



The Fredrikson School of Education

TEACHER RESIDENCY MANUAL 2023 – 2024

SEMESTER & RESIDENCY II

The Fredrikson School of Education

Dedicated to Excellence

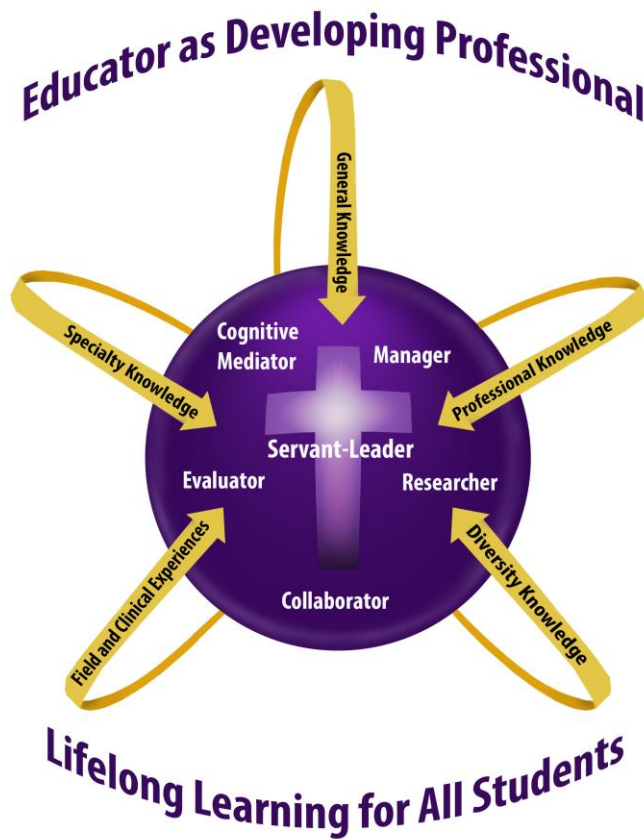


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INTRODUCTION

The purpose of this Teacher Residency manual is to serve as a guide for teacher residents from 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, benefits 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.

DEFINITIONS

- **Semester Residency:** The traditional one semester residency/student teaching. The teacher resident is expected to take over full responsibility of the classroom for a minimum of two weeks (10 days).
- **Residency II:** The second semester of yearlong residency. During this time, the teacher resident is expected to take over full responsibility of the classroom for a minimum of two weeks (10 days).

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.



Fredrikson School of Education

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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, classroom management, and work sample projects.
- 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, mock interviews, and work sample presentations, 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?

- Teacher residents are encouraged to complete Semester/Residency II during a semester in which extracurricular activities, such as athletics, theatre or music, are not part of the daily routine.
- If participation in sports or music activities interferes with teacher residency, the university supervisor, the Director of Field Experiences and/or the Fredrikson School of Education chairperson will mediate the situation.
- Work schedules must be arranged so that they do not interfere with the hours the teacher residents should be in the school setting.
- Semester/Residency II teacher residents are to be in the school during the same hours required of the mentor teacher.
- The teacher resident is reminded that teacher residency is the top priority during Semester/Residency II.

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.
- Most teacher residents in Semester/Residency II begin with one class and gradually add more subjects or groups until they have full responsibility. It is assumed that the mentor teacher and teacher resident will use the Co-Teaching Model.
- The mentor teacher is in the best position to judge when the teacher resident is ready to assume teaching responsibilities, based on the teacher resident's interest, initiative, knowledge of subject matter, willingness to accept responsibility, and planning ability. Please refer to the Progression of Teaching Responsibilities Chart.
- The university supervisor can assist in planning the transition to full-time teaching.

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:**
 - Residency II residents are required to complete five long lesson plans, one for each of the three university supervisor observations and two for the work sample. Lesson plans for formal observations should be provided to the university supervisor ahead of the scheduled visit, and the lesson plans need to be included in the Teacher Residency Google Portfolio, Folder 2.
 - Semester residents are required to complete six long lesson plans, one for each of the four university supervisor observations and two for the work sample. Lesson plans for formal observations should be provided to the university supervisor ahead of the scheduled visit, 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.

Grades will be determined as follows for Secondary residents:

Midterm Evaluations from University Supervisor & Mentor Teacher	10%
Final Evaluations from University Supervisor & Mentor Teacher	70%
Mock Interview Score	5%
Work Sample Presentation & PP uploaded to LMS	10%
Teacher Residency Google Portfolio	5%
	100%

Grades will be determined as follows for K-12 residents:

Placement 1 Final from University Supervisor & Mentor Teacher	40%
Placement 2 Final from University Supervisor & Mentor Teacher	40%
Mock Interview Score	5%
Work Sample Presentation & PP uploaded to LMS	10%
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 develop 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, written notes, and assistance with the teacher resident work sample.

- Offer feedback on the work sample project.
- 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.
- Guide teacher resident in developing a reflective practice through coaching conversations.
- Encourage many varied opportunities for learning and relevant experiences including observation, individual, small group, large group and team teaching, parent conferences and participation in professional meetings and extra-curricular activities.
- 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.
- Identify the solo teaching time in which the teacher resident will assume full responsibility for the classroom.
- 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 and 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. (See appendix)

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.
- Formally observe the teacher resident a minimum of four times during a Semester Residency or three times during Residency II. Additional observations may be necessary depending on the needs of the teacher resident. Please have additional observations approved by the Director of Field Experiences. Observe and document an actual 25 minute (or longer) lesson.
- 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 in appendix, to complete evaluations based on InTASC Standards.
- Read and evaluate the Teacher Residency Google Portfolio (rubric in appendix). 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 (See appendix).

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, work sample presentation, and mock interview.

