

TEACH Richland

Undergraduate Residency Program Guide

2018-2019



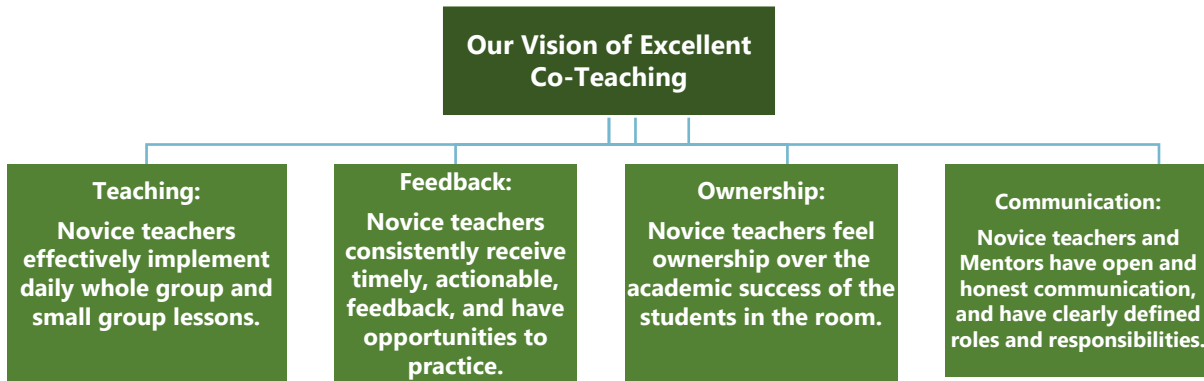
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Our Vision of Excellent Co-Teaching

TEACH Richland

In Richland Parish, it is a priority that all year-long residents are fully prepared to take on lead teaching responsibilities on day one of their first-year teaching. Resident teachers have consistent opportunities to lead classroom instruction and receive immediate, actionable feedback from their mentors. District staffs, Principals, Lead Coaches and mentors understand their role in supporting year-long residents, and are invested in the goals and outcomes to support a quality experience.



Time of Year	Mentor Actions	Resident Actions
<p>Phase 1: (First Four-Six Weeks)</p> <p><i>Suggested Co-Teaching Models:</i></p> <p><i>One Teach, One Observe</i> <i>One Teach, One Assist</i> <i>Tutoring</i></p> <p><i>Gradual Release of a Structure:</i></p> <p><i>Small Group Instruction (resident)</i></p> <p><i>Suggested Compass Components/Core Teaching Skills:</i></p> <p><i>Component 1c: Setting Instructional Outcomes</i></p> <p><i>Component 2c: Managing Classroom Procedures</i></p>	<p>Teaching:</p> <ul style="list-style-type: none"> Provides Resident teacher with strong instructional models and specific “look-fors” during observation. Provides daily one-on-one teaching opportunities for residents to build their comfort with instruction (or more as resident demonstrates readiness). Provides resident with daily lesson plans and makes time to discuss planning process daily. Provides opportunities for resident to facilitate portions of the lesson as the resident demonstrates ability and desire to take on more responsibilities. Establish ULM daily planning time for resident. (i.e., daily planning is for the resident independently work on ULM coursework) <p>Feedback:</p> <ul style="list-style-type: none"> Facilitates regular debriefs following instruction for resident to answer questions and explain instructional choices. <p>Ownership:</p> <ul style="list-style-type: none"> Sets meaningful goals with resident and tracks progress towards them. <p>Communication:</p>	<p>Teaching:</p> <ul style="list-style-type: none"> Closely observes all lead teaching, taking notes aligned to the “look-fors” outlined by the mentor. Shadows mentor as s/he circulates the room and questions students. Takes notes and asks questions about instructional moves during debriefs. Participates as a teacher when not observing key portions of lessons by interacting with students, answering questions, checking in with students, circulating, assisting with management, etc. Facilitates daily one on-one instruction, or more, as determined by comfort level and readiness. <p>Feedback:</p> <ul style="list-style-type: none"> Makes suggestions to improve instruction based on teacher observation and student responses. Engages in daily debriefs of teaching and learning; creating action plans (updated lesson plans, opportunities for active coaching, updating goals, etc.) with mentor based on outcomes of the day’s lessons. <p>Ownership:</p>

