| • Students left the lesson knowing and understanding what the learning for that session was.         | N/A | 1 | 2 | 3 |

**MOTIVATION**

- |  |     |   |   |   |
|--|-----|---|---|---|
| • Teacher resident encouraged and motivated students during the lesson.                | N/A | 1 | 2 | 3 |
| <hr/>  |     |   |   |   |
| • Feedback fostered a growth mindset.  | N/A | 1 | 2 | 3 |
| <hr/>  |     |   |   |   |
| • Teacher resident helped learners take control of their learning in a productive way. | N/A | 1 | 2 | 3 |

## Success Plan

For teacher residents who are experiencing difficulty in the field, a “Success Plan” will be initiated by the University of Sioux Falls with input from the university supervisor and the mentor teacher. The purpose of the Success Plan is to help a teacher resident who has the potential to become a successful educator by outlining expectations for the teacher resident, the USF university supervisor, and the mentor teacher.

After the USF university supervisor and the mentor teacher confer and agree that the teacher resident’s performance is unsatisfactory, a three-way conference, with the teacher resident, is held. The Success Plan is completed with a timeline. By identifying the concerns early, the potential for success is increased. To facilitate improvement, the mentor teacher and university supervisor, knowing that each situation is unique, will use strategies such as those found on the list below to develop an individualized plan:

- Provide the teacher resident with ongoing support and positive feedback.
- Continue to work together to assist the teacher resident.
- Require the teacher resident to make daily plans so that review and revisions are possible.
- Share (and demonstrate) teaching strategies with the teacher resident.
- Phase the teacher resident into each new activity when readiness has been demonstrated.
- Assist the teacher resident with time management difficulties (outside employment, family obligations, and other responsibilities).
- Identify factors that weaken the teacher resident’s performance and develop strategies for overcoming them.
- Remember that early intervention is in the best interest of the teacher resident.

The plan should clearly describe the need for, the conditions of, and the areas requiring assistance for improvement. Clearly defined areas for improvement may include but are not limited to the following:

- Knowledge of the content
- Instructional planning skills
- Teaching strategies and delivery of the lesson
- Classroom management skills
- Student diagnosis and evaluation skills
- Professionalism and meeting responsibilities
- Interpersonal communication and relationships

A copy of the plan must be signed by the teacher resident, mentor teacher, university supervisor, and the Director of Field Experiences and then placed in the resident’s file.

## Removal from Teacher Residency

During the Success Plan, close communications between the university supervisor and the Director of Field Experiences will be maintained. If the teacher resident does not make satisfactory improvement in the contracted period of time, the university supervisor will notify the Director of Field Experiences. At that time, should it be determined that it is not in the best interest of the parties involved to continue the placement, the director may remove a teacher resident from the placement at any time during the semester. The major reasons for removing a teacher resident from his/her placement include:

- Does not seem to possess the essential skills of teaching: knowledge of subject matter; questioning; utilization of media; knowledge of use of common techniques of instruction; concept of method; and recognition of student differences and abilities.
- Continued safety and well-being of students
- Insurmountable issues with one or more dispositional attributes.
- Lack of interest in teaching.
- Lack of organizational skills: ineffective planning, failure to meet responsibilities, etc.
- Inability to communicate effectively.
- Inability to work effectively with people.
- Inability to manage a classroom independently.
- Inability to evaluate self: refusing to evaluate self; perceptions in self-evaluation are out of line with reality.

The Director of Field Experiences will write a letter to the Fredrikson School of Education Department Chair stating the reasons for the termination; copies will be given to the teacher resident, the university supervisor, the school principal, and the mentor teacher. The student will not be approved for certification. A graduation plan may be written.

If the student desires a second opportunity to complete his or her residency, he/she must reapply for teacher residency. The university supervisor, in consultation with the mentor teacher will prepare a written remediation plan specifying steps the student must complete before retaking teacher residency. A third residency opportunity is not allowed.

**University of Sioux Falls  
Fredrikson School of Education  
Elementary, Secondary, and K-12 Program  
Success Plan**

Teacher Resident Name \_\_\_\_\_

Semester/Year \_\_\_\_\_ School \_\_\_\_\_

**Description of the problem/area requiring improvement:**

**List of expectations for improvement for the teacher resident:**

**List of expectations for the university supervisor:**

**List of expectations for the mentor teacher:**

**Timeline for starting and meeting these expectations:**

**Course of action following the completion of the timeline:**

If the expectations are met:

If the expectations are not met:

**I have read, and I understand the plan.**

_____ Teacher Resident Signature	Date _____
_____ University Supervisor Signature	Date _____
_____ Mentor Teacher Signature	Date _____
_____ Director of Field Experiences Signature	Date _____
_____ Fredrikson School of Education Chair Signature	Date _____

Cc: Building Principal



## Mileage

(Mileage is calculated from USF to the school and back to USF)

<u>School</u>	Round Trip Mileage	<u>School</u>	Round Trip Mileage
Career/Tech Edu Acad	9.0	Susan B Anthony	1.6
Jefferson HS	9.8	Terry Redlin	5.4
Lincoln HS	5.2		
New Tech HS	10.	Brandon Valley HS	25.2
Roosevelt HS	9.6	Brandon Valley MS	24.2
Washington HS	9.2	Brandon Valley Intermediate	22.8
Axtell Park Building	6.6	Brandon Elem	23.8
Ben Reifel MS	12.0	Fred Assam Elem	14.0
Edison MS	2.0	Inspiration Elem	12.6
George McGovern MS	9.8	Robert Bennis Elem	22.4
Memorial MS	10.8	Valley Springs Elem	35.4
Patrick Henry MS	3.8	Harrisburg HS	18.4
Whittier MS	5.2	Harrisburg North MS	11.2
All City at Jane Addams	6.0	Harrisburg South MS	15.0
Anne Sullivan	8.4	Harrisburg Adventure	15.4
Challenge Center	3.8	Harrisburg Endeavor	11.0
Cleveland	7.0	Harrisburg Explorer	11.2
Discovery	11.6	Harrisburg Freedom	14.8
Eugene Field A+	5.0	Harrisburg Horizon	12.0
Garfield	2.6	Harrisburg Journey	9.0
Harvey Dunn	7.0	Harrisburg Liberty	16.8
Hawthorne	4.0	Tea Area HS	21.2
Hayward	8.8	Tea Area MS	21.2
Horace Mann	3.6	Tea Area Frontier Elem	11.6
John F. Kennedy	10.4	Tea Area Legacy Elem	21.0
John Harris	8.8	Tea Area Venture Elem	22.0
Laura B. Anderson	7.2	West Central HS	33.4
Laura Wilder	2.8	West Central MS	33.4
Lowell	0.8	West Central Hartford Elem	34
Oscar Howe	9.6	West Central Humboldt Elem	52.4
R. F. Pettigrew	12.2		
Renberg	20.8	Baltic Elem	40.8
Robert Frost	3.8	Children's Home Society	9.8
Rosa Parks	8.2	Sioux Falls Christian Schools	10.0
Sonia Sotomayor	.8		