Site Leader Handbook

2017-2018

A collaborative partnership with

California State University, Los Angeles (CSULA)
Center for Collaborative Education (CCE)
Los Angeles Unified School District (LAUSD)
Montebello Unified School District (MUSD)
Alhambra Unified School District (AUSD)
Pasadena Unified School District (PUSD)
The Los Angeles Urban Teacher Residency – Transformation Initiative is a collaborative partnership of the Charter College of Education at California State University, Los Angeles, the Center for Collaborative Education, Los Angeles Unified School District, Montebello Unified School District, Alhambra Unified School District, Pasadena Unified School District, the Mayor’s Partnership for Los Angeles Schools, and community organizations: Families In Schools and WestEd. All of the partners share a social justice mission and envision preparing teachers who are responsible for equity, excellence, and innovation in their classroom as well as for their entire school culture.
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Program Information
Los Angeles Urban Teacher Residency – Transformation Initiative (LAUTR-TI)

Program Overview

Research tells us that good teaching, along with effective leadership, is the strongest correlate to high student achievement. Based on the medical model of residencies in preparing doctors, the LAUTR-TI program recruits highly talented people from diverse backgrounds who are committed to becoming transformative teachers, and places them in a program in which they earn a credential in 12 months and a Master’s degree after an additional 30 semester units. Working closely with a Mentor teacher, Residents learn, on the job, what it means to be a teacher. Blending the theories of teaching with practical applications, Residents learn the essential skills, habits, and knowledge that will best position them to be excellent teachers in high-need urban schools.

Residents are clustered in high-need, reform-minded schools, based on the belief that participating in cohorts strengthens the support and learning that Residents receive. Residents will also participate in the professional learning communities and school-wide reform initiatives within each school, with the understanding that becoming an effective teacher also requires a commitment to contribute to creating a high-performing school.
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*Inquiry Cycle*

The LAUTR-TI inquiry cycle is a frame of mind by which to approach the craft of teaching. Data in its many forms (e.g., student work, class discussions, and formal assessments) should inform a teacher’s decisions around curriculum, instruction, assessment, and student support. This inquiry cycle should also be used as the framework for a Resident’s field project, from selecting a challenge to identifying the cause, developing and implementing an action plan, and assessing progress.
Steps in the LAUTR-TI Inquiry Cycle

Step 1: Examine the data
- What data can you examine as a gauge of student learning?
- What does the data tell you about student strengths and gaps?

Step 2: Identify a challenge area
- What challenges in student learning are evident in the data?
- Which challenge area, if addressed, would most impact student learning?

Step 3: Hypothesize causes of the challenge area
- What do you think are the root causes of this challenge area?
- What assumptions might you be operating under?

Step 4: Determine cause of the challenge area
- What data can be collected to test the validity of each hypothesis?
- Based on the data collected, which hypothesis (or two) is/are the most likely root cause(s) of the challenge?

Step 5: Develop and implement an action plan to address the challenge
- What instructional, curriculum, academic support, or other strategies will you undertake to address the challenge?
- How and when will you implement your action plan?

Step 6: Assess progress and tune the plan
- What data can be collected to see if your action plan made a positive impact on student learning?
- Based on the data collected, how can your action plan be fine-tuned to better meet student needs?
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**Core Principles**

**Blending Theory and Practice**  
- Residents engage in rigorous master's level coursework and experiential learning about teaching  
- Clinical practice through guided teaching apprenticeship  
- Continuously test, improve, and reflect on skills

**Mentoring**  
- Residents are paired with an experienced, trained Mentor  
- Daily classroom experiences aligned with university coursework  
- Residents acquire essential skills outlined in the California Standards for the Teaching Profession

**Resident Cohorts**  
- Residents are organized into cohorts of 3-7 in host schools  
- Build strong support networks for Residents and Mentors  
- Engage in common experiences  
- Foster a culture of sharing, questioning, and developing new ideas

**Effective Partnerships**  
- residents will establish relationships with mentors, principals, instructors, school personnel, LAUTR-TI staff, etc.  
- Commit to the process of clear, respectful, and open communication

**Service to Partner School Districts**  
- LAUTR-TI’s admissions goals and priorities are driven by partnering districts’ hiring objectives  
- Residents learn to teach in the same district in which they will work  
- Extensive knowledge of participating school district’s expectations and challenges

**Support Differentiated Career Roles**  
- LAUTR-TI enables veteran teachers to take on roles as Mentors and supplemental instructors at Cal State LA  
- Supports these teachers to gain necessary skills through professional development

**New Teacher Support**  
- LAUTR-TI provides professional learning and networking opportunities for the first three years of teaching for Residents  
- Encourages collaborative work among stakeholders

**Continuous Program Improvement**  
- LAUTR-TI seeks input and feedback from key stakeholders  
- Conducts multiple forms of evaluation  
- Residents are a source of input and feedback  
- Tracks measurable goals
Los Angeles Urban Teacher Residency – Transformation Initiative

Habits of Mind

Following are the habits of mind that the Los Angeles Urban Teacher Residency aspires to instill in each and every program graduate; habits that we hope will frame each graduate’s approach to teaching, work with colleagues, relationships with parents, and approach to leading reform within their school.

<table>
<thead>
<tr>
<th>Asset-based Thinking</th>
<th>Commitment to Partnerships</th>
<th>Persistence</th>
</tr>
</thead>
</table>
| • Views students and parents through the lens of the strengths they bring | • Fosters collaborative learning in the classroom and democratic decision-making at the school  
  • Collaborates with colleagues to strengthen instruction  
  • Engages parents, colleagues, and students as partners | • Approaches dilemmas with relentlessness and resourcefulness in seeking solutions that work  
  • Strives for accuracy and knowledge of content  
  • Delivers instruction with fidelity |

