



WESTERN MICHIGAN UNIVERSITY

College of Education
and Human Development

Urban Teacher Residency Program

Resident Teacher Program Handbook

Western Michigan University

In partnership with

Kalamazoo Public Schools

Benton Harbor Area Schools

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

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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 teach 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 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</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 accessible to students and designed to engage them. • The resident teacher will write lesson plans that are clear, equitable and engaging. • The resident teacher will provide directions and procedures that are clear.

<p>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>	<ul style="list-style-type: none"> • 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 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 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. • 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. <u>Community Spirit</u> – “It takes a village to raise a child.” - African proverb. In order for students to truly have success in school and in life, a village will need to be</p>	<ul style="list-style-type: none"> • The resident teacher is self-reflective and accurately assesses the effectiveness of the lesson.

<p>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 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.
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Graduate Course Sequence

The course format are online –Synchronous and Asynchronous. There are total of 36 credits for MA degree.

<p>Summer II July 2022</p>	<p>July 1 –July 15 ED 6040: Childhood Learning & Development</p>	<p>July 18- July 29 ED 6760: Learning in Social Contexts</p>	<p>August 1 – August 12 ED 6010: Introduction to Research in Educational Settings</p>
<p>Fall August 31 – December 15, 2022</p>	<p>LS 6180: Literacy Acquisition and Reading</p>	<p>MATH 6510: Studies in Elementary School Mathematics</p>	<p>ED 7120: Practicum – Classroom Management</p>
<p>Spring January 9 – April 27, 2023</p>	<p>ED 5020: Science Methods</p>	<p>SPED 5300: Introduction to Special Education</p>	<p>ED 7120: Practicum - Assessment</p>
<p>Summer I- May 8 – June 28, 2023</p>	<p>ED 5020: Social Studies Methods & Diversity</p>	<p>LS 6170: Reading- Content Areas</p>	<p>ED 6790: Capstone Seminar</p>

Artifact Planning List (TK20)

1. Learner Development – ED 6040 assignments
2. Learning Differences – SPED 5300 assignments
3. Learning Environments – ED 7120L Classroom management assignments
4. Content Knowledge – Lesson plans from methods classes (LS 6170, LS 6180, ED 5020)
5. Content Application – Go React video and lesson plan
6. Assessment – ED 7120 Assessment assignments
7. Planning for Instruction - Lesson plans from methods classes (LS 6170, LS 6180, ED 5020)
8. Instructional Strategies - Go React video and lesson plan
9. Professional Learning and Ethical Practice - Documentation from district professional development, Capstone project
10. Leadership and Collaboration – Communications with parents; documentation of a school project with colleagues
11. Technology – Lesson plane examples
12. Resume – ED 6790
13. Philosophy – ED 6790
- 14.

Michigan Test for Teacher Certification (MTTC) Test

Elementary Education 103

Michigan Test for Teacher Certification (MTTC): Resident teachers will pass the MTTC in Elementary Education (103) 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.

Test Format	Computer Based
Duration	3.5 hours
Number of Questions	150 multiple choice
Passing Score	220
Cost	\$129

Test Objectives: align with the content knowledge that you will need to be successful on the test. Use the test objectives and your graduate school course materials to determine what you know and need to study.

Subarea	Range of Objectives	Percent of questions
English Language Arts and World Languages	001–007	24%
Social Studies	008–012	16%

Visual and Performing Arts	013–014	10%
Mathematics	015–021	22%
Science	022–026	18%
Health Education and Physical Education	027–028	10%

[Register](#)

Preparation Timeline:

- June 2022: Complete MTTC Practice Test
- July – Dec 2022: Study MTTC with coursework
- Feb 2023: Test Prep Study Plan Due
- Mar – May 2023: Test prep
- May 2023: MTTC Test Due

MTTC Retake Policy: If after taking a test you wish to retake it, you must wait 30 days between each attempt.

Test prep resources

1. [Study Guide](#)
2. [Social Studies Study Guide](#)
3. [Math Study Materials](#)
4. [Khan Academy Brush Ups](#)
5. [Science Review](#)
6. [Physical Fitness Content Review](#)
7. [Practice Test Questions](#)

Co-Teaching

Co-Teaching - Co-teaching is not easy! Teachers have different 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 in synch.

