



WESTERN MICHIGAN UNIVERSITY

College of Education
and Human Development

Urban Teacher Residency Program

Western Michigan University

In partnership with

Kalamazoo Public Schools

Benton Harbor Area Schools

Mentor Teacher

Program Handbook

This is a living document that may be updated throughout the school year. Adapted from the Kansas City Teacher Residency Program Handbook, the Seattle Teacher Residency Sacred Meeting Time document, Nashville Teacher Residency Handbook, NCTR published materials, WMU Clinical Experiences Forms, WMU Office of Clinical Experiences Internship Handbook, Dr. Bettina Love's Abolitionist Teaching work, Kalamazoo Public Schools Danielson Framework and Benton Harbor Area Schools Thoughtful Classroom documents.

Dear Mentor Teachers,

Thank you for agreeing to be a part of this incredible journey! Your skill set, content knowledge, energy and dedication to the profession of education are appreciated! Your work in leading, supporting and inspiring resident teachers during the school year will be critical in preparing them to be 1st year ready educators. You are directly advancing the profession of education by doing this work and we are grateful to have you on board!

This handbook will outline program expectations, your role, the role of the resident teacher and the coaching structure that we will use this year. This handbook should be viewed as a “living document” as it may be updated throughout the school year.

We know that your first and most important obligation is to your students. Considering that, this handbook should be viewed as a tool to facilitate the resident teacher experience so that we can intentionally cultivate positive professional experiences for all. If you have feedback or ideas on ways to make this handbook more effective, please do not hesitate to reach out to the Clinical Experiences Specialist.

Again, thank you in advance for all that you will do to encourage and train your resident teacher. We look forward to an amazing school year!

Best,

The Urban Teacher Residency Program
Western Michigan University
College of Education and Human Development



Western Michigan University Urban Teacher Residency Program

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Program Goals and Values

Big Goals: The two goals below will guide our work this school year.

1. The UTRP will recruit, train, and retain effective teachers in partnership with Kalamazoo Public Schools and Benton Harbor Area Schools.
2. The UTRP will cultivate a culture of learning, achievement and growth for resident teachers, mentor teachers and students.

UTRP Core Values:

The 4 core values below represent the requirements of resident and mentor teachers, and the objectives represent observable behaviors of effective teachers according to district evaluation criteria.

Core Value	Objectives
<p>1. <u>Competence</u> - this core value has several meanings in the context of the classroom. Competence here refers to having cultural awareness regarding student culture, heritage and language. It also means understanding how proficient students’ English language abilities are. In addition, competence regarding use of technology, innovation, and creative problem-solving abilities when it comes to how to instruct students best based on their needs. Finally, competence in content matter and pedagogy related to observable skills, attitudes and values of the teacher will impact student learning and social-emotional growth.</p>	<ul style="list-style-type: none"> • The resident teacher will demonstrate content knowledge & pedagogy. • The resident teacher will have knowledge of child and adolescent development. • The resident teacher will have knowledge of students’ skills, knowledge, and language proficiency. • The resident teacher recognizes the value of students’ interests and cultural heritage. • The resident teacher has an awareness of students’ special learning and medical needs. • The resident teacher will utilize technology to support instructional goals and engagement.
<p>2. <u>Performance</u> - teachers’ perception of the ability and effort levels of their students determine how students perform. Maintaining high expectations, while providing scaffolds and a variety of support to students as they work, are great ways to help</p>	<ul style="list-style-type: none"> • The resident teacher will develop instructional outcomes that are clear and written to include a method of assessment. • The resident teacher will develop materials and resources that are