PROCESS FOR TEACHER CERTIFICATION

1. The candidate gains admission to residency after meeting all of the qualifications for admission.
2. The candidate teaches under the direction of a mentor teacher and under the supervision of a faculty member from the University of Sioux Falls.
 - a. The Director of Field Experiences has the responsibility for coordination of the teaching experience and acts as a liaison between the university and the schools.
 - b. Observations are conducted throughout the period of residency. Conferences when possible should include the teacher resident, the mentor teacher, and the university supervisor.
 - c. A midterm grade is discussed and assigned by the mentor teacher and the university supervisor.
 - d. A final evaluation and grade is submitted by the mentor teacher and the university supervisor. The Director of Field Experiences assigns the final grade.
3. The Director of Field Experiences and the education chair recommend the candidate for certification by presenting his/her name to the Teacher Education Committee and by providing evidence, if deemed necessary, from the candidate's teacher education file.
 - a. transcript showing completed teacher education program
 - b. GPA of 2.5 or above
 - c. positive overall evaluation from mentor teacher(s)
 - d. observation summaries and recommendation from the university supervisor
 - e. a teacher residency grade of no less than "B-"
 - f. successful completion of the work sample presentation
 - g. participation in the mock interviews
 - h. successful completion of Praxis II exams: Principles of Learning and Teaching and the specific content tests required of the major
4. The candidate completes the Suicide Prevention training found on the Department of Education website at <http://doe.sd.gov>
5. The Teacher Education Committee takes action on candidates for recommendation.
6. The Director of Field Experiences and the education chair submit a list of approved candidates to the certification officer.
7. The candidate completes the online application for initial teacher certification for the State of South Dakota. The candidate will complete the online application with the assistance of the certification officer and Director of Field Experiences. This can be found on the Department of Education website at www.doe.sd.gov. The system then notifies the USF certification officer, who signs off on the application and forwards it to the Department of Education in Pierre.
8. The same requirements are necessary when applying for certification in any other state. Applications are normally completed in paper format, but the certification officer must sign off on these applications as well. All program requirements must be met in order to be recommended for licensing outside of South Dakota. The candidate should be aware that other states may require additional testing or specific coursework.

Appendices

**FOR
TEACHER RESIDENTS**

USF Teacher Residency Google Portfolio Semester / Residency II

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 a minimum of three times throughout the semester, which will align with three or four 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
- Demographics of your school- for the Work Sample Presentation. (Make sure that the school is de-identified. For example, instead of Memorial Middle School, simply identify it by a pseudonym: ABC Middle School. Students and teachers should be given pseudonyms as well.)

Folder 2- Lesson Planning

- Weekly Co-Teaching Lesson Plans (template found in Google Portfolio, Folder 2)
- Five(Res II) or six(Sem) Long Lesson Plans (templates found on My.USF Resources page; residents 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 four (Sem) or three (Res II) 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

Folder 5- Work Sample Information

- See Basic Requirements for Work Sample Checklist in Google Portfolio, Folder 5

Teacher Residency Google Portfolio Rubric

25 Points	21 Points	16 Points
-Portfolio is up-to-date based on the Required Assignments page. -Long lesson plans for formal observations are included and were provided prior to the observations. -Work is complete, thoughtful, and high quality. -Portfolio is organized	-Two assignments are missing, based on the Required Assignments page. -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. - Some work that is included in the portfolio is incomplete or does not demonstrate reflection required of a professional educator.	-Four or more assignments are missing, based on the Required Assignments page. - Long lesson plans for formal observations are not included in the portfolio, and were not provided for the observations. -Many assignments are incomplete or demonstrate very little reflection on practice.
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 <i>should be recorded</i> on Final Evaluation Form.		Final Grade ____ / 75

WORK SAMPLE OVERVIEW

Vision

Successful teacher residents should have an impact on student learning. Their students should gain substantive knowledge and skills. Teacher residents should be able to demonstrate that they can deliver effective lessons, employ meaningful classroom assessments, and analyze and reflect on their experiences using research based best practices. The purpose of this assessment is to evaluate the degree of impact residents have on their students' learning by examining:

- ❖ Their ability to analyze their classroom context and make instructional decisions based upon that analysis.
- ❖ Their ability to construct and deliver effective lessons.
- ❖ Their ability to construct challenging, meaningful classroom assessments.
- ❖ Their students' learning.
- ❖ Their ability to provide information on assessment data and student achievement.
- ❖ Their ability to analyze and reflect on their experience to promote their own professional growth.

This assessment provides teacher residents with feedback on their own professional development. In addition, teacher residents who demonstrate evidence of their ability to impact learning are an asset to their school district and are more professionally competitive in the job market.

Basic Requirements

The work sample project requires teacher residents to do the following:

While working with a whole class, you should collect data on two specific students whose work has indicated a need for a different teaching strategy or approach. For this project you will need to gather three work samples from each of the two students for your portfolio. You will also track data for the entire class, but you do not need to include copies of their work in your portfolio. The first work sample will show the student's work prior to your applying the new strategy or approach. The second and third work samples will reflect changes in student growth and success as a result of your intervening strategy or approach.

Towards the end of the semester, you will report on the three work samples from **one student** by giving a 15 minute PowerPoint presentation. See Work Sample Presentation Template on page 16 to guide the construction of your presentation. Shortly before you begin your presentation, the Teacher Residency Google Portfolio containing data from both students will be submitted to the evaluators who are observing and assessing the presentation.

Notes:

- Students who have a split assignment (teacher residency in both elementary and secondary classrooms) should gather work sample data during the second placement.
- Elementary teacher residents should choose the content of reading, writing or math for data collection and analysis.
- If you have an ELL student, you are strongly encouraged to focus on this student.

Work Sample Presentation Template

For General Education placements only; not for Special Education placements

How to use (or not use) this resource

- This resource should guide you in what information to include in your presentation and in what order. The information you include in this presentation comes from the information you have added to your work sample folder in your Google Drive Portfolio; you should already have all this information, now it is just a matter of putting it together for the presentation. **Do not copy and paste entire paragraphs onto your slides.**
- This resource will direct you to pages within your manual, google portfolio, or work sample rubric for information on what to include or how it will be evaluated.
- Do not leave text from this template in your presentation; this presentation is meant to be a guide and informational.
- Remember that your presentation will be **no longer than 15 minutes.**

Demographics

- Give overview of the demographics of your school (don't spend too much time here, you only have 15 minutes for your presentation).
- Explain demographics within your classroom.
- Explain any 504 plans or IEP in your classroom and how you meet those as the teacher.
- If you have ELL students in your classroom, how do you meet their needs?
- To maintain confidentiality, you should give a pseudonym to your school and student and ensure that the student's name is not shown anywhere in this presentation.
- *This information relates to the first criteria on the Work Sample rubric "Planning to support different learning needs."*

What is your SMART goal?