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 – 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.
5. Schedule – create 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 over used 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>
<p>One Teach, One Observe</p>	<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>
<p>Station Teaching</p>	<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,</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</p>

	<p>increasing student participation and effective monitoring of the students.</p>	<p>students.</p>
<p>Parallel Teaching</p>	<p>Co-teachers divide the class in half and instruct students on the same material, at the same time; groups don't rotate. Parallel teaching allows the co-teachers to maximize participation and minimize behavior problems. This approach reduces the student-teacher ratio and increases instructional intensity. Co-teachers will need to be cognizant of timing and pacing when using this strategy.</p>	<p>Useful when both teachers have equal content expertise and can deliver a lesson with rigor in a smaller group setting. The pace of the lesson will need to be the same so that students end at the same time. Allows for 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 the 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,</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>but possibly 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>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 runs smooth, and the teachers are on one accord. Teachers should also agree on rubrics, lesson materials, targeted outcomes and criteria so that grading is uniform.</p>
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Gradual Release of Responsibility

KPS resident teachers: 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 Plan 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 respect and rapport with students that includes acknowledgment of culture, heritage, and language. 2. The resident teacher will demonstrate classroom 	<ul style="list-style-type: none"> • Develop communication protocol between school and home so that parents are introduced to the resident teacher. • Develop a script that can be used for the different types of phone calls that will be made - positive calls home, 	<p>August - September</p>

<p>management through clear directions, procedures, and design.</p>	<p>reporting challenging behaviors, inviting parents to school events, field trip requests, etc.</p>	
<p>Small Group & one to one support in math, literacy and reading.</p> <ol style="list-style-type: none"> 1. The resident teacher has an awareness of students' special learning and medical needs. 2. The resident teacher will demonstrate classroom management through clear directions, procedures, and design. 3. The resident teacher will provide behavior management support through clear directions, positive praise, affirmations, procedures, and consistent enforcement of classroom systems. 4. The resident teacher will explain content in a clear and concise manner. 5. The resident teacher will create instructional groups that are based on data and appropriate to task. 	<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. 	<p>September</p>
<p>Grade Assignments</p> <ol style="list-style-type: none"> 1. The resident teacher has a system for maintaining information on student grades and social-emotional progress. 2. The resident teacher will provide timely feedback that is high quality. 3. The resident teacher will align materials and differentiate based on student needs and data. 	<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. • Show resident teachers 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>September</p>
<p>Transitions</p> <ol style="list-style-type: none"> 1. The resident teacher will create an environment of respect and 	<ul style="list-style-type: none"> • Provide step by step directions to resident teacher and students on each transition such as entering the 	<p>September - October</p>

<p>rapport with students that includes acknowledgment of culture, heritage, and language.</p> <p>2. The resident teacher will provide directions and procedures that are clear.</p>	<p>classroom, lining up, exiting the classroom, walking in the hallway, getting into groups, circle time, shout outs, lunchroom, dismissal, etc.</p> <ul style="list-style-type: none"> • 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. 	
<p>Teach Mini Lessons in math, literacy or reading.</p> <p>1. The resident teacher will align materials and differentiate based on student needs and data.</p> <p>2. The resident teacher will explain content in a clear and concise manner.</p> <p>3. The resident teacher will develop instructional outcomes that are clear and written to include a method of assessment.</p>	<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. 	<p>September - October</p>

Program Evaluations & Planning Time

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.

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.

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.

TK20 Evaluations - The College of Education and Human Development incorporated a new software system Tk20 by Watermark—into all of our 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 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 and due dates are communicated well in advance.

- CEHD TEU Candidate Disposition Inventory Due October 14, 2022
- OCE TEU Internship Evaluation: Midterm (Fall semester) Due December 9, 2022
- OCE TEU Internship Evaluation: Midterm (Spring semester) 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

Coaching & Feedback: The 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.

Planning Time: Mentor Teachers in BHAS and KPS should schedule to meet with resident teachers one period per week specifically to plan. The lesson planning rationale below should be used with fidelity so that resident teachers consistently design and deliver culturally relevant, age appropriate, rigorous lessons.

- This WMU Lesson Plan 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 Plan Tool connects High Leverage Teaching practices to each segment of the planning template. This is intentional so that resident teachers develop strong skills and habits.
- The Clinical Experiences Specialist will request specific lessons to be submitted via Tk20 and/or email in preparation for the scheduled coaching visit. 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?
 - i. Survey of students: incorporate student voice here by having students affirm what they already know.
 - ii. 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.
- b. Set Expectations/Criteria for learning: Review with students the criteria for success.
 - i. 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.
 - ii. 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.
 - iii. 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/tasks that they complete on their own to assess. Teacher should ensure that criteria for success are 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.