Time of Year	Mentor Actions	Resident Actions
	<ul style="list-style-type: none"> Provides clear roles and responsibilities for resident during instructional time, including checking in with students, answering questions, circulating, assisting with management, etc. 	<ul style="list-style-type: none"> Constantly seeks opportunities to build their knowledge and understanding of teaching best practices, and applies them in one-on-one setting as soon as possible. Understands and can articulate goals, and tracks progress toward them. <p>Communication:</p> <ul style="list-style-type: none"> Advocates for opportunities to take on more responsibility as comfort level increases.
<p>Phase II: October- November Break or February – Spring Testing</p> <p><i>Co-Teaching Models to Consider:</i></p> <p><i>Station Teaching</i> <i>Parallel Teaching</i> <i>Team Teaching</i> <i>Alternative/Differentiated Teaching</i></p> <p><i>Gradual Release of Daily Structure:</i></p> <p><i>One Teach, One Assist (Resident as Lead)</i></p> <p><i>One Teach, One Observe (Resident as Lead)</i></p> <p><i>Suggested Compass Components/Core Teaching Skills:</i></p> <p><i>Component 1c: Setting Instructional Outcomes</i></p> <p><i>Component 3c: Engaging Students in Learning</i></p> <p><i>Component 3b: Questioning and Discussion Techniques</i></p>	<p>Teaching:</p> <ul style="list-style-type: none"> Includes resident teacher in all planning activities; actively co-planning all lessons. Provides opportunities for resident teacher to plan portions of daily lessons, and provides timely, actionable feedback. Requires resident teacher to lead teach for a portion of every day, with assistance. <p>Feedback:</p> <ul style="list-style-type: none"> Provides timely, actionable feedback on lessons, or portions of lessons, implemented by resident. Provides multiple opportunities for residents to practice and receive feedback on teaching skills prior to executing lessons. Gradually releases responsibility onto resident teacher, while monitoring progress and assessing readiness for more challenging tasks. Observes, models and actively coaches as necessary while resident lead teaches. <p>Ownership:</p> <ul style="list-style-type: none"> Assists resident teacher in analyzing student work and action planning. <p>Communication:</p> <ul style="list-style-type: none"> Co-develops roles and responsibilities for mentor and resident, and shares responsibility for classroom routines and structures. Sets meaningful goals with resident, and tracks progress towards them. 	<p>Teaching:</p> <ul style="list-style-type: none"> Participates in all planning activities, asking questions and building understanding of the process throughout. Fulfills all planning obligations and implements feedback as quickly as possible. Lead teaches for a portion of every day. <p>Feedback:</p> <ul style="list-style-type: none"> Engages in coaching conversations and practice activities, aiming to implement feedback as quickly as possible. Asks for feedback and support when struggling, and asks for more opportunities for practice to gain confidence and skill. <p>Ownership:</p> <ul style="list-style-type: none"> Analyzes student work and determines student strengths and growth areas. Incorporates learnings into upcoming instructional plans. <p>Communication:</p> <ul style="list-style-type: none"> Co-develops roles and responsibilities for mentor and resident, and shares responsibility for classroom routines and structures. Helps develop meaningful goals, takes ownership of goals and tracks progress towards them.