<table>
<thead>
<tr>
<th>Advocacy</th>
<th>Inquiry</th>
<th>Personal Responsibility</th>
</tr>
</thead>
</table>
| • Speaks out and stands up for what is best for students and parents | • Seeks new ways to improve instruction and address challenges  
  • Thinks outside the norm  
  • Eager to keep up to date with educational research  
  • Is comfortable with discomfort | • Takes ownership for student learning  
  • Is reflective and thinks about thinking (Metacognition)  
  • Uses data to inform instruction  
  • Willing to try new and different approaches to meet students' diverse needs |
The Los Angeles Urban Teacher Residency seeks to graduate new teachers who share a social justice mission, and who are prepared to work for equitable and strong student achievement inside and outside their classroom. We view education as empowering and a civil right. We believe that every teacher is a change agent who is responsible for, and capable of, assisting every student to learn at high levels. LAUTR-TI expects every graduate to be able to demonstrate the following Vision of Effective Teaching:

**Equity**

*Demonstrate high expectations and a commitment to equity*

- Hold all students to high expectations, and demonstrate persistence in helping all students to achieve them
- Build inclusive classrooms in which all students, including those with special needs and English Language Learners, are well served
- Demonstrate the capacity to help all students use their unique talents to meet high academic expectations
- Strive toward equity in learning across student subgroups and use data to change practices so as to eliminate inequitable outcomes for student subgroups
<table>
<thead>
<tr>
<th>Knowledge</th>
<th><strong>Know your content</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Display strong content knowledge in teaching subject matter, as well as state and national standards of the student's discipline(s)</td>
<td></td>
</tr>
<tr>
<td>Construct and deliver an academically challenging and meaningful curriculum to all students that is aligned with the school's vision</td>
<td></td>
</tr>
<tr>
<td>Seek ways to integrate the curriculum across the disciplines through themes and inquiry</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
<th><strong>Know your students' cultural contexts</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Know your students, their development, and their individual learning patterns</td>
<td></td>
</tr>
<tr>
<td>Know the cultural contexts in which your students live, and integrate them within the curriculum and the classroom</td>
<td></td>
</tr>
<tr>
<td>Know the role of language and disabilities in learning</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
<th><strong>Demonstrate personalization and building of classroom community</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Construct a classroom culture that creates a safe, personalized, student-centered, engaging, and high functioning classroom that promotes learning</td>
<td></td>
</tr>
<tr>
<td>Establish a classroom culture and discipline system based on fairness, respect, and trust</td>
<td></td>
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<tr>
<td>Establish personalized relationships with students</td>
<td></td>
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</tbody>
</table>
### Pedagogy

**Deliver effective instruction**

- Be transparent with students about learning objectives, outcomes, and expectations for learning
- Differentiate instruction based on student needs and learning styles, including students with special needs and English Language Learners
- Effectively integrate technology as a key instructional tool to engage students in learning and deepen their understanding of what is being taught
- Provide students with multiple entry points and scaffolding when introducing new concepts

**Deliver effective instruction (cont.)**

- Embed effective literacy practices to help students access the curriculum
- Frame instruction around higher order thinking skills, including analysis, synthesis, evaluation, making connections and inquiry
- Facilitate students being able to connect and apply their prior knowledge, life experience, and interests to new learning and the achievement of learning goals
- Build motivation and engagement through self-directed learning

**Use data to improve instruction and demonstrate student learning**

- Employ a data-based inquiry process that includes qualitative and quantitative data to inform and improve instruction
- Use multiple measures, formative and summative, to assess student learning for purposes of having students demonstrate what they know and can do as well as identifying gaps in learning that need additional instructional focus
**Collaboration**

*Build professional learning communities*

Model professional collaboration through teaming with colleagues to improve instructional practice and align curriculum and academic expectations.

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**Collaboration**

*Partner with parents and community*

Value parents as active partners, and engage them in multiple ways inside and outside the classroom to improve their children's learning.

Demonstrate an understanding of students' home and community life, and weave this understanding into the academic curriculum.

Seek ways to use community resources to enhance the curriculum and build classroom community.
### Professional Responsibility

#### Practice reflection as a tool for growth

Demonstrate, in multiple ways, the capacity to be a reflective practitioner in examining the students' own practice, with the understanding that continuous learning and reflection are key attributes for becoming an effective, successful teacher.

Pursue opportunities to strengthen content knowledge and instructional strategies as a teacher.

Seek professional development in multiple venues for areas in which the need for self-growth is identified.

### Professional Responsibility

#### Develop the habits of mind of a learner and activist educator

Demonstrate asset-based thinking about students and parents/guardians.

Persist in seeking solutions that work.

Advocate for policies and practices that support learners and their families.

Practice inquiry to address challenges.

Take personal responsibility and ownership for student learning, as well as commit to partnerships.
Site Leader Information – Resident Teachers
Los Angeles Urban Teacher Residency – Transformation Initiative

Resident Placement

In assigning residents to their residency placements, the LAUTR-TI staff consider the needs of the residents; credential the resident is pursuing so as to match the specific credential directed teaching requirements; grade level; geographic location of their home and potential resident school location; and the disposition, teaching style, and personality of the mentor teacher.
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Resident Teacher Expectations: Standards of Professionalism

Professionalism:
Residents are expected to be professional at all times, whether in schools or in Cal State LA courses. LAUTR-TI Residents represent themselves as new educators in the district and as members of the LAUTR-TI program. While professionalism is important at all times, it is especially important when interacting with students. Students watch and learn from adults’ behavior all the time, whether intended or not. Residents should observe a variety of school personnel to learn appropriate school culture (such as using first/last names and attire).

Please note: Although building relationships with students is important, it is crucial that new teachers understand and establish clear boundaries between being a friend and being a teacher to students. Residents should continuously remember that their primary role in the school is that of a teacher and not a friend. Residents should review the District’s Code of Conduct and abide by all guidelines provided by the District.

Professional Responsibilities:
As an important part of the Standards for the Teaching Profession, Residents are required to:

I. Maintain accurate records
   a. Track progress towards identified learning outcomes
   b. Complete assignments
   c. Submit records/assignments on time

II. Communicate with Mentors and LAUTR-TI staff any concerns that may impact progress in the program.

III. Demonstrate Professionalism
   a. Ethical Conduct and Compliance with School, District, and University Regulations
   b. Advocacy/Intervention for Students
   c. Decision-Making

   If at any time the Resident fails to meet these professional responsibilities, an LAUTR-TI staff member will communicate the concern with the Resident. If the issue persists, it will be grounds for a disciplinary plan of action and may result in dismissal from the program.

