RESIDENCY AT WCSU

A RESOURCE HANDBOOK
for
Candidates, Residency I Cooperating Teachers, and University-District Liaisons
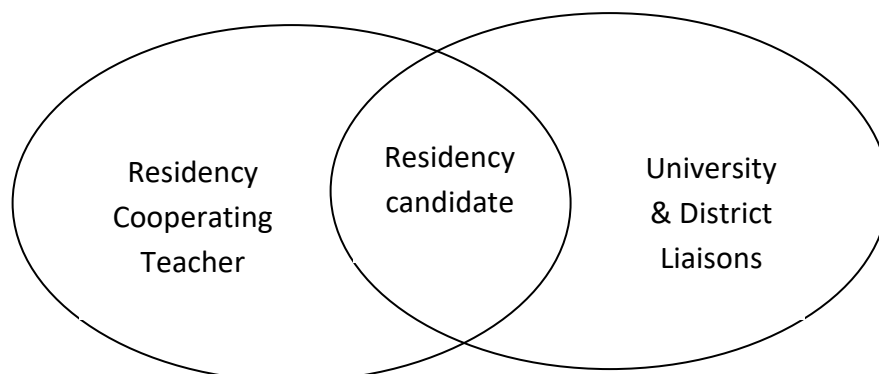

Western Connecticut State University (WCSU)
Education and Educational Psychology (E&EPY)
Department

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Part I: The Residency Overview

The Teacher Preparation Team

The teacher preparation team consists of the residency candidate, the university liaison, and the residency Cooperating Teacher. Other individuals both at the school and the university (such as the methods or seminar faculty) provide additional support to the residency candidate. Especially when problems are identified, it is important that information is exchanged among all individuals in the team.

Establishing Communication

A critical component to a successful residency II experience is open communication. Although there may be periods during the day to discuss situations, plan with the residency Cooperating Teacher to have a regularly scheduled weekly conference. This "sacred" meeting time should be dedicated to planning for the week, discussing student concerns or insights and to reflect on performance. It may be helpful to create a meeting agenda to use the time efficiently.

Some residency Cooperating Teachers and residency candidates have found it helpful to keep a communication journal. This journal can be used to provide lesson feedback to the residency candidate as well as an ongoing dialogue between the residency candidate and the residency Cooperating Teacher.

To create the foundation for future communications and work together, the university liaison will make contact with the residency candidate and the residency Cooperating Teacher. This usually occurs early in the semester, before the Cooperating Teacher conducts a mid-term formal observation. During the meeting, members of the triad will discuss expectations, address questions, and exchange information regarding future communication.

Introductory Phase of Residency Teaching (Residency I in Fall Semester)

The introductory phase of Residency involves observation and teacher assistant activities. Rather than the residency candidate only observing from the back of the room and then "taking over," ask your residency candidate to join you in the front of the class to watch and listen beside you as you teach, modeling and explicitly describing teaching practices. From the start, an important and powerful way to understand teaching is for your residency candidate to be by your side at all times. You may make important side comments to the residency candidate on decisions you are making in the moment and why. You can also go one step further to deconstruct these practices, explaining your intentions and actions. In this way, the residency candidate is positioned in front of the room, in front of the students, and will begin to take on the role of teacher as part of their identity. Not only does the residency candidate start to feel what it's like to take on that identity, but students also begin seeing them as a teacher in the room. This phase will last a period of time commensurate with the residency candidate's readiness to assume teaching responsibilities. The residency Cooperating Teacher will add teaching periods to the residency candidate's schedule as his/her competence and confidence grow.

Having the residency candidate observe you, the residency Cooperating Teacher, in action during the introductory phase is an invaluable learning experience. Through observation the residency candidate can learn many strategies that will smooth his/her transition and increase his/her performance efficiency. Errors committed by the residency candidate could easily be avoided if careful study is made of the residency Cooperating Teacher's classroom procedures.

You are not really telling your residency candidate right or wrong ways to teach but rather showing them how you have come to grow your own practice. It is important to stress throughout the entire residency experience that your practices, like all teachers, are always under development.

Who is a Residency Cooperating Teacher?

A teacher who has completed the Connecticut State Department of Education's Teacher Education and Mentoring program (TEAM) training for residency Cooperating Teachers is identified as the school-based liaison of the teacher preparation program. The residency Cooperating Teacher is one of the most important resources in this experience. He or she provides support, guidance, and encouragement to the residency candidate as he/she grows and develops. The residency Cooperating Teacher provides primary support and supervision to the candidate. In addition, the residency Cooperating Teacher is regarded as a role model for the residency candidate.

What is the Role of the Residency Cooperating Teacher?

It is widely agreed that powerful learning does not occur from letting a residency candidate "sink or swim." Rather, guidance and mentorship as well as peer support are important components of clinical experiences that allow for the modeling, coaching, and feedback that residency candidates need (Anderson & Stillman, 2010; Grossman, 2010; Hammerness & Darling-Hammond, 2005). Research points to the critical role of the residency Cooperating Teacher in supporting residency

candidate learning (Torrez & Krebs, 2012; Sykes, Bird, & Kennedy, 2010; Wilson, Floden, & Ferrini-Mundy, 2002).

Researchers agree that the best residency Cooperating Teachers function as both mentors and models; providing reflective conversation, instructional guidance and support for independent teaching (Darling-Hammond, 2006; Glenn, 2006; Grossman, 2010). As a residency Cooperating Teacher, you will mentor and coach teacher candidates during their residency candidate placements with you. You and your residency candidate will share space in your classroom. Together you will work with your students as the residency candidate develops the skills and pedagogical knowledge. Learning is embedded in the everyday experiences in the classroom—from teaching whole group or conferencing one-on-one, creating seating arrangements, organizing classroom libraries, communicating with parents, to meeting with grade level teams or participating in PD.

As a reflective coach, you will engage in cycles of coaching with your residency candidate to help them develop reflective teaching practices. We cannot train residency candidates to learn and implement every method, strategy, or trick they will ever need to know for the classroom; however, residency Cooperating Teachers can model and support the growth-oriented, reflective habits of mind residency candidates will need to adapt and grow in their own teaching.

Responsibilities of Residency candidates

The following is a brief sample of residency candidate responsibilities taken from various guidelines that institutions have developed. Each residency candidate must adhere to the responsibilities as outlined by his/her educator preparation institution and that of the residency Cooperating Teacher and school district. These responsibilities include, but are not limited to:

- adherence to the Code of Professional Responsibility for Educators (Sec. 10-145d-400a) of the state regulations;
- adhering to school schedules or to the schedule of previously-arranged student teaching, arriving on time and staying through the required time period; includes staying for conferences, staff development activities or faculty meetings with the residency Cooperating Teacher;
- dressing professionally, conforming to school expectations for teachers;
- becoming familiar with the Common Core of Teaching, and Connecticut Core Standards(CCS);
- preparing daily lesson plans detailing specific objectives, instructional strategies and evaluation procedures;
- preparing lessons by working within units / other curriculum materials already provided;
- observing other teachers' classes besides that of the residency Cooperating Teacher;
- becoming familiar with school library and outside sources for curricular materials;
- participating actively in conferences with the residency Cooperating Teacher and university liaisons;
- assessing student learning;
- becoming familiar with statewide assessments

- participating in school-wide activities, e.g., curriculum development, professional development committee, etc.

The University and District Liaisons

Who are the University and District Liaisons?

The Residency I university liaison is the represents the university's expectations of candidate performance, while the district liaison communicates the district's viewpoint. The university and district liaisons collaborate to fully support the residency candidate. The role of the liaison is to provide on-site support and advice. The residency candidate is still learning to teach and will need encouragement, reassurance, comfort, guidance, instruction in specific skills, and insight into complex causes of behavior.

Liaison's Responsibilities
- Assists the residency candidate in his/her induction into the profession of teaching.
- Reinforces the teacher preparation program responsibilities, requirements, and class assignments in collaboration with the residency Cooperating Teacher.
- Confers with the residency Cooperating Teacher about the progress, areas of needed growth, areas of improvement and areas of talents of the residency candidate.
- Helps build and maintain good relations between the school and the university. He/she is considered a liaison to the university and therefore, needs to be knowledgeable of university policy and program procedures and requirements in his/her teaching and its impact on student learning.
- Provides detailed expectations and requirements of the Residency I experience.
- Evaluates the residency candidate by coaching and checking in with the candidate's Cooperating Teacher and provides objective documentation to support his/her assessment of specific areas of the residency candidate's knowledge, dispositions and performances. The university liaison also completes a summative evaluation and assigns a grade that reflects the residency candidate's total experience.

If the residency candidate encounters significant difficulties with teaching or if there is a conflict between the residency Cooperating Teacher and the residency candidate, the university liaison should be called in to help resolve the situation. The residency Cooperating Teacher should contact the university liaison and the district facilitator if any problem arises regarding the residency experience that may impact the performance or the effectiveness of the residency candidate or the continuation of the placement. The number of visits by the liaison may vary, but during each visit it is important to set aside time to share perceptions about progress and to have a three-way conference with the residency candidate. The university liaison and the residency Cooperating Teacher should work together to provide a practical teaching experience that prepares the residency candidate for entering the profession.

In situations of unusual difficulty regarding the unacceptable performance of the residency candidate, the university liaison and the director of student teaching should be notified

immediately. The university liaison will promptly arrange to come to the school to discuss the problem or terminate the placement if necessary.

The Role of the Principal
The principal should:
- ensure that the residency Cooperating Teacher and residency candidate placement is made through the district facilitator;
- meet the residency candidate;
- ensure that the residency candidate is provided supervision from the university liaison;
  - communicate to the liaison any concerns regarding the candidate as soon as they arise.
- support the residency Cooperating Teacher in his or her role;
- ensure that the residency candidate is able to complete the equivalent of two days per week of field experience with his/her assigned Cooperating Teacher;
- invite the residency candidate to attend faculty meetings, professional development events, and school community events;

<div align="right">Adapted From Central Connecticut State University's Cooperating Teacher Handbook. 2015-16.</div>

Part II: A Calendar of Suggested Activities for Residency I

August/Early September Preparations for Residency I Cooperating Teacher:
Prior to the Residency Candidate's Arrival

- Interview your candidate to obtain information concerning personal interests, academic background, and pre-residency teaching contacts with schools, teachers, and students. Questions to consider using include:
  - Tell me a little about yourself and why you want to be a teacher.
  - What previous experiences have you had working with (insert age of your students) children? Why are you interested in working with (insert specific age group, i.e. elementary, middle, high school) students?
  - What have some of your favorite classes been?
  - Where did you do your field experience placements (school/district, grade level)?
  - What is one effective behavior management strategy you observed or utilized during your placements?
  - Please share a time when you took a risk to try a new instructional strategy in one of your field placements. What was it, and what did you learn from it?
  - What are you hoping to gain from your residency I experience?
  - All of us have had students that have been challenging because of their educational, emotional or behavioral needs. Tell me about one student who stood out from your past experiences. What did you learn that might help you with a similar student in the future?
  - In our district we are expected to participate in (PLC/Data Teams). What skills do you think a teacher needs to be successful working in a team?
  - (Differentiated Instruction, Reader's Workshop, etc.) is one of our district goals. Tell me a little bit about what you have learned in your courses or field experiences about (insert

area: Differentiated Instruction, Reader's Workshop)? What are you hoping to learn during your student teaching?

- o Please tell me a little about your experience planning for instruction. What are the things you would include or think about when writing a lesson plan?
- o What questions do you have for me?

Prepare Your Students

- Indicate your approval and enthusiasm for the residency candidate's arrival.
- Introduce the residency candidate as an intern who will co-teach lessons or independently teach small groups.
- Give students a feeling of responsibility for the initial orientation and acceptance of the residency candidate.
- Explain that observers will be visiting on occasion to observe teaching techniques and class responses.
- Explain that when the residency candidate is in charge of the class, questions, requests, and comments should be addressed to the residency candidate.

