

UNIVERSITY OF DELAWARE

TEACHER RESIDENCY HANDBOOK



THE CENTER FOR EXCELLENCE AND EQUITY IN TEACHER PREPARATION (CEETP) IS A CENTER HOUSED WITHIN THE COLLEGE OF EDUCATION & HUMAN DEVELOPMENT. CEETP BRINGS EXPERTISE IN TEACHER EDUCATION AND A COMMITMENT TO DIVERSITY, EQUITY AND INCLUSION TO ALL OF ITS UNIVERSITY SERVICES AND EDUCATIONAL INITIATIVES.

2023-2024



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PRINCIPLES OF THE UNIVERSITY OF DELAWARE TEACHER RESIDENCY PROGRAM

Teacher residencies are the most comprehensive model of teacher preparation in the nation. Residencies play an increasingly important role in designing human capital strategies by creating a pathway that responds directly to the hiring needs of school districts. In addition, residencies provide career advancement for experienced teachers to act as mentors, while developing highly effective new teachers that are capable of impacting student achievement from the moment they enter the classroom as a teacher of record. The University of Delaware Teacher Residency (UDTR) closely follows the NCTR residency model. It blends a rigorous full-year classroom apprenticeship for pre-service teachers with a carefully aligned sequence of academic coursework, either through an institution of higher education or other certification provider. Teacher residents experience extensive opportunities to learn how to teach by working alongside a teacher educator in the district in which they will eventually work. Coursework is tailored to district context, with residents learning the district's core instructional initiatives and curriculum during the training year. Teacher residency programs require candidates to commit to teaching in their partner districts for a minimum of 3 years, in addition to the year of training.

PRINCIPLES OF TEACHING AND LEARNING

All teachers, whether implicitly or explicitly, employ a theory of learning when they teach. By this, we mean that every teacher holds a set of beliefs and expectations about how their instructional decisions will foster learning with their students -- this is what we call a teacher's "mental model." Guided by research on effective teaching practices and the science of learning, we believe every teacher's mental model should be informed by our best available scientific understanding of how we learn. To that end, we will focus on six key learning-science principles we believe are essential for future teachers to understand and apply:

- 1) Connecting the dots: Students learn new ideas by referencing ideas they already know
- 2) Managing the learning load: Learning is impeded if students are confronted with too much information at once.
- 3) Deeper meaning and learning: We usually want students to remember what information means and why it is important, so they should think about meaning when they encounter to-be-remembered material.
- 4) Practicing with purpose: Practice is essential to learning new facts, but not all practice is equivalent.
- 5) Building feedback loops: Effective feedback is essential to acquiring new knowledge and skills.
- 6) Creating a motivating environment: Students will be motivated to learn in environments where they feel safe and valued.

GLOSSARY OF TERMS

1. Coach: University-based staff or faculty member who informally and formally observes the Resident in the school setting and assists the Resident by using various forms of feedback, both formal and informal. The coach engages in cycles of pre-conference, observation, post-conference, as well as modeling and co-teaching to demonstrate implementation of effective teaching practices.
2. Resident: A university student who spends an academic year in a school setting where he/she increases in his/her responsibility for teaching over the course of the year and under the guidance of a skilled mentor. Residents commit to teach in their school or district for three years following the residency year.
3. Residency Teacher (RT): A RT is an experienced, high quality teacher working in UDTR partner schools who facilitates the growth of a Resident's teaching practice.
4. Residency school: School site that partners with UDTR where one or more RT host Residents in their classroom during the Residency year.
5. LEA: Local Education Agency – a school district or charter school
6. ETE: Elementary Teacher Education
7. ECE: Early Childhood Education
8. SECE: Secondary Education
9. STEM: Science, technology, engineering and mathematics
10. Co-teaching: Act of two or more teachers working together with groups of students and sharing the planning, organization, delivery, and assessment of instruction and physical space.
11. Sacred Co-planning and Reflection Time: A co-planning time, at least weekly, when RT and Resident plan instruction together. This is a day(s) and time each week when they will always meet to collaboratively plan and reflect on the relevant curriculum, instruction, and assessment.
12. UDTR Program Coordinators: Faculty and staff in HDF5, SOE, and CAS who oversee ECE, ETE, and SECE programs in the respective departments. UDTR PC work closely with UDTR program directors (see below) to deliver a unique, high-quality residency program.
13. UDTR Program Directors: The Program Directors work closely with Program Coordinators to oversee the UDTR. Specifically, the Program Directors:
 - a. lead the development and ongoing management of the core components of the residency program;
 - b. create and implement a development strategy that aligns with the UDTR goals;
 - c. lead applicant and RT recruitment and acceptance;
 - d. facilitate information flow and communication across the applicant feeder Colleges;
 - e. support the work of the ECE and ETE Programs by attending to curriculum, policies, practices etc;
 - f. interface externally with school-based leaders;
 - g. develop and manage training and induction programs for graduates and RT; and are responsible for providing DOE with essential data for Research/Evaluation requirements.

RESIDENCY OVERVIEW

About University of Delaware

The University of Delaware exists to cultivate learning, develop knowledge, and foster the free exchange of ideas. State-assisted yet privately governed, the University has a strong tradition of distinguished scholarship, research, teaching, and service that is grounded in a commitment to increasing and disseminating scientific, humanistic, and social knowledge for the benefit of the larger society. Tracing its origins to 1743 and chartered by the state in 1833, the University of Delaware today is a land grant, sea-grant and space-grant university.

The University of Delaware is dedicated to providing outstanding undergraduate, graduate, and professional education. University faculty are committed to the intellectual, cultural, and ethical development of students as citizens, scholars, and professionals. The University of Delaware promotes an environment in which all people are inspired to learn and encourages intellectual curiosity, critical thinking, free inquiry, and respect for the views and values of an increasingly diverse population.

Teacher preparation programs are located in four of the seven colleges at the University. The College of Education comprises the School of Education's Elementary Teacher Education (ETE) program and the Human Development and Family Sciences' Early Childhood Education (ECE) program. The middle school math, science, English, and social studies concentrations, as well as special education and English as a second language programs are also part of the School of Education. The College of Arts and Sciences hosts the following secondary education programs: English, math, science, history/social studies, and foreign languages. Economics Education can be found in the Business College and Earth Science Education in the College of Earth, Oceans, and Environment.

About School Districts in Delaware

School Districts in Delaware, and nationwide, are faced with staffing challenges each year (Learning Policy Institute, 2018). In particular, teacher shortages due to attrition drive the need to recruit, hire, and retain teachers to fill positions in high needs schools and high needs subject areas such as math, science, and special education. School Districts and Institutes of Higher Education need to work together to recruit, hire, and retain teachers in high-need schools and high-need subject areas by developing residency programs that simultaneously provide professional development to in-service residency teachers while training pre-service teacher residents to become culturally competent, effective instructors focused on the needs of all children. In particular, partnerships should strive to become leaders in increasing achievement and improving student outcomes by increasing academic excellence, preparing future ready students, and focusing on success for ALL students. The partnerships have committed to increasing the quality of educators, improving the effectiveness and efficiency of operations, and engaging with families and the community.

UDTR Vision

- To prepare professionals to develop the competencies, dispositions, leadership skills and advocacy skills of effective educators who are committed to improving the lives of individuals in

a global society by ensuring that all children have access to high-quality, skillful teaching and learning. Our students will graduate knowing they have been prepared to be good on day one and great over time.

UDTR Mission

- To prepare pre-service and in-service educators to serve as professionals who:
 - use evidence-based research and high leverage teaching practices to improve teaching and learning
 - use high quality materials and practices to support diverse learners in diverse settings
 - advocate for historically underserved populations toward the goal of disrupting inequities
 - promote the social-emotional development and well-being of learners of all ages
- To ensure future educators are placed with high quality mentors in schools that embody strong grade level instruction, deep engagement in learning and high expectations for students to meet grade-level standards
- To promote pathways to teaching for students from diverse backgrounds
- To support LEAs in practices focused on retention of high quality teachers in high-need subject areas and schools
- To provide continued instructional support from IHEs and LEAs throughout a teacher's lifespan

UDTR Residency Model

To create dynamic, information-rich, 21st century learning environments and prepare all students for college, careers and civic engagement, teachers, pre-service teachers, and leaders are needed who can:

- 1) Create conditions for learning that reflect an understanding of child and adolescent development and the science of learning
- 2) Develop and implement curricular designs and instructional strategies that motivate and engage students in higher-order thinking and equip graduates with 21st century skills and competencies
- 3) Understand their own social and emotional competencies, model them for students and build practices that integrate social, emotional, and cognitive skill-building with academic content
- 4) Create structures that reach beyond the classroom to provide systems of academic, social and emotional support, including personalized supports that are responsive to students' needs and address the impacts of adversity
- 5) Be equity-focused and responsive to the needs of diverse learners

Consequently, the UDTR Residency is closely aligned to the NRTR model with an emphasis on engaging in sustained, guided and independent practice to develop the skills of a well-prepared beginning teacher. To that end, the tenets of the model include:

- An Intensive pre-service preparation focused on the specific needs of teachers in diverse schools

- A targeted and rigorous school site, resident, and mentor teacher recruitment and selection process
- A full-year classroom apprenticeship alongside a highly effective mentor teacher
- A carefully aligned sequence of academic coursework
- A gradual release of teaching responsibilities plan with co-teaching
- Support from an experienced university-based coach
- Strategic hiring of graduates who have committed to teach in the district for three years upon successful completion of the residency year
- Professional Development for mentor teachers and residents
- Aligned induction support
- A program assessment/evaluation plan

ACADEMIC COURSEWORK

Early Childhood Education (ECE) and Special Education* (SPED)

Senior I (Fall)

Student Teaching I
 Student Teaching Seminar I
 Advanced Inclusive Curriculum I

Senior II (Spring)

Student Teaching II
 Student Teaching Seminar II
 Advanced Inclusive Curriculum I

Elementary Teacher Education (ETE) with Special Education Concentration (SPED)

Senior I (Fall)

Educational Evaluation for Exceptional Learners
 Diagnosis and Instruction for Literacy Problems
 Applied Behavior Analysis
 Curriculum and Instruction for Exceptional Learners
 Practicum for SPED Methods

Senior II (Spring)

Student Teaching I
 Student Teaching Seminar I

Secondary Education (SECE) Math and Secondary Education (SECE) Science [STEM]

Spring I

SMED600 Issues in STEM Education
 SMED601 Inclusive STEM Classroom Management

Summer

SMED602 Inclusive STEM Assessment
 SMED603 Inclusive STEM Instruction

Fall

SMED604 STEM Education Internship I
 SMED606 Teaching Methods and Seminar I

Spring II

SMED605 STEM Education Internship II
 SMED607 Teaching Methods and Seminar II

UNDER CONSTRUCTION

Secondary English
 Secondary Social Studies
 Secondary World Languages
 Montessori

COURSEWORK-FIELDWORK INTEGRATION

Courses taken during the residency year were created with practice and application in mind. Students in the ETE with SPED program complete four SPED courses with practicum during the fall semester and student teaching plus student teaching seminar during the spring semester. In the fall, the courses are Applied Behavior Analysis, Curriculum Instruction for Exceptional Learners, Educational Evaluation for Exceptional Learners, and Diagnosis and Instruction for Literacy Problems. Students in the ECE program complete one course plus student teaching seminar in fall and spring. They take Advanced Inclusive Curriculum I in the fall and Advanced Inclusive Curriculum II in the spring.

All of these courses include field-based activities that relate directly to their placements. Whenever possible, course instructors align assessments, curricula, practices, and procedures to the schools and districts in which students are placed. In the curriculum and instruction course students take in the fall, residents will collect assessment data and create a two-lesson plan sequence for small group instruction for learners who are experiencing academic difficulty with a skill, concept, or strategy. Additionally, they will learn how to draft an IEP (not based on students in their classroom settings). Finally, they will design, implement, and evaluate a 4 day unit of instruction with a focus on meeting academic needs. In the applied behavior analysis course taken in the fall, students complete a behavior monitoring project and behavior support plan design project.

In the literacy course ETE students take in the fall, residents will conduct a decoding assessment, use the data to create small groups and lesson plans for instruction, monitor progress during the lesson, and collect post-assessment data. Additionally, they will collect and analyze writing samples, develop lesson plans to teach a writing genre, and conduct a post-assessment to determine growth.

In the evaluation course students take in the spring, residents create a CBM Monitoring Project. This project develops knowledge and skills about using CBM to monitor progress. After meeting criterion for administration fidelity, residents will administer weekly CBM assessments for at least 5 weeks using an appropriate task for reading (using DIBELS or AIMSWeb) and one other academic area of your choice (spelling, written expression, math computation, math concepts and applications, or an early numeracy task, using AIMSWeb). Residents will establish a baseline, set a goal, establish a goal line, graph data, and interpret the data. Additionally, they will assess an elementary-age student using an assessment that will determine the student's current academic achievement in reading, writing, mathematics and oral language. This project consists of three components: administration of the KTEA, scoring the assessment using Q-Global, and developing a written report in the standard assessment report format.

All residents will attend a monthly PLC, or Professional Learning Community. Once the fall semester starts, the residents will work with UDTR to decide dates and times that work best for the cohort. PLC meetings require mandatory attendance and participation of all residents. With any PLC meetings held on Zoom, residents must use their camera and be ready to communicate with the group. PLC meetings will include guest speakers and topics aligned with data gathered through classroom observations.