Time of Year	Mentor Actions	Resident Actions
<p>Phase III: December – February or Spring Testing - October</p> <p><i>Suggested Frequency of Teaching:</i></p> <p><i>Resident guides small group instruction every day</i></p> <p><i>Resident lead teaches 2-3 times per week</i></p> <p><i>Suggested Compass Components/Core Teaching Skills:</i></p> <p><i>Component 3c: Engaging Students in Learning</i></p> <p><i>Component 3b: Questioning and Discussion Techniques</i></p> <p><i>Component 3d: Using Assessment in Instruction</i></p>	<p>Teaching and Feedback:</p> <ul style="list-style-type: none"> • Supports resident in daily lesson planning, providing feedback and co-planning support. • Observes, models and actively coaches as necessary during resident lead teaching time. • Tracks resident progress toward goals, and includes goals progress in coaching conversations. • Conducts at least one coaching conversation per week with resident, providing practice opportunities and establishing clear next steps and deliverables that lead resident toward meeting their goals. <p>Ownership:</p> <ul style="list-style-type: none"> • Supports resident to analyze student data and create action plans to address student misunderstanding. <p>Communication:</p> <ul style="list-style-type: none"> • Clearly articulates the division of roles and responsibilities, and supports resident to successfully manage classroom and school wide systems and data tracking. 	<p>Teaching:</p> <ul style="list-style-type: none"> • Plans and executes daily small group lessons, and at least twice weekly whole group lessons. <p>Feedback:</p> <ul style="list-style-type: none"> • Implements feedback from mentor as quickly as possible. • Tracks progress towards goals and solicits feedback regularly. • Participates in regular coaching conversations with mentors following lessons, and actively engages in practice activities and follow up assignments. <p>Ownership:</p> <ul style="list-style-type: none"> • Sets meaningful goals for students, and tracks progress toward them. • Regularly analyzes student work from lessons taught, and makes adjustments to instruction based on analysis and feedback from mentor. <p>Communication:</p> <ul style="list-style-type: none"> • Maintains classroom systems, and tracks relevant student data efficiently.
<p>February- End of Year</p> <p><i>Suggested Frequency of Teaching:</i></p> <p><i>Resident lead teaches at least on lesson every day</i></p> <p><i>Resident assumes one full week of solo teaching prior to the completion of the residency.</i></p> <p><i>Suggested Compass Components/Core Teaching Skills:</i></p> <p><i>Integrating All</i></p>	<p>Teaching, Feedback and Communication:</p> <ul style="list-style-type: none"> • Observes, models and actively coaches as necessary as resident lead teaches. • Conducts at least one coaching conversation per week with resident, providing practice opportunities and establishing clear next steps and deliverables that lead resident toward meeting their goals. • Supports resident teacher to assume all responsibilities of a teacher of record, giving timely and immediate feedback on all aspects of the role. <p>Ownership:</p> <ul style="list-style-type: none"> • Sets meaningful personal and student goals with resident, and helps resident track progress toward goals. 	<p>Teaching:</p> <ul style="list-style-type: none"> • Leads some or all instruction every day. <p>Feedback:</p> <ul style="list-style-type: none"> • Engages in coaching conversations and practice activities, aiming to implement feedback as quickly as possible. <p>Ownership:</p> <ul style="list-style-type: none"> • Develops meaningful personal and student goals with support from mentor teacher. <p>Communication:</p> <ul style="list-style-type: none"> • Assumes all responsibilities of a teacher of record, and implements with support of mentor teacher. Responsibilities include grading and grade submission, lesson planning and execution, assessment design, community engagement, etc.

Student Data Privacy Assurances for Residency Classrooms

Employees of the Richland Parish School Board are expected to follow all guidelines as outlined in Louisiana ACT 837 regarding confidentiality of students' personally identifiable information (i.e. full name, date of birth, social security number, and transcript data.)

Resident teachers must obtain parent/guardian consent for student participation in program activities such as video, student work collection, and any activity which may include students' personally identifiable information or likeness, using the **PARENTAL CONSENT FOR STUDENT PARTICIPATION IN RESIDENT TEACHER PROGRAM ACTIVITIES** form on the following page.

Resident teachers must collaborate with mentor teachers to distribute, collect, and document parental consents and non-consents. Documentation must be sent to Rebecca Freeland by **Friday, August 24, 2018**, or prior to any activity which would require parent/guardian consent, whichever occurs first.

PARENTAL CONSENT FOR STUDENT PARTICIPATION IN RESIDENT TEACHER PROGRAM ACTIVITIES

[Date]

Dear Parent/Guardian:

I am a clinical resident in the College of Education at the University of Louisiana at Monroe, participating in a year-long teaching residency to fulfill a program requirement for my institution.

I will complete several program requirements that include video recordings of lessons I teach in your child’s classroom. Although the video recordings involve both the teacher and various students, the primary focus is on my instruction, not on the students in the class. In the course of recording my teaching, your child may appear on the video. Also, I will collect samples of student work as evidence of my teaching practice, and that work may include some of your child’s work.

No student’s name will appear on any materials that are submitted and materials will be kept confidential at all times. The video recordings and student work I submit will not be made public in any way. Materials I submit will be reviewed by my program and stored in my digital portfolio at the University of Louisiana at Monroe.

I am writing to request your permission to include your child in these video recordings and your child’s work in written materials that may be submitted.

Your signature on the form below will be used to document your permission for these activities. Please contact me or my mentor teacher, [INSERT MENTOR TEACHER NAME] if you have any questions.

Sincerely,

[Resident Name]
[Mentor Teacher Name], Assigned Mentor Teacher
[School Name]

PERMISSION SLIP

Student Name: _____

I, _____ (print parent/guardian name), am the parent/legal guardian of the child named above. I have read and understand the activities described in the letter provided with this form.

My signature on this form indicates that I give permission for to you to include my child’s student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used only for the purpose of completing teacher preparation program requirements.

Signature of Parent or Guardian: _____

Date: _____

Communicating Concerns

If problems or concerns arise, follow the below chain of command to resolve the issue. You may also submit your concern in writing using the below form.