- Explain your SMART goal/objective of this work sample
 - S = specific
 - M = measurable
 - A = achievable
 - R = relevant
 - T = time bound
- *This information relates to the first criteria on the Work Sample checklist "A specific, measurable and attainable goals is identified as the foundation for the work sample."*
- *Example (art): In four weeks, 30% of the class will achieve mastery and 70% will meet expectations in remembering and creating each of the 7 Principles of Design using vocabulary terms and visuals of each principle.*
- *Example (Spanish): By the end of unit 3, 90% of the students will be able to conjugate regular -ar verbs based on any provided subject to the expectations of meeting expectations or mastery.*
- *Example (1st grade math): By the end of the unit, 80% of the students in our class (13/16 students) will master effectively using and showing evidence of using a counting on strategy by way of pictorial representation.*
- *Example (CTE): By midterm, 85% of the students in our class (14/16 students) will be able to use a tape measure to accurately measure to the nearest 1/16th of an inch.*
- **NOTE: This is an instructional goal, not a behavioral goal. You may not use the same students for this work sample as you do for your case study in EDU 405 (Instructional management).**

Evaluation criteria

- Explain how you are evaluating student work and how you will determine whether a student's work is below expectations, meets expectations or is at mastery.
 - If you are evaluating based on a rubric, show and explain your rubric.
 - If you are using a checklist, show and explain your checklist.

This information relates to the second and seventh criteria on the Work Sample checklist (page 2 of Work Sample Rubric).

Introduction

- Tell us about your student as a learner (likes, dislikes, tendencies, achievement, needs, etc.) and as a person (likes, dislikes, social tendencies, etc.)
- Explain why you chose the learner as the focus student for your work sample through an analysis of their work and what you know about them as a person (their interests and motivations).
- Explain how what you noticed about their work or engagement in class was used in future planning.

• This information relates to the third criteria on the Work Sample rubric "Analysis of student's learning."

Analysis of Work Sample 1 – focus student performance

- Share a picture (or video) of the first work sample.
- Explain the learning modalities addressed in the work sample.
- Evaluate the student's work based on your chosen evaluation tool; include qualitative (on the work sample data collection worksheet in your Google Drive portfolio, you would find this information in the "areas for improvement in students' work" and "Strength in Students' Work" sections) and quantitative evaluation (Did they achieve mastery, meet expectations or below expectations in this work?).

• This information relates to the second criteria on the Work Sample rubric, "Planning assessments to monitor student's learning" and the third criteria, "Analysis of student's learning."

Analysis of Work Sample #1: Class Performance

- Date work sample
- Include a chart depicting the achievement levels of the whole class (how many were at mastery, meets expectations, or below expectations – find this on the Works Sample Data Collection Worksheet). Indicate where on the chart the work of your learner falls. (This is the quantitative explanation.)
- Explain the patterns of learning for the class. (This is the qualitative explanation.)

• This information relates to the third criteria on the Work Sample rubric "Analysis of student's learning."

Theorist Guiding Instructional Decisions

- Introduce your theorist. Who are they? What do they say about effective teaching/learning? Why is this relevant to your work sample presentation? Note you will make THREE DIRECT connections from your chosen theorist to your instructional decisions throughout your project. Simply mentioning their name and/or including a picture is not a direction connection.
 - If you were clear about how your theorist relates to what you see with your students, this could be connection 1.
- *This information relates to the fourth criteria on the Work Sample rubric "Use research to support/influence teaching decisions."*
- **Non-example:** I chose Lev Vygotsky as my theorist and he believed that students need to be social to learn.
- **Example:** I chose Lev Vygotsky as my theorist and a component of his theory is that learners are social and learn well in social environments. Therefore, in my first lesson I revamped an exclusively individual activity to one that had a game component and was played with a partner. Students would be able to share and explain their thinking this way.

Lesson/Intervention & Theorist Connection

(following work sample 1)

- Share an overview of what you did for your instruction/lesson, based on your chosen theorist's theories and what you noticed about your students' learning.
 - Be sure to be explicit about how your theorist influenced your decision (see slide 8 for example and non-example).
 - Indicate how your focus student's interests or needs were incorporated into your planning
- Include a picture of lesson materials, if possible
- *This information relates to the fourth criteria on the Work Sample rubric "Use research to support/influence teaching decisions" and the fifth criteria "Using assessments to drive instruction."*

Analysis of Work Sample 2 – focus student performance

- Share a picture (or video) of the second work sample.
- Explain the learning modalities addressed in the work sample.
- Evaluate the student's work based on your chosen evaluation tool; include qualitative (on the work sample data collection worksheet in your Google Drive portfolio, you would find this information in the "areas for improvement in students' work" and "Strength in Students' Work" sections) and quantitative evaluation (Did they achieve mastery, meets expectations or below expectations in this work?).
- *This information relates to the second criteria on the Work Sample rubric, "Planning assessments to monitor student's learning" and the third criteria, "Analysis of student's learning."*

Analysis of Work Sample 2: Class Performance

- Date work sample
- Include a chart depicting the achievement levels of the whole class (how many were at mastery, meets expectations, or below expectations – find this on the Works Sample Data Collection Worksheet). Indicate where on the chart the work of your learner falls. (This is the quantitative explanation.)
- Explain the patterns of learning for the class. (This is the qualitative explanation.)
- *This information relates to the third criteria on the Work Sample rubric, "Analysis of student's learning."*

Lesson/Instruction & Theorist Connection

(following work sample 2)