SUMMER INSTITUTE

The purpose of the summer institute is to provide introductory and professional development sessions for residency teachers, residents, and coaches. A draft of the agenda:

Summer 2023: 3 days for residents & 2 days for resident teachers

Tuesday (Residents)

Time	Session Name
9:00-9:15	Welcome
9:15-9:45	Icebreaker- Getting to know your cohort
9:45-10:30	What is residency?
10:30-10:40	Break
10:40-12:15	Student Learning, HLP, and Active Engagement
12:15-1:00	Lunch Panel with Former Residents
1:00-2:15	Culturally Responsive Practice in High Needs Schools
2:00-2:10	Break
2:10-3:00	Professionalism (Dr. Stephanie Armstrong)

Wednesday (Residents & RTs)

9:00-9:10	Welcome
9:15-9:45	Icebreaker- Getting to know your Resident/RT
9:45-10:45	Support Systems & Feedback Structures
10:45-11:00	Break
11:00-12:00	Co-Teaching Pairs Workshop
12:00-12:45	Lunch with HR
12:45-1:30	Intro to Gradual Release of Responsibility
1:30-1:45	Break
1:45-3:00	Resident & Residency Teacher Collaborative Planning

Thursday (Residents & RTs)

9:00-9:15	Sign-in/Announcements/Norms
9:15-9:45	Welcome & Role of a Mentor
9:45-10:15	Overview of Residency Coaching Model
10:15-12:15	Identifying a Key Lever
12:15-12:45	Lunch with Coaches
12:45-1:45	Deliver Action, Impact Feedback
1:45-2:00	Reflection & Closing

SCHOOL DISTRICT CALENDARS

Residents will align the schedules with their districts schedule. They will be in the district working When schools are closed for in-service, professional development, parent conferences, or grading, teachers and residents follow the school district calendar. Even though UD is closed, residents follow school district calendar. ETE students will begin five days per week in the classroom after fall semester has ended.

[2023-2024 SCHOOL YEAR CALENDAR - University Of Delaware](#)

[2023-2024 SCHOOL YEAR CALENDAR – Appoquinimink](#)

[2023-2024 SCHOOL YEAR CALENDAR – Christina](#)

[2023-2024 SCHOOL YEAR CALENDAR – Red Clay](#)

HIGH LEVERAGE PRACTICES

Our goal is to create a system for teacher preparation and support that will produce skillful beginning teachers who disrupt inequity. We know that establishing such a system with a professional standard for entry-level practice can only happen if we work collectively. Thus, we have partnered strategically with policymakers, school districts, and non-profit organizations (Rodel & NRTR). Through these various partnerships, we have supported efforts to identify and learn practices of teaching that are particularly “high-leverage” for beginning and early career teachers. We will offer professional development, training, seminars, and consultations to support teacher educators, coaches, and in-service teachers in learning practice-based methods to prepare beginning teachers—methods that allow beginning teachers to engage in ongoing practice before they enter the classroom. Through this collective work, we aim to contribute to achieving the vision of a just and equitable public education system, one that makes possible a better tomorrow for children everywhere.

High-leverage practices (HLP) are the basic fundamentals of teaching. These practices are used constantly and are critical to helping students learn important content. The high-leverage practices are also central to supporting students’ social and emotional development. These high-leverage practices are used across subject areas, grade levels, and contexts. They are “high-leverage” not only because they matter to student learning but because they are basic for advancing skill in teaching. More information about HLP can be found at the following website:

<http://www.teachingworks.org/work-of-teaching/high-leverage-practices>

- Leading a group discussion
- Explaining and modeling content, practices, and strategies
- Eliciting and interpreting student thinking
- Diagnosing particular common patterns of student thinking and development in a subject-matter domain
- Implementing norms, practices, and routines for classroom discourse and work
- Coordinating and adjusting instruction during a lesson
- Establishing and maintaining community expectations and agreements about behavior

- Implementing organizational routines
- Setting up and managing small group work
- Building respectful relationships with students
- Communicating with families
- Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction
- Setting long- and short-term learning goals for students
- Designing single lessons and sequences of lessons
- Checking student understanding during and at the conclusion of lessons
- Selecting and designing formal assessments of student learning
- Interpreting the results of student work, including routine assignments, quizzes, tests, projects, and standardized assessments
- Providing feedback to students
- Analyzing instruction for the purpose of improving it

RESIDENCY GRADUAL RELEASE OF RESPONSIBILITY CALENDAR

During the residency year, residents will develop the competencies of an effective teacher by engaging in integrated clinical experiences and coursework. The UDTR program will provide residents with multiple opportunities to **learn, rehearse, enact, and reflect (LRER)** on the competencies of an effective teacher. To that end, the gradual release of responsibility co-teaching model will guide students in assuming teaching responsibility over the course of the residency year. Students will spend time observing students to understand how to address student-learning needs. Additionally, **time will be spent learning, rehearsing, enacting, and reflecting on high-leverage practices in co-teaching scenarios under the guidance of a Residency Teacher (RT) and University Coach (UC)**. Residents will begin to take the lead in co-teaching lessons over time while continuing to **learn, rehearse, enact, and reflect** new practices until they have had a sufficient amount of guided practice in all aspects of teaching.

LRER (Learn, Rehearse, Enact, Reflect)

1. **LEARN** = RT models the practice/strategy for the R (I do it)
2. **REHEARSE** = R and RT engage in guided practice around the practice/strategy (I do most; you do some, THEN, I do some; you do most)
3. **ENACT** = R engages in independent practice around the practice/strategy (You do it)
4. **REFLECT** = R and RT reflect on what worked well and what needs work (**Reflection is iterative occurring after each of the three above - Learn, Rehearse, Enact**).

This gradual release calendar describes the activities in which residents must engage during each month of the academic year. **(NOTE: Some activities may not be applicable to all programs – when in doubt, consult with your coach)**

ACRONYM GLOSSARY

R – Resident, **RT** – Residency Teacher, **UC** – University Coach

Key HLP – Key High Leverage Practice (the focus)

TTO- Teacher Time Out

POP Cycle – Pre-Observation Conference – Observation – Post-Observation Conference

- Week 0 (Zero) is preparation/PD week with your RT – dates vary according to district
- For R who begin school on or around 8/28 (week 1), week 13 is during Thanksgiving week (11/20-11/24) and your last week before Christmas break is week 17 (12/18-12/22).
- For R who begin school on or around 9/5 (week 1), week 12 is during Thanksgiving week (11/20-11/24) and your last week before Christmas break is week 16 (12/18-12/22).

Week 0 – Preparation/PD Week		
<ul style="list-style-type: none"> • R's Role in the Classroom: Get to know the community, district, school, grade level team, RT, and students • Key HLPs: 8 – Implementing organizational routines; 7 – Establishing and maintaining community expectations and agreements about behavior (CEC 7 Establish a consistent, organized, and respectful learning environment); 5 – Implementing norms and routines for discourse 		
Resident (R)	Residency Teacher (RT)	University Coach (UC)
1) With RT, organize the classroom 2) Work with RT to developing procedures including rules, routines, transitions, and co-teaching (TTO) 3) Get to know the school personnel and the community of parents 4) Get to know the technology 5) Get to know school procedures, policies, layout, routines, and schedules 6) Review all school and district/charter curriculum documents and handbooks 7) Work with RT to establish regular weekly co-planning time and reflection time 8) Participate in meetings (grade, subject, school-wide, etc.) with the RT	1) With R, talk through organizing the classroom 2) With R, talk through procedures including rules, routines, transitions, and co-teaching (TTO) 3) Introduce R to the school personnel and the community of parents 4) Intro R to the technology 5) Intro R to school procedures, policies, layout, routines, and schedules 6) Intro R to all school and district/charter curriculum documents and handbooks 7) Establish regular weekly co-planning time and reflection time 8) Bring R to all meetings and PD (grade, subject, school-wide, etc.)	Look-fors: 1) Contact School Administrator (SA) and RT to introduce yourself 2) Contact R's Seminar Instructor to introduce yourself 3) Introductory visit to meet RT and remind R and RT of Gradual Release calendar and responsibilities

Weeks 1-2
<ul style="list-style-type: none"> • R's Role in the Classroom: Observe Students and Assist RT • Key HLPs: 12 - Learning about students; 7 – Establishing and maintaining community expectations and agreements about behavior (CEC 7 Establish a consistent, organized, and respectful learning environment); 5 – Implementing norms and routines for discourse

Resident (R)	Residency Teacher (RT)	University Coach (UC)
<ol style="list-style-type: none"> 1) When learning to teach, use learn, rehearse, enact, reflect (LRER - see page 1) 2) Get to know the students (see protocol for specifics) 3) Observe student learning at all times – during whole group, small group, independent, and transition activities (see observation protocol for specific look-fors) 4) Observe the active engagement strategies the RT uses to keep students engaged 5) Use <u>LRER</u> to work with individual students as directed by RT 6) Informal visit during week 2 	<ol style="list-style-type: none"> 1) During instruction, take a TTO to explain your thinking to the R 2) Help R learn about your students 3) Use modeling, guided practice, and independent practice (learn, rehearse, enact, reflect - LRER) to help R learn to use active engagement strategies and implement community expectations about behavior 4) Use <u>LRER</u> to help R learn how to implement norms and routines for discourse 5) Use <u>LRER</u> to help R learn how to work with individual students 	<p>Look-fors:</p> <ol style="list-style-type: none"> 1) Informal visit during week 2 2) Evidence the R is learning about the students 3) Developing rapport with students 4) Implementing processes for classroom behavior expectations 5) Implementing active engagement strategies (e.g., turn and talk – NOT calling on raised hands) and establishing norms for discourse 6) Conducting screening assessments and analyzing data 7) Activities in which the R is working with individual students

Weeks 3-4		
<ul style="list-style-type: none"> • R's Role in the Classroom: Observe Students, Assist, Co-Plan for Small Group, & Co-Teach for Small Group • Key HLPs: 9 – Setting up and managing small group work; 10 – Building respectful relationships; 2 - Explaining and modeling content, practices, and strategies; 3 - Eliciting and interpreting students' thinking 		
Resident (R)	Residency Teacher (RT)	University Coach (UC)
<ol style="list-style-type: none"> 1) Continue to observe student learning in all settings – are students engaged in learning? Are they learning? How do you know? 2) Use active engagement strategies during all lessons (e.g., turn and talk – NOT calling on raised hands) 3) Focus on student learning – objectives: can students articulate what they are learning and why it is important? 4) Use <u>LRER</u> to co-plan and manage small group 	<ol style="list-style-type: none"> 1) Prior to instruction, explain your thinking to the R when co-planning, managing, and teaching small group instruction 2) Discuss how to plan and implement active engagement strategies to engage ALL learners 3) Discuss how objectives should focus on student learning so that children, when questioned, can articulate the objective and why it is important. 4) Discuss how small group instruction should look: Model, Guided Practice, Independent Practice, Apply, Closure (Review (summarize) and Check for 	<p>Look-fors:</p> <ol style="list-style-type: none"> 1) Formal observation of small group instruction during week 4 2) Interacting respectfully with students 3) Implementing active engagement strategies (e.g., turn and talk – NOT calling on raised hands) 4) Small group lesson co-delivery = Model, Guided Practice, Independent Practice, Apply, Closure (Review (summarize) and Check for Understanding) [If the lesson is inquiry/problem-based, the

<p>instruction with RT</p> <p>5) Focus on eliciting and interpreting student thinking during small group instruction</p> <p>6) Use <u>LRER</u> to co-teach small group instruction – Model, Guided Practice, Independent Practice, Apply, Closure (Review (summarize) and Check for Understanding) [If the lesson is inquiry/problem-based, the inquiry/problem will determine delivery without modeling.]</p> <p>7) Reflect after co-teaching</p> <p>8) Work on building respectful relationships including small conversations with students, notes to students, nonverbal signals, and responding to and acknowledging students during lessons.</p> <p>9) Formal observation of small group instruction during week 4 after Learn and Rehearse (LR). Co-teach during Enact.</p>	<p>Understanding) [If the lesson is inquiry/problem-based, the inquiry/problem will determine delivery without modeling.]</p> <p>5) Discuss how each lesson should close with a review (summary) and a check for understanding</p> <p>6) During instruction, take a TTO to explain your thinking to the R about content or practice during small group instruction during Learn and Rehearse (with plenty of opps for guided practice (GP))</p> <p>7) With R, co-teach small group instruction during Enact</p> <p>8) Reflect with R after co-teaching</p> <p>9) Help R learn about building respectful relationships with students</p> <p>10) Use <u>LRER</u> to help R engage students in learning with active engagement strategies</p> <p>11) Use <u>LRER</u> to help R elicit and interpret student thinking</p>	<p>inquiry/problem will determine delivery without modeling.]</p> <p>5) R's focus on eliciting and interpreting student thinking</p> <p>6) R's focus on student learning – objectives: can students articulate what they are learning and why it is important?</p> <p>7) Conducting screening assessments and analyzing data</p>
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Weeks 5-6		
<ul style="list-style-type: none"> R's Role in the Classroom: Co-Planner for Small Group and Whole Group (1 subject/class); Small Group Facilitator (Lead); Whole Group Co-Teacher-1 subject/class Key HLPs: 1 – Leading a group discussion; 3 – Eliciting and interpreting students' thinking; 7 – Establishing and maintaining community expectations and agreements about behavior (CEC 7 Establish a consistent, organized, and respectful learning environment); 15 - Checking student understanding 		
Resident (R)	Residency Teacher (RT)	University Coach (UC)
<p>1) Continue to observe student learning in all settings – are students learning? How do you know? Try Retrieval Practice as a warm up.</p> <p>2) Use active engagement</p>	<p>1) Prior to instruction, explain your thinking to the R when co-planning, managing, and teaching whole group instruction for one subject/class</p> <p>2) Remind R to plan and implement active engagement strategies to</p>	<p>Look-fors:</p> <p>1) Informal visit during week 6</p> <p>2) Implementing active engagement strategies (e.g., turn and talk – NOT calling on raised hands) during whole group instruction</p>

