



Welcome
Residency Candidates, Clinical
Teachers and Supervisors

Goals



- Get to know your supervisor/supervisee
- Understand the roles, responsibilities and requirements for
 - Residency Candidates
 - Yearlong half-day clinical teachers
 - University Supervisors
 - Host/Mentor Teachers

Campus Assignment



- Placements remain in the same district for both semesters
- Typically remain within the same classroom both semesters
- K-12 Candidates may be placed in a different school fall and spring within the same district (two of these):
 - Elementary
 - Middle school
 - High school
- If issues arise, a Residency Assignment Change for will be submitted by the program coordinator and a new placement will be considered

Attendance – First Semester



Residency

- 3 days/week in placement classroom
- Begin & end with the first and last instructional days for students
- Attend required campus/district professional development days prior to classes beginning
- No less than 21 hours/week in assigned placement

Yearlong half-day Clinical Teaching

- 5 days/week at placement
- Begin & end with the first and last instructional days for students
- No less than 4 hours per day in assigned placement
- Overall days at placement must total 70 half days (4+ hours each) by end of semester

ALL

- Seminar on Tuesdays 5:30-6:20 pm (via TEAMS)

Attendance – Second Semester



Residency

- 5 days/week in placement classroom
- No less than 21 hours/week in assigned placement
- Overall hours in placement must total 750 hours by end

Yearlong half-day Clinical Teaching

- 5 days/week at placement
- Begin & end with the first and last instructional days for students
- No less than 4 hours per day in assigned placement
- Overall days at placement must total 140 half days (4+ hours each) by end of year

ALL

- Seminar on Tuesdays 5:30-6:20 pm (via TEAMS)

Log of Hours/Days



- Candidates will maintain a daily log of hours/days
- Log will be verified by the host/cooperating teacher at the end of each semester
- Allowable hours
 - Focused observations (content/strategy-specific; taking notes)
 - Co-teaching
 - Lesson planning, team meetings
 - Communication with parents
 - Professional development (within placement dates)
 - Assisting the host/mentor teacher with other instructional or supervisor duties



Host Teachers



- **Support the candidate through co-teaching and coaching**
- **Trained by the University Supervisor**
 - 1) Fall: orientation to CTX policies and procedures and Coaching Model Training Part I
 - 2) Spring: Coaching Model Training Part II



Host Teacher Duties



- 1) Co-teach with the resident following a gradual release model.
- 2) Coach the resident using the model provided in training.
- 3) Complete at least 2 informal observations each semester using the coaching Form
- 4) Work collaboratively with the university supervisor reporting the candidate's progress at least monthly.
- 5) Confer with the principal and contact the university supervisor immediately if they perceive that the clinical teacher's presence is detrimental to their students.
- 6) Remain the teacher of record throughout the placement.



Coaching Form



Residency and Clinical Teaching Coaching Form

Directions to the mentor teacher & supervisor: As you observe the residency candidate or clinical teacher, note actions that they are taking that fall into the dimensions listed below. Add coaching notes to help them understand what is working well and why, along with recommendations to improve outcomes. See checklist for required observation windows.

Student/Candidate _____ Date _____

Lesson _____ Subject/Grade _____

Mentor Teacher _____ Supervisor _____

	Dimensions	Coaching Feedback
ing (based on lesson planning and preparation)	1.1-Standards & Alignment - Aligns goals, standards and objectives - Paces lesson appropriately - Includes appropriate technology to maximize engagement and learning	
	1.2-Data & Assessment - Uses assessment to inform instruction - Includes opportunities to monitor progress (formal and informal assessment) - Includes opportunities to provide feedback	
	1.3-Knowledge of Students - Includes activities to meet varied learning styles - Includes options for potential modifications/adjustments based on learning needs	
	1.4-Instructional Activities	



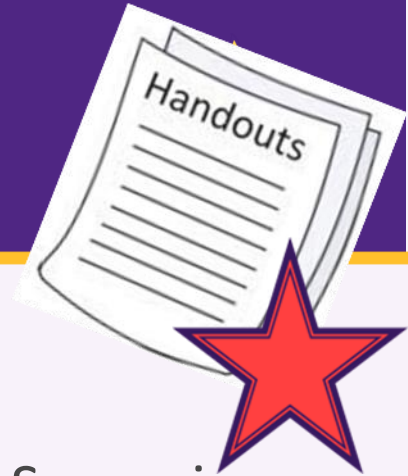
Coteaching and Gradual Induction



- **Coteaching:** two or more teachers share instructional responsibility for a single group of students to address specific content and related learning objectives through a variety of approaches that best support the students' learning needs.
- **Gradual Induction:** the resident or clinical teacher engages in increased responsibility for student instruction as the host teacher gradually releases that responsibility. By the second semester, the residency candidate will assume the leadership role in coteaching and leading classroom instruction for at least 400 hours and the clinical teacher will take the lead for 4 weeks during the second semester.