- Share an overview of what you did for your instruction, based on your chosen theorist's theories and what you noticed about your students' learning.
 - Be sure to be explicit about how your theorist influenced your decision. *(See slide 8 for example and non-example)*
 - Indicate how your focus student's interests or needs were incorporated into your planning
- Include a picture of lesson materials, if possible
- *This information relates to the fourth criteria on the Work Sample rubric "Use research to support/influence teaching decisions" and the fifth criteria "Using assessments to drive instruction."*

Analysis of Work Sample 3 – focus student performance

- Share a picture (or video) of the third work sample.
- Explain the learning modalities addressed in this work sample.
- Evaluate the student's work based on your chosen evaluation tool; include qualitative *(on the work sample data collection worksheet in your Google Drive portfolio, you would find this information in the "areas for improvement in students' work" and "Strength in Students' Work" sections)* and quantitative evaluation *(Did they achieve mastery, meets expectations or below expectations in this work?)*.
- *This information relates to the second criteria on the Work Sample rubric, "Planning assessments to monitor student's learning" and the third criteria, "Analysis of student's learning."*

Analysis of Work Sample 3: Class Performance

- Date work sample
- Include a chart depicting the achievement levels of the whole class. Indicate where on the chart the work of your learner falls. *(quantitative evidence)*
- Explain the patterns of learning for the class and focus student. *(qualitative evidence)*
- What were the results overall of your instruction related to your SMART goal?
- How did your instruction impact student learning?
- How did changing your instructional approach help students' needs?
- *This information relates to the third criteria on the Work Sample rubric, "Analysis of student's learning."*

Next Steps

- Explain what your next steps would be if you were to continue with instruction and evaluation of your chosen SMART (specific, measurable, attainable, relevant, time-bound) goal.
 - Consider how you would incorporate active learning
 - Consider learning modalities and how you might use that to address the content
- *This information relates to the fifth criteria on the Work Sample rubric, "Using assessments to drive instruction."*

WORK SAMPLE DATA COLLECTION WORKSHEET

Name: _____ Circle One: #1 #2 #3 Date: _____
 (Teacher Resident)

_____ Copy of a detailed lesson plan attached for samples #2 and #3. No lesson plan is necessary for sample #1.

_____ Copies of two students' assessment results (How well did each student do? Why do I make this judgement?)

Level of Performance	Mastery	Meets Expectations	Below Expectations
All Students in Class <i>Write the number of students who met each level of performance.</i>			
Student A <i>Mark an "x" under the column their work falls</i>			
Student B <i>Mark an "x" under the column their work falls</i>			
Areas for Improvement in Students' Work			
Student A			
Student B			
What patterns do you see?			
Strengths in Students' Work			
Student A			
Student B			
What patterns do you see?			
Next Steps <i>What will you do next to help each student achieve at the highest possible level?</i>			
Student A			
Student B			
What theories, theorists or research did you use to inform your decisions? Explain.			

TR8

Teacher Candidate Name:

Evaluator Name:

Date:

Major:

For Office Use Only: Student ID:

Work Sample Data Collection, Analysis and Presentation Rubric

Criteria	Score	1 Beginning	3 Proficient	5 Exemplary
Planning to support different learning needs		<ul style="list-style-type: none"> Little evidence of planned supports, and/or does not attend to any requirements of IEP's or 504 plans if applicable. 	<ul style="list-style-type: none"> Planned supports include strategies to identify and respond to needs and misunderstandings. IEP and 504 plans are addressed if applicable. 	<ul style="list-style-type: none"> Evidence of planned supports that are aligned to the learning goals and provide opportunities for students with different learning needs. IEP and 504 plans are fully addressed if applicable.
Planning assessments to monitor student's learning		<ul style="list-style-type: none"> Assessments only provide evidence of one mode of learning. Assessment adaptations required for IEP or 504 plan are not made. No evidence of monitoring student work 	<ul style="list-style-type: none"> Assessments provide evidence of monitoring student's learning through at least one mode of learning. Assessment adaptations are made for IEP and 504 plans if applicable. 	<ul style="list-style-type: none"> Assessments provide evidence through multiple modalities and are strategically designed to allow individuals or groups with specific needs to demonstrate learning. Consistently monitored student work.
Analysis of student's learning		<ul style="list-style-type: none"> Analysis is not supported by the evidence. 	<ul style="list-style-type: none"> Analysis focuses on what the focus student's strengths and needs are and is supported by evidence. Analysis includes some differences in whole class learning. Either qualitative or quantitative evidence is provided. 	<ul style="list-style-type: none"> Both <i>quantitative</i> and <i>qualitative</i> evidence are shown to demonstrate patterns of learning for the focus student and whole class. Address focus student's interest and how that could be used in future planning.
Use research to support/influence teaching decisions		<ul style="list-style-type: none"> The fundamental principles of one theorist who specializes in the area concerning the intervention are explained. The candidate makes one direct connection between the theoretical principles and the intervention. 	<ul style="list-style-type: none"> The fundamental principles of one theorist who specializes in the area concerning the intervention are explained. The candidate makes two direct connections between the theoretical principles and the intervention. 	<ul style="list-style-type: none"> The fundamental principles of one theorist who specializes in the area concerning the intervention are explained. After explaining the theory, the candidate makes at least three direct connections between the theoretical principles and the intervention.
Using assessments to drive instruction		<ul style="list-style-type: none"> Next steps do not follow from the analysis. <p>Or</p> <ul style="list-style-type: none"> Next steps are not relevant to the standards or learning goals. <p>Or</p> <ul style="list-style-type: none"> Next steps are vague and poorly described. 	<ul style="list-style-type: none"> Next steps propose general support that improves focus student's learning related to the: <ul style="list-style-type: none"> Content being analyzed. Active learning. 	<ul style="list-style-type: none"> Next steps provide general support for the group and specific support for the focus student to improve their learning related to <ul style="list-style-type: none"> Content being analyzed. Active learning.