<p>strategies during all lessons (e.g., turn and talk – NOT calling on raised hands)</p> <p>3) Focus on student learning – objectives: can students articulate what they are learning and why it is important?</p> <p>4) Use <u>LRER</u> to co-plan, manage, and facilitate small group instruction as Lead Teacher</p> <p>5) Focus on eliciting and interpreting student thinking during small group instruction</p> <p>6) Use <u>LRER</u> to co-teach 1 whole group subject/class: instruction – Model, Guided Practice, Independent Practice, Apply, Closure (Review (summarize) and Check for Understanding) [If the lesson is inquiry/problem-based, the inquiry/problem will determine delivery without modeling.]</p> <p>7) Reflect after co-teaching</p> <p>8) Ensure you are maintaining community expectations about behavior</p> <p>9) Informal visit during week 6 after Learn and Rehearse (LR). Co-teach during Enact.</p>	<p>engage ALL learners</p> <p>3) Discuss how objectives should focus on student learning so that children, when questioned, can articulate the objective and why it is important.</p> <p>4) Discuss how whole group instruction should look: Model, Guided Practice, Independent Practice, Apply, Closure (Review (summarize) and Check for Understanding) [If the lesson is inquiry/problem-based, the inquiry/problem will determine delivery without modeling.]</p> <p>5) Discuss how each lesson should close with a review (summary) and a check for understanding.</p> <p>6) Discuss and use ways to check for student understanding</p> <p>7) During instruction, take a TTO to explain your thinking to the R about content or practice during whole group instruction during Learn and Rehearse</p> <p>8) Co-teach whole group instruction during Enact</p> <p>9) Reflect after co-teaching</p> <p>10) Model how to lead a group discussion and talk through how to ask Higher Level Thinking Questions (HLTQ) with follow-up probes.</p>	<p>3) Small group lesson facilitator (lead teacher) = Model, Guided Practice, Independent Practice, Apply, Closure (Review (summarize) and Check for Understanding) [If the lesson is inquiry/problem-based, the inquiry/problem will determine delivery without modeling.]</p> <p>4) Whole group co-teaching for 1 subject/class</p> <p>5) R's focus on eliciting and interpreting student thinking</p> <p>6) R's focus on student learning – objectives: can students articulate what they are learning and why it is important?</p> <p>7) Using assessment data to determine instruction</p>
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Weeks 7-8		
<ul style="list-style-type: none"> R's Role in the Classroom: Co-Planner for Small Group and Whole Group (1 subject/class); Small Group Facilitator; Whole Group Lead Teacher for 1 subject/class; Co-Teacher for other subjects/classes Key HLPs: 1 – Leading a group discussion; 3 – Eliciting and interpreting students' thinking; 15 - Checking student understanding; 18 – Providing feedback to students (CEC 8 Provide positive and constructive feedback to guide students' learning and behavior) 		
Resident (R)	Residency Teacher (RT)	University Coach (UC)
<p>1) Try Retrieval Practice as a warm up.</p> <p>2) Use active engagement</p>	<p>1) Prior to instruction, explain your thinking to the R when co-planning, managing, and</p>	<p>Look-fors:</p> <p>1) POP Cycle: Formal observation of whole group instruction</p>

<p>strategies during all lessons (e.g., turn and talk – NOT calling on raised hands)</p> <ol style="list-style-type: none"> 3) Focus on student learning – criteria for success (CFS): ensure CFS is clearly stated and known by all students 4) Use <u>LRER</u> to co-plan, manage, and teach small group instruction as Lead Teacher 5) Use <u>LRER</u> to LEAD 1 whole group subject/class: instruction – Model, Guided Practice, Independent Practice, Apply, Closure (Review (summarize) and Check for Understanding) [If the lesson is inquiry/problem-based, the inquiry/problem will determine delivery without modeling.] 6) Use <u>LRER</u> to co-teach 1 other subject/class 7) Work with RT to check for student understanding during and after lessons 8) Work with RT to plan higher level thinking questions (HLTQ - with follow-up probes) to lead a group discussion 9) Work with RT to provide frequent, timely, specific feedback and encourage students to use it to correct their work 10) Formal observation of whole group instruction during week 8 	<p>teaching whole group instruction for one subject/class and co-teaching for one other subjects/classes</p> <ol style="list-style-type: none"> 2) Remind R to plan and implement active engagement strategies to engage ALL learners 3) Remind R how objectives should focus on student learning so that children, when questioned, can articulate the objective and why it is important. 4) Discuss how to develop criteria for success and ensure students know it. 5) Discuss and use ways to check for student understanding 6) Remind R how whole group instruction should look: Model, Guided Practice, Independent Practice, Apply, Closure (Review (summarize) and Check for Understanding) [If the lesson is inquiry/problem-based, the inquiry/problem will determine delivery without modeling.] 7) Remind R that each lesson should close with a review (summary) and a check for understanding. 8) During instruction, if needed while co-teaching as R takes the lead, take a TTO to explain your thinking to the R about content or practice during whole group instruction during Learn and Rehearse 9) Co-teach whole group instruction during Enact (for all but one subject/class) 10) Work with R to lead a group discussion and talk through how to ask Higher Level Thinking Questions (HLTQ) with follow-up probes. 11) Discuss how to provide frequent, timely, specific feedback to students 	<p>during week 8</p> <ol style="list-style-type: none"> 2) Implementing active engagement strategies (e.g., turn and talk – NOT calling on raised hands) 3) Small group lead teacher/facilitator 4) Whole group lesson delivery = Model, Guided Practice, Independent Practice, Apply, Closure (Review (summarize) and Check for Understanding) [If the lesson is inquiry/problem-based, the inquiry/problem will determine delivery without modeling.]; 5) Focus on student learning – criteria for success is clearly stated and known by all; 6) Higher Level Thinking Questions during whole group discussion; 7) R checks for understanding during and after lesson 8) R provides frequent, timely, specific feedback and students use it to correct their work
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Weeks 9-10		
<ul style="list-style-type: none"> R's Role in the Classroom: Co-Planner for Small Group and Whole Group (2 subjects/classes); Small Group Facilitator; Whole Group Lead Teacher for 2 subjects/classes; Co-Teacher for other subjects/classes Key HLPs: 1 – Leading a group discussion; 2 - Explaining and modeling content, practices, and strategies; 12 - Learning about students; 17 – Interpreting student work (CEC 6 Use assessment data to analyze instructional practices and make adjustments to improve student outcomes) 		
Resident (R)	Residency Teacher (RT)	University Coach (UC)
<ol style="list-style-type: none"> 1) Try Retrieval Practice as a warm up. 2) Use active engagement strategies during all lessons (e.g., turn and talk – NOT calling on raised hands) 3) Focus on student learning – objectives and criteria for success (CFS): ensure CFS is clearly stated and known by all students 4) Focus on student learning – use of explanatory devices (e.g., examples & non-examples, think alouds, graphic organizers – see docs); 5) Use <u>LRER</u> to co-plan, manage, and teach small group instruction as Lead Teacher 6) Use <u>LRER</u> to LEAD 2 whole group subjects/classes: instruction – Model, Guided Practice, Independent Practice, Apply, Closure (Review (summarize) and Check for Understanding) [If the lesson is inquiry/problem-based, the inquiry/problem will determine delivery without modeling.] 7) Use <u>LRER</u> to co-teach other subjects/classes 8) Work with RT to check for student understanding during and after lessons 	<ol style="list-style-type: none"> 1) Prior to instruction, explain your thinking to the R when co-planning, managing, and teaching whole group instruction for two subjects/classes and co-teaching for other subjects/classes 2) Remind R to plan and implement active engagement strategies to engage ALL learners 3) Remind R to encourage students to articulate the objective and its importance 4) Work with R to develop criteria for success and ensure students know it. 5) Work with R to use a variety of ways to check for student understanding 6) During instruction, if needed while co-teaching as R takes the lead, take a TTO to explain your thinking to the R about content or practice during whole group instruction during Learn and Rehearse 7) Co-teach whole group instruction during Enact (for all but two subjects/classes) 8) Work with R to lead a group discussion and talk through how to ask Higher Level Thinking Questions (HLTQ) with follow-up probes. 9) Work with R to provide frequent, timely, specific feedback to students 10) Discuss with R how to interpret 	<p>Look-fors:</p> <ol style="list-style-type: none"> 1) Informal visit during week 10 2) Implementing active engagement strategies (e.g., turn and talk – NOT calling on raised hands) 3) Small group lead teacher/facilitator 4) Whole group lead teacher = Model, Guided Practice, Independent Practice, Apply, Closure (Review (summarize) and Check for Understanding) [If the lesson is inquiry/problem-based, the inquiry/problem will determine delivery without modeling.]; 5) Higher Level Thinking Questions during whole group discussion; 6) Focus on student learning – use of explanatory devices (e.g., examples & non-examples, think alouds, graphic organizers – see docs); 7) Focus on student learning – criteria for success is clearly stated and known by all; 8) R checks for understanding during and after lesson 9) R provides frequent, timely, specific feedback and students use it to correct their work 10) R provides opportunities for guided practice 11) R works with RT to interpret

<p>9) Work with RT to plan higher level thinking questions (HLTQ - with follow-up probes) to lead a group discussion</p> <p>10) Work with RT to provide frequent, timely, specific feedback and encourage students to use it to correct their work</p> <p>11) Work with RT to interpret student work and use it to plan instruction</p> <p>12) Informal visit during week 10</p>	<p>student work and use it to plan instruction</p>	<p>student work and use it to plan instruction</p>
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Weeks 11-12		
<ul style="list-style-type: none"> • R's Role in the Classroom: Co-Planner for Small Group and Whole Group (2 subjects/classes); Small Group Facilitator; Whole Group Lead Teacher for 2 subjects/classes; Co-Teacher for other subjects/classes • Key HLPs: 2 - Explaining and modeling content, practices, and strategies (using examples and non-examples); 5 - Implementing norms and routines for discourse; 17 - Interpreting student work (CEC 6 Use assessment data to analyze instructional practices and make adjustments to improve student outcomes) 		
Resident (R)	Residency Teacher (RT)	University Coach (UC)
<ol style="list-style-type: none"> 1) Try Retrieval Practice as a warm up. 2) Use active engagement strategies during all lessons 3) Focus on student learning – use explanatory devices, objectives, and criteria for success 4) Use <u>LRER</u> to co-plan, manage, and teach small group instruction as Lead Teacher 5) Use <u>LRER</u> to LEAD 2 whole group subjects/classes: instruction – Model, Guided Practice, Independent Practice, Apply, Closure (Review (summarize) and Check for Understanding) [If the lesson is inquiry/problem-based, the inquiry/problem will determine delivery without 	<ol style="list-style-type: none"> 1) Prior to instruction, explain your thinking to the R when co-planning, managing, and teaching whole group instruction for two subjects/classes and co-teaching for other subjects/classes 2) Remind R to encourage students to articulate the objective and its importance 3) Remind R to develop criteria for success and ensure students know it. 4) Remind R to use a variety of ways to check for student understanding 5) During instruction, if needed while co-teaching as R takes the lead, take a TTO to explain your thinking to the R about content or practice during whole group instruction during <u>Learn and Rehearse</u> 	<p>Look-fors:</p> <ol style="list-style-type: none"> 1) <u>Formal observation of whole group instruction during week 12</u> 2) Implementing active engagement strategies (e.g., turn and talk – NOT calling on raised hands) 3) Small group lead teacher/facilitator 4) Whole group lead teacher 5) Focus on student learning – use of explanatory devices (e.g., examples & non-examples, think alouds, graphic organizers – see docs); 6) Focus on student learning – objectives and criteria for success are clearly stated and known by all; 7) R interprets student work and makes instructional

<p>modeling.]</p> <ol style="list-style-type: none"> 6) Use <u>LRER</u> to co-teach other subjects/classes 7) Check for student understanding during and after lessons 8) Plan higher level thinking questions (HLTQ - with follow-up probes) and lead a group discussion 9) Provide frequent, timely, specific feedback and encourage students to use it to correct their work 10) Interpret student work and make instructional adjustments based on student feedback and work 11) Formal observation of whole group instruction during week 12 	<ol style="list-style-type: none"> 6) Co-teach whole group instruction during Enact (for all but two subjects/classes) 7) Work with R to interpret student work and make instructional adjustments based on student feedback and work 8) Work with R to provide frequent, timely, specific feedback to students 	<p>adjustments based on student feedback and work;</p> <ol style="list-style-type: none"> 8) Higher Level Thinking Questions during whole group discussion; 9) Pose questions that prompt Ss to justify responses and make arguments; 10) Real checks for student understanding during and after lessons – short performance task, writing in response, exit ticket; 11) R provides opportunities for guided practice
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<p>Weeks 13-14</p>		
<ul style="list-style-type: none"> • R's Role in the Classroom: Co-Planner for Small Group and Whole Group (2-3 subjects/classes); Small Group Facilitator; Whole Group Lead Teacher for 2-3 subjects/classes; Co-Teacher for other subjects/classes • Key HLPs: 11 – Communicating with families (CEC 4 Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs); 15 - Checking student understanding; 18 – Providing feedback to students (CEC 8 Provide positive and constructive feedback to guide students' learning and behavior); 		
Resident (R)	Residency Teacher (RT)	University Coach (UC)
<ol style="list-style-type: none"> 1) Try Retrieval Practice as a warm up. 2) Use active engagement strategies during all lessons 3) Focus on student learning – use explanatory devices, objectives, and criteria for success 4) Use <u>LRER</u> to co-plan, manage, and teach small group instruction as Lead Teacher 5) Use <u>LRER</u> to LEAD 2-3 whole group subjects/classes: instruction – Model, Guided Practice, Independent 	<ol style="list-style-type: none"> 1) Prior to instruction, explain your thinking to the R when co-planning, managing, and teaching whole group instruction for 2-3 subject/class and co-teaching for other subjects/classes 2) Remind R to plan and implement active engagement strategies to engage ALL learners 3) Remind R to encourage students to articulate the objective and its importance 4) Remind R to develop criteria for success and ensure students know it. 	<p>Look-fors:</p> <ol style="list-style-type: none"> 1) Informal visit during week 14 2) Make instructional adjustments based on student feedback and work; 3) Higher Level Thinking Questions during whole group discussion; 4) Pose questions that prompt Ss to justify responses and make arguments; 5) Real checks for student understanding during and after lessons – short performance task, writing in response, exit ticket;