Prepare the Administration and Faculty

- Inform the administration and faculty about the residency candidate's arrival and introduce him or her at a faculty meeting. Involve colleagues in preparing for the arrival of the residency candidate by asking them to help:
  - o Secure needed learning materials and facilities;
  - o Decide on plans for welcoming the residency candidate;
  - o Acquaint the residency candidate with the total school program; and
  - o Provide opportunities to observe their classes.

Prepare Orientation Materials

- Place copies of pertinent school information in a folder for the residency candidate. Some suggestions follow:
  - o School calendar, master schedule, time schedule, schedule of teachers' meetings and parent-teacher meetings;
  - o Fire drill and other emergency instructions;
  - o Copy of long-range plans for the year;
  - o Copies of administrative forms, such as attendance register, textbook slips, hall pass, field trip form, transfer slip;
  - o Student handbook or school rules and cafeteria regulations;
  - o Information about the community; and
  - o Curriculum guide, faculty handbook, and list of faculty members.

Prepare the Classroom and Instructional Materials

- Provide a desk and chair and a place where personal belongings can be safeguarded.
- Obtain a set of textbooks, teachers' manuals, teachers' guides, and course outlines for the residency candidate.
- Provide copies of/links to local and state curriculum guides pertaining to the teaching situation.
- Prepare a seating chart of each class with which the residency candidate will work.

You will know that you are ready for the arrival of your residency candidate when you can check most of the following items.

Professional Responsibilities:

- ☐ I have reflected on my practice and am able to articulate the rationale behind my instructional decisions
- ☐ I have read the sending university's student teaching or residency Cooperating Teacher handbook (if one is available).
- ☐ I have read and internalized the expectations and role of a residency Cooperating Teacher as described in the handbook.
- ☐ I understand the sending institution's expectations for me, the residency candidate and the field experience liaison.
- ☐ I am aware of the legal status of residency candidates in CT.
- ☐ I know my district's policies regarding the responsibilities of residency host/residency candidates.

Pre-Placement Relationship Building:

- ☐ I conducted a pre-placement meeting with my residency candidate.
- ☐ I learned the background, interests, and goals of the residency candidate (resume, bio, questionnaire).
- ☐ I shared information about the school community, culture or norms with my residency candidate.

Pre-Placement Planning:

- ☐ My residency candidate and I established mutual expectations for the placement.
- ☐ My residency candidate and I established a gradual-release takeover plan for one or more subject areas.

Communication with Students and Parents:

- ☐ I have prepared students for the arrival of the residency candidate (introducing him as a co-teacher to set the stage for your teaching partnership- let the students know the ST plays a significant role. It is important that from the start you create a sense of "we" as the teachers in this classroom.)
- ☐ I have communicated with parents about the arrival of the residency candidate (consider having the residency candidate compose a letter of introduction to parents/guardians).

Practical Needs:

- ☐ I have provided adequate space for the residency candidate (e.g. a desk or table for his use).
- ☐ I have secured copies of materials that I will use to orient my residency candidate (e.g. school handbook, schedule of classes).
- ☐ I have secured copies of curriculum guides, teacher editions or other materials that the residency candidate needs for planning, instructing or assessing.

September/October: Gradual Release of Responsibility for the Residency I Experience
During the introductory phase, share an overview of the curriculum with your residency candidate, including what pupils have studied, are studying, and will be studying. Effectively involve the residency candidate by briefly discussing some ideas about strategies for teaching the upcoming topics.

Candidate and Cooperating Teacher Activities:

The First Days of the Placement: The Initial Conference
- Be specific about classroom rules and policies.
- Indicate that the residency experience will involve more than just classroom teaching (working with the principal, counselor, parents, other faculty and staff members, for instance).
- Invite the residency candidate to discuss his or her expectations of you.

The First Days of the Placement: Establish a Schedule of Communicating Progress
- Plan to have a regularly scheduled weekly conference to review candidate's performance.
    - Create a meeting agenda in order to use your time efficiently.
- Establish times to co-plan lessons as soon as the candidate begins teaching either small or large groups.
- Formally observe one lesson at the Residency I midpoint using the STEI and enter STEI assessment in LiveText
- Optional: Keep a communication journal or assign the task to your Residency I candidate.

During the First Two Weeks the Residency Candidate Can:
- Observe classes and other teacher activities. Focus on how different teachers:
    - Develop rapport with students.
    - Develop and maintain standards of behavior.
    - Maintain discipline and handle special situations.
    - Cultivate a learning environment in which students share in planning and leadership.
    - Communicate the purposes of the lesson.
    - Use different motivating techniques/instructional materials.
    - Use questions and involving students.
        - For more suggested "look-fors" see observation guide below.
- Assist a student who has missed classes or tutor a student who has special needs.
- Help students individually during guided practice time in class.
- Prepare and present a brief historical anecdote or enrichment topic that pertains to one of the day's lessons.
- Prepare a bulletin board.
- Administer a test or retest.
- Assist with attendance to help in learning students' names.
- Read and help correct sets of papers
- Begin wording lesson objectives as "I Can" learning statements.

During Weeks Three Through Six, the Residency Candidate Can:
- Develop a collection of five-minute teaching topics to use if a lesson ends sooner than planned.
- Attend faculty, department, and/or Board of Education meetings.
- Debrief with you about your lessons. During the debrief sessions, Cooperating Teachers should model reflective thinking about some of the following questions to help guide the candidates in their own critical inquiry and in supporting the residency candidate as they also begin to take up this work:
  - Whose voices are being heard and whose aren't?
  - How might we open up more space for different student voices?
  - Who gets to make decisions about teaching and learning in this space?
  - How could that look different and where is there space for negotiation?
  - What does this activity reveal about how we expect students to learn or about where knowledge comes from?
- The residency candidate may begin with taking over a part of a lesson, depending on their level of skill and confidence.
  - Start with a content area with which the residency candidate feels most confident.
  - Have your residency candidate start with a specific responsibility. After an initial positive experience with one group of students, the residency candidate will feel better prepared to handle a more challenging group/subject/task.

October-December: Gradual Release of Responsibility for the Residency I Experience
During the residency experience we recommend using a gradual release model in which the residency Cooperating Teacher gradually turns over responsibility to the residency candidate. In utilizing a gradual release model (I do, we do, you do) the residency candidate observes effective teaching, co-plans and co-instructs with the residency Cooperating Teacher and, over time, assumes responsibility for the class. In this collaborative approach residency candidates gain valuable insight into the complex thinking and decision-making processes that teachers engage in on a regular basis.

During Weeks Six Through Twelve, the Residency Candidate Can:
- Thoroughly review and use the Lesson Planning Guide (see below) to begin co-planning Lessons.
  - Between weeks six and eight, candidates and Cooperating Teachers should plan lessons that will be co-taught.
    - Suggestion: review edTPA lesson plan template. (see pages 20-21.)
  - Between weeks eight and twelve, candidates should develop lessons to be taught independently for Residency I edTPA assessment
    - Suggestion: review full edTPA lesson plan template.
    - Remind candidates to videotape and post lessons
    - Schedule a formal observation using STEI and post assessment on LiveText
      - Review assessment with candidate and set performance goals for remainder of semester

A Note About Co-Planning with Residency Candidates

At the heart of effective teaching lies purposeful planning. Experienced teachers understand that planning is not just jotting a few bullets down in a lesson plan book; it involves strategically designing and organizing activities/tasks that help students achieve a desired outcome. The planning process is a foundational understanding for residency candidates as they prepare to take on their own classrooms and their own students. Therefore, in order to help residency candidates understand the complex decision making process that planning involves, we encourage residency Cooperating Teachers to co-plan with their residency candidates.   While candidates should be encouraged to assume as much responsibility as possible as early as possible during the Residency I experience, both the Cooperating Teacher and the candidate should be honest about the candidate's readiness to plan independently. The initial co-planning support will ensure that the candidate is appropriately prepared for more responsibility during the Residency II experience.

Co-planning allows residency Cooperating Teachers to model their planning process, illuminate their thinking, and make their decisions transparent to the residency candidate. It allows residency candidates to see the many variables that must be considered when planning.

> **During Final Weeks of Semester:**
> - Support and monitor candidate's work toward independence and performance goals.
> - Review expectations for Residency II experience.
> - Plan residency candidate's takeover calendar for Residency II semester, including edTPA portfolio.

SAMPLE Residency I Planning Sheet

The residency Cooperating Teacher and residency candidate can use this sheet to plan out the residency candidate's responsibilities and what needs to be planned **for the upcoming week. *This is a guide***

Release of teaching responsibility depends on the readiness of each residency candidate. If there are any questions or concerns, please contact the university liaison (Dr. Roe.)

Week	Responsible For:	Planning For:
1 & 2	• Observe students. Learn names and learning styles, interests. • Assist individual students. • Observe other classroom teachers. • Observe classroom routines. • Learn school policy and procedures. • Assist with clerical routines. • Research the curriculum. • Meet building personnel. • Learning about class and school community (Task 1 of edTPA)	• Correct and assess student work. • Plan a bulletin board. • Walk students to and from specials. • Conduct specific routines (as identified by cooperating teacher.) • Become familiar with grading practices. Create a data collection binder or use existing one started by the CT.

3 & 4	• Correct and assess work; record data. • Conduct specific routines (as identified by cooperating teacher.) • Walk students to and from specials and lunch whenever possible. • Assist CT with duties such as lunch, recess, and/or bus. • Assist with read aloud. • Continue assisting individual students, teach small groups.	• Plan to teach one lesson a day. Discuss with CT as to topic/ content area. • Continue responsibilities from Week 2.
5-9	• Continue weeks' 1 - 4 activities. • Begin assuming teaching responsibilities for one (or more) lessons per week (suggestion: start with math, since candidates will be completing Task 4 of edTPA in the fall.) • Complete write-up of Context for Learning of edTPA (independently—no cooperating teacher editorial input allowed!)	• With the CT, choose a new concept to begin planning for. • Plan when to videotape for self-reflection.
10-13	• Teach 1 or more lessons per week • Videotape a lesson for self-reflection. • Continue with previous responsibilities and routines.	• Videotape lesson (not one to be used for edTPA!) for self-reflection. • Begin preparing for consecutive mathematics lesson planning and implementation for edTPA
15-16	• Teach the edTPA math lessons (3 – 5 consecutive lessons).	• Videotape one of the lessons that will not be used for the edTPA assessment and insert self-assessment commentary.

Assessing Residency Candidate Performance
Note: Cooperating Teachers Complete One STEI Observation in Residency I

Below are some key ideas to remember about assessing candidate performance during Residency I:

- Reflection, feedback and evaluation should be continuous throughout the teaching period.

- Criticism should be selective. Start with an area of growth that can most easily be improved quickly. Typically, classroom management should be addressed early in the experience since it takes time to gain expertise in this area.

- Use the coaching conference after the lesson to ask questions that promote reflection in your residency candidate. Provide specific feedback that helps your residency candidate identify what went well and areas for potential growth.

- Remember, you are helping the residency candidate learn and it is only through trial and error that some learning can take place.

- Coach your residency candidate using the CT Common Core of Teaching as your focus.

- Document your suggestions and observations of the residency candidate. Maintain a folder with your notes and other relevant material.

- Know and validate the residency candidate's plans in advance of his or her teaching.

- Observe the residency candidate's work in a variety of teaching situations.

- Analyze student work together.

- Try to remain objective about the performance of a residency candidate. Remember that if the residency candidate is not successful, it does not mean you have failed in your role as residency Cooperating Teacher.