<p>students achieve. The professional journals and books that teachers read, the coursework that they take, the outside training opportunities that they seize all work together to raise student achievement. The technical skills of “how to teach” are critical and the most important factor of students’ school experiences. Well planned lessons that are created based on student data and strong content pedagogy offer students the chance to experience an organized, relevant learning experience. Setting the criteria through use of rubrics, checklists, learning guides and exemplars, allows students to be aware of what they are working towards. Finally, timely grading and specific feedback provide students with opportunities to edit their work. Teaching is both an art and a science! The way that content is delivered is the artwork that allows creativity and innovation, however, there are best practices and evidence-based strategies that are proven to help students learn.</p>	<p>accessible to students and designed to engage them.</p> <ul style="list-style-type: none"> ● The resident teacher will write lesson plans that are clear, equitable and engaging. ● The resident teacher will provide directions and procedures that are clear. ● The resident teacher will explain content in a clear and concise manner. ● The resident teacher will ask high quality questions and practice adequate wait time. ● The resident teacher will create instructional groups that are based on data and appropriate to task. ● The resident teacher will align materials and differentiate based on student needs and data. ● The resident teacher will provide timely feedback that is high quality. ● The resident teacher will ensure that students are aware of the criteria for success and how their work will be evaluated.
<p>3. <u>Holding Space</u> - our classrooms and schools must function as a “home space” to students. A space where they are welcome, cared for, safe and respected. A place where their culture, language, or behavior will not be held against them. Our classrooms must offer spaces of healing and nurturing of the spirit so that students are able to express themselves and</p>	<ul style="list-style-type: none"> ● The resident teacher will create an environment of respect and rapport with students that includes acknowledgment of culture, heritage, and language. ● The resident teacher will establish a culture of learning. ● The resident teacher will demonstrate classroom management through clear directions, procedures, and design.

<p>feel safe enough to take risks to learn. Trauma informed teaching, coupled with anti-racist materials, language and restorative practices will help cultivate a “home space” for our students to thrive.</p>	<ul style="list-style-type: none"> • The resident teacher will provide behavior management support through clear directions, positive praise, affirmations, procedures, and consistent enforcement of classroom systems. • The resident teacher will organize the physical space to facilitate engagement, as well as, to ensure access to materials and personal safety.
<p>4. Community Spirit - “It takes a village to raise a child” - African proverb.</p> <p>In order for students to truly have success in school and in life, a village will need to be present and active. The role of the resident and mentor teachers are to build with each other, communicate with and include parents and families, as well as collaborate within the school building and district to ensure that all resources, appropriate staff members and outside referrals work together on behalf of the children. Being a self-reflective educator with the intention of not only teaching students academically, but also clearly understanding the leadership and authoritative roles that they will play will enable both mentor and resident teachers to help “raise” their students’ academic and social-emotional achievement.</p>	<ul style="list-style-type: none"> • The resident teacher is self-reflective and accurately assesses the effectiveness of the lesson. • The resident teacher has a system for maintaining information on student grades and social-emotional progress. • The resident teacher communicates frequently with families, with respect to their cultural heritage and language. • The resident teacher cultivates positive relationships with colleagues in the school building. • The resident teacher is active in school life and attends events and meetings. • The resident teacher is honest, has integrity and observes confidentiality of students and the school community. • The resident teacher is fair to students and ensures that all have access to opportunities to learn and grow.

Mentor Teacher Competencies

For the resident teacher to be 1st year ready and gain hands on experience from the residency model, mentor teachers must perform the above core values and objectives consistently, with fidelity and tact. The objectives above are taken directly from the district standards for what effective teaching looks like. There is room to grow, hence the highly effective category exists. For purposes of this program, mentor and resident teachers are expected to operate in the effective range. When planning, use the above objectives to guide your practice to ensure the highest professional standards as we educate students this school year.

Roles & Responsibilities

Mentor Teacher Role: The role of the mentor teacher is to serve as the supervisor of the resident teacher and model what effective teaching looks like in skill, content, and attitude. The expectation is that the mentor teacher will inspire, guide, and support the professional development of the resident teacher. The mentor teacher works with the resident teacher to set up meaningful tasks, lessons and a schedule that provides critical experiences that prepare the resident teacher to lead a classroom of their own.

Coaching & Feedback: Mentor teachers should provide a safe space for resident teachers to practice. In addition to demonstrating effective teaching strategies by making their teaching visible, mentor teachers should be willing to offer constructive feedback and help residents develop in their practice.

Trauma Informed Lens & Restorative Practices - Adverse Childhood Experiences - (ACE) teachers work to gain an understanding of the physiological, social, emotional, and academic impacts of trauma and adversity. Being trauma-informed is a mindset with which educators approach all children. This school year, the heart of our work will be to create and maintain positive relationships with students so that those interactions serve as a buffer to the negative impacts of trauma.