Checklist Criteria	Yes	No	
A specific, measurable, and attainable, relevant and time-bound goal is identified as the foundation for the work sample.			
Candidate evaluates 3 work samples based on mastery, meeting expectations, below expectations and <u>identifies reasons</u> for the decision.			
Candidate dates all work samples.			
Candidate reflects on other presentations <u>and</u> makes connections during presentations.			
Candidate presents information on Power Point Slides.			
Candidate includes all 3 work samples in the Power Point Presentation.			
<p>Candidate's Google Portfolio, Folder 5 contains all the required elements listed:</p> <ul style="list-style-type: none"> • School's demographics • Work Sample #1 (photocopy or screen shot) of Students A and B and Work Sample Data Collection Worksheet • Work Sample #2 (photocopy or screen shot) of corresponding Work Sample Data Collection Worksheet and lesson plan for selected students A and B • Work Sample #3 (photocopy or screen shot) of corresponding Work Sample Data Collection Worksheet and lesson plan for selected students A and B <p>PowerPoint/Google Slides presentation with the above information included, as well as the following, is included in the Google Portfolio, Folder 5, prior to the presentation:</p> <ul style="list-style-type: none"> • Explanation of student achievement level & personal description/interests • Explanation of why chosen students' work became the focus • Explanation of the instructional strategy; discuss theory/theorist • Explanation of the evaluation criteria (checklist, rubric, etc.) • Explanation of the results of the instruction 			
Candidate works with whole class towards objective (can differentiate).			

To pass this assignment, a candidate must score a minimum of 15 on the rubric and meet every item on the checklist. If the minimum score drops below 15 and/or fails to meet all criteria on the checklist, the candidate will conference with the Director of Field Experiences and the FSOE Area Chair to determine a plan of action.

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. Write how you would change it. Make a list of lessons that went well for use when interviewing.
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 and
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**

PHASE I: ORIENTATION/INTENSE PARTICIPATION WEEKS 1-3

Teacher Resident:

- Attends a co-teaching workshop with mentor teacher (mandatory).
- Learns the rules, regulations, and procedures of classroom; develops skill in communicating expectations to pupils.
- Becomes familiar with physical features of building.
- Learns names of students and develops relationships with them; becomes aware of friendships and sub-groups and unique needs of individuals.
- Pays attention to the IEP plans and 504 plans of students in the classroom(s).
- Observes and assists with instruction, following lesson plans prepared by mentor teacher.
- Participates in classroom routine (taking attendance, recording grades, handing out/collecting material, supervising outside classroom) and learns daily schedule.
- Co-teaches lessons and helps the mentor teacher with assessments.
- Tutors individual students or small groups as assigned by mentor teacher.
- Constructs teaching aids and contributes materials to create a motivating, attractive learning environment.
- Becomes familiar with content to be taught later in the semester.
- Begins gathering data relevant to student work samples.
- Determine SMART goal for work sample.
- Becomes responsible for one or two classes.
- Sends bi-weekly reflection to university supervisor as indicated earlier in the manual.
- Participates in faculty meetings, parent teacher conferences, student activities, etc.
- Writes one or two long lesson plans and reviews them with the mentor teacher.

Mentor Teacher:

- Attends a co-teaching workshop with teacher resident.
- Assumes responsibility for planning and conducting class while involving teacher resident in co-planning; shares long-range plans for semester.
- Involves teacher resident in observation, routine procedures, preparation of materials, and interaction with students.
- Co-plans and co-teaches classes with the teacher resident.
- Sets aside special time to discuss the rationale of what the teacher resident is observing and to plan co-teaching.
- Establishes standards for initial lesson planning.
- Provides specific feedback to teacher resident frequently.
- Provides help and assistance with the Work Sample.
- Complete Mentor and Resident Coaching Conversation with the teacher resident.
- Seeks assistance from the university supervisor or Director of Field Experiences, if assistance with the placement is required.

University Supervisor

- Attends orientation meeting.
- Schedules introductory visit with mentor teacher and teacher resident at school site within the first two weeks of school.
- May conduct one observation.
- Observes and conferences with teacher resident.
- Asks mentor teacher for comments/feedback regarding the teacher resident.
- Evaluates the Teacher Residency Google Portfolio.
- Seeks assistance from the Director of Field Experiences, if assistance with the placement is required.

Lesson plans written early in the semester should be quite detailed. As the teacher resident becomes competent in carrying out plans, there may be less writing. Generally, as the teaching load of the teacher resident increases, the amount of detail in lesson plans will decrease.

PHASE II: ASSUMING PARTIAL RESPONSIBILITY WEEKS 4-13

Teacher Resident

- Increases efforts to identify special class characteristics and to relate instruction to individual students, meets with individual students having problems, determines how to utilize special student talents.
- Co-teaches with the mentor teacher.
- Manages all routine tasks.
- Assumes full instructional responsibility for part of the school day (two to three classes). Gradually assumes larger responsibility for instruction by accumulating teaching responsibilities, adding one subject, period or preparation every two to three weeks as teaching proficiency increases. See the Progression of Teaching Responsibilities chart.
- Continues to develop instructional materials for lessons.
- Participates in faculty meetings, parent teacher conferences, PTA meetings, etc.
- Continues to maintain Teacher Residency Google Portfolio.
- Asks mentor teacher and university supervisor for specific feedback on instructional performance.
- Continues to send bi-weekly reflections as required to the university supervisor.
- Complete Mentor and Resident Coaching Conversation.
- Continues to collect materials for the Work Sample.
- Writes long lesson plans (until reaching the required number and gives them to the mentor teacher before the lessons are taught).
- Participates in the Mock Interview session.

Mentor Teacher

- Co-plans, co-teaches and co-assesses with the teacher resident to deliver instruction. Uses 5-6 of the co-teaching strategies on a regular basis with the teacher resident.
- Continuously assesses the teacher resident's level of competency in instruction and classroom management so that the teacher resident can gain confidence before assuming additional responsibilities.
- Examines lesson plans written by teacher resident prior to the instruction.
- Plans appropriate assessments with the teacher resident.
- Models a variety of instructional techniques so the teacher resident develops a comfort level for a broad spectrum of teaching activities and encourages the teacher resident to try new strategies.
- Completes and reviews the midterm evaluation with the teacher resident (and university supervisor, if possible).
- Complete Mentor and Resident Coaching Conversation with the teacher resident.