Between weeks seven and nine, the residency Cooperating Teacher conducts a formal evaluation of the candidate using the Student Teaching Evaluation Instrument (STEI.) Based on Connecticut's Common Core of Teaching Rubric for Effective Teaching 2014, Cooperating Teachers observe candidates and use the rubric to provide effective performance feedback during the post-conference debrief sessions. The observations should be preceded by a pre-conference and followed by a post-conference, during which specific, actionable feedback is used to identify candidate development needs and tailor support to those needs.   The residency Cooperating Teacher records the assessment in LiveText.

The candidate should videotape the lesson and review it independently before sharing it with the cooperating teacher. Using the STEI as a guide, the candidate should post reflective comments about his or her performance at the beginning of the lesson, the middle, and the end before sharing it with the cooperating teacher. The cooperating teacher may wish to address the candidate's comments within the video, or wait until the post-conference to respond to the comments.

The following is the protocol for conducting a formal in-class observation that requires a pre and post conference:
A. **Pre-Conference:** Before the observation, the evaluator will review planning documentation and other relevant and supporting artifacts provided by the teacher in order to understand the context for instruction, including but not limited to, the learning objectives, curricular standards alignment, differentiation of instruction for particular students, assessments used before or during instruction, resources and materials.
B. **Observation:** Observers will collect evidence for Domains 1-3 during the in-class observation.
C. **Post-Conference:** The post-observation conference gives the teacher the opportunity to reflect on and discuss the lesson/practice observed, progress of students, adjustments made during the lesson, further supporting artifacts as well as describe the impact on future instruction and student learning.

Part III: Observation and Planning Guides

Residency Candidate Observation Lenses

Purposeful observations are a special set of observation experiences where you (the CT) take the lead in modeling the thinking you do inside your teaching practice. This is not staged modeling but instead should reflect the kind of thinking you do all the time, whether or not you always take time to sit and think aloud about your teaching every day. Purposeful observations also ask you to go through a similar reflective coaching cycle that your RC will go through when they start teaching more in your classroom. This is an intentional move that will help your RCs as they continue growing as reflective practitioners. As the residency candidate watches you, have him/her think about the prompts below and use them to gain a deeper understanding of the particular facet of effective teaching listed below.

A. Classroom Routines

1. Starting procedures
   - What does the teacher do as students arrive in the classroom?
   - Does she/he have instructions on the board or activities for engagement?
   - How are class roll, lunch count, etc. conducted?
   - How does she/he move into the first lesson?

2. Distribution of materials
   - Are instructional materials ready for use?
   - What are student responsibilities regarding materials?

3. Restroom procedures
   - May students move freely to the restroom?
   - Are passes available to use under certain guidelines?
   - Must the teacher give permission before a student may be excused?

4. Lunch procedures
   - How are students dismissed for lunch, at the end of the day, for special circumstances, etc.?
   - How are students given lunch tickets, taken to the cafeteria and picked up, etc.?

5. Other "housekeeping tasks"
   - How are students guided in the upkeep of the room and learning materials?
   - How are students selected, instructed and held accountable for duties?

B. Record Keeping

1. Attendance
   - Are there any special codes used by the teacher?
   - Does she/he allow students to assist?

2. Grading
- What rubrics, checklists, etc. does the teacher use?
- Does the teacher use different types of evaluation symbols? (e.g., 100%, -/+)
- How is the grade book set up? (tests in red ink, computer program, etc.)
- How does she/he deal with participation grades?

3. Referrals
- How are disciplinary actions and follow-up procedures handled?
- How are other referrals (e.g., speech, counselor) handled?

C. Classroom Management (Influenced by school and individual teacher policies)

1. Discipline plan
- What are the rules?
- How were they chosen?
- How are they enforced? (praise, consequences)

2. Tardy policy
- How is the policy enforced?
- What does the teacher/school feel are acceptable excuses for tardiness?

3. Seating arrangement
- How does the teacher determine seating? (alphabetical, discipline)
- Is there any flexibility? (Can they move at different times or do they need to stay in their seat for the entire period?)

4. Grouping
- Are students grouped for projects, reading, etc.?
- How does the teacher determine this grouping?

D. Teaching Procedures (Look for a sequence of events that allows the students to achieve objectives.)

1. Lesson
a) Introduction and teaching
- How is the purpose of the lesson set?
- How does the teacher motivate students' interest?
- How does the teacher relate lesson content to the students' prior knowledge?
- What type of questioning is used to determine student understanding?

b) Student activities
- How are students monitored for degree of understanding?

- How does the teacher produce a smooth transition from teaching procedures to student practice?
- How are students kept on-task?

c) Enrichment/re-teach activities
- What creative opportunities are provided to extend the understanding of those who successfully complete the lesson?
- What modifications and re-teach opportunities are provided for those who have not mastered the objective?

d) Closure
- How does the teacher involve the students in a brief review of the lesson objective?

e) Evaluation
- How does the teacher evaluate whether the lesson's goals were achieved?
- How does the teacher readjust the lesson if needed?

2. Homework/Make-up work/Late work/Tutorials
- How does the teacher grade homework?
- What is the policy for late work?
- What is the policy for students who have been absent?
- What is the policy for helping students before, during, or after school?

3. Transition techniques/Fillers
- What special devices or techniques does the teacher use to connect the subjects and move into the next learning activity?
- If the teacher has extra time, how does he/she keep students involved, motivated, and on-task?

E. Student/Teacher Interaction and Management Techniques
- How are students recognized during classroom discussion? How do students gain the teacher's attention? (e.g., raising hand, coming to teacher's desk, signals)
- How does the teacher bring all students into the learning environment and keep them on-task?
- How does the teacher redirect off-task behaviors?
- What nonverbal signals are used?
- How are appropriate behaviors reinforced?
- How are students moved from whole group to small group and vice-versa?
- How is the classroom discipline plan implemented?

F. Parent/Teacher Interaction
- How does the teacher communicate expectations of the child to parents?
- How does the teacher deal with problems or communicate praise to parents (how often, in what manner)?

Adapted from the College of Education and Human Development, Texas A & M University, Student Teaching Handbook.

Unit/Lesson Planning Guide: Key Questions to Consider While Planning

The following is a guide to unit and lesson planning from Michigan State University. Note that teachers rarely plan in a linear fashion by completing one step before starting another. The questions are designed to help residency candidates and residency Cooperating Teachers consider the range of questions that need to be addressed and may be worked on in any order.

Figuring out the "big picture" and worthwhile goals
• Based on consultation with the standards documents, and district objectives, etc., what will be the main idea for the unit, and the learning objectives?   • What do I know about this content and what do I need to learn in order to teach it?   • What are the "big ideas" that I want students to learn? What are key skills and strategies needed to learn these big ideas (e.g., reading, writing, oral language skills and strategies)? Provide an example.   • How are these big ideas connected to each other (draw a concept map)?   • How does this content connect with students? What do different students already know about this? How does it enter their lives? What is their proficiency in using skills and strategies (e.g., reading, writing, oral language skills and strategies) needed to learn the content? How can I find out?   • Based on the above, how can I tailor the objectives and main ideas for the unit to match my teaching situation?   • What central problem or question will connect all the lessons in this unit? What is the desired student response to this question?   • Why is the selected content important for students to learn?   • What resources (books, audiovisuals, magazines, museums, computer programs, web sites, etc.) are available to support my teaching and students' learning? How good are they?
Instructional Plan
• What are some activities/tasks that I can engage students in that will promote their learning and growth (e.g., conceptual change, in-depth understanding of key concepts, strategic use of skills and strategies)?   • Which activities are likely to have the most impact on my students' understanding and provide necessary support throughout the learning process?   • How do the activities I am considering match up to the unit objectives? Do I address each objective in multiple lessons/activities to give students adequate time and support to really understand?   • What sequence of activities will best support students in undergoing significant change in their knowledge and understanding? (Consider a conceptual change instructional model for some subject matter areas: elicit students' ideas to the central question, let students explore their own ideas, provide activities to challenge students to change and expand their initial ideas, explain new ideas, give students multiple chances to apply and use new ideas, engage students in reflecting on their learning and growth.)

Designing daily lesson plans

• What, specifically, do I want students to learn from this lesson that will contribute to the students' understanding of the unit's main ideas and objectives?
• Is the lesson developmentally appropriate?
• How can I help students see the links between this activity and other lessons? Does the activity clearly link to previous and future activities?
• What will be easy or hard for students? How will I accommodate and provide support for individual differences?(See sections below on "Providing Academic, Social, and Language Support for All Learners" and "Putting it Together" and companion document "Designing Lessons for Diverse Learners."
• How will I engage students in learning?
• How will I start?
• What teaching strategies will I use?
• What activities will students engage in? Why?
• How much time will be devoted to different parts of the lesson?
 • What directions will I need to give, and how should I present them?
• What materials are needed and when will I prepare and organize them?
• What questions should I be prepared to ask? How might students respond?
• How will students represent their learning?
• What classroom management issues do I need to consider and plan for (organization of groups, procedures, transitions, handling student lack of cooperation, etc.)?

Developing Performance Assessment(s)

• How will I assess student learning throughout the unit and in some kind of culminating activity (pre and post-tests, projects, assignments)? How will students demonstrate their learning?
Does my assessment match the objectives and central problem or question? How will I document and analyze the students' responses to these assessment strategies?
• How will they show that they have acquired the knowledge and/or skills I am trying to teach?
• How will I know that the students have achieved the desired learning outcomes?
• What evidence will I accept that students have learned?

Reflecting while teaching

• What are different students learning or misunderstanding? What evidence do I have?
• What kind of records should I keep to help me assess student learning throughout the unit/lesson?
• Where do we go next? What are some of the alternatives and what reasons do I have for choosing a particular course of action?
• How can I take into account differences among students and promote genuine learning for all?
• In what ways can I better engage students who are not functioning members of the learning community? What can I learn about them that will help me help them become more successful? Reflecting after teaching a unit

· How can I best analyze my students' learning from this unit?

• What did I learn about my students, content, and myself as a teacher?

• What went well? What were the surprises?

 • What would I do differently and why?

• What do I need to learn more about?

Providing Academic, Social and Language Support for All Learners

• Before you can make decisions about adapting curriculum and teaching methods, you need to have a basic understanding of the nature of specific disabilities, learning styles and knowledge of your students' cultural and linguistic backgrounds. Be sure you take time to get to know each learner well enough to become aware of his/her particular needs, and be sure to let your CT or field instructor know if you need more information.

 • It is essential that you be clear about your lesson objectives before you begin thinking about providing particular types of support.
You need to determine what tasks, skills, background knowledge are necessary for the completion of the lesson: psychomotor, cognitive, affective, cultural, and linguistic.

• There are different areas where various types of support can be considered. The teacher can make changes in the way the lesson is taught, the materials that are used, the structure of the classroom, and the way the objectives are demonstrated to meet the needs of students with disabilities, different learning styles and/or different cultural or linguistic backgrounds.

Putting It Together: Essential Questions for Academic, Social and Linguistic Support Based on the items above, a teacher who is thinking about providing academic, social and linguistic support can use the questions below to address these issues:

1. What are the academic demands of this lesson? What components of this lesson need to be adapted while still maintaining high expectations? How will I know whether each student is able to meet the lesson objective?

- What do I want the students to learn and be able to demonstrate upon completion of this lesson?
- What are the tasks/skills/background knowledge needed for the completion of this lesson?
- What are the student's strengths and weaknesses? What are the student's preferred learning styles and ways of communicating?
- What tasks/skills/background knowledge will be challenging for the student?
- How can the student make use of his/her strengths?
- What scaffolding and explicit instruction is needed (e.g., Think Sheets to help organize ideas; Editing and Revising guides; visual organizers to help children understand where they are in the process of completing the task)?
- When and how can I make supports optional (e.g., when are they no longer needed) so control of activities is transferred to the learner?