Restorative Practices are a way to build community within the classroom and offer productive ways to deal with challenging behaviors. The use of restorative circles has enabled students and teachers to have authentic conversations that foster healing. Research shows that using restorative circles has been shown to reduce conflict, repair relationships and empower students to solve problems. Professional development sessions on Trauma Informed Teaching and Restorative Practices will be provided as part of this program.

Value Added to the classroom - The Candidate Disposition Inventory is a tool that will be used this year to assess the professional competence of resident teachers. The tool will be used by the mentor teacher in the Fall semester to provide a source of data and feedback. The domains measured by the tool are (1.) Professional Commitment & Responsibility; (2.) Professional Relationships and (3.) Critical Thinking and Reflective Practice. The results of the

tool will be shared with resident teachers during one of the coaching sessions and professional goals will be set in areas that need improvement.

Making use of Resident Teacher Time and Talents

- **Inside the classroom** – Resident teachers in BHAS are the lead teacher and run their classrooms with scheduled support from the district mentor teacher. Resident teachers in KPS should refer to the Gradual Release of Responsibility section of this handbook to determine the tasks to assign to resident teachers. Also, keep in mind the strengths of the resident teachers. For example, a resident teacher may be highly creative and able to support with room set up and design or a resident teacher may be a great writer and can draft documents and signage for the classroom. The key to maximizing the contributions of the resident teacher in KPS is to delegate tasks that are meaningful and contribute to the classroom.
- **Outside of the classroom** – Resident teachers are enrolled in graduate school coursework full time. Therefore, after school meetings and activities should be limited to district and program requirements to allow for adequate study time and class attendance. After school clubs, tutoring and other additional professional activities should be minimal during this school year.

Co-Teaching - Co-teaching is not easy! Teachers have various levels of content knowledge, experience, philosophies, personalities, and temperaments. Below are ways to establish and maintain a positive co-teaching relationship:

1. Plan – each week sit down together and plan. Write out explicitly who is doing what for each lesson segment so that there is no confusion. Communicate in advance if something changes such as materials change, absence, a schedule change, or anything that would throw off the original plan and impact your co-teacher in a negative way.
2. Expectations – sit down at the start of the year and set the expectations for the classroom to include routines, policies, procedures, behavior systems, academic work, communication with parents, communication with service providers, data tracking systems, etc. Put these in writing and keep in a common, accessible location for easy reference. Any student facing expectations such as classroom rules, rules for using the bathroom, rules for technology, etc. should also be publicly displayed. The goal of this year is to build the skills of the resident teacher, to raise the achievement of students and to have a classroom that runs smoothly. If a disagreement arises, maintain professionalism, and talk it through during adult time and not in front of the students. Students can sense tension easily, so it is critical that the co-teachers work to stay on the same page.
3. Behavior, IEP's, and student needs – the load of managing student behavior must be shared. Both teachers are responsible for implementing with fidelity, the classroom management system, making modifications to work and ensuring that accommodations are used consistently. Participation in the IEP process such as data tracking, providing

written input and working with service providers should be shared as well so that the resident teacher gains that experience.

4. Names in KPS – In KPS, both of your names should be on the door, on documents and on all communication that is shared with parents and the school community. This will ensure that you are viewed as a teaching team. The BHAS mentor teacher will not have this obligation.
5. Schedule – hold “sacred time” for yourselves and maintain weekly planning sessions that include lesson prep, grading, parent calls, material prep, etc. so that the workload is efficiently handled. Keep good habits of advance planning, to allow time to enjoy your nights and weekends. One of the biggest challenges in teaching is taking work home, however, the co-teacher model allows for the division of work and when things are task oriented and done during the designated time, your nights and weekends become yours again.

Use the chart below to determine which co-teaching model to use when planning. The model can change throughout the day or even within a lesson. Be flexible and accountable to each other and your students.