University Supervisor

- Conducts two to three observations of the teacher resident.
- Completes the midterm evaluation and confers with the teacher resident.
- Conferences with the teacher resident and mentor teacher about the midterm evaluation.
- Is readily available for advice/support for either the mentor teacher or teacher resident.
- Asks mentor teacher for comments/feedback regarding the teacher resident.
- Evaluates the Teacher Residency Google Portfolio.
- Attends the Mock Interview session.
- Seeks assistance from Director of Field Experiences if assistance with placement is required.

PHASE III: FULL RESPONSIBILITY WEEKS 13-15*

Solo Teach for a minimum of two weeks

Teacher Resident

- Assumes full responsibility for two full weeks (solo teaching).
- Co-teaches with the mentor teacher.
- Continues to send bi-weekly reflections to the university supervisor.
- Completes and presents the Work Sample.
- Observes other classrooms*

Mentor Teacher

- Examines, critiques, and provides necessary approval of the teacher resident's plans for instruction and evaluation.
- Co-teaches with the teacher resident.
- Observes and verbally assesses the teacher resident's instruction.
- Contributes to the class instruction in ways that are complementary to the general class presentation under the direction of the teacher resident.
- Arranges for the teacher resident to visit other classrooms during the final days of residency.
- Completes final evaluation and shares it with the teacher resident.
- Completes evaluation form concerning the university supervisor's performance.
- Complete the Mentor and Resident Coaching Conversation with the teacher resident.

University Supervisor

- Conducts at least one observation of teacher resident.
- Evaluates the Teacher Residency Google Portfolio.
- Conferences with teacher resident and mentor teacher about final evaluation.
- Is readily available for advice/support for either the mentor or teacher resident.
- Attends the teacher resident Work Sample Presentation.

*Final week-observations and gradual phase-out (mentor teacher should approve any outside observations).

CO-TEACHING

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. Eventually the teacher resident solo teaches for two to three weeks depending on his or her ability to manage the task. Once the teacher resident has shown proficiency at handling instruction on his or her own, the mentor teacher returns to co-teaching with the teacher resident. When co-teaching, the amount of time the teacher resident is left alone decreases so that the mentor teacher can take advantage of having an additional trained adult to teach the students. Description of specific co-teaching strategies follows.

EXAMPLE PROGRESSION OF TEACHING RESPONSIBILITIES

The Fredrickson School of Education utilizes a co-teaching model for the teacher residency experience. Teacher residents are required to be actively engaged in all elements of the classroom beginning the first week in the placement. Teacher residents should assume teaching responsibilities as outlined in the chart below. Please note: This table is meant to be a guide for gradually increasing the roles and responsibilities of the teacher residents. The university supervisor will work with the mentor teacher and teacher resident to adjust as needed.

Single Placement (15 Weeks) Split Placement (6-7 Weeks) *Weeks noted in parentheses*

Weeks	Co-Teaching Strategy or Strategies	Resident Responsibilities
Week 1-2 (Week 1)	<ul style="list-style-type: none"> One Teach, One Observe One Teach, One Assist 	<ul style="list-style-type: none"> Assume partial responsibility for leading classroom routines (attendance, bell work, dismissal, etc.) Co-plan, co-assess, and lead small group activities
Weeks 3-4 (Week 2)	Any of the above strategies as well as <ul style="list-style-type: none"> Station Teaching Supplemental Teaching 	<ul style="list-style-type: none"> Co-plan, co-assess and lead in one subject area or class period
Week 5-6 (Week 3)	Any of the above strategies as well as <ul style="list-style-type: none"> Alternative (Differentiated) Teaching 	<ul style="list-style-type: none"> Co-plan, co-assess and lead in three subject areas or class periods
Weeks 7-9 (Week 4)	Any of the above strategies as well as <ul style="list-style-type: none"> Team Teaching Parallel Teaching 	<ul style="list-style-type: none"> Co-plan, co-assess and lead in all subject areas or class periods
Weeks 10-11 (Week 5)	Any co-teaching strategies appropriate for the lesson being taught	<ul style="list-style-type: none"> Co-plan and co-assess with mentor teacher Observe in other classrooms
Weeks 12-13 (Weeks 6) Solo Teaching	<ul style="list-style-type: none"> Team Teaching Any other Co-teaching strategies that are appropriate for the lesson being taught 	<ul style="list-style-type: none"> Co-plan and co-assess with mentor teacher Observe in other classrooms
Week 14-15 (Week 7)	Any teaching strategies that are appropriate for the lesson being taught	<ul style="list-style-type: none"> Resident observes other classrooms for at least 50% of the time and is no longer the lead teacher for any classes

**** Once the teacher resident demonstrates ability to teach and manage the classroom on his or her own, co-teaching should be resumed for maximum benefit of the students in the classroom. The teacher resident should solo for a minimum of two weeks.**

Co-Teaching Strategies & Examples

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

Strategy	Definition/Example
One Teach, One Observe	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. Example: One teacher can observe students for their understanding of directions and engagement in lesson while the other leads.
One Teach, One Assist	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. Example: 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.
Station Teaching	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. Example: 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.
Parallel Teaching	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. Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
Supplemental Teaching	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. Example: One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.
Alternative (Differentiated) Teaching	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. Example: 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.
Team Teaching	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. Example: 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.
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Co-Teaching Lesson Planning Sheet

Date/Time of Planning Session

Content

Lesson Title/Description

Date(s) of Lesson

Content Standard(s)

Student Objectives

"I can" statements or student look fors

Co-Teaching Lesson Plan

Highlight Strategy/
Strategies to be
used

*One Teach,
One Observe*

*One Teach,
One Assist*

*Alternative
(Differentiated)*

*Station
Teaching*

Supplemental

*Parallel
Teaching*

*Team
Teaching*

Lesson Flow

Teacher 1

Teacher 2

Beginning

Middle

End

Materials
necessary and
who will be
responsible

Space
considerations
(classroom setup)

Tips to Remember

- bring ideas for modifications and accommodations
- bring ideas for enrichment activities
- when planning together work on what you'll be co-teaching
- focus on communication; planning/teaming takes time
- divvy up the work
- don't use co-planning time to plan what you're doing on your own for the lesson
- outline questions to be used for parallel, station, etc.
- discuss a variety of assessment strategies
- have an attitude that we're both teaching

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.