2. What are the social demands of this lesson (e.g., cooperation, listening, sharing, following directions)? How can I help each learner meet these demands?

- Do I have major routines in place that help learners know what is expected?
- Have I provided modeling, thinking aloud, and rubrics that help learners understand the particular task to be done and how it is to be done?

- Have I provided language (helper words) and modeled when/how to use them (e.g., who, what, when; sentence starters)?
- Have I provided visual cues (e.g., lists of expected behaviors) as reminders to all students and to reduce demands on those with memory processing problems?

3. What are the linguistic demands of this lesson? How can I help each learner meet these demands?
- Does my lesson employ multiple strategies, lots of student input, and a range of learning options (e.g., listening, speaking, reading and writing)?
- Do all students have multiple opportunities to speak, make mistakes, and rely on the success of communication to develop their linguistic capacities?
- Am I careful to avoid the use of slang, idioms and phrasal verbs (e.g., get over, get by, get through, get around) that are confusing to those whose first language is not English?
- Do I use ample non-verbal cues (e.g., gestures, pictures, concrete objects) to assist in comprehension? Am I aware of each student's cultural preferences and traditions for communicating (e.g., eye contact; language routines; what to be called; humor)?
- Are objects in my classroom labeled in multiple languages to acknowledge the first language of each learner?
- Since all language acquisition is literacy development, do students whose first language is not English have opportunities to use their first language?

From Michigan State University. *Unit/Lesson Planning Guide: Key Questions to Consider While Planning.*

WCSU edTPA Lesson Plan with Prompts

Name		Grade Level(s)	
Date(s) taught		Course/Subject	
Lesson Title (and #)		Period length	

CONTENT FOCUS

Central focus	
Standard(s)	
Learning goal(s)/ Objective(s)	
"Why" statement	
Content-Specific Components (math example)	

ACADEMIC LANGUAGE DEMANDS

Language Function	
Language Function Task	
Vocabulary and/or Symbols	
Vocabulary/Symbols Support	
Additional Language Demand	
Support for additional language demand	

STUDENTS' BACKGROUNDS

Prior knowledge/ Skill	
Prior Academic Language	
Students' personal, cultural and/or community assets	

MATERIALS

Required Lesson Materials	
Resources	

LESSON SEQUENCE

Setting	Time (min)	Lesson Component
		Before the Lesson Begins: Hook/Launch: 1. 2. Closure:

ANTICIPATING ADJUSTMENTS

Back-up Plan	

ASSESSMENT

Evidence of Student Learning	
Content-Specific Assessment	

DIFFERENTIATION

Students with IEPs/504 Plans	
Classification/Need	Support/Accommodation/Modification
Language Needs	Support/Accommodation/Modification
English Language Learners	
Other Needs	Support/Accommodation/Modification
Students needing challenge/ enrichment	
Common errors, misunderstandings	
Support to respond to above	

RESEARCH

Principles from research/theory to justify learning tasks	

edTPA
Teachers Who Support Teacher Candidates

Developed for educators by educators, edTPA® is the first nationally available performance-based assessment for beginning teachers. It is designed to support teacher candidate learning and provide data that supports preparation program growth and renewal. Aligned with college and career readiness standards, InTASC Standards and major teacher evaluation frameworks, edTPA® assesses teaching behaviors that focus on student learning. As a summative capstone assessment, edTPA® can be integrated with other teacher candidate assessments such as clinical evaluations, embedded program assessments and content knowledge examinations to inform program completion decisions or as a metric for licensure. It is also a useful source of evidence for program review, teacher licensure and/or state and national accreditation.

edTPA® thanks residency Cooperating Teachers for the essential role they play to support and mentor teacher candidates. These teachers are helping to ensure that all beginning teachers are prepared to teach effectively. In many states this work includes edTPA®, an assessment and support system that requires candidates to demonstrate what they can and will do in the classroom to help all students learn. edTPA® is intended to be used at the end of an educator preparation program for program completion or teacher licensure and to support state or national program accreditation.

The edTPA® process identifies and collects subject-specific evidence of effective teaching from a learning segment of 3-5 lessons. These lessons come from a unit of instruction for one class of students. Teacher candidates submit authentic artifacts from a clinical field experience. Candidates also submit commentaries that provide a rationale to support their instructional practices based on the learning strengths and needs of their students. Candidates' evidence is evaluated and scored within the following five dimensions of teaching:

1. Planning Instruction and Assessment
2. Instructing and Engaging Students in Learning
3. Assessing Student Learning
4. Analysis of Teaching Effectiveness
5. Academic Language Development

How can the cooperating teacher support candidates completing the edTPA?

In the weeks leading up to the edTPA, the cooperating teacher can help the candidate get to know the students, build confidence as a teacher, and choose a class, topic, and focus students for the edTPA learning segment. During the learning segment (3-5 class days), the cooperating teacher should give the candidate full responsibility for planning, teaching, and assessing the class. In the week or two after the learning segment, the cooperating teacher should be aware that the candidate will need time to select video clips, write commentaries, and submit the edTPA for scoring, in addition to normal teaching duties.
Cooperating teachers should be provided a copy of **Frequently Asked Questions about Residency and the edTPA for Cooperating Teachers**. University Liaisons should review this information with them and respond to questions that arise.

EDTPA TIPS FOR COOPERATING TEACHERS, ADMINISTRATORS, AND COLLEGE LIASIONS

1. Communicate early with your student teacher about which units will be covered during residency to provide them with extra planning/preparation time.
2. Help student teachers select an edTPA class that will have a high percentage of student and parental consents.
3. Request and review any edTPA materials provided by the student teacher or PETE programs.
4. View the YouTube video posted by the University of Wisconsin - Whitewater to learn the basics on how cooperating teachers can support candidates.
5. Discuss edTPA task with student teachers; ask them to explain their choices related to student learning and pedagogical decisions.
6. During video recording, focus on the student teacher as much as possible and, if using a camera's built-in microphone, stay in close proximity to the student teacher.
7. Attempt to link edTPA tasks to current aspects of accountability in your state and school; make it real and relevant for your student teacher (for example, Annual Professional Performance Review in New York or Educator Effectiveness in Wisconsin).
8. Video-record lessons prior to the edTPA learning segment to familiarize yourself with the technology.
9. Know who the the teaching candidate's focus students are so you can be sure to record those interactions.
10. Encourage school districts to include video requirements for student teachers in the district's existing video-recording parental permission form. A sample statement could read: "**Your child may have a student teacher in one or more classes this year. All student teachers are required to submit video segments of their teaching as part of the state licensure process. These videos are used to evaluate the student teacher's performance for educative purposes only, and will not be made available publicly on any social media site; your child's** privacy will be protected at all times." [1]

What **is a learning segment in the edTPA?**

The edTPA defines a learning segment as a set of 3-5 lessons that build one upon another toward a central focus with a clearly defined beginning and end.

Which class and topic should candidates choose for their edTPA learning segment?

Candidates are required to choose **one specific** group of students and learning segment whose content aligns with the "central focus" and rubrics in the edTPA handbook. They are encouraged to select a class with a variety of learners to help find focus students for the edTPA. The educator preparation program and cooperating teacher can help candidates make the most appropriate choices.

What is academic language, and what role does it play in the edTPA?

Academic language includes the words and phrases (vocabulary), sentence structures (syntax), and argument, presentation, and paper structures (discourse) that students need to perform successfully in the subject area. For some students this language will be familiar, while for others (especially

English language learners) it may not be. In the edTPA, candidates must show how their planning, instruction, and assessment support the development of academic language related to a particular objective and task in the learning segment. More information about academic language can be found in the edTPA Handbooks.

What should candidates record for their edTPA learning segment?

Candidates should record the complete learning segment (3-5 connected lessons) so they are able to select video clips that demonstrate the evidence exemplified in the rubrics. Cooperating teachers and other appropriate school personnel can assist video record the learning segment.

How do candidates prepare to video record their classes?

Candidates follow the procedures of their program to secure permission to video record during the residency placement. Classroom videos may be viewed only by school district personnel, education faculty, and official scorers. **In accordance with FERPA guidelines under no circumstances may videos be shared or posted online, and if candidates violate this restriction they could risk obtaining a teaching license and face a fine. Teacher candidates will sign a memo of understanding regarding appropriate use of video and the possible consequences for misuse**.

Once permissions are secured, candidates are encouraged to practice video recording before the edTPA to learn how to capture clear video and audio in a classroom setting and to get students acclimated to having a video camera in the room.

How do candidates use video to complete the edTPA?

Teacher Candidates are required to videotape a learning segment and submit it with the edTPA. Video and other supporting materials will only be uploaded to a secure university network submission system. This system is accessible only by faculty, teacher candidates and Pearson Corporation.
More information can be found on the Pearson edTPA website.

Acceptable Forms of Support for Candidates within the edTPA Process

Acceptable Support Prior to Beginning Official edTPA Drafts Includes:

• Providing candidates with access to handbooks and other explanatory materials about edTPA and expectations for candidate performance on the assessment

• Explaining edTPA tasks and scoring rubrics and guiding discussions about them

• Providing and discussing support documents such as Making Good Choices and Understanding Rubric Level Progressions

• Engaging candidates in formative experiences aligned with edTPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work)

• Recommending and/or providing specific assistance to improve performance in areas in which the candidate has demonstrated a weakness, e.g., analytic writing, designing lessons, engaging students

• Using edTPA scoring rubrics in formative exercises or assignments

• Relating expectations in edTPA tasks and scoring rubrics to earlier assignments or experiences in the program

• Using rubric constructs or rubric language to evaluate and debrief observations made by field liasions or cooperating teachers as part of the clinical supervision process

Acceptable Support During edTPA Drafting Process (including Planning) Includes:

• Co-planning a learning segment with a cooperating teacher or a peer, as long as each candidate provides his/her own justification for planning decisions and analyses of the teaching and student learning in the commentaries
• Answering common questions in a group setting
• Candidates with a documented disability are eligible to receive relevant accommodations they have received for coursework and program assessments OR to apply to Pearson for approval of accommodations.
  ➢ Not all accommodations are relevant, e.g., additional time (since the candidate can adjust the submission date) or accommodations related to the knowledge and skills being measured.
  ➢ In addition, candidates who routinely receive support from a writing center or writing tutor may also receive support while drafting edTPA submission materials, but support must not include direct edits or advice related to the content of the submission.
• Providing access to translations of instructional materials in languages other than English
• Providing a graphic organizer or checklists to record evidence needed for an edTPA task
• Paraphrasing or answering questions about the content of a handbook prompt, rubric, direction, or support document such as Making Good Choices to clarify what the prompt or direction is requesting
• Asking probing questions about candidates' draft edTPA responses or video recordings, without providing direct edits of the candidate's writing or providing candidates with specific answers to edTPA prompts. Examples of acceptable probing questions are:
  ➢ Have you compared your responses to the prompts to be sure that every part of the prompt has been addressed?
  ➢ Have you provided sufficient context information so that scorers will understand how you have matched specific strategies and actions to your students?

> ➢ If candidate asks for advice in justifying decisions through research or theory) What have you learned in your coursework or reading about research or theories that make you think that these strategies would be successful?

• Providing references to relevant articles or sections of a text to address questions about effective teaching strategies

• In contexts where a candidate is unable to access the IEP, the cooperating teacher may provide relevant information about IEP goals, modifications, and accommodations in the IEP. This is subject to approval by the principal or official designee.