Co-Teacher Model	Description	When to Use
One Teach, One Assist	<p>One teacher acts as the primary teacher while the other assists and supports the learners.</p> <p>The co-teacher assists by monitoring student work, addressing behavior issues, answering student questions, distributing materials, or asking the leadteacher to clarify any developing student misconceptions.</p>	<p>This is best used when the content knowledge of one teacher is a strength and the delivery of content such as in the area of math, requires explicit instruction.</p> <p>The benefits of this model are that the lead teacher can model strong instructional techniques and students can get help in real time from the teacher that is moving around the floor. Also, student behaviors are reduced due to the proximity of the teacher who is supporting.</p> <p>This model should not be overused as it creates an unequal dynamic of teacher and assistant in both the division of labor and in the eyes of the students.</p> <p>Weekly planning sessions should identify the selected co-teacher model and explicitly state roles and contributions within each lesson.</p>

One Teach, One Observe	<p>One teacher acts as the primary teacher while the other gathers specific observational information on student learning such as students' academic, behavioral, and social skills while in the classroom.</p> <p>Roles can switch depending on the topic or interests of the teacher, however this strategy is only meant to be used occasionally.</p>	<p>This strategy should be used when collecting targeted student data that requires observation.</p> <p>Prior to the lesson, a data tracking sheet or tool should be set up to capture the specific information in the allotted time. Once that task is done, the co-teachers should switch off or another co-teacher model should be selected.</p> <p>Ex: Resident teacher is tracking behavior data for students on a clipboard for 20 minutes while mentor teacher is providing instruction. That data is then used to inform decisions about academic needs, seating, peer groups, etc.</p>
Station Teaching	<p>Co-teachers divide their class into small groups (3 to 4) to provide instruction at separate stations. Activities should be designed to function independently of each other and require approximately the same amount of time with student groups rotating stations. This approach reduces the student-teacher ratio, increasing student participation and effective monitoring of the students.</p>	<p>This co-teaching model allows for student movement, the use of timers, a mix of independent student work and teacher guided activity.</p> <p>It requires pre-teaching the expectations for student work and planning of differentiated activities so that students see the same skill in multiple ways.</p> <p>Supports UDL and flexible groupings of students.</p>
Parallel Teaching	<p>Co-teachers divide the class in half</p>	<p>Useful when both teachers have equal content expertise and can deliver a lesson with rigor in a smaller</p>

	<p>and instruct students on the same material, at the same time; groups don't rotate.</p> <p>Parallel teaching allows the co-teachers to maximize participation and minimize behavior problems. This approach reduces the student-teacher ratio and increases instructional intensity.</p> <p>Co-teachers will need to be cognizant of timing and pacing when using this strategy.</p>	<p>group setting. The pace of the lesson will need to be the same so that students end at the same time.</p> <p>Allows more students to ask questions and get help, as well as, provides opportunities for differentiation.</p> <p>Groups should be mixed and not divided by skill so that students can see positive academic and behavior skills of the group.</p> <p>This can get noisy and/or distracting as both teachers are in the same room. Alternatives for space can be worked out if the option is available.</p>
<p>Alternative (Differentiated) Teaching</p> <p>Aka Big group/small group</p>	<p>One teacher manages a large group of students while the other takes a small group for a specific instructional purpose. This approach provides instructional flexibility and can be used for enrichment, remediation, assessment, or preteaching, as well as for using alternative methods of providing lesson input.</p>	<p>Used when a group of students need targeted support or skill building, such as students with IEP's or ELL students with language support needs. Can also be used for advanced learning if some students have mastered the material being taught in a larger group. Data should be used during planning sessions to determine the small group.</p> <p>Noise levels and distractions should be considered when planning.</p>
<p>Team Teaching</p> <p>Aka Tag team teaching</p>	<p>Both teachers are often in the front of the classroom, sharing the responsibilities of lead instruction, with equally active, but different, roles in a lesson. This approach can enhance teacher creativity, encourage collaboration, and energize students. This strategy should be used occasionally as more subtle student needs can be missed when grouping is not being used.</p>	<p>The co-teaching pair must trust each other and be willing to build on each other's strength with this model.</p> <p>Teachers are live models of collaboration and cooperation for students to see. Students benefit from the experience of the blend of different teaching styles, expertise, and content delivery.</p> <p>Careful planning is required so that each teacher knows which part of the lesson they will lead. Instructional strategies, checks for understanding, the agenda, objective and questions/misconceptions should be decided in advance so that the lesson</p>

		runs smoothly, and the teachers are on one accord. Teachers should also agree on rubrics, lesson materials, targeted outcomes, and criteria so that grading is uniform.
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Clinical Experiences

All resident teachers are engaged in a yearlong residency model experience under the leadership of a certified mentor teacher. For certification in elementary education, the state of Michigan requires a minimum of 360 clinical hours to be spent in a K-5, general education classroom setting with an effective teacher. The residency model uses a gradual release framework where residents are given more responsibility as the school year progresses so that by the end of the program, they are leading the classroom.