<p>Practice, Apply, Closure (Review (summarize) and Check for Understanding) [If the lesson is inquiry/problem-based, the inquiry/problem will determine delivery without modeling.]</p> <ol style="list-style-type: none"> 6) Use <u>LRER</u> to co-teach other subjects/classes 7) Check for student understanding during and after lessons 8) Plan higher level thinking questions (HLTQ - with follow-up probes) and lead a group discussion 9) Provide frequent, timely, specific feedback and encourage students to use it to correct their work 10) Interpret student work and make instructional adjustments based on student feedback and work 11) <u>Informal visit during week 14</u> 	<ol style="list-style-type: none"> 5) Remind R to use a variety of ways to check for student understanding 6) During instruction, if needed while co-teaching as R takes the lead, take a TTO to explain your thinking to the R about content or practice during whole group instruction during <u>Learn and Rehearse</u> 7) Co-teach whole group instruction during <u>Enact</u> (for all but two-three subjects/classes) 8) Work with R to interpret student work and make instructional adjustments based on student feedback and work 9) Work with R to provide frequent, timely, specific feedback to students 10) Work with R to develop effective communications with families 	<ol style="list-style-type: none"> 6) Use retrieval practice to engage and assess 7) Use active engagement strategies during all lessons
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Weeks 15-16		
<ul style="list-style-type: none"> • R's Role in the Classroom: Co-Planner for Small Group and Whole Group (3 subjects/classes); Small Group Facilitator; Whole Group Lead Teacher for 3 subjects/classes; Co-Teacher for other subjects/classes • Key HLPs: 11 - Communicating with families (CEC 4 Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs); 12 - Learning about students; 10 - Building respectful relationships 		
Resident (R)	Residency Teacher (RT)	University Coach (UC)
<ol style="list-style-type: none"> 1) Use active engagement strategies during all lessons 2) Focus on student learning - use explanatory devices, objectives, and criteria for success 3) Use <u>LRER</u> to co-plan, manage, and teach small group instruction as Lead Teacher 4) Use <u>LRER</u> to LEAD 3 whole 	<ol style="list-style-type: none"> 1) Prior to instruction, explain your thinking to the R when co-planning, managing, and teaching whole group instruction for 3 subjects/classes and co-teaching for other subjects/classes 2) Remind R to plan and implement active engagement strategies to engage ALL learners 3) Remind R to encourage students 	<p>Look-fors:</p> <ol style="list-style-type: none"> 1) <u>Week 16: Informal Visit or Formal Observation for any R who needs it OR End of Semester evaluation</u> 2) Higher Level Thinking Questions during whole group discussion; 3) Pose questions that prompt Ss to justify responses and make arguments;

<p>group subjects/classes: instruction – Model, Guided Practice, Independent Practice, Apply, Closure (Review (summarize) and Check for Understanding) [If the lesson is inquiry/problem-based, the inquiry/problem will determine delivery without modeling.]</p> <ol style="list-style-type: none"> 5) Use LRRER to co-teach other subjects/classes 6) Check for student understanding during and after lessons 7) Plan higher level thinking questions (HLTQ - with follow-up probes) and lead a group discussion 8) Provide frequent, timely, specific feedback and encourage students to use it to correct their work 9) Interpret student work and make instructional adjustments based on student feedback and work 10) Communicate with families 11) Week 16: Informal Visit or Formal Observation for any R who needs it OR End of Semester evaluation 	<p>to articulate the objective and its importance</p> <ol style="list-style-type: none"> 4) Remind R to develop criteria for success and ensure students know it. 5) Remind R to use a variety of ways to check for student understanding 6) During instruction, if needed while co-teaching as R takes the lead, take a TTO to explain your thinking to the R about content or practice during whole group instruction during Learn and Rehearse 7) Co-teach whole group instruction during Enact (for all but two-three subjects/classes) 8) Work with R to interpret student work and make instructional adjustments based on student feedback and work 9) Work with R to provide frequent, timely, specific feedback to students 10) Work with R to develop effective communications with families 	<ol style="list-style-type: none"> 4) Use retrieval practice to engage and check for understanding 5) Providing corrective feedback to students 6) Use active engagement strategies during all lessons 7) Evidence of communication with families 8) Evidence of rapport
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Week 17		
<ul style="list-style-type: none"> • R's Role in the Classroom: Co-Planner for Small Group and Whole Group (3 subjects/classes); Small Group Facilitator; Whole Group Lead Teacher for 3 subjects/classes; Co-Teacher for other subjects/classes • Key HLPs: 11 – Communicating with families (CEC 4 Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs); 12 - Learning about students; 10 – Building respectful relationships 		
Resident (R)	Residency Teacher (RT)	University Coach (UC)
<ol style="list-style-type: none"> 1) Use active engagement strategies during all lessons 2) Focus on student learning – use explanatory devices, objectives, and criteria for 	<ol style="list-style-type: none"> 1) Prior to instruction, explain your thinking to the R when co-planning, managing, and teaching whole group instruction for 3 subjects/classes and 	<p>Look-fors:</p> <ol style="list-style-type: none"> 1) Week 17: Informal Visit or Formal Observation for any R who needs it OR End of Semester evaluation

<p>success</p> <ol style="list-style-type: none"> 3) Use <u>LRER</u> to co-plan, manage, and teach small group instruction as Lead Teacher 4) Use <u>LRER</u> to LEAD 3 whole group subjects/classes: instruction – Model, Guided Practice, Independent Practice, Apply, Closure (Review (summarize) and Check for Understanding) [If the lesson is inquiry/problem-based, the inquiry/problem will determine delivery without modeling.] 5) Use <u>LRER</u> to co-teach other subjects/classes 6) Check for student understanding during and after lessons 7) Plan higher level thinking questions (HLTQ - with follow-up probes) and lead a group discussion 8) Provide frequent, timely, specific feedback and encourage students to use it to correct their work 9) Interpret student work and make instructional adjustments based on student feedback and work 10) Communicate with families 11) Week 17: Informal Visit or Formal Observation for any R who needs it OR End of Semester evaluation 	<p>co-teaching for other subjects/classes</p> <ol style="list-style-type: none"> 2) During instruction, if needed while co-teaching as R takes the lead, take a TTO to explain your thinking to the R about content or practice during whole group instruction during Learn and Rehearse 3) Co-teach whole group instruction during Enact (for all but two-three subjects/classes) 4) Work with R to develop effective communications with families 	<ol style="list-style-type: none"> 2) Higher Level Thinking Questions during whole group discussion; 3) Use active engagement strategies during all lessons 4) Evidence of communication with families 5) Evidence of rapport
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CO-TEACHING PRACTICES

University of Delaware uses a co-teaching model for Early Childhood and Elementary Teacher Education, as well as Secondary Education Science and Math field placements. The overall goal is for RT and residents to collectively share the responsibilities of the classroom and to focus on instruction and student learning. Co-teaching allows opportunities for co-teachers to work side by side while reflecting on their shared teaching practice. Resident must have the opportunity to try all co-teaching variations and RT must participate in the practice.

Four Elements of Co-teaching:

1. **Co-responsibility:** Co-responsibility/Collective Responsibility/Shared Responsibility. In a co-teaching classroom, all co-teachers need to assume shared responsibility for all aspects of classroom life. This means that responsibility for classroom instruction, students, prepping and planning, management, and assessment is collective. If a co-teacher sees that something needs to be addressed in the classroom, they should work to address these needs.
2. **Co-respect:** All co-teachers bring different strengths and important knowledge to classroom practice and can work to enhance student learning in the classroom. Research has found that through the process of teaching alongside one another and through shared conversation about practice all co-teachers can gain new insights into practice, develop new ideas for instruction, and reflect on their work with students. It takes time to learn about one another's strengths and the value that each person brings to the classroom. This is why it is critical that co-teachers work together to establish respect during the early days and throughout the field experience. It is important from the first day that teacher candidates contribute to classroom instruction and interparty with students. Traditional student teaching models are often hierarchical with the clinical educator being viewed as experts, and teacher candidates viewed as novices. In co-teaching both teachers are seen as important contributors to the teaching process and are viewed by students equally in their teaching roles. Power differentials can make it difficult for classroom students to understand that they can, and should address their questions and concerns toward both teachers.
3. **Co-planning:** When co-planning, co-teachers work together in pairs or teams to reflect on the current status of the class and collaboratively plan instruction. While working together co-teachers plan for instruction and assessment and gain opportunities to think together about how to best meet student needs in the classroom. It is important that the Teacher Candidate is a contributing member of the planning community. During co-teaching experiences the Teacher Candidate should participate in the existing planning process at the school. For example, if clinical educators plan with colleagues the teacher candidate should participate in this process as fully as possible; co-teachers may find that in such situations additional co-planning conversations based specifically on classroom (Scantlebury, Gallo-Fox, Wassell, 2008) student needs will be necessary to clarify and plan for specific classroom implementation.
4. **Co-generative dialogues:** Shared mutual reflection on practice (Communication) is a natural process in our development as professionals is reflection upon instruction. The co-teaching model provides opportunities for the clinical educator and teacher candidate to reflect together to discuss lesson strengths, weaknesses, and strategies for future improvement. Your co-planning sessions are a form of co-generative dialogue. Throughout the day, discuss these issues. Thinking aloud improves the education for all learners!

Co-teaching Approaches

Unified co-teaching:

A goal of co-teaching is for both teachers to truly share classroom and instructional responsibilities. When unified co-teaching is fully attained, teacher practice is mutual and co-teachers are able to

anticipate each other's moves. In unified co-teaching both co-teachers have equal roles in the lesson. The process of "stepping forward and stepping back" as the lead teacher and/or assist teacher is often planned. While co-teachers continually work together to share and discuss practice throughout their time in the classroom; strongly synchronized co-teaching as described here takes time to develop.

Classroom example: Ms. N. (R) is co-teaching with Ms. E. (RT) and Ms. G. (SE) in a first-grade inclusion classroom. They have co-planned a science lesson on the types of clouds. As the lesson progresses, Ms. N. is introducing the lesson, Ms. E. shares a connection to a recent reading story, Ms. G. signals that she also has a connection to a movie she recently saw on T.V. The lesson progresses with all three co-teachers having equal roles in the lesson and seamlessly stepping into the lead role and fading back out as another co-teacher steps forward. An observer would think that this partnership has been teaching for years together. (Grade 1, fall 2011)

Classroom example: Ms. C. (R) and Ms. J. (RT) are introducing the visiting class pet to the children. Both teachers shared information about the hermit crabs with the children. Ms. J. shared personal experiences with the hermit crabs, as they are her daughter's pets at home. Ms. C. shared information that she learned through reading about hermit crabs online. Students listened to each example and asked questions of their own. (Preschool, spring 2014)

Teach and actively observe students:

In this co-teaching approach one teacher leads class instruction while the other actively observes the classroom. This is a time for anecdotal note taking, child study, or curriculum assessment. The co-teacher observing is engaged in the classroom activity and ready to support instruction as needed. This approach can be for both parties of the co-teaching team from time to time.

Classroom example: During a Preschool group time, Mrs. D. (RT) is reading a book to the children. Ms. K. (R) is sitting with the children, listening and taking notes about student responses to the questions and the text. This process continues over a week of daily read-alouds, so that assessment can occur for many children. Ms. K. notes who has been called on to answer a question and each child's response. This information is used by both co-teachers so that they can ensure all children have opportunities to respond to a reading during the week, and also as a way to document each child's response to oral reading comprehension questions. (Fall 2013)

Classroom example: In a second-grade classroom, Ms. P. (R) is leading the math portion of the day. The children are using materials with a partner to solve word problems. While Ms. P. is teaching the whole group, Ms. F. (RT) is observing and taking notes on student understanding. She will then use this data to form small groups for further understanding, or enrichment. (Spring 2014)

Teach and assist:

One co-teacher takes a lead in providing instruction, while the other monitors the classroom for management and student understanding, and assists individual students. As one co-teacher begins to take on lead roles, the other co-teacher remains actively engaged in the lesson and provides ongoing support. Clinical educator and teacher candidates can fill both roles during a lesson or even trade mid-lesson. The assist role provides a great opportunity to coach the teacher candidate, model decision-making skills, or model instructional strategies. The assist role also provides co-teachers with opportunities to work more closely with students, monitor progress, observe behaviors, and

remain engaged in the classroom. Even with "Teach and Assist " the lessons need to be co-planned to identify clear roles and flow of the lesson.

Classroom example: During week one of the teaching experience, Mr. K. (R) is taking the lead role for Problem of the Day. Mr. K. is listening intently to students' strategies for solving the problem, he is unfamiliar with some connections to previous learning. From the co-planning session, Mr. K. knows that his clinical educator will be actively supporting instruction and may model connections. From the co-planning session, Ms. O. (RT) is prepared to help make connections to previous learning if a strategy is shared that was not discussed during the co-planning session. This co-teaching strategy provides the students with appropriate instruction as Mr. K learns the curriculum and previously learned concepts. (Grade 8, spring 2012)

Classroom example: During movement time, the teachers are focusing on gross motor development. Mrs.T. (RT) is leading the activity; Ms. K. (R) is assisting. Children are listening to the music to cue them to the next movement. Both co-teachers are participating with the movements, modeling expected behaviors for the children. Mrs. T. is leading the activity and signaling to students to listen for the next section of movement, while Ms. K. gives smiles of encouragement and moves in to provide redirection and one-on-one modeling for specific children as needed. Both co-teachers are in different locations in the room to support all children, by proximity. (Preschool, Fall 2013)

Center/Station teaching:

During instruction both co-teachers may be working with different groups of students around different or similar goals. Co-teachers divide the instructional content into two or more smaller components and present this content at separate locations/centers in the room. Student groups transition from co-teacher to co-teacher; sometimes a third or fourth center of independent work may be incorporated. Center/Station Teaching allows for independent teaching opportunities for the teacher candidate. This is an excellent approach for differentiating instruction.

Classroom example: Ms. J. (RT) and Ms. B. (R) have co-planned a reading unit. There are four student centers arranged in the classroom. Two of the centers provide students with independent tasks while Ms. J. and Ms. B. instructs the remaining two centers. The students transition to a new center every 20 minutes. Ms. J. is working on student comprehension through leveled readers. Ms. B is working with students on the weekly skill of cause and effort. (Grade 4, spring 2011).

Classroom example: In many Early Childhood Classrooms center time occurs each day. Often the room is set up with hands-on learning stations that the children rotate through. One co-teacher may be at a small group providing focused instruction and support, while another co-teacher is monitoring classroom activity, and interacting with groups throughout the room. (Common early childhood practices)

Classroom example: At the onset of a unit about the properties of waves co-teachers developed a two-day mini-lab in which high school science students participated in a series of constructivist learning opportunities and explored concepts of wavelength, frequency, and amplitude. Each laboratory station was set up with different hands-on activities that students circulated to throughout the course of the two days. One co-teacher led a pendulum activity at one station, the other co-teachers facilitated learning at the other stations. The co-teachers then used these constructivist learning opportunities as foundational experiences for their physical science study. (High School Science, spring 2005)

Split-class instruction: Parallel teaching:

There are multiple reasons why co-teachers might choose to split the class. During split-class instruction each co-teacher may teach the same lesson using the same approaches, or through different approaches but with the same goals. Split-class instruction provides one way to decrease student to teacher ratios and groupings may be heterogeneous or homogeneous depending upon instructional goals. Split Class instruction allows for independent teaching opportunities for the teacher candidate.