- 1. Assigned mentor teacher
- 2. Rebecca Freeland (district level support) and Dr. Myra Lovett (university field experience)
- 3. School Leaders (principal and/or assistant principal)

EMPLOYEE CONCERN FORM

Employee Name _____ School/Location _____

Date(s) of incident _____

Describe incident/concern: *(be specific- include dates, times, names, witnesses, etc.)*

Solution requested by reporting employee:

Reporting Employee's Signature

Date submitted to immediate supervisor

=====

Follow up/Action Taken by immediate supervisor or administration:

Immediate Supervisor's / Administrator's Signature

Date copy given to reporting employee

Attendance

University of Louisiana at Monroe Clinical Experience Attendance Policy must be adhered to.

You must sign in and sign out every day in the school's main office. These attendance logs will be used to verify official attendance for payroll purposes.

2018-2019 RICHLAND PARISH SCHOOL BOARD SCHOOL CALENDAR

August 8, 2018 - School Opens – All personnel report-WEDNESDAY

August 13, 2018 – First day for Students – MONDAY

May 10, 2019-Last Day for Seniors-FRIDAY

May 23, 2019- Last Day for Students –THURSDAY

May 24, 2018 - Regular School Year Ends – FRIDAY

of Instructional Minutes to place in schedule: 388 or more

NON-STUDENT DAYS:

August 8-10, 2018- Staff Development/All employees	3 days
September 4, 2018-Staff Development/All employees	1 day
September 24, 2018– Parent Teacher Conference Day	1 day
February 1, 2019– Staff Development/All employees	1 day
Feb. 19, 2019-Parent Teacher Conferences & Testing training	1 day
May 24, 2019 – Staff Development/End of School Year/All employees	<u>1 day</u>

HOLIDAYS -- NON-TEACHING DAYS: (30)

September 3	Labor Day
October 5-9	Fall Break
November 6	Election Day
November 12	Veteran's Day Observed
November 19-23	Thanksgiving Holidays
December 21-Jan. 4	Christmas/New Year's Holidays (noon dismissal Dec. 21)
January 21	Martin L. King Holiday
February 18	Presidents' Day
March 25-March 29	Spring Break
April 19-22	Easter Holidays

GRADE LEVEL	ASSESSMENT	DELIVERY METHOD	TEST DATE(s)
3-4	LEAP, ELA, Math, Soc. St	PBT	April 29-May 3
3-8	LEAP, ELA, Math, Soc. St	CBT	Apr. 1- May 3 (window)
HS	EOC	CBT	Apr 15-May 17 (window)
HS	ACT	PBT	March 12

MARKING PERIOD ENDS

September 20, 2018
November 5, 2018
January 7, 2019
February 15, 2019
April 9, 2019
May 23, 2019
Board Approved June 12, 2018

REPORT CARD DISTRIBUTION DATES

September 24, 2018 (Parent/Teacher Conferences)
November 8, 2018
January 9, 2019
February 19, 2019 (Parent/Teacher Conferences)
April 11, 2019
May 23, 2019

Resident Teacher Substitute Guidelines

Resident Teachers may serve as substitutes for up to ten (10) days each semester pursuant to BESE regulations (*Bulletin 746*, Section 328(G)). Such service shall not impede the resident teacher's residency performance or ability to successfully complete the preparation program according to the university's prescribed timeline.

The assigned mentor teacher and school principal must consent to the resident teacher's readiness to substitute.

Resident Teacher Position Description and Agreement

RESIDENT TEACHER POSITION DESCRIPTION

POSITION TITLE: Resident Teacher

REPORTS TO: Assigned Mentor Teacher and Principal

POSITION GOAL: To co-teach under an assigned mentor teacher and complete university residency requirements for teacher certification

QUALIFICATIONS

1. Active enrollment in good standing in a BESE-approved teacher preparation program
2. Meets requirements for criminal background check

RESPONSIBILITIES

1. Adhere to district policies and school rules
2. Be punctual in attendance and thoroughly prepared for all teaching assignments
3. Communicate clearly and proactively regarding university requirements, attendance, personal and professional development and support needs
4. Maintain accurate records and submit required documentation when requested
5. Receive and apply constructive feedback from university, school, and district staff to consistently improve teaching practice
6. Complete all professional requirements alongside assigned mentor teacher (e.g., duty assignments, record-keeping, parent-teacher conferences)
7. Attend all meetings and professional development opportunities by the university and those required by the school system and residency host school
8. Monitor the safety of students and colleagues and notify appropriate personnel of any unsafe activity while on school grounds

**RICHLAND PARISH SCHOOL BOARD
RESIDENT TEACHER AGREEMENT**

This agreement is entered into between Sheldon Jones, Superintendent of the Richland Parish School Board and

RESIDENT TEACHER NAME: _____ **SCHOOL:** _____

AGREEMENT TERM: August 8, 2018 – May 23, 2019

The above-named individual agrees to faithfully and efficiently perform the duties incumbent upon him/her as outlined in his/her job description and to observe and abide by the laws of the State of Louisiana, and the rules and regulations of the BESE, the State Department of Education, the School Board, the Superintendent of Schools, and the Principal of the school to which Teacher is assigned, provided such rules and regulations are within the province of said authorities.