• Flagging instances where identifying information still needs to be removed from an edTPA draft to ensure confidentiality

• Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses

• Arranging technical assistance for the video portion of the assessment

Unacceptable Forms of Candidate Support during the edTPA Process

Unacceptable Support During edTPA Drafting Process (including Planning) Includes:

• Editing a candidate's edTPA drafts prior to submission

• Offering critique of candidate edTPA drafts prior to submission for official scoring that provides specific, alternative responses

• Telling candidates which video clips or work samples to select for submission

• Uploading candidate edTPA responses (written responses or videotape entries) on public access social media websites or uploading them to the scoring platform for the candidate.

WCSU Candidates will complete Task 4 of the edTPA during Residency I

Introduction to edTPA Elementary Education: Literacy with Mathematics Task 4

Purpose

The purpose of edTPA Elementary Education: Literacy with Mathematics Task 4, a nationally available performance-based assessment, is to measure novice teachers' readiness to teach both literacy and mathematics in the elementary grades. The assessment is designed with a focus on student learning and principles from research and theory. It is based on findings that successful teachers

- develop knowledge of subject matter, content standards, and subject-specific pedagogy
- develop and apply knowledge of varied students' needs
- consider research and theory about how students learn
- reflect on and analyze evidence of the effects of instruction on student learning

As a performance-based assessment, edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways.

Overview of the Assessment

The edTPA Elementary Education: Literacy with Mathematics Task 4 assessment is composed of four tasks:

1. Planning for Literacy Instruction and Assessment
2. Instructing and Engaging Students in Literacy Learning
3. Assessing Students' Literacy Learning
4. Assessing Students' Mathematic Learning

The edTPA Elementary Education: Literacy with Mathematics Task 4 assessment is designed for teacher education programs that plan to implement the full edTPA in Elementary Literacy (Tasks 1–3), and also require candidates to demonstrate their readiness to teach by completing the Elementary Mathematics Assessment Task (Task 4).

For the Elementary Literacy Assessment Tasks, you will first plan **3–5 consecutive literacy lessons** referred to as a learning segment. Consistent with recommendations provided by the International Reading Association[1] (2010) for literacy professionals, a learning segment prepared for this assessment should reflect a balanced literacy curriculum. This means your learning segment should include learning tasks in which students have opportunities to develop an essential literacy strategy for comprehending or composing text and the related skills that directly support that strategy.

Elementary Mathematics Context for Learning Information

Use the Context for Learning Information to supply information about your school/classroom context.

About the School Where You Are Teaching

1. In what type of school do you teach? (Type an "X" next to the appropriate description; if "other" applies, provide a brief description.)

   Elementary school: _____
   Middle school: _____
   Other   _____

2. Where is the school where you are teaching located? (Type an "X" next to theappropriate description.)[12]
   City: _____
   Suburb: _____
   Town: _____
   Rural: _____

3. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.

4. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

About the Class Featured in this Learning Segment

1. How much time is devoted each day to mathematics instruction in your classroom?

2. Is there any ability grouping or tracking in mathematics? If so, please describe how it affects your class.

3. Identify any textbook or instructional program you primarily use for mathematics instruction. If a textbook, please provide the title, publisher, and date of publication.

4. List other resources (e.g., electronic whiteboard, manipulatives, online resources) you use for mathematics instruction in this class.

About the Students in the Class Featured in this Learning Segment

1. Grade level(s): _____

2. Number of students in the class: _____
   - males: _____ females: _____

3. Complete the charts below to summarize required or needed supports, accommodations, or modifications for your students that will affect your **mathematics** instruction in this learning segment. As needed, consult with your cooperating teacher to complete the charts. Some rows have been completed in italics as examples. Use as many rows as you need.

Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment. For example, students
   - With Individualized Education Programs (IEPs) or 504 plans
   - With specific language needs
   - Needing greater challenge or support
   - Who struggle with reading
   - Who are underperforming students or have gaps in academic knowledge

For Mathematics Assessment Task 4, you will choose work samples from 3 focus students. At least one of these students must have a specified learning need. Note: California candidates must include one focus student who is an English language learner.

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[12] If you need guidance when making a selection, reference the NCES locale category definitions (https://nces.ed.gov/surveys/ruraled/definitions.asp) or consult with your placement school administrator.

[13]California candidates—If you do not have any English language learners, select a student who is challenged by academic English.

Students with IEPs/504 Plans		
IEPs/504 Plans: Classifications/Needs	Number of Students	Supports, Accommodations, Modifications, Pertinent IEP Goals
Example: Visual processing	*2*	*Close monitoring, graph paper for 3 digit numbers*

Students with Specific Language Needs		
Language Needs	Number of Students	Supports, Accommodations, Modifications

Example: English language learners with only a few words of English	2	*Pre-teach key words and phrases through examples and graphic organizers (e.g., word cluster, manipulatives, visuals)* *Have students use pre-taught key words and graphic organizers to complete sentence starters*
Example: Students who speak a variety of English other than that used in textbooks	5	*Make connections between the language students bring and the language used in the textbook*

Students with Other Learning Needs		
Other Learning Needs	**Number of Students**	**Supports, Accommodations, Modifications**
Example: Struggling readers	5	*Provide oral explanations for directions and simplified text for word problems*

Reflection

Experienced teachers understand the importance of reflecting on practice. Residency Cooperating Teachers, residency candidates, and university liasions work together to help the residency candidate reflect on decisions they make in the moment of teaching and the feedback they received from students. Reflective thought is embedded in experience and activity; it involves thinking, knowing, and doing.

In order to make necessary changes to upcoming lessons, residency candidates are expected to reflect on their lessons. However, since this is the first time teaching on an on-going basis, residency candidates may need guidance in using data generated by student work and making future instructional decisions.

Below are some questions that may assist the residency Cooperating Teacher and residency candidate in guiding reflection:

- How did you use students' previous knowledge and curriculum standards in determining the learning objective for this lesson?
- How did you determine the objective's criteria? How did you communicate this to students?
- Describe how the planned learning activities were designed to meet the needs and interests of your learners.
- What students did you anticipate that might have difficulties? How did you accommodate for them?
- Do you think the students understand? What student feedback do you have to support their learning?

- How did you monitor for understanding during the lesson? Based on students' responses, what adjustments, if any, had to be made? What evidence do you have for student learning or understanding? When you consider the evidence of students learning what patterns are there?
- What will you plan next for the students who demonstrated understanding and for those students who did not?
- What surprised you about the lesson and student performance? Why?
- If you could teach this lesson again, would you make any changes? What? Why?

Reflection Cycle
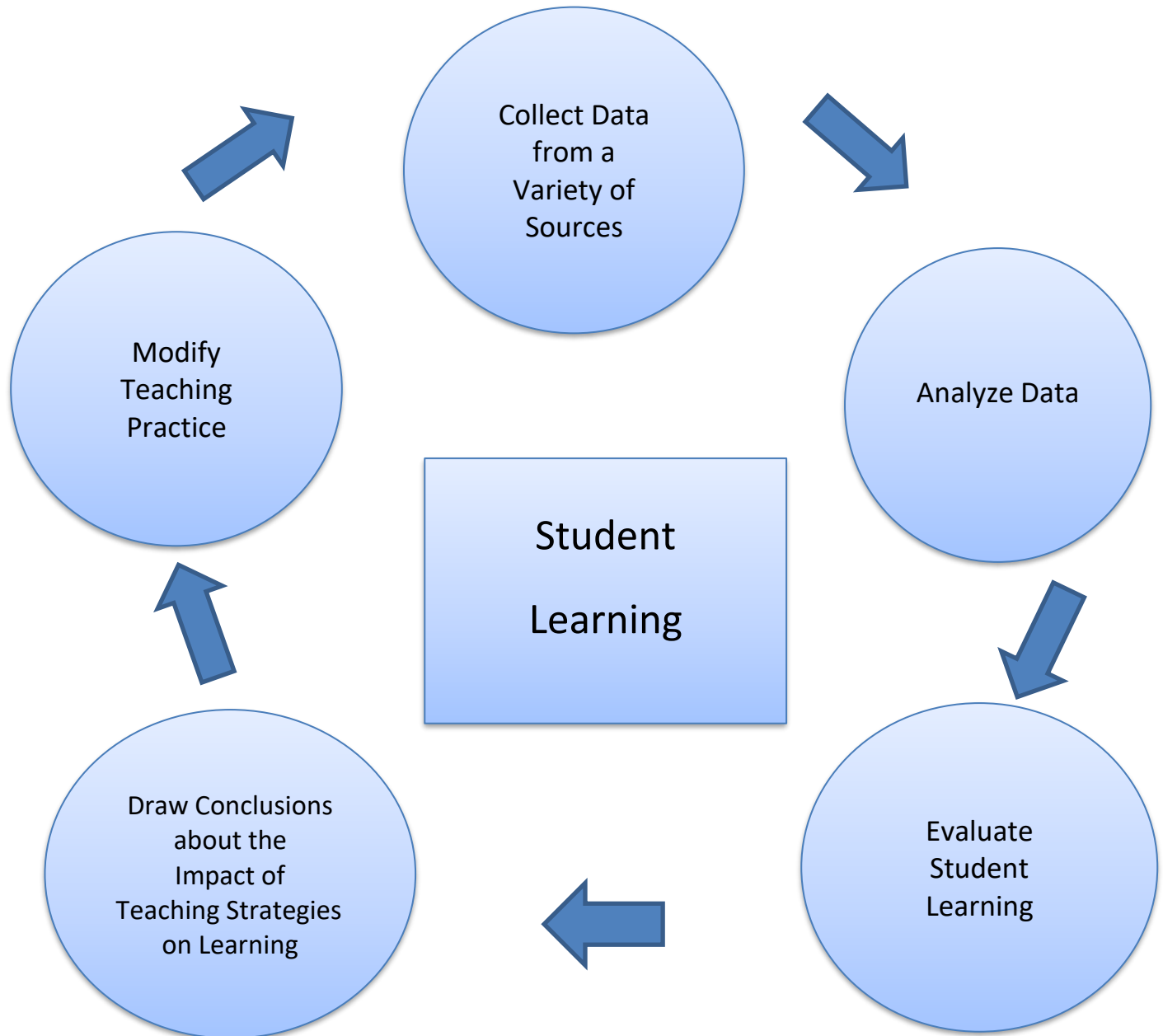
RESIDENCY II AT WCSU
Spring Semester

Western Connecticut State University (WCSU)
Education and Educational Psychology (E&EPY) Department

Overview of Triad Members' Responsibilities

During Residency II, candidates are fully immersed in the teaching experience for 70 consecutive school days (required CSDE student teaching experience). The residency cooperating teacher's and university supervisor's roles as mentor, coach, and assessor are vital to ensuring that the candidate will be able to successfully assume full responsibility for teaching the class. The following table outlines the responsibilities of each triad member during the Residency II experience:

THE RESIDENCY II TRIAD ACTIONS AND ACTIVITIES			
	Expertise in Content Knowledge; Organize Knowledge and Facilitate Learning; Technology	Diversity, Unity	Attitudes
Teacher Candidate	• Demonstrates knowledge of student learning and development. • Demonstrates knowledge of content, state standards, and resources. • Demonstrates an understanding of a variety of assessment strategies. • Demonstrates the ability to develop comprehensive lesson plans. • Demonstrates the skill to engage students in meaningful learning experiences.	• Collaboratively develops lessons that reflect individual student ability levels and learning styles resulting in the intellectual engagement of all students. • Collaboratively develops lessons that are creative, engaging, and appropriate for the learning community. • Demonstrates the use of analytical skills and adaptation of instruction based on assessment results and knowledge of students.	• Collaboratively plans and demonstrates classroom management. • Collaboratively develops a positive physical environment through appropriate planning and use of space, technologies and instructional tools and instructional time. • Collaboratively fosters collaborative learning and positive social interactions. • Provides positive transitions in classroom and learning communities.
Supervising Teacher	• Meets daily to collaborate on student developmental issues. • Provides examples and collaborates on lesson planning using standards and quality resource selections. • Collaborates and reflects continuously on assessment strategies that document student learning. • Collaborates and reflects continuously on lesson plans that indicate an understanding of student development, content knowledge, state standards, and assessment strategies.	• Provides examples, collaborates, and reflects on learning objectives, assessments, and learning styles for the individual child (rubrics, differentiated assessment, challenging projects or problems). • Collaborates and reflects continuously on appropriate ways to engage students. • Provides examples, reviews, and reflects continuously on analyzing assessment results and adapting instruction to foster learning.	• Provides examples, collaborates, and reflects on quality classroom management plans and strategies. • Provides examples, collaborates, and reflects on using technologies and instructional tools. ." • Provides examples, collaborates, and reflects on ways to foster collaborative learning. . • Provides examples of effective transitions in classroom.
University Supervisor	• Nurtures support systems for the development of lessons that reflect knowledge of students and build on their abilities to develop conceptual understanding. • Discusses and reflects on the lesson plans, instruction, and assessment strategies that	• Communicates and discusses teacher candidate's level and means of student engagement and use of collaborative learning. • Discusses and reflects on the instructional activities and the incorporation of ability levels, interests, and learning styles.	• Communicates and discusses teacher candidate's classroom management. • Discusses and reflects on lesson plans that use effectively space, resources, technologies, instructional tools, and instructional time.

	demonstrate an understanding of students and their abilities, content knowledge, state standards, and assessment strategies.	• Discusses use of analytical skills and changes in instruction based on assessment results and knowledge of students	• Communicates and reflects on the collaborative learning and social interactions with and among the students. • Discusses and reflects on transitions in the classroom and learning communities.

THE RESIDENCY II TRIAD ACTIONS AND ACTIVITIES		
	Classroom and School Leadership	Reflective Practitioner
Teacher Candidate	• Acquires an understanding of the community and students' lives outside of the school environment and classroom. • Becomes a productive collaborative member within the school. • Communicates with parents effectively. • Treats students and colleagues with kindness, fairness, patience, dignity, and respect • Acts professionally and appropriately. • Accepts constructive criticism and suggestions and incorporates them into subsequent behavior and instruction. • Accepts all professional responsibilities communicated by the supervising teacher, school, and corporation for instructional and non-instructional duties. • Demonstrates an understanding of current research and issues within the school community, the teaching profession, and public education. • Demonstrates initiative and confidence.	• Reflects upon one's philosophy of teaching and oneself as a member of the teaching profession. • Uses reflection and analytical skills to inform planning and instruction. • Identifies ways to improve as an individual, as a part of the school community, and as a part of the teaching profession. • Completes edTPA capstone assessment.
Supervising Teacher	• Collaboratively determines a list of "professional responsibilities" for the teacher candidate (taking attendance, supervision, parent communication, teacher meetings, etc.) and reviews and reflects on those responsibilities. • Collaboratively determines a list of available activities for the teacher candidate. Communicates about professionalism in working with students outside of the classroom. • Collaboratively reviews and reflects on different types of parent communication and provides the teacher candidate with the available community and school resources to help students. • Provides examples, reviews, and reflects on appropriate professional behavior. • Provides constructive criticism and suggestions. • Communicates all appropriate professional responsibilities. • Shares information and discusses current research and issues.	• Provides examples, reviews and reflects continuously on a philosophy of teaching and the role of reflection from multiple data sources. • Discusses the use of reflection and analytical skills to inform planning and instruction. • Discusses ways to improve as a teacher, as part of the school community, and as a member of the teaching profession.
University Supervisor	• Communicates and discusses teacher candidate participation in the school community. • Discusses and reflects on the importance and merit of understanding and participating in the community. • Communicates with the teacher candidate and supervising teacher. • Discusses the attributes of being a professional.	• Discusses the use of reflection and analytical skills to improve instruction. • Discusses and reflects on the philosophy of teaching • Communicates with the student teacher and supervising teacher.

	• Discusses constructive criticism and suggestions provided, as well as teacher candidate's subsequent behavior and instructions. • Shares information and discusses research and current issues. • Communicates with the teacher candidate and supervising teacher.	

The New Triad Member: Role of the University Supervisor

Who is the Supervisor?

A supervisor is the university representative who is responsible for supervising the field experience of a residency candidate or a group of residency candidates. The role of the supervisor is to provide on-site support and advice. The residency candidate is still learning to teach and will need encouragement, reassurance, comfort, guidance, instruction in specific skills, and insight into complex causes of behavior.

Supervisor's Responsibilities
- Assists the residency candidate in his/her induction into the profession of teaching.
- Reinforces the teacher preparation program responsibilities, requirements, and class assignments in collaboration with the residency host teacher.
- Confers with the residency host teacher about the progress, areas of needed growth, areas of improvement and areas of talents of the residency candidate.
- Helps build and maintain good relations between the school and the university. He/she is considered a liaison to the university and therefore, needs to be knowledgeable of university policy and program procedures and requirements in his/her teaching and its impact on student learning.
- Provides detailed expectations and requirements of residency.
- Evaluates the residency candidate on an on-going basis and provides objective documentation to support his/her assessment of specific areas of the residency candidate's knowledge, dispositions and performances. The university supervisor also completes a summative evaluation and assigns a grade that reflects the residency candidate's total experience.

If the residency candidate encounters significant difficulties with teaching or if there is a conflict between the residency host teacher and the residency candidate, the supervisor should be called in to help resolve the situation. The residency host teacher should contact the supervisor and the district facilitator if any problem arises regarding the residency experience that may impact the performance or the effectiveness of the residency candidate or the continuation of the placement. The number of visits by the supervisor may vary, but during each visit it is important to set aside time to share perceptions about progress and to have a three-way conference with the residency candidate. The university supervisor and the residency host teacher should work together to provide a practical teaching experience that prepares the residency candidate for entering the profession.

In situations of unusual difficulty regarding the unacceptable performance of the residency candidate, the university supervisor and the director of student teaching should be notified immediately. The university supervisor will promptly arrange to come to the school to discuss the problem, or terminate the placement if necessary.

Establishing Communication

During Residency II, it is more important than ever to ensure that the cooperating teacher and candidate adhere to a regularly scheduled weekly conference. Candidates should be assuming considerable instructional responsibility during the first phase of the Residency II experience and will need to consult frequently with their cooperating teachers to ensure that their instruction meets the district's and university's requirements and expectations.

To create the foundation for future communications and work together, the university supervisor will make contact with the residency candidate and the residency cooperating teacher. This usually occurs before the first formal observation. The informal introduction provides an invaluable opportunity to convey expectations, answer questions, and exchange information regarding future communication.

Part II: Working Together to Ensure Candidate Independence

The Residency I experience affords the Residency II candidate the opportunity to assume a considerable amount of responsibility early in semester. Because the candidate is already familiar with the classroom, s/he should be prepared to:

- assume full responsibility for one subject area –including lesson planning, implementation, and assessment-- by the third week after the start of Residency II.
- By the fifth week, the candidate should be assuming full responsibility for at least one more subject area.
- The candidate should assume full responsibility for additional areas every two weeks thereafter so that by week nine, the candidate has assumed full responsibility for planning and implementing lessons, assessing student performance, and providing any necessary supplemental or remedial instruction informed by assessment.

Essential to this rigorous schedule is a strategic plan for providing supportive mentorship and supervision. The residency candidate is still learning to teach and will need encouragement, reassurance, comfort, guidance, instruction in specific skills, and insight into complex causes of behavior. Therefore, we encourage the residency host teacher and residency candidate to create a "Take-Over Plan." This plan will provide the residency candidate with clear expectations and the time needed to prepare.

Helpful Hints for Takeover

- For every subject area assigned to the residency candidate, co-planning and co-teaching should be the first step. (See below.) The candidate may begin with taking over a part of a lesson or the candidate may wish to assume responsibility for delivering most of the lesson, depending on his/her level of skill and confidence.
- Suggestion: the residency candidate should consider using the classroom structure that is in place. This includes classroom procedures and standards for behavior. As the residency candidate takes over more of the teaching, some adjustment may be made. Go over these adjustments together.
- The assumption of responsibility should be gradual. Be sure to plan for the edTPA lessons and the eventual takeover in a manner that is comfortable for both the residency candidate and the residency cooperating teacher.
- The residency candidate should reflect regularly. Keeping a journal is an excellent way for the residency candidate to keep his/her thoughts together while at the same time seeing the progress being made on his/her lessons and set short-term goals.
- Plan four supervisory assessment dates when both the university supervisor and cooperating teacher can observe candidate lessons together.
  - Candidates should videotape each of the four lessons and post them on the video platform so that all three members of the triad can debrief about what they saw and heard.

Co-Teaching with the Residency Candidate

We encourage residency cooperating teachers and residency candidates, with support from the university supervisor, to consider a team-teaching model until the candidate is ready to assume full responsibility for a subject area. Using a team teaching or co-teaching approach, the residency cooperating teacher and residency candidate work together to support student learning. As a co-teacher, cooperating teachers invite residency candidates into moments of teaching inside the classroom.

There are many benefits to this approach. Co-teaching allows students increased opportunities to receive instructional support in ways that meet their needs and allow for more individualized instruction. It also affords the residency candidate valuable opportunities to gain teaching experience and learn co-teaching strategies. Additionally, it allows the residency cooperating teacher to remain involved in the learning experiences presented to their students. Ultimately, the partnership allows the residency cooperating teacher to provide consistent mentoring, providing the residency candidate with the time and support necessary to gain the skills and confidence required to teach successfully.

Co-Teaching Defined
Co-Teaching involves two trained individuals jointly working with a group of students in a common space toward shared goals.

Using this definition of co-teaching:

- Both teachers participate fully in the instruction.
- Full participation does not mean doing the same thing all the time; it does mean that each teacher's role is coordinated to contribute to the effectiveness of the lesson.
- When co-teaching with a residency candidate, the residency candidate is there to learn from the residency host teacher.

Implementing Co-Teaching

Effective implementation of co-teaching determines the outcomes for all. It is important to note that the selection of specific co-teaching approaches should be based first on student support needs and then on school/classroom needs and resources available. The selection of approaches can vary as needs change. On the following page is a description of the core principles that define co-teaching approaches.

The 6 Co-Teaching Approaches

Generally, there are six co-teaching approaches that may be utilized in the classroom:

1. One teach, one observe   2. Station Teaching   3. Parallel Teaching

4. Alternative Teaching   5. Teaming   6. One teach, one assist.

The graphic below shows what the six co-teaching approaches might look like in practice.
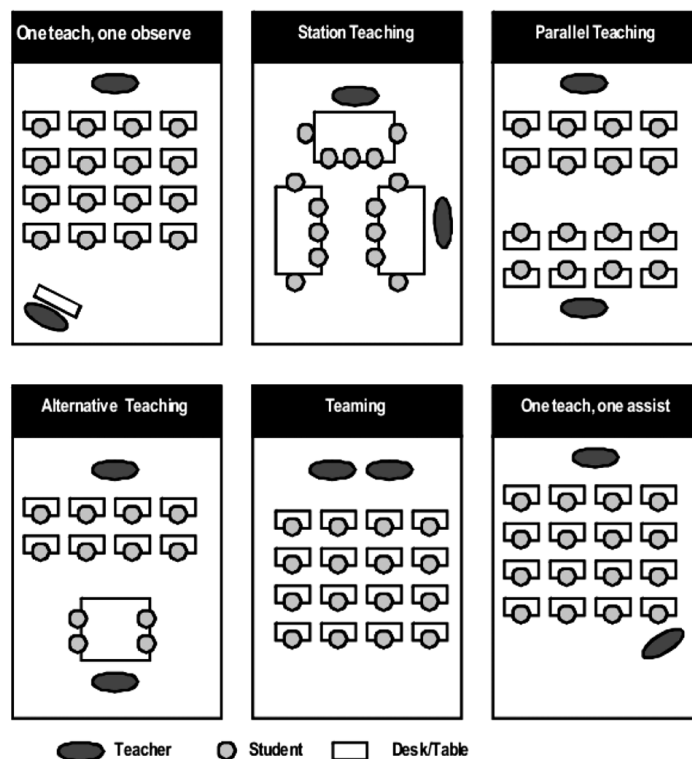
Though all approaches have their place, they should not be considered equal. Selection of the appropriate co-teaching approach is contingent on (a) the skills to be taught, (b) the learning needs and skill levels of students, and (3) comfort and skill level of the two teachers in delivering an approach.