Classroom example: Ms. G. (RT) and Ms. S. (R) have co-planned a math lesson on adding fractions. To differentiate the instruction, Ms. S. is going to stay in the classroom and instruct 8 students who need time to explore the concept of adding fractions. Ms. G. is going to work in another area outside of the classroom with 15 students who already have an advanced understanding of adding fractions. (Grade 5, fall 2010)

Classroom example: Ms. M. (RT) and Ms. T. (R) have co-planned a writing lesson. They introduced the lesson in a short whole group meeting then split the class into two groups. Each group will write about their field trip experiences in their journals. The lower ratio will allow the co-teachers to meet student's needs faster, with more appropriate, individualized support. (Kindergarten, fall 2012)

Approaches for individualizing instruction for students Split-class differentiation:

This approach is similar to parallel/split class teaching as a class is divided into two groups. Differentiated instruction is planned to meet the unique needs of the students within the two groups. The learning goals are the same, but the instruction is differentiated.

Classroom example: Ms. J. (RT) and Ms. B. (R) co-plan to differentiate a math lesson on multiplying fractions. Based on pupil learning data and observations, Ms. J. instructs almost half of the pupils using fraction strips to reinforce the concept. Ms. B. takes the remaining pupils in the class – a little more than half, to instructs the same concept but focuses the lesson on understanding and applying the algorithm. (Grade 4, spring 2010)

Classroom example: Ms. K. (R) and Ms. T. (RT) and Ms. L. (Paraprofessional) will each teach a reading readiness lesson to their small groups. Ms. K.'s group is ready for blending sounds to make words. Ms. T.'s group is working on matching letters to their sounds by sorting different objects to their corresponding printed letter. Ms. L.'s group is playing a matching game by putting together magnetic letter pairs. Each group is working on skills appropriate to their needs as determined by prior assessment and observation. (Preschool, fall 2013)

Supplemental teaching:

While one teacher is leading classroom instruction, the other co-teacher works independently with one student or with a small group to help strengthen student learning. Some types of instruction accomplished while using this approach include: RTI, tutoring, supplemental instruction, catch up for students who have missed class, or enrichment. This is a planned teaching experience; co-teachers co-plan ahead of time to have one co-teacher working with a small group during the whole group instruction.

Classroom example: Mrs. B. (RT) and Mr. C. (R) co-planned a lesson on word families. A majority of the children would be in a group with Mr. C. to learn about the newest word family, "–up". They will

explore ways to create new words by changing the initial sound. Mrs. B. will work with a small group of children to provide extra support practicing letter sounds in isolation then they will use these same sounds to create new words. (Kindergarten, spring 2013)

Teach & regroup:

During instruction, co-teachers identify students who may be struggling with the concept being taught. This is done during the lesson. Co-teachers discuss the needs and decide on flexible groups that need additional support. The non-lead co-teacher regroups a smaller group of students from the whole group to provide more individualized small group instruction.

Classroom example: Ms. T. (R) is teaching math to an inclusion group of fourth grade students. During the course of the math instruction the clinical educator and the special education (SE) co-teacher are monitoring the students' understanding through observations as they walk through the classroom. Mrs. B. (RT) notices four students who are missing a key concept in adding fractions and are falling quickly behind the pace of the lesson. Mrs. B. pulls the four students to a small table at the side of the classroom to individualize their instruction. Ms. T. (R) and Mrs. V. (SE) continue in their roles for the co-planned lesson. (Grade 4, fall 2012)

Classroom example: In a Second Grade classroom, Mrs. W. (RT) leads the math lesson. The instruction for the concept is brief. Ms. J. (R) is monitoring the room and determining who needs additional support on this skill. Mrs. W. divides the room into three groups; she gets the independent group started on their work. Ms. J. works with a group that needs to work with manipulatives to support conceptual understanding. Mrs. W. works with a group of children that are above-grade level group to explore the concept in more detail. (Grade 2, spring 2013)

Implementing Co-teaching

Getting started: Co-teaching conversations:

Co-teaching requires collaboration and time to get to know each other on a professional level. During the first two weeks of the field experience it is important to have professional and collaborative conversations around important co-teaching topics.

Please arrange time to discuss the following ideas and questions.

Co-respect discussion 1. How do we each define professional respect for each other?

2. How will we respect each other's: a. workspace b. materials c. ideas d. teaching style e. feedback f. experience 3. How will we ensure regular communication with each other? 4. Additional ideas discussed about co-respect 5. Questions we still have about co-respect.

Co-responsibility discussion 1. How will we define our roles for each lesson? 2. How will we

determine each co-teachers' individual responsibilities for lessons and ongoing student learning? 3.

How will we demonstrate equal responsibility for classroom responsibilities? 4. Focusing on the domains of teaching, share with each other the knowledge and strengths that you each bring to the following classroom practices: a. planning instruction b. assessment c. management d. reflection 5.

How will we explain our co-teaching arrangement to the students and convey that we are equals in the classroom? 6. How will we be consistent in dealing with student behaviors? 7. How will we assess

the effectiveness of our instruction? 8. Additional ideas discussed about co-responsibility 9. Questions we still have about co-responsivity

Establishing shared goals for student learning As part of the formation of your co-teaching partnership, you need to develop a shared sense of focus on student learning. As a collaborative team you need mutual goals for student learning and instruction. Take time to discuss student learning needs and curricular goals for the upcoming placement. While many of these goals are set at the state and district level, a common vision and sense of purpose will help you to co-plan and co-teach. Here is a list of points to discuss together:

1. What are the curricular/instructional goals for the placement weeks? 2. Which standards will need to be addressed? How have you worked with standards in the past? 3. Which curricular resources and teacher guides are typically used in this classroom? (The teacher candidate should gain access to these materials and take time to familiarize themselves with these materials.) 4. Which students have an IEP or 504, and what are their goals? How are these goals addressed in the classroom? How is this data tracked? 5. How is a student learning document in your classroom? Where and how is this data recorded and reported?

Communicating/Reflecting together (Co-generative dialogues)

Co-teachers reflect on their practice throughout the day. They discuss their teaching and student progress in huddles, co-planning sessions, and when they debrief a lesson. Reflection occurs right after the lesson, in a brief conversation and/or in formally scheduled debriefing sessions.

Co-generative discussion

1. Huddles: What signal might we use to get each other's attention during a co-teaching lesson to indicate that we need to huddle up to quickly touch base about instruction? 2. Co-planning: Successful co-planning is a type of co-generative dialogue. Together co-teachers reflect on previous instruction, and plan to move student learning forward. This is a mutual process where all co-teachers share the responsibility for developing instruction. Discuss how everyone can be equal contributors in a co-planning session. Discuss how you might pre-plan and prepare for co-planning sessions so that your co-planning time can be used most efficiently. Discuss potential resources that you might draw on prior to co-planning that can inform your thinking during co-planning meetings. 3. Co-generative dialogues about practice: If classroom practice is not going in a way that I agree with, what is the best way to bring this issue up? 4. Co-generative dialogues about practice: Reflect on the things that you are already doing well as a team, and set goals for your shared practice for the upcoming week. 5. Debriefing instruction: reflect on one lesson from the day and discuss the impact on student learning. What did students learn during the lesson? What evidence do you have to support your points? How will you build on this instruction to further strengthen student understanding? How will you meet these goals as a co-teaching team? 6. Is there anything else that our partnership needs to discuss or clarify?

*The conversations throughout this section are all forms of co-generative dialogues. We encourage you to continue and revisit these conversations as you co-plan for student learning and experience the day to day issues in the classroom! Communication is key to a successful co-teaching experience!

The Co-teaching Resource Guide is informed by the following publications found in the reference section of this handbook.

CULTURALLY RESPONSIVE TEACHING PRACTICES

Culture is the norms, beliefs, and behaviors that are passed down from one generation to the next—the things that explain why a student might answer a question the way he does or why another might not feel comfortable looking you in the eye when you're speaking to her. These aspects of culture are among the most misunderstood in the teacher-student dynamic and are often the things that cause students to get into the most trouble in the school discipline system. Culturally responsive teaching (CRT) attempts to bridge the gap between teacher and student by helping the teacher understand the cultural nuances that may cause a relationship to break down—which ultimately causes student achievement to break down as well.

In her book *Culturally Responsive Teaching and the Brain*, Zaretta Hammond writes “by third grade, many culturally and linguistically diverse students are one or more years behind in reading.” CRT is [one of the most impactful tools](#) for empowering students to find their way out of that achievement gap. This alone makes being culturally responsive one of the most important things you can learn at this moment.

Getting Started

The first step in being culturally responsive is to do an internal audit—truly digging deep inside of ourselves and recognizing and naming those things we do not want to look at or talk about. The experiences we have had along our journey in life have formed stereotypes which have then turned into implicit bias. These unintentional, unconscious attitudes impact how we relate to our students and their parents, and how we choose curriculum, assess learning, and plan lessons. Harvard University's [Project Implicit](#) has an online test you can take to examine your implicit bias. Culturally responsive teachers also have to be aware of the sociopolitical context schools operate in and dare to go against that status quo. Students need to understand the system that is working around them in schools. Give them context and do not be afraid to talk about the [tough subjects](#) that may not be addressed in your school. In addition to Hammond's *Culturally Responsive Teaching and the Brain*, another great resource is *Affirming Diversity* by Sonia Nieto. The most important part of this work is a willingness to do something different to get different results, with the goal of increasing academic achievement.

For your audit, take some time to ask yourself hard questions and reflect on past and current practices. Are you operating from a place of critical care within your classroom—a place that marries high expectations with empathy and compassion? Are your students, regardless of socioeconomic status or background, being held to high standards? Has your past interaction with a particular race of people impacted your ability to communicate with parents? Identify those places in your instructional planning where you might have allowed your implicit biases to prevent you from pushing your students to achieve at optimal levels. Answering questions like these might be hard, but in order to create change, you have to identify and unearth the roots of your teaching practice.

Next Steps

Now that you have conducted an internal self-audit, your curriculum will need one as well. What books are students reading? Do they have a voice in what they read, where they sit, how they interact with each other?

Empowering students to take ownership of not just their learning but the environment itself is another critical component of CRT. One strategy for fostering a student-centered environment is having students create a classroom agreement that answers the question: "How will we be together?" Allowing students to answer this question will give you a window into how their cultures dictate the ways in which they want to feel respected, heard, safe, and included in the classroom and in their interactions with one another and with you. This reinforces the idea not only that they belong but that the way they show up at school every day, with all of their outside experiences in tow, has value.

Finally, put some thought into your lesson planning. You have taken the time to reflect and really look into your own biases that may have been getting in your way. You have revamped your classroom environment to reflect your students' voices, their various cultural needs, and their choice. Now let's have some fun. For example:

- Encourage students to make a social media campaign that champions their favorite cause, and have them bring evidence of their results to class to discuss the role social media plays in social change.
- Use current songs that students might love to analyze the use of literary techniques and imagery in music videos. Taylor Swift's "Wildest Dreams" is a great one. Better yet, instead of assigning a song, [ask students for their suggestions](#).
- Watch and discuss documentaries like [Race: The Power of an Illusion](#).
- Zaretta Hammond shared [three simple strategies](#) (see below) you can use to make lessons in any subject more culturally responsive.

Our students need us now more than ever, and we have to roll up our sleeves and do what we must to close the achievement gap. Culturally responsive teaching is one step in the right direction. The outcome is a student body that loves learning, excels academically, and has teachers who respond to their needs.

Being culturally responsive encourages students to feel a sense of belonging and helps create a safe space where they feel safe, respected, heard, and challenged.

Retrieved from: <https://www.edutopia.org/article/getting-started-culturally-responsive-teaching>

3 TIPS TO MAKE ANY LESSON MORE CULTURALLY RESPONSIVE

Culturally responsive teaching is less about using racial pride as a motivator and more about mimicking students' cultural learning styles and tools.



1. Gamify it.

Most games employ a lot of the cultural tools you'd find in oral traditions – repetition, solving a puzzle, making connections between things that don't seem to be related.

2. Make it social.

Organizing learning so that students rely on each other will build on diverse students' communal orientation.



3. Storify It.

Diverse students (and all students) learn content more effectively if they can create a coherent narrative about the topic or process presented.

RESIDENT ROLES, EXPECTATIONS, AND RESPONSIBILITIES

Residency is often characterized as the most transformative experience in teacher education (Kuriloff & Jordan, 2018). During the residency year, you will enact in the classroom the teaching theories, strategies, and standards you learned in your core courses. To help you make the transition from resident to teacher, you will share the classroom with an experienced professional who will impart to you his or her knowledge of best practices and the wisdom acquired from years of experience.

Although this is an exciting time in your developing career as an educator, it will not be easy. You may experience days of thrilling success with the lessons that you teach; but you will also experience frustration, as you learn to teach your students. These successes and struggles, highs and lows, are a common aspect of teacher development that many other teachers have experienced and continue to experience throughout their careers.

As a developing teacher working hard to meet expectations for skillful teaching, however, you will not be alone. You will have not only your mentor teacher, but also your university coach and instructors to guide and support you. Remember that teaching is collaborative and dynamic and everyone's teaching can constantly be improved. Both your mentor teacher, your coach, and your instructors can be excellent resources to help you improve your teaching and to ensure that your students are learning.

As the year progresses, you will acquire more and more responsibility in your teaching assignment. You will begin your work in the classroom by observing and practicing with individuals and small groups of students. Gradually you will begin to teach lessons with your Cooperating Teacher and, then, on your own. You will work with your Cooperating Teacher to co-plan in order to enable you to meet both the host school's academic standards and the University of Delaware's teaching standards.

While it may seem a daunting task, your professors, seminar instructors, and university coaches are all confident that your coursework, previous fieldwork, and emerging knowledge about schools and classrooms have prepared you well to meet the challenge. Through conscientious planning to develop active and engaging lessons, teaching to ensure equity and understanding for all of your students, collaborating with other professionals and community members in the school, and constantly reflecting on your own practice as you strive towards improvement, you will emerge at the end of this experience a qualified and confident beginning professional teacher.