TR 6

TEACHER RESIDENT MIDTERM EVALUATION

Educator as Developing Professional

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

Competencies/Characteristics (based on InTASC Model Core Teaching Standards)

After each item below, check the response that best matches how well the teacher candidate demonstrated these abilities.

THE LEARNER AND LEARNING

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.

	I feel very concerned about his/her ability to do this
	I feel somewhat concerned about his/her ability to do this
	I feel he/she is becoming proficient in this area
	I feel he/she is proficient in this area
	I feel he/she is very proficient in this area
Comments:	

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.

	I feel very concerned about his/her ability to do this
	I feel somewhat concerned about his/her ability to do this
	I feel he/she is becoming proficient in this area
	I feel he/she is proficient in this area
	I feel he/she is very proficient in this area
Comments:	

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 engagement in learning, and self-motivation.

	I feel very concerned about his/her ability to do this
	I feel somewhat concerned about his/her ability to do this
	I feel he/she is becoming proficient in this area
	I feel he/she is proficient in this area
	I feel he/she is very proficient in this area
Comments:	

CONTENT

4. Content Knowledge

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

	I feel very concerned about his/her ability to do this
	I feel somewhat concerned about his/her ability to do this
	I feel he/she is becoming proficient in this area
	I feel he/she is proficient in this area
	I feel he/she is very proficient in this area
Comments:	

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.

	I feel very concerned about his/her ability to do this
	I feel somewhat concerned about his/her ability to do this
	I feel he/she is becoming proficient in this area
	I feel he/she is proficient in this area
	I feel he/she is very proficient in this area
Comments:	

INSTRUCTIONAL PRACTICE

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.

	I feel very concerned about his/her ability to do this
	I feel somewhat concerned about his/her ability to do this
	I feel he/she is becoming proficient in this area
	I feel he/she is proficient in this area
	I feel he/she is very proficient in this area
Comments:	

7. Planning and 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.

	I feel very concerned about his/her ability to do this
	I feel somewhat concerned about his/her ability to do this
	I feel he/she is becoming proficient in this area
	I feel he/she is proficient in this area
	I feel he/she is very proficient in this area
Comments:	

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. The teacher candidate incorporates technology into his/her instruction.

	I feel very concerned about his/her ability to do this
	I feel somewhat concerned about his/her ability to do this
	I feel he/she is becoming proficient in this area
	I feel he/she is proficient in this area
	I feel he/she is very proficient in this area
Comments:	

PROFESSIONAL RESPONSIBILITY

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.

	I feel very concerned about his/her ability to do this
	I feel somewhat concerned about his/her ability to do this
	I feel he/she is becoming proficient in this area
	I feel he/she is proficient in this area
	I feel he/she is very proficient in this area
Comments:	

10. Leadership and Collaboration

The 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.

	I feel very concerned about his/her ability to do this
	I feel somewhat concerned about his/her ability to do this
	I feel he/she is becoming proficient in this area
	I feel he/she is proficient in this area
	I feel he/she is very proficient in this area
Comments:	

11. Grade Guide: Based on your responses for 1-10, please circle the overall grade you are giving this teacher candidate. Please select only one.

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

12. Number of Days Teacher Resident was absent: _____

Overall Comments:

--

Mentor Teacher or University Supervisor Signature Date

University Supervisors: Please submit any observation forms/notes you have with this evaluation. Thank you!

TR 7

TEACHER RESIDENT FINAL EVALUATION

Educator as Developing Professional

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

Competencies/Characteristics (based on InTASC Model Core Teaching Standards)

After each item below, check the response that best matches how well the teacher candidate demonstrated these abilities.

THE LEARNER AND LEARNING

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.

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	I feel he/she is proficient in this area
	I feel he/she is very proficient in this area
Comments:	

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.

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Comments:	

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 engagement in learning, and self-motivation.

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	I feel he/she is proficient in this area
	I feel he/she is very proficient in this area
Comments:	

CONTENT

4. Content Knowledge

The teacher candidate understands central concepts, tools of

inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

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Comments:	

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.

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	I feel he/she is proficient in this area
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Comments:	

INSTRUCTIONAL PRACTICE

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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.

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	I feel he/she is becoming proficient in this area
	I feel he/she is proficient in this area
	I feel he/she is very proficient in this area
Comments:	

7. Planning and 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.

	I feel very concerned about his/her ability to do this
--	---

	I feel somewhat concerned about his/her ability to do this
	I feel he/she is becoming proficient in this area
	I feel he/she is proficient in this area
	I feel he/she is very proficient in this area
Comments:	

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. The teacher candidate incorporates technology into his/her instruction.

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	I feel he/she is proficient in this area
	I feel he/she is very proficient in this area
Comments:	

PROFESSIONAL RESPONSIBILITY

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.

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	I feel he/she is becoming proficient in this area
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	I feel he/she is very proficient in this area
Comments:	

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.

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	I feel somewhat concerned about his/her ability to do this
	I feel he/she is becoming proficient in this area
	I feel he/she is proficient in this area
	I feel he/she is very proficient in this area
Comments:	

- 11. Grade Guide:** Based on your responses for 1-10, please circle the overall grade you are giving this teacher candidate. Please select only one.

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

12. Teacher Residency Portfolio Grade: (University Supervisor Only)

Points Earned	Points Possible
	75

- 13. Total Number of Days Teacher Resident was absent this semester:**

Comments:

Mentor Teacher or University Supervisor Signature

Date

University Supervisors: Please submit any observation forms/notes you have with this evaluation. Thank you!

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 audio taping and videotaping. 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 planning together, team teaching, cooperative grouping, etc. 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. Allow teacher residents time to be in charge, leaving the room early in the experience so he or she can gain control. Interrupt only when absolutely necessary.
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.