Gradual Release of Responsibility

Gradual Release of Responsibility for KPS: The purpose of the residency model is to provide multiple opportunities for resident teachers to practice.

- By October, KPS resident teachers, in collaboration with their mentor teacher, will be able to choose one to two days per week to lead selected lessons in math, literacy or reading. These content areas align with coursework that resident teachers will be enrolled in during the Fall term.
- By December, KPS resident teachers should be able to lead one content area in math, literacy or reading for one week.
- By March, KPS resident teachers should be leading daily lessons in one or more subject areas. The resident teachers should take the lead in planning, teaching, and reflecting on their performance. At this point, the resident teacher should be able to lead a whole group lesson and demonstrate proficiency in academic content and classroom management. Content should align with Spring semester coursework.
- By May, KPS resident teachers should be able to lead an entire school day. Resident teachers will plan the day from start to finish. Mentor teachers will support the efforts of the resident teachers.

BHAS resident teachers: Use the chart below as a checklist of what is needed to start the school year. Mentor teachers in BHAS should work closely with resident teachers to ensure that the tasks below are implemented.

Task & Objectives	Best Practice	Timeline
<p>Planning</p> <ol style="list-style-type: none"> 1. The resident teacher will demonstrate content knowledge & pedagogy. 2. The resident teacher will have knowledge of students' skills, knowledge, and language proficiency. 3. The resident teacher recognizes the value of students' interests and cultural heritage. 4. The resident teacher will utilize technology to support instructional goals and engagement. 5. The resident teacher will develop instructional outcomes that are clear and written to include a method of assessment. 	<ul style="list-style-type: none"> • Use the WMU Lesson Planning Tool • Include equity resources, trauma informed practices, co-teaching roles, materials, timing, assessments, and technology. • Script or include detailed information on each section of the planning document so that it becomes second nature to incorporate the above listed items. 	<p>August - September</p>
<p>Classroom Systems</p> <ol style="list-style-type: none"> 1. The resident teacher will provide directions and procedures that are clear. 2. The resident teacher will ensure that students are aware of the criteria for success and how their work will be evaluated. 3. The resident teacher will provide timely feedback that is high quality. 	<ul style="list-style-type: none"> • Data trackers, Incentives, Behavior Management • Support staff introductions – Dean of Students, Special Education Teacher, School Counselors, ELL support, nurse, etc. • Systems for classroom management should be developed with equity in mind, as well as, through the lens of trauma informed teaching strategies. 	<p>August - September</p>
<p>Classroom Communication</p> <ol style="list-style-type: none"> 1. The resident teacher will create an environment of 	<ul style="list-style-type: none"> • Develop communication protocol between school and home so that parents are introduced to the resident teacher. 	<p>August - September</p>

<p>respect and rapport with students that includes acknowledgment of culture, heritage, and language.</p> <p>2. The resident teacher will demonstrate classroom management through clear directions, procedures, and design.</p>	<ul style="list-style-type: none"> • Develop a script that can be used for the different types of phone calls that will be made - positive calls home, reporting challenging behaviors, inviting parents to school events, field trip requests, etc. 	
<p>Small Group & one to one support in math, literacy and reading.</p> <p>1. The resident teacher has an awareness of students' special learning and medical needs.</p> <p>2. The resident teacher will demonstrate classroom management through clear directions, procedures, and design.</p> <p>3. The resident teacher will provide behavior management support through clear directions, positive praise, affirmations, procedures, and consistent enforcement of classroom systems.</p> <p>4. The resident teacher will explain content in a clear and concise manner.</p> <p>5. The resident teacher will create instructional groups that are based on data and appropriate to task.</p>	<ul style="list-style-type: none"> • Resident teachers should have lesson plans and student work ahead of time. • Huddle quickly to clarify all content misunderstandings. • Provide sample feedback that you would like the resident teacher to deliver to students. Be specific. • Model how to give students feedback prior to resident teacher leading. 	September
<p>Grade Assignments</p> <p>1. The resident teacher has a system for maintaining information on student</p>	<ul style="list-style-type: none"> • Provide and review answer keys, rubrics, and grading scales to resident teacher. • Model for resident teacher how to grade assignments. 	September