Appropriate Dress and Behavior:
While there is no specific dress code, Residents are expected to dress professionally at all times while at Host District schools. Specifically, midriff tops, low cut blouses, low-rise pants, shorts, t-shirts and worn-out jeans would be deemed unprofessional. In
addition, Residents should make sure that undergarments are not visible when sitting or bending. Since we consider the residency to be a year-long interview, a good guideline to abide by is to wear clothes that would be appropriate for a job interview. If at any time the Resident’s dress is perceived as too casual or inappropriate, the Mentor, Residency Director or any other LAUTR-TI staff member will communicate the concern with the Resident. If the issue persists, it can be grounds for a disciplinary plan of action.

**Appropriate Language:**

Residents are to speak to administrators, colleagues, staff, families and students in a professional manner devoid of profanity, sexually explicit, disparaging or demeaning remarks, and violent or intimidating behavior. In addition, Residents must model appropriate professional behavior in the school/classroom/course settings (e.g. not checking email, sleeping, eating or talking on the phone during class time, including periods in which the Resident assists).

**Attendance and Absences:**

All LAUTR-TI Residents are expected to arrive each day prepared to positively impact the lives of their students. Residents are expected to arrive at the designated time of entry for staff at their host school or a minimum of fifteen minutes prior to the first bell. All absences are to be reported by the Resident to the Mentor and Residency Director. In addition, any time the Resident is absent from the host school will not be counted toward service hour accrual (approximately 720 hours). As a guideline, Residents are allowed a maximum of ten excused absence days and three late arrivals to the school-based residency site. The ten excused absences exclude all LAUTR-TI professional development (pull out days and induction workshops). The professor of each Cal State LA course will determine attendance standards for their courses and they must be adhered to. Failure to meet the attendance requirements may result in a Resident Support Plan of Action and/or dismissal from the program.

**Daily Sign In:**

Residents will be required to submit a daily sign in sheet to the Residency Director at the end of each month. The attendance sheet will be signed by both the Mentor and Resident to confirm accuracy of information. The Daily Sign-In Sheet for the previous month is due the first Friday of the following month.
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Resident Roles, Expectations and Responsibilities

Guiding Principles:
The LAUTR-TI residency and curriculum experiences align to support the development of effective teaching skills and knowledge grounded in current educational research and district initiatives. Residents’ sustained efforts and success in both the practicum and coursework components of the program are key to their success as Resident Teachers. Low performance in either area could constitute a disciplinary action and/or program dismissal.

Specific Duties:
- Prepare and execute well-planned lessons using best practices for further student learning including adaptations for English Language learners and students with special needs.
- Maintain positive relationships with LAUTR-TI staff, Cal State LA faculty, School District staff, families, and students.
- Collaborate with the Mentor teacher and engage in ongoing conversations around student learning.
- Participate in school-based meetings (e.g. team, grade level or department meetings).
- Participate in Back to School and Parent-Teacher Conferences at the school site.
- Complete all coursework and readings on time.
- Engage in conversations with your Mentor and other staff at the school site to improve student learning.
- Attend professional development at school sites, Cal State LA, School Districts and/or LAUTR-TI.
- Complete and submit all necessary paperwork in a timely fashion.
- Complete and submit signed Daily Sign-In sheets by the first Friday of the following month.
- Complete and submit weekly Sacred Meeting Logs by the first Friday of the following month.
- Follow Mentor contractual expectations of attendance at the school site.
- Arrive at school site 15 minutes prior to the first bell and check in with Mentor.
- Participate in program evaluation data collection activities, such as interviews and surveys, at the request of the LAUTR-TI Evaluation Team to provide LAUTR-TI with feedback about the effectiveness of the program.
- Facilitate program evaluation data collection activities by connecting the LAUTR-TI Evaluation Team with other individuals (such as principals, BTSA providers and induction mentors) who will be asked to participate in data collection activities.

Confidentiality:
Student academic, health, and discipline records are all confidential. Residents should not discuss these records except in appropriate settings with people who also have access, and should consult with the Mentor, Site Facilitator, or LAUTR-TI staff if questions
arise. Residents should not give family members information (academic or social) about a student unless it has been discussed with the Mentor.

**Media:**

The LAUTR-TI model is part of a national strategy for training new teachers in the areas of Math and Science. It will be analyzed for study or replication in cities across the nation, and media outlets. University, district, and community representatives are also interested in learning about the inner workings of the yearlong residency. Residents are obviously the best source for firsthand knowledge of the program, and can offer a unique view of the residency year. If asked about their experiences, Residents are expected to maintain an appropriate focus on teaching and learning practices within the context of the residency and the School Districts, to keep all comments diplomatic and respectful, and to inform the LAUTR-TI Residency Director of the inquiry. While giving their unique perspective on the program, Residents should not discuss specific students or colleagues, and should ensure that the content of their comments is consistent with LAUTR-TI's values and professional standards. Residents are also expected to exercise extreme caution in regard to the privacy of students, families, teachers and self.

**Lesson Planning:**

Being an effective teacher means being well organized and prepared. It also means internalizing important questions about teaching, such as, “What are the key concepts in the lesson?” and “How will I know my students met the objective I was trying to teach?” Residents are expected to have a lesson plan for each lesson they teach and share these lesson plans with their Mentor teacher a minimum of two business days **prior** to the day they are planning to teach unless otherwise mutually agreed upon. If a Resident is not prepared with a lesson plan, s/he will **NOT** be allowed to teach and will not accrue student teaching hours for that time. In addition, a formal observation of teaching requires that lesson plans be made available to all observers at the time of the observation unless otherwise mutually agreed upon.

**Formal Observations:**

Residents will be observed formally by LAUTR-TI staff, Field Supervisors, Mentors, School District human resources, and other school personnel during their residency year. LAUTR-TI staff and Mentors will use the Classroom Observation Form and Rubric to assess the Resident’s teaching. Residents will be provided with copies of all observations and notes.