As you continue to gain responsibility in the classroom and learn more about your students and the school, you should also reflect on your practice. Professional educators are able to evaluate their own and others' teaching practices using a variety of assessment tools, including research and theory, in order to improve learning. Using the knowledge, theories and best practices from your coursework, you should develop both self-awareness and also awareness of the political and social contexts that influence schooling, placing you on a path toward teacher leadership.

Core Principles in Residency

Whether in an urban, suburban, or rural district, successful teachers:

- recognize the diverse needs of their students;
- use a variety of practices, strategies, and materials to effectively respond to these needs;
- continuously monitor their effectiveness through reflection; and
- develop valuable relationships through professional communities to support their lifelong learning.

You will likewise encounter the need for such expertise throughout your residency experience and are encouraged to pay special attention to developing it. In particular, you should consider the prescriptions for successful student teaching, which are incorporated within the standards and which your instructors have emphasized throughout the program.

Orientation Guide: Getting Started (See Gradual Release Calendar (p. 13) for more specific info) Here are some important ideas and information you should pursue prior to and during your initial days at your placement site. You will use this information to become more familiar with your school and your students, but also to learn how to work effectively in your school.

- Physical surroundings (before the first day)
- Curriculum and instruction
- School personnel
- School procedures and policies
- Classroom information and procedures
- Forms and records
- School services

Gradual Release of Responsibility

During the Residency year, Residents are expected to gradually take more ownership of the lead teacher role within the co-teaching model and under the guidance of the Mentor. *Mentors can make minor modifications to responsibilities as needed based on a Resident's specific development.* More detail about the gradual release approach can be found in the *Gradual Release Calendar* (p. 13).

Co-Teaching Model

Co-teaching is two (or more) teachers working together with groups of students and sharing the planning, organization, delivery, and assessment of instruction and physical space.

Clearances

Students teaching or working on school campuses or where there may be direct contact with minors must obtain and retain updated clearances valid through the semester or academic year, as appropriate. For more complete information visit:

Attendance

- Follow district or charter school calendars and the Mentor's daily schedule when not attending university classes.
- Arrive at Residency school/field placement on time and prepared.
- Prior to expected absence, (in the Residency School) the Resident must email the Mentor *and* Coach for approval.
- In the event of an unplanned absence, the Mentor and Coach must be notified by email and phone no later than 7:00 AM on the date of an unplanned absence.
- Instructor's establish attendance policies for their courses. Residents are responsible for informing the course instructor about an absence and completing all assignments.

- *Failure to meet expectations, as outlined in the UDTR Handbook, including excessive absences, may disqualify a Resident from meeting program requirements, and may therefore prevent the Resident from obtaining teaching certification.*

Good Standing (see program requirements)

- At all times, Residents must remain in good standing with the University of Delaware.
- Complete all coursework with a minimum 3.0 GPA.
- Be responsible for tuition and related costs.
- Be responsible for timely registration each term.

Deepening Your Relationship with Your School and Community

While teaching requires a large amount of procedural knowledge, teaching is also built largely on the positive relationships you establish within the community you serve. Therefore, it is suggested that you become actively engaged in school-sponsored activities, projects, or initiatives that enable you to understand the community, school, families, and students that you will work with during your placement. Some suggested activities include:

- family literacy programs
- school beautification/improvement programs
- activities to improve school-wide attendance
- after school tutoring or recreational programs
- sports or coaching activities
- home and school meetings

Such experiences will provide additional opportunities for you to learn about and support the school community and the larger educational context. Your intent to participate in extracurricular activities should be communicated to, and approved by, the Cooperating Teacher and university coach. Residents should keep their university coach informed of the extent of their involvement in extracurricular activities at their schools.

Boundaries and Confidentiality

Particular care must be taken with the rights and privacy of students and parents. If you are unsure of the procedure in a given situation, consult with your Mentor, Coach, or appropriate school-based administrative personnel. Except in the case of a life-threatening emergency, you should not contract any outside agency, for example, the police or social services, without prior permission from school authorities, such as the principal or your Mentor. It is critical that you review all school and district/charter policies and ask clarifying questions at the beginning of the Residency.

Contact with Parents/Guardians

Residents and Mentors should establish expectations about contact with parents and guardians. Communication with families is an important component of teaching and should be a routine practice when educating a child. In order to send a consistent message, Residents should consult with Mentors before calling, texting, emailing, or meeting with parents or sending home any written materials with students. Residents should demonstrate knowledge of and support the school district's or charter school's vision, mission statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.

Child Abuse - Mandatory Reporting

Residents should be familiar with policies that have been established to protect children in danger of abuse. RTs can confirm the proper channels of reporting within your school and expectations within your district. Important information should be read here:

<https://kids.delaware.gov/family-services/child-abuse-and-neglect-reporting/>.

Resident Performance Expectations

Participation in the Residency Pre-Observation, Observation, & Post-Observation Coaching Cycle (POP Cycle)

Residents will remain in regular (weekly or biweekly) contact with their university coach and weekly contact with university instructors. Progress will be documented and the documentation will be used to formally evaluate performance 4 times over the course of the year (twice in the first semester and twice in the second). Throughout the year, residents are expected to:

- Respond to communications from their coaches in a timely manner and in adherence with any/all agreed-upon deadlines.
- Submit lesson plans to their coaches in advance of formal observations/coaching visits, in adherence with any/all agreed-upon deadlines and mechanisms.
- Reflect upon and consider revising their lesson plans to incorporate feedback received from their coaches in advance of their lesson delivery.
- Engage in post-observation conversations with their coaches (and ideally and whenever possible, their mentor teachers also) to reflect on the delivery of their lessons and receive feedback.
- Complete reflections on their lesson delivery and post-observation conversation reflections and feedback.
- Review the written feedback offered by their coaches and documented in the documents.
- Review the written feedback captured on the informal collaborative reflection logs
- Review the written feedback offered by their mentor teachers and documented in the Mid-Semester Summary and End-of-Semester Evaluation.
- Contact their coaches and/or mentor teachers with any questions or concerns about the feedback offered by their coaches and/or mentor teachers and documented in writing.
 - ➔ If concerns arise about their performance and/or professionalism at any point during the semester, residents should engage in and be responsive to the coach's initiation and monitoring of a Resident Growth Plan (see next section).

Resident Growth Plan Process

At the first sign of concerns about a Resident's progress or performance, the RT and Coach should provide the Resident with direct feedback and offer support and guidance. Early indicators could include poor performance documented in informal observation feedback, frequent absences or lateness, conflict with other Residents or the Mentor, or other problems of professionalism. Informal support, feedback, and evidence will be given to the Resident to resolve any issue.

If the RT, Coach, or Program Coordinator has ongoing concerns based on evidence about a Resident's progress or performance, the following steps will occur:

1. The Coach notifies the Program Coordinator and Director of concerns.
2. A support team comprised of the RT, Coach, Program Coordinator, and Program Director discusses the concern(s) and evidence.

3. If needed, the RT, Coach, Program Coordinator, and Program Director together complete an additional formal observation using the Teaching Observation Report.
4. The support team meets with the Resident to discuss the evidence gathered. The goal of this meeting is to develop a Growth Plan. The support team and Resident will sign and date the Growth Plan and copies will be given to all parties involved. The Growth Plan will include specific goals and tasks with deadlines that the Resident will have to implement and complete within a two-week timeline.
5. The support team meets with the Resident after the initial two-week timeframe and reviews the Growth Plan. Each team member shares his/her work towards the goal, evidence he/she has gathered, and progress made. If progress is unsatisfactory, another action plan is completed with specific goals to accomplish over the next two weeks.
6. The two-week process continues for two-months or as long as deemed necessary
7. At the end of a two-month time period, all of the Growth Plans and other evidence are reviewed as a team in order to evaluate Resident progress over time. The team will decide the next appropriate plan of action for the Resident. The support team reviews the evidence and makes the final decision about the Resident's future in the program. If the evidence shows that goals and tasks have not been met, possible repercussions may be:
 - a. Continuation of an action plan with the possibility of new or additional team members for support
 - b. Change of placement
 - c. Taking of leave for the rest of the school year
 - d. Exit from the program
8. If you are removed from the program, stipend will have to be repaid to the DDOE.

Professional Conduct

- Follow course- and school-based residency schedule.
- Ensure you have a clear understanding of all school and district/charter policies and always abide by these policies.
- Build and maintain positive professional relationships with cohort members, mentor teacher(s), coaches, faculty, school personnel, and UDTR program staff. Learn the culture of the school and be sure to address the school staff and faculty by whatever forms are customary within the school. Your professionalism and ability to understand the school culture will facilitate your assimilation into the school community.
- In the event that a conflict with a scheduled observation by your coach arises, contact your coach immediately to inform him/her of the conflict and reschedule the observation.
- Ensure all conversations about students and classes are objective, confidential, and for a professional purpose.
- Resolve any issues that may arise by speaking directly to the person involved.
- Act, speak, and dress professionally at all times.
- Refrain from non-instructional use of phones (texting, calling, email) and computers/laptops during teaching practice and in class.
- Be mindful of your own personal social media use. Do not connect with students on any social media platform.
- Consistently build strong effective community engagement through outreach to all stakeholders where appropriate under the auspices of the school-based Mentor and Principal. Such responsibilities could include attendance at IEP meetings, school or district professional development sessions, and parent- teacher conferences as well as other forms of family communications. These additional professional duties are an integral part of an

educator's support for students. To support these endeavors, UDTR offers the living stipend for all Residents to enable them to devote time for such duties during the program.

Student Conduct Code

The Student Conduct Code outlines the policies and procedures governing a student's education and his or her behavior as a student at UD. To fulfill its functions of promoting and disseminating knowledge, the university has authority and responsibility for maintaining order and for taking appropriate action, including, without limitation, exclusion of those who disrupt the educational process. These general behavioral expectations and the university Student Conduct Code represent a reasonable regulation of student conduct. The Student Conduct Code recognizes that it is the student's responsibility to:

- Foster an environment conducive to continued intellectual and educational stimulation within the university free from unlawful harassment by other members of the community; and
- Foster the maintenance of physical and mental health, the safety and welfare of each member of the community, and respect the rights of others.

The Student Conduct Code may be found at: <https://sites.udel.edu/studentconduct/>

Employment

Residents are strongly discouraged from working full-time or even part-time during the residency year due to the challenging, full-time nature of this accelerated, one-year program. After school hours and on weekends will be a critical time for Residents to plan and prepare for the next school day as well as read course materials and complete assignments for the degree. Residents are provided with financial support so as to make it possible for the Resident to not hold other employment during the UDTR program year so s/he can focus on successfully progressing through the program.

RESIDENCY TEACHER ROLES, EXPECTATIONS, AND RESPONSIBILITIES

First off, thank you for hosting a University of Delaware resident in your classroom this year. We appreciate your willingness to collaborate with us in preparing excellent teachers for the future. We make every effort to provide our education students with a strong background in content knowledge, pedagogical practices, and teaching methods. We also provide them with early field experiences, which expose them to a variety of classrooms and students and give them practice at lesson planning and instructional delivery. Now they have an opportunity, working with you, to experience day-to-day life in real classrooms and schools, including all the highs and lows, good days and bad days, and especially the sense of accomplishment that comes from intensive engagement with students over time.

Residency is the culmination of any teacher education program and residents report that it is the most critical element of their preparation. It represents their best opportunity for:

- applying the research, theory, and best practices they have learned in university classrooms;
- receiving frequent, expert support and feedback; and
- reflecting on and learning from their practice.

It is during this time that residents begin to develop their personal teaching styles as well as their understanding of how schools operate. We look to you to help them also develop:

- a sense of professional efficacy,
- a commitment to high standards for all students,
- and the habits of mind of a good teacher, including the habits of reflective practice, continuous improvement, and lifelong learning.

The RT plays a critical role as the resident's model and mentor and has great influence over the resident's learning experience. Residents tend to adopt the practices of their mentor teachers, sometimes without question, assuming that they have no choice. We encourage you, however, to engage your residents in ongoing conversations about your practice and to encourage them to ask questions, to think for themselves, to share what they observe about your classroom and practice with you, and to be willing to make suggestions and try out strategies and methods they have learned with which you might not be familiar.

Over time, as residents get to know you, your classroom, and your students, we ask that you increase their classroom and instructional responsibilities until they can become partners with you in teaching your students. You do not need to surrender your classroom to your resident (nor should you). We expect you to work collaboratively and productively together to offer enriched instruction and opportunities for individual attention to your students. When the collaboration between RT and resident works well, the students benefit the most.

As we are sure you will recall, this period of residency generates both excitement and anxiety. We ask you not only to instruct your residents, but also to support and nurture them. RT, working closely with university coaches, help residents set short and long term goals, analyze what works and what doesn't and why, and develop their capacity to reflect on and learn from experience. We ask that mentor teachers provide critical feedback but also encourage, recognize, and praise professional growth.

Co-teaching

The teacher education program at the University of Delaware incorporates elements of the co-teaching model as articulated by St. Cloud State University and its Academy for Co-teaching and Collaboration. There are incredible benefits to residents and mentor teachers utilizing this model to frame their working relationship in regards to planning and delivering instruction and supporting their students. We encourage residents and mentor teachers to explore this model for collaboration. If you would like additional information about or support related to co-teaching, please let the university coach know. Resources can also be found in this document and on [St. Cloud State's website](#).

Cooperating Teacher Responsibilities

In addition to working individually with your resident in your classroom, we ask you to introduce your resident to your colleagues, arrange for him/her to visit other classes at the same level and at other levels, meet and get to know the school staff, and become familiar with school procedures and policies.

We also ask you to provide formal feedback to your resident and to us about your resident's performance and growth with official evaluations to be completed four times during the year. Below is a list of the mentor teacher's specific responsibilities:

Prior to the residency experience

1. Introduce the resident as a teacher candidate rather than as a student (in order to create a higher level of respect and greater classroom rapport).
2. When possible, provide a desk or table, chair, and a secure place for a coat and other belongings for the resident.
3. Introduce the resident to other faculty members and school staff and encourage residents to take advantage of the expertise of such colleagues (e.g., through participation in team meetings, joint planning, and observation of other classrooms).
4. Determine which school systems/databases hosted online (email, attendance, gradebooks, faculty/staff portals), if any, the resident will be able to have access to and request that access on his/her behalf.
5. Provide the resident with pertinent information about:
 - a. school mission, students, the community, special programs, and the daily schedule;
 - b. physical plant, including the location and use of specific resources (i.e., library, computers, audio-visual materials, duplication facilities, etc.);
 - c. school rules, regulations, discipline policies, professional norms, and health and safety policies;
 - d. classroom rules and procedures.