<p>grades and social-emotional progress.</p> <ol style="list-style-type: none"> The resident teacher will provide timely feedback that is high quality. The resident teacher will align materials and differentiate based on student needs and data. 	<ul style="list-style-type: none"> Show resident teacher how to log into and record grades in the district system. Sit with resident teacher to analyze grades for a particular skill and determine if proficiency has been met or if re-teaching is necessary. 	
<p>Transitions</p> <ol style="list-style-type: none"> The resident teacher will create an environment of respect and rapport with students that includes acknowledgment of culture, heritage, and language. The resident teacher will provide directions and procedures that are clear. 	<ul style="list-style-type: none"> Provide step by step directions to resident teacher and students on each transition such as entering the classroom, lining up, exiting the classroom, walking in the hallway, getting into groups, circle time, shout outs, lunchroom, dismissal, etc. Model each transition for at least one week prior to asking the resident teacher to take it on. Provide opportunities for resident teachers to practice leading transitions. 	September - October
<p>Teach Mini Lessons in math, literacy or reading.</p> <ol style="list-style-type: none"> The resident teacher will align materials and differentiate based on student needs and data. The resident teacher will explain content in a clear and concise manner. The resident teacher will develop instructional outcomes that are clear and written to include a method of assessment. 	<ul style="list-style-type: none"> Have resident teacher prepare a mini lesson on a previously taught subject by developing the objective, writing the plan and gathering lesson materials. Use the UTRP lesson plan template with fidelity. Observe the resident teacher and provide specific feedback to improve practice. No new material should be used, this is an opportunity to re-teach, review, or extend student learning. 	September - October

TK20 Evaluations

The College of Education and Human Development incorporated a new software system Tk20 by Watermark—into all programs. Tk20 allows students to collect their key assignments and documents in one place, view their progress through their program, document their clinical experiences, and develop a shareable portfolio for future opportunities. This system also provides a platform for planning, collection and assessment of student data and objectives to ensure that students are well prepared for their chosen professions and to satisfy assessment related requirements of internal and external stakeholders. Resident Teachers will log in using their Bronco NetID and password. Mentor teachers can log in using their Tk20 user ID and password.

- During the course of the school year, Mentor Teachers will be required to complete five evaluations in the TK20 system. This work includes two forms in the fall semester and three forms in the spring semester.
- Mentor teachers will receive an email with a link to access TK20. Each semester will require a new link.

The chart below shows the five evaluations that the mentor teacher is responsible for completing in TK20:

CEHD TEU Candidate Disposition Inventory	Due October 14, 2022
OCE TEU Internship Evaluation: Midterm	Due December 9, 2022
OCE TEU Internship Evaluation: Midterm	Due February 17, 2023
OCE Impact on PreK-12 Student Learning Feedback Rubric	Due April 21, 2023
OCE TEU Internship Evaluation: Final	Due June 9, 2023

Clinical Experiences

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Planning Time -

- **Mentor Teachers should schedule to meet with resident teachers one period per week specifically to plan.** This lesson should be captured on the WMU Lesson Planning Tool. The planning tool should be used with fidelity so that resident teachers consistently design and deliver culturally relevant, age appropriate, rigorous lessons.

- The WMU Lesson Planning Tool is embedded with all segments of a lesson that are required to ensure a culture of learning that accounts for classroom procedures, teacher and student behavior, content delivery, class climate and learning outcomes for students.
- The WMU Lesson Planning Tool connects program core values and assigns program objectives to each segment of the planning template. This is intentional so that resident teachers develop strong skills and habits.
- The Clinical Experiences Specialist will review submitted lessons via Tk20 and/or email in preparation for the scheduled coaching visit or video review. Feedback from the observation of the lesson, as well as on the submitted plans, will be part of the coaching process.

Core Value – Competence

- **Objective:** The resident teacher will have knowledge of students’ skills, knowledge, and language proficiency.
- **Objective:** The resident teacher will have knowledge of child and adolescent development.