**Substitute Teaching:**

Residents are not allowed to serve as substitute teachers in the classroom and **may not be left alone with the students** since they do not possess a teaching credential. In addition, Residents may not be pulled from their practicum to serve as a substitute teacher in another class. This includes Residents who might have served as substitute teachers for the School Districts. Any existing substitute credential or permit is waived upon becoming a Resident Teacher.
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*Communication Protocol*

- **RESIDENT is Absent**
  - Inform MENTOR in Advance
  - Inform RESIDENCY COORDINATOR
  - Show absence on Daily Sign-In Sheet

- **Situation involving a STUDENT**
  - Mentor & Resident Discuss with STUDENT
  - Discuss with PRINCIPAL (if needed)
  - Inform RESIDENCY COORDINATOR
    - (Even if there is no action required)

- **Situation Involving MENTOR**
  - Inform RESIDENCY COORDINATOR
    - (Even if there is no action required)
  - Discuss with MENTOR first, then FIELD SUPERVISOR
  - Field SUPERVISOR, RESIDENCY COORDINATOR, and RESIDENT determine next steps
  - Discuss outcome with RESIDENCY COORDINATOR
  - Discuss with MENTOR
Site Leader Information – Mentor Teachers
Los Angeles Urban Teacher Residency – Transformation Initiative

Mentor-Resident Relationships in Teaching Classes

Gradual release of responsibility is an important part of the residency experience. Over the course of the school year, the Mentor and Resident will work together, along with the Residency Director, to follow the guidelines below in providing the Resident with increased teaching responsibility.

Resident teachers will primarily teach in their practicum classes: two same-content classes, while actively participating in co-teaching the remaining classes.

The Resident is expected to remain actively engaged in the classroom throughout the school day. In other words, the remainder of the day, the Resident is still considered a co-teacher and should not view this time as his/her own.

Possible Mentor-Resident relationships in non-residency classes:
- Mentor teaches, while the Resident observes (collecting data, examining Mentor teaching choices to strengthen his/her teaching skill).
- Mentor teaches, while the Resident assists (e.g., works with small groups and individual students).
- Resident teaches, while the Mentor observes (collecting data to best support Resident in his/her teaching development).
- Resident teaches, while the Mentor assists.
- Mentor and Resident co-teach (this could include station teaching, team teaching or trading off teaching parts of a lesson, parallel teaching, differentiated teaching, and supplemental teaching).
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RT 360 Process – Mentor Completion

LAUTR-TI uses multiple sources of evidence to support continuous improvement of Residents as well as the overall program. RT360 is designed to provide formative feedback about Resident teacher progress at the end of each semester. It will also be used to help Residents reflect on and develop individual Resident learning plans. 360 refers to the importance of getting the combined feedback from the full circle of those involved with the LAUTR-TI Residency: Mentors, Residents, University Faculty, and LAUTR-TI Staff.

Beginning with Cohort 7, we have made the instrument available for completion online. The power of the RT360 process culminates in a debrief process which uses the results from the assessment to facilitate a conversation between Residents and all their support providers about areas of strength and areas for improvement.
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**Mentor Policies**

**Criteria for Mentors:**

Mentors must receive a strong endorsement by the school’s Principal. LAUTR-TI Mentors are noted for their efforts to ensure that each student achieves high standards, consistent modeling of effective teaching practices, and the ways in which they engage in discussions around teaching and learning with colleagues focused on issues of equity. Mentor teachers have typically taught for three or more years on a clear credential and are deemed successful based on students’ achievement, recommendation of the principal, as well as their work as a teacher leader in their school.

Mentor teachers complete an application form, which includes demographic information, educational and professional background, previous mentoring and professional development experiences, and written responses to two case studies. Mentor applicants must also provide evidence of planning by submitting unit or lesson plans and student work. Potential new mentors are interviewed and observed by LAUTR-TI Project Management Team members or stakeholders, who provide recommendations for selection.

Mentor teachers have a clear credential in the subject(s) they are teaching, preferably have a Master’s Degree, and three years of teaching experience with a clear credential. Mentors are deemed successful based on student achievement, as well as their work as a teacher leader in their school. Mentor teachers must execute data-based instruction, lesson planning, as well as short and long-term planning, which leads to important outcomes for students. Mentor teachers are willing to actively engage in collaborating with Teacher Residents through weekly “sacred time” conversations, as they explore together issues around effective teaching in urban settings. This year-long conversation is based in practice, Cal State LA coursework, observations, and data collection and analysis.

**Matching a Resident with a Mentor:**

The process of matching Residents and Mentors takes into account many variables, including content/CSETs passed, Residents’ subject and grade level preferences, as well as Mentor geography and availability. While LAUTR-TI does its best to meet the needs of Residents and Mentors, the program cannot guarantee that Residents will be placed in a host school that is convenient or easily accessible from home or school. The program reserves the right to change Resident/Mentor assignments as needed on a case-by-case basis.

**Resident Placement Change:**

If an issue arises and a Resident, Mentor, and/or LAUTR-TI Staff member feel a change of placement is warranted, it is the responsibility of both parties to contact the Residency Director. The Residency Director will meet with both parties within a timely manner in order to strategize next steps and enhance the possibilities for success with the
pair. If the issue persists, the Residency Director will inform the **Project Leadership Team in writing** of the situation and, together, they will collectively determine whether further action is necessary. When deemed appropriate and necessary, the LAUTR-TI program with the approval of the Project Leadership Team, will agree to a change in placement. It is important to note that placement changes may leave the Resident in an extremely difficult position of having to recoup the necessary hours needed to complete the practicum and student teaching hours required to receive an endorsement for licensure.

**Termination of Mentoring Relationship:**

In the event that the mentoring relationship ends, and the Resident is no longer placed in the Mentor’s classroom, LAUTR-TI will pay the Mentor stipend up to that point. LAUTR-TI will not pay additional stipend installments for the remainder of the year.
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Mentor Support Program

The Mentor Support Program provides LA-UTR mentors efficient and effective leadership and coaching practices to guide LAUTR residents during their clinical field-based experiences. A mentor’s impact on student performance reaches far beyond their class roster, as many lead multiple residents towards successful program completion. This empowering opportunity also comes with great responsibility, as our students benefit most from educational practitioners who consistently seek opportunities to expand their knowledge and skills within and beyond their classrooms.