Upon the start of the residency experience

1. Orient the resident to classroom management procedures, classroom rules and policies. Discuss classroom rules and policies and make seating charts and class lists available to the resident.
2. Familiarize the resident with all the forms, reports, etc., that teachers are responsible for keeping.
3. Share information about the curriculum, available instructional materials, and your planning and pacing. Discuss long-range curriculum plans with the resident, and review copies of texts, manuals, and media resources. Provide suggestions and/or guidelines for the theme and general content of early lessons or lesson series the resident might develop.

On an ongoing basis

1. Model high-quality instruction and reflective practice. Try all methods of co-teaching and note differences between the methods. Mentor teachers are expected to demonstrate teaching methods consistent with contemporary research and standards of excellence. Allow the resident to observe you teaching each subject or class at first. Wherever possible, make explicit to your resident your instructional objectives, the theory or research on which you base your teaching, why you made specific choices (e.g., materials selection, instructional or management strategy, mode of assessment), and why you think particular actions were or were not effective. Encourage residents to participate in problem-solving conversations.
2. Discuss unique and relevant characteristics of individual students, including effective strategies for mediating behavior problems and/or differentiating instruction to meet the needs of these students.

3. Support the resident in gradually assuming teaching responsibilities. For example, residents may begin by working with an individual or small group before teaching the whole class, and should progressively increase the number of lessons taught or co-taught per day. By the end of the second marking period, the RT and resident should be co-teaching effectively as partners. As a general practice, when the resident is teaching, the RT should always be in the classroom until further along in the Gradual Release of Responsibility.
4. Plan with the resident specific teaching responsibilities each day. Share your lesson plans with your resident. Residents should submit lesson plans in advance to the RT for most teaching responsibilities. Mentor teachers should review the lesson plans and provide feedback.
5. Guide the resident in the use of specific student assessments and student performance data as appropriate. Explain the methods of assessment and grading you use, and how records are kept and reported to parents.
6. Encourage the resident to observe and participate in all school-related professional activities such as staff meetings, Individualized Education Plan planning meetings, professional development workshops, and planning for and conferencing with parents.
7. Observe, without interruption, the resident's professional practice (in and out of the classroom) and provide specific feedback and guidance. The RT should provide both appropriate positive reinforcement and specific feedback, including suggestions for alternative approaches where appropriate. Constructive criticism should be delivered in a professional manner and in private.
8. Encourage your resident to ask questions and reflect on your practice and his/her own. Provide ongoing opportunities for the resident to feel comfortable discussing practice and soliciting advice. In schools with more than one University of Delaware resident, we encourage mentor teachers to work with their colleagues and the school leadership to arrange for the cohort to meet together and discuss their progress.
9. Contact the resident's university coach immediately if the resident's behavior or performance falls below acceptable school standards. In addition, if, at any point in the semester, you have serious concerns about the resident's progress, discuss your concerns with the university coach who will initiate a Resident Growth Plan and report your concerns to the Associate Director of Residencies.

At mid-point of the first and second semesters (late October and March)

1. Provide formal feedback to your resident regarding his/her performance and suggest areas for growth by completing the mid-term evaluation in our online assessment system, Taskstream, and discuss your feedback with the resident and the university coach.

At the end of the semesters (January and May)

1. Assess the resident's contributions to your classroom and performance throughout the semester by completing the end-of-term evaluation in our online assessment system, Taskstream, and discuss your evaluation with the resident and the university coach.
2. Provide feedback to UD about your experience as a Cooperating Teacher for a UD resident by completing the Cooperating Teacher survey.

Finally, THANK YOU for your support and efforts! Please address any questions or concerns not answered here, as well as concerns about the resident's development, first to the university coach, and then to Maya Constantine, Associate Director of Residencies at maya@udel.edu.

COACH ROLES, EXPECTATIONS, AND RESPONSIBILITIES

University Coach Role

The teacher preparation program at the University of Delaware provides students with a strong background in teaching methods as well as contemporary research and theory. We recognize, however, that students do not fully realize the significance of what they learn in their university courses until they assume authentic responsibilities in a classroom. As you know, the residency experience is the culmination of pre-service teacher preparation and the best opportunity students have, before beginning their teaching careers, for practicing and applying the research, theory, and strategies, they have learned in their teacher preparation program, receiving frequent expert support and feedback, and reflecting on and strengthening their practice. It is during this time that students not only begin to develop their personal teaching style, but also their understanding and appreciation of how schools operate, their sense of professional efficacy, and the habits of mind—including commitments to high standards for all children, lifelong learning, and reflective practice—that will continue throughout their careers.

The university coach plays a complex role in helping us achieve our goals for our pre-service teachers by serving as the resident's guide/mentor and chief evaluator, as well as the primary liaison between the university and the school. The coach helps set the tone for the entire experience and provides support to both the resident and the RT to help them manage their relationship and ensure a meaningful learning experience for both. The coach should encourage the RT to support the resident in growing and developing their own personal teaching style by sharing the demands of classroom teaching, by modeling effective practice, and by mentoring the resident over the course of the semester as they gradually take on more specific classroom responsibilities and become an integral member of the school staff.

Performing the roles of both mentor and evaluator can prove challenging at times. We request that you meet with both your resident and the resident's RT early in the semester to review your role and come to a mutual understanding. Throughout the year you will want to encourage your resident(s), set goals and priorities with them, and provide advice about how to improve. Eventually, however, you must evaluate the performance of your resident(s).

Understandably, for many students, residency is a period of both great excitement and anxiety. University coaches are selected on the basis of their professional experience and expertise as educators to help see residents through this challenging and rewarding experience. Coaches are expected to use their own in-depth knowledge of pedagogy and active student engagement, professional experience, and communication and consultation skills in guiding and evaluating residents.

We expect university coaches to cultivate relationships not only with their residents but also with the mentor teachers and with school leadership and staff. Because RT are generally assigned by principals and university staff members are often not acquainted with mentor teachers, we rely on coaches to identify any initial problems in the match between mentor teachers and residents. We also ask you to report any concerns you may have about school placements or the extent to which a Cooperating Teacher is able and willing to perform their role. It is the coach's responsibility at the start of the school year to raise any concerns with the Assistant Director of OCS and/or the site-based contact to resolve the situation and suggest a more appropriate assignment if warranted. In order to ensure the best possible experiences for all of our residents, we ask coaches to provide

feedback on their residents' placements at the end of each semester when completing the Resident Coach survey.

Responsibilities of the University Coach

University Coaches will:

1. Help introduce the resident to the school and the community (e.g., providing background information on the school, explaining school rules/norms).
2. Contact the RT within the first week of residency. Since it is often challenging to catch mentor teachers during the school day for any length of time, we encourage you to discuss with the RT the best way to stay in contact, which might prove to be via email.
3. Make one initial informal visit, four formal visits, and at least 4 informal visits to observe classroom performance and complete feedback and evaluation forms (formal observations only) following the observation and coaching cycle outlined below. These visits should be scheduled in advance with the resident.
4. Maintain regular ongoing communications (ideally, with contact via phone or email on a weekly basis) with the resident, mentor teacher, and school administration; work with the seminar instructor as much as possible to coordinate feedback on lesson planning, pedagogy, and the student's ability to enact high leverage teaching practices. Contact the university's Associate Director of Residencies as needed. Notify the Assoc. Dir. of Res. of any initial problems related to the resident placement within the first week of the school year so any necessary adjustments can be made.
5. Help promote a positive relationship between the resident and the RT by clarifying the roles and responsibilities of each and helping them to resolve any differences that may occur. Review the objectives and requirements of residency with both the resident and the RT and explain the process used to evaluate the resident.
6. Serve as a representative of the University of Delaware at the school and use professional courtesy in all interactions with residents and school faculty and staff.
7. Please pay particular attention to encouraging residents to use research-based strategies and helping them meet the needs of diverse learners. Where possible, use specific examples from your experience and/or their experience to make connections to education theory and research.
8. Encourage the resident to assume increasing responsibilities and independence in teaching, classroom management, and other professional responsibilities. With the resident and mentor teacher, consult the gradual release calendar (p. 13) and discuss how responsibilities will increase throughout the semester. Please note the following (see Gradual Release of Responsibility Calendar p. 13):
 - During the early stage of the student teaching experience, residents are encouraged to become acclimated to the school and classroom climate and communities, explore and digest the curricula, build relationships with students, observe the RT model classroom procedures and instruction, and support students with small group and individual instruction. Residents may, during this time, begin to assume lead responsibilities for managing students' transitions in/out/or within the classroom, planning and teaching particular routine elements of daily lessons, and/or planning and teaching one particular content area or prep.
 - UD highly encourages the utilization of a [co-teaching model](#) for collaboration between the resident and RT so that there are multiple opportunities for students to be

supported by two instructional leaders in the classroom (see above for co-teaching model)

9. Encourage resident participation in professional learning communities within the school and attendance at grade and department team meetings. If you are supervising several residents in the same school, we encourage you to hold group meetings and discuss issues of common concern together. We also encourage you to facilitate meetings between the residents and RT (and school leadership whenever possible and appropriate) to share experiences and encourage collaboration.
10. Support the RT as they work with the resident to help develop specific skills and learn more effective teaching techniques for diverse learning styles and abilities. Encourage the RT to model their own reflective practice for the resident.
11. Help residents reflect on and improve upon their planning and instruction by periodically meeting or talking with him/her. Help residents to identify strategies that were successful, cite evidence, analyze why they were successful and identify strategies that were not successful, and why they were not successful and discuss possible changes. Encourage residents to draw on their knowledge of education research and theory.
12. If, at any point, it appears that a student's successful completion of residency is in jeopardy, the coach should convene a meeting with the resident and RT to discuss and complete a [Resident Growth Plan](#) and notify the Associate Director of Residencies that a RGP has been implemented for that resident.

At mid-point of the first and second semesters (late October and March)

13. Complete a mid-term evaluation of the resident's performance on Taskstream assessing their competency as a pre-service teacher using the evaluation form provided.

At the end of the semesters (January and May)

14. Complete the final evaluation at the end of each semester to capture the resident's work. Discuss your evaluation form and coaching comments with the resident in a Final Coaching Conversation prior to submitting their final grade to the OCS on Taskstream.
15. Review and consider the RT's assessments and her/his classroom observations before determining a final course grade.
16. Determine the final course grade for the resident and submit that final letter grade to the OCS.
17. Complete the End-of-Semester Resident Coach survey via the link emailed to you from the OCS towards the end of the year.

Observation and Coaching Cycle

- a. Review the resident's lesson plan. If/when possible, provide feedback to the resident about the lesson plan in advance of the lesson delivery. (You may set a deadline and expectation for when and how the resident is to share his/her lesson plan with you.)
- b. Observe the resident in the role of small-group facilitator, co-teacher, or lead teacher.
- c. Facilitate a post-observation conversation with the resident (and ideally and whenever possible, the mentor teacher) following both the formal and informal observations to solicit the resident's reflections on his/her delivery of the lesson and to provide specific feedback. Include goal-setting for the next lesson.
- d. Seek feedback from the RT about the resident's overall performance and growth in professionalism, classroom environment, and meeting expectations of the high leverage practices.
- e. Review the resident's written reflection on his/her lesson and the post-observation conversation that he/she posts within 24 hours of the observation.

- f. Complete a written Resident Teaching Observation Report form within 48 hours of the observation.
- g. Upload a scanned copy of the [Informal Collaborative Reflection Log](#) within 48 hours of the two informal lesson observations.

COMMUNICATION GUIDE

Successful teacher residencies require continual communication on the part of residents, residency teachers, principals, EPP faculty, and district personnel. The purpose of this document is to provide guidance to support effective communication among all parties in service of excellent development opportunities for residents and learning for students in their classrooms.

Guiding Principles

- ✓ Strong relationships are the foundation of effective communication. All residency stakeholders should strive to:
 - o Build trust.
 - o Communicate regularly.
- ✓ Residents are novice professionals who often benefit from support in developing strong communication skills.
- ✓ Residency partnerships are complex systems. It is critical to communicate at multiple levels.
- ✓ Consider positionality (e.g. a resident's position relative to principal) when planning communication.
- ✓ Mass communications should be shared with all relevant individuals. For example:
 - o EPP faculty, Residency teachers, and principals should be copied on relevant emails from the district to residents and from the university to residents

Residents

- ✓ Residents (Rs) are encouraged to communicate regularly with their residency teacher, and as a first point of contact. Communication should be:
 - o Timely
 - o Clear and concise
 - o Specific to the audience
 - o Professional
- ✓ When challenges arise, Rs should consider their communications training and how they might resolve the challenge directly and in a timely manner.
 - o Residents will attend all district professional development including New Teacher Orientation and Substitute Teacher Training.
- ✓ Rs are encouraged to communicate with *both* their residency teacher and UD coach when challenges arise.
 - o RTs and UD Residency Coaches will support the R to determine who else might need to be included in the conversation (e.g. principal, HR director, etc.) and identify next steps
 - o If the challenge is with the residency teacher, residents should reach out to their UD coach, who may then contact the principal and/or Residency Director.
- ✓ R should regularly monitor their university and district email inboxes. Rs should use their district email address for all district related communication.

Residency Teachers

- ✓ Residency teachers are encouraged to communicate regularly with the resident, UD coach, principal, and other relevant individuals.
- ✓ RTs develop trusting relationships with Rs that foster strong communication.
- ✓ RTs are responsible for helping Rs develop their communication skills, especially in a professional setting.
- ✓ When challenges arise, RTs should ensure that all relevant individuals are included in communication: UD coach, principal, campus instructional coach, etc.
- ✓ Email, text and scheduled meeting times are all appropriate avenues of communication.
- ✓ When challenges arise, RTs work closely with the UD coach and school/district Instructional Coach to make sure there is a clear plan of action and support. UD coach will include relevant individuals and coordinate a support plan.