Before teaching any lesson, the teacher must be able to answer the following questions:

1. What are the current language abilities of my students? What data will the teacher use to understand the language abilities of the students?
 - a. This will ensure that new and unfamiliar vocabulary words are defined or pre-taught so that students can access the lesson. A word wall that pairs the words to a picture, or pre-selecting words and providing a definition & picture within the lesson are two ways to support students.
 - b. Parent language surveys or confirmation of native tongue spoken at home should be known. In addition, resources from the ELL and Special Education teams should be considered when planning. Be sure to review specific language acquisition strategies that are research based.
2. Does this lesson address multiple learning styles?
 - a. The teacher is responsible for working with students based on how they learn best. A variety of teaching methods that include visual prompts, movement and auditory tasks that are broken down into steps are required. In addition, a mix of writing, drawing, use of tools (graphic organizers, sticky notes, chart paper, etc.) and verbal explanations will help students process in a myriad of ways.
3. Is this lesson age appropriate?
 - a. The teacher should consider human development and ensure that students will be able to meet the lesson criteria.
4. How will the teacher time the lesson to account for attention span?
 - a. The teacher and students will benefit from a well-timed lesson. Use of a timer that is posted and can be heard by all students helps to keep the lesson moving.

Additional time can be provided, however, students who are not on par with the timing of the lesson may need materials modified in a unique way. For example, special education students may need additional time. One way to accommodate is to lessen the number of questions or tasks or scaffold instruction so that they are successful within the allotted time.

Core Value - Holding Space

- **Objective:** The resident teacher will create an environment of respect and rapport with students that includes acknowledgment of culture, heritage, and language.

Equity Resources: What materials will be used to ensure that students of color are represented in a positive way? What materials will be used to accommodate English Language Learners? What materials will be modified to meet the needs of Special Education students in the class?

Core Value - Competence

- **Objective:** The resident teacher will utilize technology to support instructional goals and engagement.

Technology: How will students engage with technology in this lesson? Will technology be teacher centered and used to deliver the lesson? Will students be required to use technology during parts of the lesson on their own? What skills are required if students are expected to use technology on their own? What directions need to be shared and posted to support student technology use?

Core Value – Performance

- **Objective:** The resident teacher will develop instructional outcomes that are clear and written to include a method of assessment.

Assessment: How will student learning be measured at the end of the lesson? A few examples are below:

- A. Teacher observation- Will teacher make note on a data sheet that the student has successfully demonstrated the skill?
- B. Work sample – Will the student create a work sample, model, or offer a verbal explanation to measure the skill?
- C. Exit Ticket – Will the student answer 1 or 2 questions on their own that are related to the lesson to demonstrate proficiency?

Core Value - Holding Space

- **Objective:** The resident teacher will provide behavior management support through clear directions, positive praise, affirmations, procedures, and consistent enforcement of classroom systems.

Trauma Informed Teaching & Restorative Practices: What procedures are in place to support students who are struggling with mood or behavior? What spaces in the classroom are designated as “Quiet Spaces” where students can re-set themselves? What procedures are used to move students from the main work area to the restorative space and at what point are they moved?

The information above will set the stage for a strong lesson. The rationale below are the concrete components of the lesson. When submitting the lesson plan, please use the WMU Lesson Plan Tool.

Date:

Lesson Topic & Standard:

High Leverage Practice: <https://www.teachingworks.org/work-of-teaching/high-leverage-practices>

Class Period & Subject:

Teacher:

Assessment: Does my assessment match my objectives and does it align with the standards? How are my students being individually assessed? Formative Assessment(s); Summative Assessment; Where will this take place in your lesson?

Lesson Objective: Objective should be posted so that students can see it. It should be in student friendly language, or the vocabulary should be translated into student friendly language so that they can access the goal of the lesson.

- Examples include “I can...” “I will...”
- Example: I will answer 4 comprehension questions using a read aloud, pictures and question stems.

Materials: List all materials needed to execute the lesson.

Technology: Describe how technology will be used. List programs, apps, and tools that will be used by both the teacher and the students.

Accommodations: Students with IEP’s, 504 plans, language needs, social-emotional needs and the like should be considered during every lesson. Thinking through how these students’ needs will be accounted for reduces confusion and increases lesson accessibility. Data should be collected and/or used to inform these decisions.