This curriculum provides mentors with essential tools in coaching and leadership to unlock their resident’s potential and maximize performance by engaging them in Learning Cycles (Introduce, Engage, Enact, Reflect). Simultaneously, mentors consciously and critically evolve their own practice to transform the learning experiences of their students to promote inclusion, social justice, and equity. The hybrid mentor support program includes:

- Fall 2017: Eight one-hour podcasts and four joint in-person sessions
- Spring 2018: Seven one-hour podcasts and four joint in-person sessions

Alignment with Resident Experience

High Leverage Practices: The LAUTR residency coursework and field experience promotes a deep understanding “high-leverage” practices beginning teachers need to advance student learning. The mentor support program will provide mentors with specific strategies to maximize resident performance in these high leverage practices in the residency year. Specifically, mentors will introduce and reinforce high leverage practices, prepare residents through planning and rehearsal, guide resident application of practices, and provide feedback for constant growth.

High Leverage Practices introduced in the Fall:

- **Building respectful relationships with students** (Summer)
- **Implementing organizational norms and routines for classroom discourse and work**
- **Explaining and modeling content, practices, and strategies**
- **Setting up and managing small group work**
- **Specifying and reinforcing productive student behavior**
- **Setting long- and short- term learning goals for students**
- **Diagnosing particular common patterns of student thinking and development in subject-matter domain**
- **Leading a group discussion**

High Leverage Practices introduced in the Spring:

- **Selecting and designing formal assessments of student learning**
- **Designing single lessons and sequences of lessons**
- **Interpreting the results of student work, including routine assignments, quizzes, tests, projects, and standardized assessments**
- **Checking student understanding during and at the conclusion of lessons**
- **Providing oral and written feedback to students**
- **Analyzing instruction for the purpose of improving it**

Residency Coursework Content and Deliverables: Mentor support curriculum will share the pacing schedule and deliverables required of residents with mentors. In this way, material will ensure greater transparency between coursework and fieldwork requirements for residents so mentors and university staff can experience closer collaboration for resident success.
LA-UTR Classroom Teaching Performance Rubric: The Teacher Performance Expectations ensure that equitable, student-centered learning remains at the heart of resident and mentor development at LAUTR. The mentor support curriculum provides modeling and coaching tools to guide residents to perform at level 3 of the rubric by the end of the residency year.
Coaching Rubric

The LAUTR Coaching Rubric informs the learning experiences provided in the mentor support program. The rubric is designed to inform mentoring practice through the seven key competencies in coaching and leadership listed below. Mentors will use the rubric as a guide and reflection tool to track professional growth as they work with their resident.

1. **Building and Maintaining a Performance Oriented Culture**
2. **Use of Data-Driven, Actionable Coaching Practices**
3. **Modeling of “Teacher Performance Expectations”**
4. **Transformative Leadership**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Indicators</th>
<th>Novice</th>
<th>Progressing</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Building and Maintaining a Performance Oriented Culture</strong></td>
<td>❑ Mentors empower residents to learn, engage, enact, and reflect through learning cycles ❑ Mentors develop and maintain routines, norms, and shared accountability measures for efficient performance management ❑ Mentors and residents view and frame feedback as a method of attaining high-performance levels ❑ Mentor-resident interactions are rich, consistent, and productive with residents and mentors comfortable to share issues freely.</td>
<td>❑</td>
<td>❑</td>
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</tr>
<tr>
<td><strong>Use of Data-Driven, Actionable Coaching Practices</strong></td>
<td>❑ Mentors uncover gaps in resident mindset, skills, and/or knowledge to plan and deliver strategic, effective feedback ❑ Mentors consistently use program tools for collecting observation notes, analyzing data, and planning actionable feedback ❑ Mentors strategically use varied data collection methods to inform feedback and goal-setting during learning cycle logs ❑ Mentors consistently ensure residents are aware of and complete action steps following feedback conversations ❑ Mentors and residents use program technology to collect, track, and share resident progress towards goals</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td><strong>Modeling of “Teacher</strong></td>
<td>❑ Mentors develop a deep understanding of Teacher Performance Expectations and are fluent in sharing the importance and</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
</tbody>
</table>
### Performance Expectations

- Mentors consistently ensure residents are aware of and complete action steps following feedback conversations.
- Mentors use the TPE rubric consistently as a method of grounding feedback conversations in goal-setting.
- Mentors consistently model Level 3 or higher of practice on TPE rubric in planning and delivery of instruction.

### Transformative Leadership

- Mentor inspires and invests resident by articulating a clear vision for the future, communicating clear expectations, and demonstrating a commitment to set goals.
- Mentor involves resident in the learning process through the gradual release model and by empowering the resident to articulate and reframe problems and obstacles as opportunities for growth.
- Mentor personalizes pacing guide, learning cycle, and gradual release model to meet the specific needs and learning gaps of the resident while remaining true to the LA-UTR residency model and expectations.
- Mentor acts as a role model for continuous learning by articulating their own areas of growth and actively seeking opportunities to learn, engage, enact, and reflect on their practice.

### Mentor Support Coursework

**Learning Objective #1:** Mentors will build and maintain a performance oriented coaching culture to ensure a sustainable impact in teacher practice.

**Learning Objective #2:** Mentors will identify, construct, deconstruct and share data for impactful coaching.

**Learning Objective #3:** Mentors will apply adult learning theories and strategic coaching practices to develop resident pedagogical skills and knowledge as described in Level 3 of the LAUTR Teaching Performance Rubric.

**Learning Objective #4:** Mentors will use effective communication patterns and leadership skills to maximize resident performance and ensure sustainable impact within and beyond the classroom.
Los Angeles Urban Teacher Residency – Transformation Initiative

*Fall 2017 Pacing Guide*

The Teacher Performance Expectations (TPEs) are in the appendix, and provide further detail regarding the aspects of each TPE and the expectation of Resident performance in that area as outlined below.

We understand that Residents will have a significant work-load and in an effort to support their planning, every Single Subject Resident is to be assigned two (2) practicum classes that will be her/his primary focus and will form the basis for their student teaching assessment. These classes must be the same content (e.g. two Algebra classes; two Biology classes, etc.). One Honors Biology class and one non-honors Biology class would not be an appropriate assignment for a Resident, and will be considered as two separate preps for the purposes of this Residency. We are not permitted to assign an AP class to a Resident.