Coteaching Strategies



- Read through the handout
- Residents/Cooperating Teachers – Pair up with your Supervisor and share
 - Which of these have you tried during your previous fieldwork?
 - What do you like/dislike about the ones you have tried?
 - Of the ones you have not tried, which do you think would work best with your personality?
 - Which do you think would be most helpful to the students?

Gradual Induction and Weekly Reflections



- Go to Page 6 in your Handbook

To Do's	Reflections
<p>Required hours and important activities for each week</p> <p>Some assignments will be submitted to BB (TEA required documents)</p>	<p>Candidates paste weekly prompts into the reflection journal) and write a thorough response (by Friday at 11:59pm)</p> <p>Supervisor will read and respond with coaching comments (by Monday at 11:59 pm)</p> <p>Supervisor may submit additional or alternate prompts based on circumstances</p>

Gradual Induction and Weekly Reflections



- Look through the to-do's and reflection prompts with your supervisor (p6)
- Discuss...
 - What connections do you see between the to-do's and the prompts?
 - Can you think of a time/reason you might want to reflect on an alternative prompt?
 - Questions, concerns, etc.



Gradual Induction and Weekly Reflections



- Candidates
 - Log into One Drive and find your Weekly Reflections document
 - Enter your name and your supervisor's name at the top
 - Write a response to the training reflection prompt in the left-hand column
 - Share the document with your supervisor giving them editing access
- Supervisors
 - Read the prompt and response and add your coaching comments in the right-hand column

Field Supervisor



Oversee the overall process and support the candidate

- Observe candidate (informal and formal visits)
- Monitor candidate performance
- Provide constructive feedback to improve candidate effectiveness
 - Observation Cycle (pre and post observation conferences)
 - Weekly reflection feedback
 - Email and other communication

Supervisor Observations



Informal Observations

- At least four each semester using the coaching form
- In person (required for residency candidates; recommended for clinical teaching candidates)
- At least 15 minutes in duration

Formal Observations

- Two each semester using the CTX formal observation protocol
- In person – required for all candidates
- At least 45 minutes in duration
- Follow POP Cycle –
 - ❖ Pre-observation conference (may be asynchronous)
 - ❖ Observation – in person
 - ❖ post-observation conference (synchronous)

Additional University Supervisor Duties



- Participate in Concordia university supervisor training (today)
- Exchange information and schedule the first supervisory visit with the residency candidate.
- Contact and train the host teacher on CTX policies, forms and procedures within the first week of residency.
- Keep an electronic log which lists ...
 - Correspondence (email, text, phone) and visits with the residency candidate, the host teacher and the university regarding the placement
 - Coaching and collaboration with the residency candidate including formal and informal observations and responses on the weekly reflections

Supervisor Coaching Log



- Find log on OneDrive
- Enter
 - Your name (Supervisor)
 - Today's date
 - Student (Residency/Clinical Teaching Candidate's) name

Performance Expectations and Interventions



Formal Observation expectations

Semester 1

- Observation 1 - Proficient or developing in all dimensions
- Observation 2 - Proficient in at least 2 dimensions.

• Semester 2

- Observation 3 – Proficient in at least 3 dimensions
- Observation 4 – Proficient in all dimensions

Intervention & Support



Goal Setting (in Post-Observation Conference)

- University supervisors will make recommendations for all dimensions below expected levels
- Candidates will set and share goals with university supervisors

Intervention plans/Coaching Support

- Supervisors will work with host teachers to develop an intervention plan for students below expectations
- Supervisors & mentor teachers will monitor progress and provide coaching support (model lessons, assist with lesson planning, etc.)

Recommendations



University Supervisor will submit recommendations at the end of each semester

- Semester 1
 - Continue Residency/Clinical Teaching (no concerns)
 - Continue with added support
 - Continue with intervention plan and added support
 - Not continue
- Semester 2
 - Recommend certification (meeting all expectations & requirements)
 - Not recommended for certification

TE_xES EXAMS



Schedule on a Saturday

Managing your time



Co-curricular Activities

- No outside activities that conflict with teacher hours

Subbing

- Follow district procedures & keep to a minimum
- don't get taken advantage of

Outside employment

- Discouraged
- Complete application form if requesting

Online Resources



www.Concordia.edu

Academics

Majors & Programs

College of Education

Teacher education Program

Current Teacher Education Students

— Handbooks

- Residency/Yearlong Clinical Teaching Handbook

— Clinical Teaching /Residency

- This slide deck
- Checklist
- Observation forms
- Other forms



Documents in BB Course



BBUltra - Student access Friday before classes begin

- Syllabus
- Checklist
- Log of Hours
- Lesson Planning Documents
- Assignments – Cycle 1
- Assignments – Cycle 2

Supervisor – Coop Orientation

Super



- Within first two weeks
- Documents
 - Responsibilities
 - Coaching Form
 - Sample Observation Form
 - Sample Placement Summary
 - Student Checklist





- Check out
- Charge everything
- Set up
- Record in Yuja
- Repack and Return