Before implementing co-teaching, read this next section carefully as it offers an explanation of each co-teaching approach, its advantages, disadvantages and suggestions for implementation.

1. One Teach, One Observe occurs when one teacher provides instruction and the other teacher observes the instruction.

- Co-teachers decide in advance what types of specific observational information to gather during instruction.
- Co-teachers agree on a system for gathering the data. Afterward, the teachers analyze the information together.

One Teach, One Observe Advantages	One Teach, One Observe Disadvantages
Facilitation of data collection.	One teacher is not directly involved in the instruction.
Co-teacher models effective teaching for residency candidate.	

Suggestions for One Teach, One Observe

- This approach **should not be the primary co-teaching approach** used and, if used, only on a limited basis.
- This model may best be utilized when a residency candidate is beginning his/her student teaching experience or when specific data is needed for a particular purpose (i.e. to inform instructional decisions, to monitor a behavior plan, gather information on student engagement, etc.)

2. Station Teaching involves establishing learning centers in the classroom.

- Teachers divide the instructional material to be taught during a particular lesson into three or four 'chunks' of material. Each teacher teaches a group of students, with the other group(s) working independently. Material to be addressed in each group must not be sequential and dependent on information taught in one of the other groups. For example, if group 1 is working on the vocabulary for a story with teacher A, and group 2 is reading the story with teacher B, and group 3 is writing something about the story independently, then at least two groups will be required to complete a task for which they are not prepared (i.e., not having addressed the vocabulary part of the lesson first). The best lessons for Station Teaching are those that can be 'chunked' into major sections of the lessons and are not built upon each other.

- Students rotate through the stations (i.e. centers) in groups, at times determined by the teachers. The amount of time of each rotation will depend on what is being taught and the levels/skills of the students. Generally, 15 to 40 minute stations work well, but there may be exceptions depending on the actual lesson objectives and the specific students.

Station Teaching Advantages	Station Teaching Disadvantages
Each teacher is responsible for delivering part of the lesson.	May require extensive planning, with all activities and materials prepared and organized in advance.
Students are taught in small groups with more one-on-one attention.	May be noisy depending on the type of activity.
Teachers can cover more material in a shorter period of time.	Pacing is critical so that students move from center to center smoothly and complete what is required of them in the allotted time.
Improved classroom management because teachers can monitor behavior in the small groups and separate students who work best away from each other.	Independent work stations may require monitoring.
If there is a question about the content knowledge level of one teacher, station is a good approach with which to begin. The less knowledgeable teacher may not be the one to introduce new information. Instead, s/he may address review or practice skills with the student until s/he has gained content competency.	

Suggestions for Station Teaching
- There should be written or visual instructions at each independent station. This will help eliminate the need for students working in an independent group to interrupt either of the teachers during a rotation.

- Groupings of students should be pre-established prior to the lesson and based on the objectives of the lesson and the specific learning needs of the students in each group. Student groupings will change depending on what is being taught. Avoid having only special education students in the same group all of the time.

- Students should be taught routines for moving quickly and quietly to each station. A variation may be that the students stay seated and the teachers rotate to each group.

- A timer or other auditory signal should be used to indicate the end of the rotations.

- Pacing of the lesson is critical. All groups have to finish within the allotted time to ensure that all students complete/address the required amount of work in each station.

> **3. Parallel Teaching** involves dividing the class in two and each teacher delivering the same lesson to his/her group simultaneously.

- Both groups address the same standards and lesson objective(s), but each teacher may vary the instructional strategies in order to differentiate for the different learners in his/her group.
- Lesson length will vary depending on what is being taught and the learning styles of the students in the class. Parallel groups may be scheduled from 15 to 60 minute, depending on what is taught and the levels/skills of the students.
- In essence, parallel teaching is large group instruction, but with a smaller group of students. Each teacher is able to better supervise his/her group and provide more opportunity for students to respond to instruction.

Parallel Advantages	Parallel Disadvantages
Two smaller groups allow for increased supervision and monitoring of both behavior and understanding of concepts being taught.	Noise may be an issue if the activities in which the students are engaged involve loud talking or music.
Allows each teacher to use instructional strategies tailored to the unique needs of the students in his/her group and to give immediate academic feedback.	If the student groupings remain the same every time parallel is used, then one group may be labeled as the 'slow' or 'advanced' group.
Allows increased opportunity for student responses which will aid in monitoring understanding.	

Suggestions for Parallel Teaching
- Groupings of students should be pre-established prior to the lesson and based on the objectives of the lesson and the specific learning needs of the students in each group. Student groupings will change depending on what is being taught. Avoid having only special education students in the same group all of the time.

- Students should be taught routines for moving quickly and quietly to their assigned group.

- A timer or other auditory signal should be used to indicate the end of the lesson.

- Pacing of the lesson is critical. Both teachers have to finish at the same time **and** ensure that the required amount of work was completed in each group.

4. **Alternative Teaching** occurs when one teacher assumes responsibility for the larger group, while the other teacher works with a smaller group.

- One teacher begins the lesson with the majority of the class, while the other teacher pulls 1 to 6 students to address a specific area. Time students spend in the smaller group should be limited to 5 to 15 minutes. When these students are pulled, they are missing the main lesson the other teacher is delivering to the rest of the class.

- Alternative teaching may be used to re-teach specific skills that have not been mastered, or even to provide added rigor to students who have mastered the material ahead of schedule.

Alternative Teaching Advantages	Alternative Teaching Disadvantages
Allows additional teaching for specific skills with little interference to the main lesson.	Noise may be an issue if the classroom is small.
	If the same students are always pulled, then they may be labeled as the 'slow' or 'advanced' group.

Suggestions for Alternative Teaching
- This approach should be used only for short periods of time. Alternative teaching is not intended to encourage one teacher to work with a small group of special education students in the back of the room for a *long period of time,* while the other teacher is teaching the rest of the class.

- The residency candidate should not always be the teacher to pull the small group.

5. **Team Teaching** occurs when both teachers deliver the same instruction at the same time.

- Some teachers refer to this as having "one brain in two bodies." Others call it "tag team teaching."

- Teachers plan and deliver instruction together, engaging in conversation, not lecture, in front of the students.

- One teacher may take the role of primary speaker, while the second teacher adds information, asks clarifying questions, charts concepts on graphic organizers, etc.

- Many co-teachers consider this approach the most complex, but satisfying, way to co-teach, but it is the approach that is most dependent on teachers' styles and how they interact with one another.

- Team teaching should be used only if that approach complements the objectives of the lesson and the learning needs of students.

Team Teaching Advantages	Team Teaching Disadvantages
Both teachers play an active role in planning, delivering instruction, and managing student behavior.	This approach requires a lot of planning.
Both teachers are viewed as equally in charge by the students.	May take time to effectively implement because it works best when teachers are comfortable with each other and each other's teaching style.
Allows teachers to model for students many character education traits, like supporting each other, disagreeing amicably, sharing and respecting opposite opinions.	Team teaching is still large group instruction.

Suggestions for Team Teaching

- It is not just turn taking; it is more like a conversation, so it gets better and easier with practice.
- Key to effective team teaching is really knowing your teaching partner and respecting him/her.
- Capitalize on the unique skills and talents of each teacher, celebrating those skills and talents.

6. One Teach, One Assist occurs when one teacher has primary responsibility for teaching, while the other teacher supports individual students within the whole group.

- The teacher providing assistance does so in an unobtrusive manner, so that his/her support does not interfere with the primary instruction delivered by the other teacher.
- The teacher providing assistance is able to deliver individual student accommodations and ensure that all students are on task.

One Teach, One Assist Advantages	One Teach, One Assist Disadvantages
Individual students receive additional support during a lesson.	One teacher may be viewed by students as a paraprofessional and not as a teacher.
"Simple" model with limited teacher planning.	The second teacher's skills are often underutilized when they are just 'assisting.'

Suggestions for One Teach, One Assist

- This approach should not be the primary co-teaching approach used and, if used, only on a limited basis.
- This approach may be used when introducing a new unit, modeling a method or strategy with which one teacher is more familiar, or modeling teaching technique for your residency candidate (especially at the beginning of the placement).

Implementing the Co-teaching Approaches

While all of the co-teaching approaches listed above are valid and valuable, the effectiveness of each is determined by matching the right approach to a specific lesson and group of students. For example, team teaching can be extremely effective for some lessons, but for other lessons (like when teachers need to introduce a new and complex math skill), might be limiting, because it is a large group approach. Parallel teaching, on the other hand, may not be as effective as team teaching if the lesson involves a discussion of current political events; it may be more beneficial to have all of the students involved in the discussion in order to present a broader perspective of ideas. The co-teaching approach used to deliver instruction must be appropriate to the specific lesson content and the levels/skills of the students. Remember, the selection of the appropriate co-teaching approach is contingent on (a) the skills to be taught, (b) the learning needs and skill levels of students, and (3) comfort and skill level of the two teachers in delivering an approach. Many lessons will not be delivered by using only one approach. For example, teachers may introduce a lesson using the team-teaching approach and then use parallel or station to actually teach the skills. At the end of the lesson, they again may utilize team teaching to summarize and complete lesson closure. The co-teaching approach does not drive the lesson; rather, the lesson objectives and needs of the students dictate the co-teaching approach to use.

Part III: Evaluation

Cooperating Teachers and University Supervisors Complete Four Formal Observations in Residency II

On-going evaluation and supportive documentation are essential during the residency teaching experience. Candidates are observed formally four times by both the university supervisor and the cooperating at well-spaced intervals throughout the semester. We recommend that the university supervisor and cooperating teacher observe together, although we recognize that circumstances may arise that prevent such joint observations. Each of the four observed lessons should be videotaped as well, and the candidate should both review the videos and comment on his/her performance within the videos so that he/she is able to elicit and contribute meaningful feedback during the triad's debrief meetings.

The university supervisor brings the perspective of the teacher preparation institution to the school site. It is understood that the university supervisor visits the school site and enters a record of the visit in LiveText. This visit is documented through a rubric that outlines specific behaviors the residency candidate is demonstrating. In addition, the university supervisor can be invited to sit in on conferences involving the unit plan or a goal-setting plan. In case the university supervisor is unable to attend, share the plan with him or her.

The residency cooperating teacher also plays a meaningful role in providing feedback and assessment as he/she has an opportunity to observe teaching first-hand every day. Suggestions for evaluating and providing feedback are listed below.

- Reflection, feedback and evaluation should be continuous throughout the teaching period.

- Criticism should be selective. Start with an area of growth that can most easily be improved quickly. Typically, classroom management should be addressed early in the experience since it takes time to gain expertise in this area.

- Use the coaching conference after the lesson to ask questions that promote reflection in your residency candidate. Provide specific feedback that helps your residency candidate identify what went well and areas for potential growth.

- Remember, you are helping the residency candidate learn and it is only through trial and error that some learning can take place.