**Summer Semester 2017**
**Module Release July 30, 2017**

<table>
<thead>
<tr>
<th>High Leverage Practice:</th>
<th>Building respectful relationships with students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers increase the likelihood that students will engage and persist in school when they establish positive, individual relationships with them. Techniques for doing this include greeting students positively every day, having frequent, brief, “check in” conversations with students to demonstrate care and interest, and following up with students who are experiencing difficult or special personal situations.</td>
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<table>
<thead>
<tr>
<th>Primary TPE:</th>
<th>TPE 2-1 Creating and Maintaining Effective Environments for Student Learning</th>
</tr>
</thead>
</table>

| Secondary TPEs:         | TPE 2-6 Creating and Maintaining Effective Environments for Student Learning |
|                        | TPE 4-1 Planning Instruction and Designing Learning Experiences for All Students |

<table>
<thead>
<tr>
<th>Deliverable:</th>
<th>Reflection on the Pedagogical Practices that foster student empowerment</th>
</tr>
</thead>
</table>
Fall Semester 2017

Weeks 1-2

<table>
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<th>Secondary TPEs:</th>
<th>TPE 2-6 Creating and Maintaining Effective Environments for Student Learning</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>TPE 4-1 Planning Instruction and Designing Learning Experiences for All Students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Deliverable:</th>
<th>None</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Co-Teaching Expectations</th>
<th>Mentor teaches and Resident assists and/or observes and collects data.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Gradual Release Expectations</th>
<th>Resident builds rapport with students through learning names, interacting with students in and outside of class, and preparing and presenting an &quot;intro speech&quot; in the first week of school.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One-two times per week, the Resident assists with parts of the lesson: warm-up, exit ticket, homework review, etc. These are parts of the lesson that are not high stakes and do not interrupt the flow of the lesson if not successfully delivered. This is intended as an opportunity for the Resident Teacher to get used to addressing the students as a class and for students to become accustomed to two teachers in the classroom.</td>
</tr>
</tbody>
</table>
**Weeks 3-6:**
Joint Meeting August 23rd to introduce HLP
Joint Meeting September 6th to reflect
Learning Cycle Due September 22nd

<table>
<thead>
<tr>
<th>High Leverage Practice:</th>
<th>Implementing organizational norms and routines for classroom discourse and work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers implement routine ways of carrying out classroom tasks in order to maximize the time available for learning and minimize disruptions and distractions. They organize time, space, materials, and students strategically and deliberately teach students how to complete tasks such as lining up at the door, passing out papers, and asking to participate in class discussion. This can include demonstrating and rehearsing routines and maintaining them consistently.</td>
</tr>
<tr>
<td></td>
<td>Each discipline has norms and routines that reflect the ways in which people in the field construct and share knowledge. These norms and routines vary across subjects but often include establishing hypotheses, providing evidence for claims, and showing one’s thinking in detail. Teaching students what they are, why they are important, and how to use them is crucial to building understanding and capability in a given subject. Teachers may use explicit explanation, modeling, and repeated practice to do this.</td>
</tr>
</tbody>
</table>

| Primary TPE:          | TPE 2-6 Creating and Maintaining Effective Environments for Student Learning |
| TPE 2-6               | Creating and Maintaining Effective Environments for Student Learning |
| TPE 4-7               | Planning Instruction and Designing Learning Experiences for All Students |

| Secondary TPE:        | TPE 2-1 Creating and Maintaining Effective Environments for Student Learning |
| TPE 5-3               | Assessing Student Learning |

| Professionalism:      | TPE 6-5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others. |

| Deliverables:         | • Letter home to parents introducing themselves as a co-teacher and sharing communication protocols. |
|                      | • List of classroom routines, rules/norms. |
| Co-Teaching Expectations | • Lesson plan and accompanying video clip of students using discourse norms/protocols and teacher ensuring productive student behavior.  
• Week 3-4: Mentor teaches and Resident assists and/or observes and collects data.  
• Week 5-6: Resident is actively engaged in the teaching but still taking a less prominent role. |
|--------------------------|-------------------------------------------------------------------------------------------------------------|
| Gradual Release Expectations | • Resident assists with parts of the lesson daily: warm-up, exit ticket, homework review, etc.  
• Mentor Teacher provides specific feedback to the Resident on delivery of the lesson.  
• Resident assists with bulletin board, poster creation, and displaying student work as needed. |
**Week 7-8:**

<table>
<thead>
<tr>
<th>High Leverage Practice:</th>
<th>Explaining and modeling content, practices, and strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Explaining and modeling are practices for making a wide</td>
</tr>
<tr>
<td></td>
<td>variety of content, academic practices, and strategies</td>
</tr>
<tr>
<td></td>
<td>explicit to students. Depending on the topic and the</td>
</tr>
<tr>
<td></td>
<td>instructional purpose, teachers might rely on simple</td>
</tr>
<tr>
<td></td>
<td>verbal explanations, sometimes with accompanying examples</td>
</tr>
<tr>
<td></td>
<td>or representations. In teaching more complex academic</td>
</tr>
<tr>
<td></td>
<td>practices and strategies, such as an algorithm for</td>
</tr>
<tr>
<td></td>
<td>carrying out a mathematical operation or the use of</td>
</tr>
<tr>
<td></td>
<td>metacognition to improve reading comprehension, teachers</td>
</tr>
<tr>
<td></td>
<td>might choose a more elaborate kind of explanation that</td>
</tr>
<tr>
<td></td>
<td>we are calling “modeling.” Modeling includes verbal</td>
</tr>
<tr>
<td></td>
<td>explanation, but also thinking aloud and demonstrating.</td>
</tr>
</tbody>
</table>

| Primary TPE:          | TPE 3-4 Understanding and Organizing Subject Matter for  |
|                       | Student Learning                                      |

| Secondary TPEs:       | TPE 1-8 Engaging and Supporting All Students in Learning |
|                       | TPE 3-7 Understanding and Organizing Subject Matter for |
|                       | Student Learning                                     |

| Professionalism:      | TPE 6-1 Reflect on their own teaching practice and level |
|                       | of subject matter and pedagogical knowledge to plan and |
|                       | implement instruction that can improve student learning.|
|                       | TPE 6-5 Demonstrate professional responsibility for all  |
|                       | aspects of student learning and classroom management,   |
|                       | including responsibility for the learning outcomes of   |
|                       | all students, along with appropriate concerns and       |
|                       | policies regarding the privacy, health, and safety of   |
|                       | students and families. Beginning teachers conduct       |
|                       | themselves with integrity and model ethical conduct for |
|                       | themselves and others.                                 |