- Discussed his or her philosophy of education with me and gave specific examples of its application in classroom settings
- Modeled classroom management and instructional strategies that I could use.
- Provided an inspirational attitude toward teaching and inspired me as a resident.
- Gave me an understanding of outside professional activities—built a professional attitude.
- Treated me like a teacher instead of a student.
- Taught me how to set up the classroom and modeled how to begin the school year.
- Showed me how to establish relationships.
- Helped me develop my questioning skills.
- Gave me classroom management tools that I will use in my own classroom.
- Allowed me to sit in on IEP meetings and help with parent-teacher conferences.
- Showed me how to fill out an IEP.
- Included me during collaboration meetings and made me feel like a staff member.
- Supported my decisions.
- Appreciated the work I did – verbally and frequently.
- Trusted me.
- Identified my weak areas and honestly discussed them with me so that I could improve.
- Allowed me to struggle with some ideas, but also was there to guide and support me.
- Collaborated frequently with me and other teachers.
- Gave me freedom to plan my own lessons.
- 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.
- Never got excited or irritated when things went wrong. Maintained a calm demeanor.
- Guided but did not dictate.
- Was well organized.
- Put expectations and goals into realistic and tangible terms.
- Provided praise and suggestions immediately after a lesson while the situation was fresh.
- Jotted down helpful hints while I was teaching so that I had them in written form.
- Ate lunch with me so that we had an opportunity for informal tasks.
- Reviewed my lesson plans, often with me, and added suggestions to the plans before I taught the lesson.
- Put encouraging remarks on my plans when I had planned something exceptionally well.
- Explained details of classroom procedure and methods of teaching in the beginning.
- Took me into the teaching situation gradually so that I became more confident.
- Let me take my time in getting the “feel” of the classroom before I started to teach.
- Used the co-teaching strategies with me so I gained confidence.
- Joined in as one of the class to help put me at ease during the first few lessons.
- Gave me freedom to express my own ideas and encouraged me to try different techniques.
- Showed me how to set up a schedule and follow it.
- Explained the use of the classroom materials and gave me addresses of commercial companies selling the materials.
- Suggested books and journals which were helpful in planning my work. Gave references for instructional materials.
- Talked to me about the health, personality, previous experiences and backgrounds of the pupils for my benefit.
- 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.
- Introduced me to the other teachers, visiting teachers, school nurse, secretary, special teachers, school resource officers, counselors, and cafeteria workers.
- Allowed me to visit in other classrooms.
- Helped me realize the importance of differentiating lessons.
- Provided specific feedback on lesson planning.
- Created a Google Docs for feedback.
- Gave me AVMR groups and RTI groups on day one. (elementary)
- Got to know me on a personal level.
- Planned each week’s lessons with me.
- Made me feel welcome in her classroom.
- Showed me how to do things I’m curious about.
- 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 teacher 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 specific 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 area 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.
28. Provided great support during stressful weeks.

Teacher Resident:	Grade/Subject:	School:	Mentor Teacher:	University Supervisor:	Date:	Observation/Visit Number:
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.						
One Teach, One Observe	One Teach, One Assist	Station Teaching	Alternative (Differentiated)	Supplemental Teaching	Parallel Teaching	Team Teaching
InTASC* Model Core Teaching Standards	Research Based Strategies Circle elements present while observing lesson or conferencing.					Comments/ Misc. (Use additional paper if necessary.)
1. Learner Development 2. Learning Differences 4. Content Knowledge 5. Application of Content 7. Planning for Instruction 8. Instructional Strategies * Interstate Teacher Assessment and Support Consortium (InTASC)	<u>Maintains a strong instruction focus utilizing the elements of effective instruction.</u> 1. Ask the teacher resident for a copy of the lesson plan from which he/she is teaching during observation 2. Matches lesson objective to national/state standards and/or district curriculum 3. Uses understanding of individual differences & 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. Uses content reading strategies when reading required texts					
3. Learning Environments	<u>Works with others to create environments that support individual and collaborative learning.</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 and 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.					Signature of University Supervisor:
						Signature of Teacher Resident:
						Signature of Mentor Teacher (optional):
Google Portfolio Grade	Reviewed 3 times during residency. Each review is worth 25 points. Refer to rubric in Teacher Residency Manual.					_____/25 points

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
• 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
• Feedback fostered a growth mindset.	N/A	1	2	3
• 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	Robert Bennis Elem	22.4
George McGovern MS	9.8	Valley Springs Elem	35.4
Memorial MS	10.8	Harrisburg HS	18.4
Patrick Henry MS	3.8	Harrisburg North MS	11.2
Whittier MS	5.2	Harrisburg South MS	15.0
All City at Jane Addams	6.0	Harrisburg Adventure	15.4
Anne Sullivan	8.4	Harrisburg Endeavor	11.0
Challenge Center	3.8	Harrisburg Explorer	11.2
Cleveland	7.0	Harrisburg Freedom	14.8
Discovery	11.6	Harrisburg Horizon	12.0
Eugene Field A+	5.0	Harrisburg Journey	9.0
Garfield	2.6	Harrisburg Liberty	16.8
Harvey Dunn	7.0	Tea Area HS	21.2
Hawthorne	4.0	Tea Area MS	21.2
Hayward	8.8	Tea Area Frontier Elem	11.6
Horace Mann	3.6	Tea Area Legacy Elem	21.0
John F. Kennedy	10.4	Tea Area Venture Elem	22.0
John Harris	8.8	West Central HS	33.4
Laura B. Anderson	7.2	West Central MS	33.4
Laura Wilder	2.8	West Central Hartford Elem	34
Lowell	0.8	West Central Humboldt Elem	52.4
Oscar Howe	9.6		
R. F. Pettigrew	12.2	Baltic Schools	40.8
Renberg	20.8	Children's Home Society	9.8
Robert Frost	3.8	Sioux Falls Christian Schools	10.0
Rosa Parks	8.2		
Sonia Sotomayor	.8		