- Coach your residency candidate using the CT Common Core of Teaching as your focus.

- Document your suggestions and observations of the residency candidate. Maintain a folder with your notes and other relevant material.

- Cooperating teachers should strive to hold daily meetings with the residency candidate, and to hold a formal week-in-review assessment meeting on a weekly basis.

- Know and validate the residency candidate's plans in advance of his or her teaching.

- Observe the residency candidate's work in a variety of teaching situations.

- Analyze student work together.

- Try to remain objective about the performance of a residency candidate. Remember that if the residency candidate is not successful, it does not mean you have failed in your role as residency host teacher.

Well-documented observations and assessment reports are critical to the success of the candidate during the Residency II experience. The assessment will include specific information regarding the residency candidate's planning, implementation, management, communication, and evaluation.

Additionally, the candidate should be provided specific recommendations about what behaviors she/he needs to improve as well as specific praise about the lesson. It is important that feedback to the residency candidate is both expressed and documented clearly. The Student Teaching Evaluation Instrument helps the residency candidate understand what specific changes should be made and what behaviors to consider to target specific areas of growth and areas where more attention is needed.

Using the STEI and Dispositions instrument as the focus of discussion during mid-evaluation and the final evaluation meetings help the candidate to gain a more coherent understanding of his or her progress and performance. The candidate should also self-assess using these instruments and should be encouraged to lead the evaluative discussions. It is through the lens of these rubrics that the candidate will be able view his / her performance objectively. Having the candidate lead the discussion provides an excellent opportunity for the triad to work together as a team to develop a common understanding of the residency candidate's strengths and areas in need of growth.

Expectations of Student Teaching Performance

Residency candidates are expected to demonstrate mean ratings of a "2" ("developing") or "3" (proficient) on all of the teaching competency domains defined by the Student Teaching Evaluation Instrument. Every effort will be made to support student teachers throughout the clinical experience so that they graduate successfully. It is imperative that, throughout their clinical experience, student teachers receive evidence-based feedback aligned to the STEI so that they are informed about their own performance and can make any needed improvements as quickly as possible.

In situations of unusual difficulty regarding the unacceptable performance of the residency candidate, the university supervisor and the Director of Clinical and Field Experiences should be notified immediately. The university supervisor will promptly arrange a conference to discuss the problem. If the problem persists, the university supervisor should follow the formal procedures outlined below (see page 39.)

Note: ANY MID-TERM EVALUATION THAT INCLUDES A "1" IN ANY OF THE DOMAIN MEAN SCORES WILL AUTOMATICALLY TRIGGER AN INTERVENTION RESPONSE. This means that the student teacher candidate will meet with the University Supervisor, the Director of Clinical and Field Experiences, and the Education & Educational Psychology Department Chairperson to develop a specific intervention plan. Written assessments of both the supervising teacher and the university supervisor will determine if the candidate's remediation is adequate to produce satisfactory program completion results. *A candidate who is not making adequate progress during the plan's implementation may be dismissed from the Residency experience. Candidates who have participated in an intervention plan must earn a "2" or higher in the relevant domain by the end of the Residency experience in order to receive a passing grade.*

At the end of the Residency II experience, both the cooperating teacher and the university supervisor write letters of recommendation for their candidate. The final grade in Residency II is the responsibility of the university although it is expected that the university supervisor will confer with the residency host teacher about the candidate's evaluation.

Additionally, all members of the triad complete a survey of their experience in LiveText.

In summary, both the cooperating teacher and university supervisor are responsible for completing:

- four independently completed observation reports using the STEI rubric in LiveText
- a mid-term evaluation using both the STEI rubric and the Dispositions rubric
- a final evaluation using both the STEI rubric and Dispositions rubric
- a letter of recommendation for the candidate
- a survey of the Residency II experience

The candidate is responsible for

- videotaping the four lessons observed by the supervisors
- posting reflective comments within the videos before sharing them with their supervisors
- completing mid-term and final self-assessments using both the STEI and Dispositions rubrics
- completing a survey of the Residency II Experience

When Problems Arise

When problems arise during the residency experience, the University Supervisor notifies the Director of Clinical and Field Experiences in a formal letter that clearly states both the concerns and the steps that have been taken to rectify the situation. The Director of Clinical and Field Experiences then forwards this information to the Chairperson of the E&EPY department who, in turn, meets with involved parties - the candidate, the Director of Clinical and Field Experiences, the University Supervisor, and the Associate Dean/Certification Officer - to investigate the situation, develop plans for improvement, or to recommend dismissal of the candidate from the program.

The Chairperson of the E&EPY department confirms all decisions of this meeting via a letter to the candidate. The letter is signed by the Chairperson of the E&EPY department and the Director of Clinical and Field Experiences; copies are sent to the Dean and Assistant Dean of the School of Professional Studies.

- The candidate has the right to submit a written appeal within seven days of a notification of dismissal, to the Chairperson of the E&EPY department, the Director of Clinical and Field Experiences, and the University Supervisor. The affected candidate also has the right - within two weeks of the hearing date - to appeal, in writing, his/her dismissal to the Dean of Professional Studies.

When A Candidate Is In Danger of Failing

A variety of consequences are considered when the student is in danger of failing, or fails the clinical experience. Depending on the candidate's evaluative situation, some options that may be available to the candidate include:

- extension of the residency experience so that the candidate can demonstrate competence in the relevant domain, as agreed upon by the candidate, the University, and the participating cooperating teacher. *This extension would require approval by the participating school district's administration, and may result in a delay in the candidate's graduation date.*
- withdrawal from the residency program prior to the final evaluation and switch to a content area major. *This may cause a delay in the candidate's graduation date.*
- withdrawal from the current residency assignment, and a re-assignment to a new clinical experience during a later semester; providing the candidate agrees to complete a series of appropriate remedial modules as determined by the Student Academic Review Committee prior to the replacement experience.

Dismissal from the Residency Experience

Superintendents, school district facilitators, cooperating teachers, principals, university supervisors, and faculty members of the E&EPY department - in consultation with the appropriate arts & sciences, health education, or music education faculty members - reserve the right to remove a candidate from any student teaching/clinical experience. A recommendation for dismissal can be based on but is not limited to:

1. Violation of the CSDE Code of Professional Responsibility (See Appendix)
2. Allegation or confirmation of a felony indictment.
3. Allegation or conviction for sexual, physical or emotional intimidation, harassment, or abuse of PK- 12 students.
4. Evidence of abuse of alcohol or other drugs.
5. Non-professional behavior as documented by the K-12 public school's Cooperating Teacher, Principal, or Department Chairperson.
6. An absence of five or more consecutive teaching days in a fourteen week (70 full teaching days) assignment or three or more consecutive days in a seven week (35 full teaching days) assignment, without presenting a verified explanation.
7. A failure to adequately demonstrate the WCSU teaching competencies (i.e., any rating of "1" on a mean Domain score of the Student Teaching Evaluation Instrument) during student teaching or any clinical experience.
8. Written recommendation from the K-12 public school's Cooperating Teacher, Principal, or Department Chairperson to the Chairperson of the E&EPY department and/or the Director of Clinical and Field Experiences that the candidate be removed from the clinical placement due to the candidate's failure to meet the school's expectations.

APPENDIX

Contact Information

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E&EPY Department Website:	http://www.wcsu.edu/education	

(a) PREAMBLE

 The Code of Professional Responsibility for Educators is a set of principles which the education profession expects its members to honor and follow. These principles set forth, on behalf of the educational profession and the public it serves, standards to guide conduct and the judicious appraisal of conduct in situations that have professional and ethical implications. The Code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession.

The education profession is vested by the public with trust and responsibility requiring the highest ideals of professionalism. Therefore, the educator accepts both the public trust and the responsibility to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include commitment to the students, the profession, the community and the family. Consistent with applicable law, the Code of Professional Responsibility for Educators shall serve as a basis for decisions on issues pertaining to certification and employment. The Code shall apply to all educators holding, applying or completing preparation for a certificate, authorization or permit or other credential from the State Board of Education. For the purposes of this section, "educator" includes superintendents, administrators, teachers, special services professionals, coaches, substitute teachers and paraprofessionals.

(b) RESPONSIBILITY TO THE STUDENT:

(1) The professional educator, in full recognition of his or her obligation to the student, shall:

> (A) Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students;

> (B) Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of content area matter;

> (C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;

> (D) Foster in students the full understanding, application and preservation of democratic principles and processes;

> (E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;

> (F) Assist students in the formulation of worthy, positive goals;

(G) Promote the right and freedom of students to learn, explore ideas, develop critical thinking, problem solving, and necessary learning skills to acquire the knowledge needed to achieve their full potential;

H) Remain steadfast in guaranteeing equal opportunity for quality education for all students;

(I) Maintain the confidentiality of information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice;

(J) Create an emotionally and physically safe and healthy learning environment for all students; and

(K) Apply discipline promptly, impartially, appropriately and with compassion.

(c) RESPONSIBILITY TO THE PROFESSION:

(1) The professional educator, in full recognition of his or her obligation to the profession, shall:

(A) Conduct himself or herself as a professional realizing that his or her actions reflect directly upon the status and substance of the profession;

(B) Uphold the professional educator's right to serve effectively;

(C) Uphold the principle of academic freedom;

(D) Strive to exercise the highest level of professional judgment;

(E) Engage in professional learning to promote and implement research-based best educational practices;

(F) Assume responsibility for his or her professional development;

(G) Encourage the participation of educators in the process of educational decision-making;

(H) Promote the employment of only qualified and fully certificated, authorized or permitted educators;

(I) Encourage promising, qualified and competent individuals to enter the profession;

(J) Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;

(K) Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract;

(L) Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;

(M) Promote and maintain ongoing communication among all stakeholders; and

(N) Provide effective leadership to ensure continuous focus on student achievement.

d) RESPONSIBILITY TO THE COMMUNITY

(1) The professional educator, in full recognition of the public trust vested in the profession, shall:

    (A) Be cognizant of the influence of educators upon the community-at-large; obey local, state and national laws;

    (B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;

    (C) Promote the principles and ideals of democratic citizenship; and

    (D) Endeavor to secure equal educational opportunities for all students.

(e) RESPONSIBILITY TO THE STUDENT'S FAMILY

(1) The professional educator in full recognition of the public trust vested in the profession, shall:

    (A) Respect the dignity of each family, its culture, customs, and beliefs;

    (B) Promote, respond, and maintain appropriate communications with the family, staff and administration;

    (C) Consider the family's concerns and perspectives on issues involving its children; and

    (D) Encourage participation of the family in the educational process.

UNPROFESSIONAL CONDUCT*

(f) The professional educator, in full recognition of his or her obligation to the student, shall not:

    (A) Abuse his or her position as a professional with students for private advantage;

    (B) Discriminate against students;

    (C) Sexually or physically harass or abuse students;

    (D) Emotionally abuse students; or

    (E) Engage in any misconduct which would put students at risk; and

(g) The professional educator, in full recognition of his or her obligation to the profession, shall not:

    (A) Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud;

    (B) Accept any gratuity, gift or favor that would impair or influence professional decisions or actions;

    (C) Misrepresent his, her or another's professional qualifications or competencies;

    (D) Sexually, physically or emotionally harass or abuse district employees;

(E) Misuse district funds and/or district property; or

(F) Engage in any misconduct which would impair his or her ability to serve effectively in the profession; and

(h) The professional educator, in full recognition of the public trust vested in the profession, shall not: (A) Exploit the educational institution for personal gain;

(B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or

(C) Knowingly misrepresent facts or make false statements.

Unprofessional conduct is not limited to the descriptors listed above. When in doubt regarding whether a specific course of action constitutes professional or unprofessional conduct, please seek advice from your school district or preparation institution.