Principals

- ✓ Generally, principals should communicate with Rs in the same manner as with staff. Rs are members of the staff.
- ✓ Principals support RTs to communicate effectively with Rs and resolve challenges.
- ✓ Principals develop trusting relationships with Rs, UD coaches, and RTs that foster strong communication.
- ✓ Principals are encouraged to include the UD coaches, RTs, and Rs in relevant communications in person and by email.
- ✓ If challenges arise with substitute teaching, principals will work with their campus-based administrators, guest teacher placement coordinators, and HR as needed.
- ✓ If a growth plan is needed, the UD coach will initiate and coordinate a plan of action between all stakeholders and support personnel.

UD Residency Coaches

- ✓ UD Residency Coaches are encouraged to communicate regularly with Rs, RTs and principals. They should:
 - o Encourage open communication between RTs and Rs as a first step.
 - o Schedule brief check-ins with principals when visiting schools to share recent successes and collaborate on any challenges that have come up.
 - o Encourage open communication with RTs during and between formal meetings.
- ✓ UD Residency Coaches develop trusting relationships with Rs, RTs, and principals that foster strong communication.
- ✓ UD Residency Coaches support Rs to develop their communication skills, especially in a professional setting. They may:
 - o Practice crucial conversations with Rs.
 - o Discuss *who* to communicate with and *how* to share needs.
- ✓ When challenges arise, UD Residency Coaches ensure that all relevant individuals are included in communication, both in person and by email (e.g. district coordinator, RTs, principal, R).
- ✓ When challenges arise, UD Residency Coaches work closely with the RTs to make sure there is a clear plan of action and relevant individuals (e.g. principal, Field Experience Director, etc.) are included as needed.

ADVISING AND RESIDENT SUPPORT

In true collaborative style, residents have a variety of sources in which to seek support. In addition to your program advisor who helps you select the correct courses, you can contact your program coordinator, resident coordinator, and coach. We are working together to ensure a high quality residency experience and a smooth transition to your first years of teaching. See below for contact information:

ETE Program Coordinator:

Steff Kotch-Jester - sakjstr@udel.edu

Vicki Goettel - vgoettel@udel.edu

ECE Program Coordinator:

Rosalyn Washington - rwash@udel.edu

SECE Program Coordinator:

Patricia Hermance - trish@udel.edu

Residency Coordinator:

Maya Constantine - maya@udel.edu

Director of the Center of Excellence and Equity in Teacher Preparation at UD:

Kristina Najera - knajera@udel.edu

UDTR Coaches:

ECE & ETE:

Barb Bartels - bbartels@udel.edu

STEM Math:

Marie Peters - mlpeters@udel.edu

STEM Science:

Kathy Melvin - kmelvin@udel.edu

RESIDENT ASSESSMENT PROCESS

Formative and Summative Evaluations

During the residency year, your coach and Residency Teacher will assess your performance and dispositions during your residency year. You will receive formative feedback throughout the placement. They will also complete summative evaluations to document your performance. The Capstone Evaluation is the summative evaluation in the student teaching, graduate internship, and residency experience.

Formative

The Formative Observation Form is based on the Capstone Clinical Experience Evaluation and can be used throughout the student teaching/internship experience to provide informal feedback on the teacher candidate's performance. Individual programs may have program specific formative observation forms as well.

<https://www.ocs.udel.edu/student-teaching/forms/formative-forms/>

Summative

The Capstone Clinical Experience Evaluation assesses five domains: professionalism, planning, learning, instruction, and assessment, which the University of Delaware Professional Education Programs identify as the fundamental domains of teaching practice. Within each domain, key indicators of teaching effectiveness are described at different levels of competence (not apparent, emerging, proficient, exemplary), or in the case of the professionalism domain, at different levels of consistency (rarely, sometimes, consistently). The Capstone thus serves as a tool for communicating expectations to residents as well as a means for mentor teachers and coaches to evaluate residents. The Capstone is used as a formative assessment at the midpoint three-way conference among the resident, coach, and mentor teacher; then as a summative assessment at the final three-way conference. The residents evaluate themselves during the three-way conferences to encourage reflective practice, and the coaches and mentor teachers evaluate to provide feedback and evaluation. Residents must meet their program's passing criteria for the Capstone Clinical Evaluation in order to pass the residency year. The capstone, specific to program, can be located at the following webpage: <https://www.ocs.udel.edu/student-teaching/forms/summative-forms/>

POLICIES: ACADEMIC PROGRESS AND PERFORMANCE

Residents must remain in good standing in order to remain in the residency program. Good standing is defined in the section below entitled, "Commitment, Stipend, Financial Arrangements, and Benefits." It is also defined by each program: <https://www.ocs.udel.edu/program-specifics/>

COMMITMENT, STIPEND, FINANCIAL ARRANGEMENTS, AND BENEFITS

The Resident will comply with all requirements and commitments set forth in this Agreement, and any requirements set forth by the IHE or the LEA, including but not limited to employee handbooks and Codes of Conduct. The Resident acknowledges and agrees that participation in the program and any right to receive any of the benefits provided under the program are subject to the terms and conditions of this Agreement. In the event that the Resident does not comply with the terms and conditions of this Agreement as determined by the LEA and IHE, then the Resident's eligibility to receive the benefits under this Agreement shall be limited in whole or in part.

1. Term Of Commitment

- a. Residency Year - The term of the Resident's commitment to the YLTR program shall commence upon the date the Resident signs this agreement and, unless earlier

terminated, will end upon the completion of the LEA's academic year and completion of all program requirements.

- b. Post-Residency – By signing this Agreement, the Resident acknowledges that by receiving any fiscal support under this Agreement, Resident agrees to work as a full-time teacher of record in the same school as the placement, a high need school in the LEA, or a high need school in the state of Delaware, and/or have a primary assignment as a teacher of a High Need Content Area in the school, LEA, or state of Delaware for at least three consecutive years. Residents who do not satisfy this requirement will be required to repay all or part of any stipends or scholarships they received under this agreement to the district.
 - i. Residents must use the following prioritized guidelines to determine Post-Residency employment. NOTE – all decisions related to employment are subject to LEA approval.
 - 1. If Residency Year was in a District
 - a. Current district and school, then
 - b. Current district, different school. If a position is not available, then,
 - c. Different district or charter school.
 - 2. If Residency Year was with a Charter
 - a. Current charter, If a position is not available,
 - b. A different charter or district.
 - c. In a different charter, if a position is not available.

2. Stipend

- a. Description: The Resident is eligible to receive a Stipend, *if available*, which would either be dispersed over the term of the Residency Year or at the end of the Residency Year, based on the preference of the LEA, subject to Resident meeting the eligibility requirements, terms, commitments and conditions set forth in this Agreement.
- b. Eligibility: The Resident's eligibility to receive the Stipend is conditioned upon the Resident meeting the following requirements, the satisfaction of which will be determined jointly by the LEA and IHE:
 - i. The Resident must participate fully in the Residency Placement during the Residency Year;
 - ii. The Resident must comply with all LEA and IHE policies, procedures and guidelines;
 - iii. The Resident must be a student in good standing with IHE through the end of the Residency Year; and
 - iv. The Resident must fulfill the commitments to IHE and LEA as described in this agreement.
- c. Funding Condition: The LEA, in partnership with the IHE and the Delaware Department of Education, has secured funding for the 2023-2024 academic year. If the Delaware Department of Education, in its sole discretion, determines that it cannot maintain the stated amounts to fund Residents' Stipends, then none of the aforementioned entities shall have any duty or obligation to fund the Stipends.
- d. Loss of Eligibility: If the Resident fails to comply with any of the eligibility requirements or leaves the YLTR Program before the end of the Residency Year, whether voluntarily or involuntarily, the Resident will no longer be eligible to receive any additional portion of the Stipend that remains unpaid. The Resident must still comply with the Forgiveness

- and Repayment requirements of this Agreement for the portion of the Stipend paid to the Resident.
- e. Forgiveness
 - i. All Residents who satisfy the Post-Residency requirements set forth in Section 3.b. will not be obligated to repay the Stipend, subject to verification of completion by the LEA, IHE, and Department of Education.
 - f. Repayment
 - i. Residents who fail to complete Post-Residency requirements may be required to repay all or a portion of the Stipend according to the following guidelines: *(example differs between districts)*
 1. Failure to complete a least one full academic year – \$20,000
 2. Failure to complete at least two full academic years – \$15,000
 3. Failure to complete at least three full academic years – \$7,500
 - ii. SUMMARY OF THE TERMS OF YOUR REPAYMENT OBLIGATION (“LOAN”) IN THE EVENT YOU FAIL TO MEET THE REQUIREMENTS OF THE TEACHER RESIDENCY PROGRAM:
 1. Repayment begins six (6) months after you cease to fulfill the program or service requirements.
 2. Your repayment obligation will begin to accrue simple interest six (6) months after you cease to fulfill the program or service requirements. Interest will be assessed daily at the fixed rate of 5.00 % per annum until the entire principal balance is paid.
 3. Maximum repayment term: ten (10) years.
 4. Minimum monthly payment: \$50.00.
 5. You may apply to Red Clay Consolidated School District Finance Department, for deferment, forbearance, or discharge in the event of a hardship.
 6. Read the MOU/PN for full terms and conditions of repayment.
 - iii. Calculation of Academic Year
 1. The LEA, in its sole discretion, will determine the number of Post-Residency academic years that can be counted towards satisfaction of Post-Residency requirements. The LEA may consider one or more of the following factors when calculating this number:
 - a. Did the Resident complete at least one-half of the academic year; or
 - b. Does the LEA feel the Resident has fulfilled contract requirements for the academic year for the purposes of salary increases, tenure, and retirement; or
 - c. The Resident was not rehired because of a Reduction in Force or other factors out of the control of the Resident or LEA, or
 - d. Resident was unable to complete the academic year because of:
 - i. A condition covered under the Family and Medical Leave Act of 1993 (FMLA); or
 - ii. Being called or ordered to active duty status for more than 30 days as a member of a reserve component of the U.S. armed forces.
 - g. Tax Reporting: It is the responsibility of the Resident and his or her tax advisor to determine if the Stipend received is reportable on the Resident’s annual tax returns.

3. Resident's Commitment To The Ihe Program

The Resident agrees to satisfy the following commitments as a condition to the Resident's eligibility to receive the benefits described in this Agreement:

- a. Remain in good standing with IHE Program requirements as described in the IHE Program handbook, and any requirements of the IHE Teacher Preparation programs.
- b. Maintain a grade point average (GPA) of at least 3.0; in the event the Resident's GPA falls below 3.0 for any term, the Resident agrees to comply with a remediation plan developed by IHE.
- c. Make payment of all IHE tuition and all associated fees and costs, including but not limited to books, application fee, and graduation fee for all semesters during which they are enrolled in the YLTR program.
- d. Attend all IHE Program meetings including any that may be scheduled during times that the LEA does not conduct classes (e.g., vacation, holiday or other periodic breaks during the district academic year).
- e. Attend LEA training that may be scheduled for teachers of their assigned schools on all days when the schools are in session for teachers.

4. Termination

- a. The Resident may voluntarily withdraw from the Residency Placement at any time during the Residency Year. Once removed, the Resident cannot be reinstated.
- b. The Resident may be terminated by the LEA at any time during the Residency Year for failure to comply with the requirements stated previously.
- c. The Resident may be removed from the IHE program by the IHE at any time during the Residency Year for failure to comply with the requirements stated previously.
- d. If the Resident leaves the IHE Program, whether voluntarily or involuntarily, the Resident may be eligible to return to the traditional teacher preparation pathway within the degree program. This return is subject to the conditions of the degree program and at the discretion of the IHE.
- e. Any resident who is terminated by the LEA, or withdraws from the IHE program either voluntarily or involuntarily, may, at the discretion of the LEA, be required to repay all or part of the Stipend they received under this Agreement under the terms stated previously.

RESIDENT TIME-OFF POLICY

Calendar

Residents should follow the school district calendar regarding teaching days, professional development, and non-teaching days. As noted in the calendar, if the school district is in session, the resident should be in session as well. Please note University breaks may be different from school district breaks. For instance, spring break for UD is different from spring break for school districts. Residents should follow the school district spring break for time off and not the UD dates.

Sick/Personal Days

Consult your school district contact for the number of days you may take for sick or personal time. At this time, most LEAs provide 7 sick/personal days.

GRADUATION REQUIREMENTS

Student Teaching Exit Requirements

- Capstone Evaluation
 - o You must have passing scores on the final capstone evaluation according to program requirements. Passing scores are determined by specific programs.
- Program-Specific Requirements
 - o Residents must follow any additional student teaching/internship exit requirements specific to their program: <https://www.ocs.udel.edu/program-specifics/>

TEACHING CERTIFICATION

[The Office of Certification and Accreditation](#) provides lots of information about certification. You can also check with the [Department of Education in the state\(s\)](#) in which you might want to become eligible for certification to be sure your academic degree program meets those requirements. Teacher licensure or certification is different in every state.

The professional education unit of the University of Delaware is accredited by the Council for Accreditation of Education Professionals (CAEP). The individual teacher education programs have received State Approved Program status and have been recognized by national specialty organizations as having met their standards. Students who complete a University of Delaware state-approved educator preparation program, including achieving a passing score on all tests required by the State of Delaware for teacher certification at the time of their graduation, will receive the University's institutional recommendation for teacher certification. Institutional Recommendation is necessary to apply for certification in all states. For more information, please visit the following website: <http://www.teachered.udel.edu/certification/>

HIRING

Upon successful completion of the residency year, the school district will hire the resident to serve in a high needs school within the district. The hiring process is different for each district but may begin as early as December. We will maintain frequent contact with the district representatives, mentor teacher, principal, and coach to monitor your performance as well as the hiring process. Time will be spent in PLCs discussing each district's hiring processes and timeline. Some districts do not finalize hiring teaching until the end of summer.

INDUCTION

The Delaware Department of Education provides support for new teachers during the induction period (the first four years of teaching). In addition, UD is working with the Rodell Foundation and

other colleges and universities in Delaware to implement a university-based induction process. We will keep you informed of the process as the information is available.

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Center for Excellence and Equity in Teacher Preparation
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