Anticipatory Set: aka Hook/Lesson Opening: How will you get the students' attention? Hand clap, call and response, hand signal, foot stomp, etc. This “signal” should be a procedure that students can expect to use all year.

Input Activities:

- a. Tap Prior Knowledge: How will you determine what students already know about the topic
- b. Survey of students: incorporate student voice here by having students affirm what they already know.
- c. Use of thumbs up/thumbs down; stand up/sit down; vocal contributions while teacher captures student answers on the board, use of white boards or writing strips to hold up answers, etc. Student by-in is important to ensure that students are excited about the lesson.

Set Expectations/Criteria for learning: Review with students the criteria for success.

- a. Show them the steps that they will take to complete the lesson and share with them examples of proficiency. An agenda can be posted so students can track their progress throughout the lesson.
- b. Set the expectations for what on task behavior looks like based on the needs of the classroom community to be successful. Model the requested behaviors throughout the lesson and affirm others who are as well.
- c. Review the objective here as the “goal” or “outcome” that students are working towards.

Transition: What procedure will the teacher use to move students from the start of the lesson to the next segment? What directions will be given to move students? How much time? How will the teacher affirm students who are on task and moving as requested? How will the teacher encourage students who are not making progress during the transition?

Modeling: What is the instructional delivery method of the teacher during this segment? Model, explain, step by step directions with picture cues, read aloud, etc. How are students seated/arranged? What materials will students need to use during this segment of the lesson? How will those materials be distributed? What procedure is used to distribute materials?

****KPS Co-teaching Model:*** KPS Resident teachers should be actively engaged in the classroom community. Teachers in KPS will have a unique co-teaching opportunity that includes the opportunity to lead a lesson or teach part of one. During the planning process, the co-teacher's roles should be identified and explained. Refer to the Co-Teaching section and chart above for more information on the types of co-teaching models and when to use them.

Check for Understanding: What higher order thinking questions will the teacher ask to affirm that students comprehend what is being taught? What engagement strategies will the teacher use in this segment?

Transition: What procedure will the teacher use to move students to the next segment? What directions will be given to move students? How much time? How will the teacher affirm students who are on task and moving as requested? How will the teacher encourage students who are not making progress during the transition?

Guided Practice: What activity will the teacher use to help students process the lesson? During this segment, students should take on more ownership of the learning process with support from

the teacher. At this point, the teacher should be facilitating learning by using positive praise at a ratio of 5 to 1 (5 positive statements per 1 negative statement), use of timer, delegate tasks for group work or work in pairs, explicitly enforce proper use of materials, use of proximity control, and circulate the room.

- a. The classroom community and how students engage as members of the community should be evident here. The way students engage with each other and how the teacher reinforces desirable academic and social behaviors should be filtered through trauma informed teaching methods. If students struggle with mood or off task behavior, the teacher should utilize procedures for restorative practice and building trust.

Transition: What procedure will the teacher use to move students to the next segment? What directions will be given to move students? How much time? How will the teacher affirm students who are on task and moving as requested? How will the teacher encourage students who are not making progress during the transition?

Independent Practice: Students should have an activity or a set number of questions/task that they complete on their own to assess. Teacher should ensure that criteria for success is clear and that any students who are not engaged in the lesson are addressed. The assessment should be aligned with the skill and content that was reviewed. At no time should a lesson assessment cover material that was not mentioned in the lesson.

Closure: The teacher and students should be able to answer the question: Did we meet our learning objective? How do we know? Students should be submitting work, cleaning up their space and materials and have any lingering misunderstandings addressed.

Michigan Test for Teacher Certification (MTTC)

Resident teachers will pass the MTTC in Elementary Education as part of the UTRP. To prepare, resident teachers are required to take a practice MTTC exam in the spring semester and create a study plan for each content area. Residents will work independently to prepare for the exam using a variety of suggested resources. Mentor teachers and building principals can help by ensuring that resident teachers have adequate planning time and exposure to curriculum in all core subjects.

Check-ins with WMU

Once per month, a required 20-minute face-to-face meeting will be scheduled with the Clinical Experiences Specialist, the mentor teacher, and the resident teacher to review the progress of the resident teacher. Additional meetings may be scheduled to facilitate on-going development of the resident teacher, as needed.