| Special Education     | Demonstrating evidence-based practices specifically     |
| Competency:           | tailored to needs of students with disabilities.        |

| Deliverables:         | • In script form, submit a portion of a lesson plan     |
|                       | which shares how your mentor or you explained/modeled  |
|                       | content during one lesson this week.                    |
|                       | • Reflection--In what ways did the explanation/modeling |
|                       | meet and/or not meet students’ varied needs? What       |
|                       | opportunities for enrichment/remediation might you       |
|                       | suggest for the future?                                 |
| Co-Teaching Expectations | • Resident is actively engaged in the teaching and takes a more prominent role.  
• Resident takes over one class period or block. |
|----------------------------|------------------------------------------------------------------------------------------------------------------|
| Gradual Release Expectations | • Resident assists with parts of the lesson daily: warm-up, exit ticket, homework review, etc. Resident takes over one class period or block.  
• Resident rehearses delivery of instruction for their assigned one class period or block. Mentor provides specific feedback to ensure Resident delivery is effective during rehearsal.  
• Mentor Teacher provides actionable feedback to the Resident after first delivery of the lesson and engages in further rehearsal.  
• Mentor guides Resident to grade and record assignments for one class period or block they teach and the small group they assist with.  
• Resident assists with bulletin board, poster creation, and displaying student work as needed. |
**Week 9-10:**

<table>
<thead>
<tr>
<th>High Leverage Practice:</th>
<th>Setting up and managing a small work group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers use small group work when instructional goals call for in-depth interaction among students and in order to teach students to work collaboratively. To use groups effectively, teachers choose tasks that require and foster collaborative work, issue clear directions that permit groups to work semi-independently, and implement mechanisms for holding students accountable for both collective and individual learning. They use their own time strategically, deliberately choosing which groups to work with, when, and on what.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary TPE:</th>
<th>TPE 3-6 Understanding and Organizing Subject Matter for Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary TPE:</td>
<td>TPE 4-5 Planning Instruction and Designing Learning Experiences for All Students</td>
</tr>
<tr>
<td>Professionalism:</td>
<td>TPE 6-5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.</td>
</tr>
</tbody>
</table>

| Deliverables:         | • Lesson plan which includes small group work as a method of presenting students’ concrete skills to maximize listening, speaking, and interpreting content in a collaborative setting. |
|                       | • Include the directions students are given for groupwork with how they are held accountable for individual and collective learning. |
|                       | • Submit sample work products/reflections from 2-3 students that indicate they were strategic in their time and participation in the group activity. |
|                       | • Reflect on what worked and how you might enhance group work in future lessons. |

| Co-Teaching Expectations | • Resident is actively engaged in the teaching and takes a more prominent role. |
|                         | • Resident takes over one class period or block and engages in supplemental co-teaching model for at another class 2-3 times this week. |
| Gradual Release Expectations | • Resident assists with parts of the lesson daily: warm-up, exit ticket, homework review, etc.  
• Resident takes over one class period or block.  
• Resident instructs small group of students at least one class per day 2-3 times this week.  
• Mentor and resident engage in rehearsal and feedback prior to delivery of lesson.  
• Mentor guides Resident to grade and record assignments for one class period or block they teach and the small group they assist with.  
• Resident assists with bulletin board, poster creation, and displaying student work as needed. |
<table>
<thead>
<tr>
<th>Weeks: 11-14</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Meeting October 18&lt;sup&gt;th&lt;/sup&gt; to introduce HLP</td>
<td></td>
</tr>
<tr>
<td>Joint Meeting Week of November 8&lt;sup&gt;th&lt;/sup&gt; to reflect</td>
<td></td>
</tr>
<tr>
<td>High Leverage Practice:</td>
<td><strong>Specifying and reinforcing productive student behavior</strong></td>
</tr>
<tr>
<td></td>
<td>Clear expectations for student behavior and careful work on the teacher’s part to teach productive behavior to students, reward it, and strategically redirect off-task behavior help create classrooms that are productive learning environments for all. This practice includes not only skills for laying out classroom rules and managing truly disruptive behavior, but for recognizing the many ways that children might act when they actually are engaged and for teaching students how to interact with each other and the teacher while in class.</td>
</tr>
<tr>
<td>Primary TPE:</td>
<td>TPE 2-2</td>
</tr>
<tr>
<td></td>
<td>Creating and Maintaining Effective Environments for Student Learning</td>
</tr>
<tr>
<td>Secondary TPEs:</td>
<td>TPE 1-1</td>
</tr>
<tr>
<td></td>
<td>TPE 1-3</td>
</tr>
<tr>
<td></td>
<td>Engaging and Supporting All Students in Learning</td>
</tr>
<tr>
<td>Professionalism:</td>
<td>TPE 6-5</td>
</tr>
<tr>
<td></td>
<td>Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.</td>
</tr>
<tr>
<td>Special Education Competency:</td>
<td>Conducting functional behavior assessments and designing/implementing positive behavior support plans, as needed.</td>
</tr>
<tr>
<td>Deliverables:</td>
<td>• Lesson plan and accompanying 10-12 min video clip of students using discourse norms/protocols and students and teacher ensuring productive student behavior.</td>
</tr>
<tr>
<td></td>
<td>• Reflect on the development of a positive classroom environment in the first two months of school through the lens of student empowerment and growth mindset. What are specific student needs in relation to maintaining a positive classroom environment? -Are there differences in the needs between classes and what might contribute to these differences? How are you addressing these needs to maintain an effective learning environment? -Are there particular students that require additional resources/support and how are you addressing their needs?</td>
</tr>
</tbody>
</table>
| Co-Teaching Expectations                                      | • Resident is actively engaged in the teaching and takes a more prominent role.  
|                                                             | • Resident takes over one class period or block and engages in supplemental co-teaching model for at another class 2-3 times this week. |
| Gradual Release Expectations                                | • Resident assists with parts of the lesson daily: warm-up, exit ticket, homework review, etc.  
|                                                             | • Resident takes over one class period or block.  
|                                                             | • Resident instructs small group of students at least one class per day 2-3 times this week.  
|                                                             | • Mentor and resident engage in rehearsal and feedback prior to delivery of lesson.  
|                                                             | • Mentor guides Resident to grade and record assignments for one class period or block they teach and the small group they assist with.  
|                                                             | • Mentor guides Resident to make positive phone calls home as well as communicate for assistance in meeting needs of specific students. Resident makes two phone calls home in this period (one positive and one assistance) and follows up with the assistance call with a positive call. |