The above-named individual shall receive a \$4,000 stipend, to be paid in two installments: \$2,000 in June 2018 and \$2,000 in December 2018 on the regularly scheduled payroll dates. This stipend shall be considered as full compensation for all work required and performed within the prescribed scope of duties and responsibilities.

If, during the term of this agreement, the above-named individual should voluntarily withdraw or be removed from a teacher preparation program or otherwise become unqualified to serve in the position listed above for any reason, this agreement shall be immediately rendered null and void.

As a resident teacher, the above-named individual will not receive medical and dental insurance, sick leave, and supplemental checks (from sales tax).

THUS DONE AND SIGNED at Rayville, Louisiana on the date(s) indicated.

BY: _____
SHELDON JONES, SUPERINTENDENT
RICHLAND PARISH SCHOOLS

DATE

BY: _____
RESIDENT TEACHER

DATE

Consents and Acknowledgements

Richland Parish Schools and the University of Louisiana at Monroe

Resident Teacher Disclosure Consent

I, _____, hereby give permission to Richland Parish Schools to release my preservice and in-service teacher evaluation data to an authorized representative of my teacher preparation program at the University of Louisiana at Monroe for the purpose of program evaluation, program improvement, accountability, teacher support, and research.

I hereby give permission to an authorized representative of my teacher preparation program at the University of Louisiana at Monroe to release my criminal background check findings and the observation scores used to make certification recommendations to an authorized representative at Richland Parish Schools for the purpose of program evaluation, program improvement, accountability, teacher support, and research necessary to be conducted to achieve these purposes.

I understand that my participation in the aforementioned is voluntary. I understand that I will not be penalized in any way for refusing to participate.

The teacher evaluation data will be provided by Richland Parish Schools during the time period I am enrolled in my preparation program as a teacher candidate (if applicable) and for the first three years of teaching after I have completed my teacher preparation program.

I understand that the authorized representatives will ensure that my data and any of the contributing data are confidential and will not be released or shown to any person except authorized employees of my teacher preparation program and Richland Parish Schools, except as otherwise required by law. I understand that the aforementioned authorized representatives will keep all personally identifiable data confidential and store it in a secure manner that limits access to authorized personnel. It is my understanding that if my data are to be used for purposes other than program evaluation, program improvement, accountability, teacher support, and research, the institution, program provider, or Richland Parish Schools will need to request that I sign a separate consent form.

I agree that I will not sue, or otherwise make any kind of claim whatsoever against, the University of Louisiana at Monroe and Richland Parish Schools and any of their directors, officers, employees, agents, and representatives for any costs, expenses, damages, injury or loss, including reasonable attorney's fees, to which they or any of them may be subject as a result, directly or indirectly, of any disclosure or redisclosure of any of my information, including but not limited to personally identifiable teacher evaluation information provided by Richland Parish Schools and the University of Louisiana at Monroe to the aforementioned authorized representative.

Signature

Date

Printed Name

Teaching Certificate Number, if applicable

Witness

Witness

Residency School Schedule

Resident: _____

Mentor: _____

School: _____ School District: _____

Academic Year 2018-19 (check one): _____ Fall _____ Spring

Monday	Tuesday	Wednesday	Thursday	Friday

- To be determined collaboratively by Resident and Mentor
- Must meet or exceed minimum percentage required by ULM
- Enter times you will be at school each day
- Note any times you will be away from school to attend required courses at ULM
- Submit copy to Mentor and Rebecca Freeland for signatures at beginning of each semester
- Keep copy with required signatures in your binder

Resident Signature

Date

Mentor Signature

Date

District Signature

Date

Resident Teacher Acknowledgement of Policies

Resident teachers' signatures will be obtained as an indication acknowledgement of the below statements and will be kept on file in the central office.

As a resident teacher and employee of the Richland Parish School System, I am aware of, have been provided a copy of and employee handbook, and understand the policies, guidelines, procedures available online at: <http://richland.k12.la.us.caps/RichlandCAPS.htm> as they pertain to my position in this district.

I agree to consult my assigned mentor teacher or school leader if at any time I need clarification about any of the policies and their applicability to my work in Richland Parish Schools.