**Week: 15**

Break
### Week 16-17:

| High Leverage Practice: | Setting long- and short-term learning goals for students
<table>
<thead>
<tr>
<th></th>
<th>Clear goals referenced to external standards help teachers ensure that all students learn expected content. Explicit goals help teachers to maintain coherent, purposeful, and equitable instruction over time. Setting effective goals involves analysis of student knowledge and skills in relation to established standards and careful efforts to establish and sequence interim benchmarks that will help ensure steady progress toward larger goals.</th>
</tr>
</thead>
</table>
| Primary TPEs: | TPE 4-1
Planning Instruction and Designing Learning Experiences for All Students
TPE 5-5
Assessing Student Learning |
| Secondary TPE: | TPE 5-3
Assessing Student Learning |
| Professionalism: | TPE 6-5
Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others. |
| Special Education Competency: | Writing appropriate, measurable IEP goals based on assessment data. |
| Deliverable: | Submit a set of five sequential learning goals from former or current unit. Learning goals must include success criteria stating what students must know, understand, be able to do, and how they will be assessed for each lesson. |
| Co-Teaching Expectations | • Resident is actively engaged in the teaching and takes a more prominent role.
• Resident takes over one class period or block and engages in supplemental co-teaching model for at least one class per day 2-3 times this week. |
| Gradual Release Expectations | • Resident assists with parts of the lesson daily: warm-up, exit ticket, homework review, etc.
• Resident takes over one class period or block.
• Resident instructs small group of students at least one class per day 2-3 times this week.
• Mentor and resident engage in rehearsal and feedback prior to delivery of lesson. |
- Resident grades and record assignments for one class period or block they teach and the small group they assist with.
- Resident makes phone calls home as needed.
- Resident assists with bulletin board, poster creation, and displaying student work as needed.
Los Angeles Urban Teacher Residency – Transformation Initiative

Spring 2018 Pacing Guide

COMING SOON!
Los Angeles Urban Teacher Residency – Transformation Initiative

Co-Teaching Model
St. Cloud University

LAUTR-TI Residents and Mentors engage in a co-teaching model throughout the residency. We use the St. Cloud University Co-Teaching Model as the basis of our residency practicum experience.

Co-Teaching is defined as two teachers working together with groups of students and sharing the planning, organization, delivery and assessment of instruction and physical space.

Co-Teaching is an Attitude...
An attitude of sharing the classroom and students
Co-Teachers must always be thinking
We’re Both Teaching!

Why Co-Teach?
- Increased options for flexible grouping of students
- Enhanced collaboration skills for the teacher candidate and cooperating teacher
- Professional support for both the cooperating teacher and the teacher candidate
- Another set of eyes to watch and help problem solve
- Flexibility to try things you wouldn't be able to do alone
- Collaboration in classroom and lesson preparation
- Help with classroom management
- Diversity and size of today’s classrooms
- Reduce student/teacher ratio
- Increase instructional options for all students
- Diversity of instructional styles
- Greater student engaged time
- Greater student participation levels

What Co-Teaching is NOT:
- A way to hide weak candidates
- A less rigorous student teaching experience
- Simply dividing the tasks and responsibilities between two people

For example, Co-Teaching is NOT:
• One person teaching one subject followed by another who teaches a different subject
• One person teaching one subject while another person prepares instructional materials at the Xerox machine or corrects student papers in the teachers’ lounge
• One person teaching while the other sits and watches
• When one person’s ideas prevail regarding what will be taught and how it will be taught
• Someone is simply assigned to act as a tutor

**Co-Teaching is a way:**
- To build stronger connections between universities and their school partners
- To increase opportunities for placements
- To provide both support and professional development for cooperating teachers
- To better meet P-12 student needs
- For teacher candidates to have more opportunities to teach
- For teacher candidates and cooperating teachers to enhance their communication and collaboration skills
- For teacher candidates and cooperating teachers to build strong relationships
- For university supervisors to become a stronger part of the triad
- To induct and mentor teacher candidates

**Co-Teaching Strategies:**
A variety of strategies can be used when Co-Teaching. Our project incorporates seven strategies adapted from the work of Marilyn Friend and Lynne Cook. There is no hierarchical order for implementing these strategies – pairs are asked to determine where, within the curriculum or daily schedule, strategies would best fit. Strategies can be used individually or in combination. The goal of Co-Teaching is to find ways to keep both teachers actively engaged with students and their learning. Although pairs may combine strategies to best meet student needs, we begin by defining each strategy – establishing a common language. Once both the cooperating teacher and teacher candidate have an understanding of the benefits of each strategy we encourage them to combine them as they see fit.

These are the Co-Teaching strategies that are used in our project:

**One Teach, One Observe:**
One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus on the observation – where and how the teacher is doing the instruction and observing specific behaviors. It is important to remember that either the teacher candidate or the cooperating teacher could take on both roles.

**One Teach, One Assist:**
Is an extension of one teach, one observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or
corrects assignments, often lending a voice to students or groups who would hesitate to participate or add comments.

**Station Teaching:**
This occurs when the Co-Teaching pair divides the instructional content into parts. Each teacher instructs one of the groups, which then rotate or spend a designated amount of time at each station. Often independent stations will be used along with the teacher led stations.

**Supplemental Teaching:**
Allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials re-taught, extended, or remediated.

**Alternative or Differentiated Teaching:**
Provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the avenue for getting there is different.

**Team Teaching:**
Incorporates well-planned, team-taught lessons, exhibiting an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a student’s perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

*Co-Teaching strategies have been used successfully at all grade levels and in every content area, from pre-school to senior high. Teacher candidates and their cooperating teachers have effectively incorporated co-teaching into the classroom.*

[http://www.stcloudstate.edu/soe/coteaching/](http://www.stcloudstate.edu/soe/coteaching/)