Resident Agreement & Responsibilities

Resident Teachers are expected to adhere to the commitment outlined below:

The UTRP Resident Teacher is expected to actively engage in a professional manner. Successful completion of graduate school assignments and attendance are also the UTRP requirements. KPS Resident teachers, under the gradual release of teaching responsibilities model, agree to seek and plan opportunities to lead the class over an extended period so that by the end of the school year, the resident teacher is a 1st year ready educator. BHAS Educators are the teacher of record and will receive direct support and coaching from Margaret, the district lead.

Resident teachers agree to the following program expectations:

1. Under the supervision of the mentor teacher, the resident teacher agrees to provide trauma informed, equitable instruction to students with skill and compassion.
2. The resident teacher will participate fully in the coursework, training, and performance-based components of the UTRP and cooperate with the Clinical Experiences Specialist, mentor teacher, Clinical Instructors, and school district colleagues.
3. The resident teacher will commit to completing a certification test prep study plan and earning a passing score of 220 on the MTTC Elementary Education Certification Test. This includes attending test prep study sessions and completing practice test items.
4. Regarding certification, the resident teacher agrees to commit outside hours of study to prepare for and pass the MTTC Elementary Education Test. The resident teacher understands that there may be a cost associated with taking the required certification test.
5. The resident teacher will meet with the Clinical Experiences Specialist as scheduled.
6. The resident teacher agrees to report to work as scheduled, dress professionally and model ethical behavior in speech and action daily. More specifically, the resident teacher agrees to arrive at work and class on time, ready to contribute.
7. The resident teacher agrees to complete and submit UTRP documents, assignments, surveys, school district forms, lesson plans, student data, etc. in a timely manner. In addition, the resident teacher agrees to abide by all confidentiality policies of the school district and the UTRP.
8. The resident teacher agrees to complete WMU graduate school coursework from Summer II 2022 – Summer I 2023 in preparation for Elementary Education Certification.
9. The resident teacher agrees to complete SY22-23 from July 2022 – June 2023. Early resignation or termination may result in financial penalties from Western Michigan University per UTRP participation agreement.

10. The resident teacher agrees to teach in their respective school district for at least 3 years following completion of the UTRP. Early resignation or termination may result in financial penalties from Western Michigan University per UTRP participation agreement.

Professionalism Check List

The resident teacher agrees to the following behaviors and attitudes as part of UTRP.

- The resident teacher agrees that communication with mentor teacher, supervisors, WMU staff, district colleagues, students and families will be respectful and clear with the intention of building positive relationships with all stakeholders.
- The resident teacher agrees to dress appropriately and adhere to school district dress codes and norms.
- The resident teacher agrees to attend meetings, class, and school-based activities as scheduled. In addition, the expectation of communication in advance if one cannot meet the obligation or if additional support is needed.
- The resident teacher agrees to maintain a professional disposition towards all students, WMU staff and district colleagues, regardless of race, language, learning needs, religious beliefs, orientation, etc.

Attendance Policy Agreement

The resident teacher agrees with the following policy regarding UTRP and school district standards.

- The resident teacher agrees to follow school district guidelines related to attendance and work schedule.
- The resident teacher agrees to maintain an effective attendance rate for SY22-23 according to district attendance policies.
- The resident teacher agrees to notify the mentor teacher, the school office, and the Clinical Experiences Specialist by email or phone call, at least 24 hours in advance of any cancellations or absences.
- Inconsistent program attendance or failure to communicate absence or tardy may result in unsatisfactory program performance. Unsatisfactory program performance will result in an improvement plan to ensure professional growth and accountability.

Treatment of students – Equity Education

Western Michigan University policy regarding Racial and Ethnic Harmony

Western Michigan University is committed to the principles of racial equality and nondiscrimination. On its campus, students, faculty, and staff of many races and ethnic backgrounds live and work closely together day by day. This racial and ethnic mix brings richness and diversity to the cultural, intellectual, and personal dimensions of campus life. The University benefits from this diversity and seeks to enhance it. All members of the University are expected to contribute to an atmosphere of racial and ethnic harmony on campus, displaying tolerance for cultural differences and courtesy and civility in discourse with students, faculty, and staff to diverse backgrounds and origins. In this environment there is no room for derogatory comments of a racial nature, be they in the form of slurs, posters, songs, jokes, graffiti, or the like.

In addition, resident teachers agree to enter the profession with the intention of being change makers and must do so in a way that is supportive, safe, and reflective of UTRP core values and program goals. The chart below outlines UTRP expectations for the treatment of students:

UTRP Core Value	Do	Don't
Competence	<p>Establish a positive rapport with students and build a relationship that is trusting, respectful and inclusive of heritage, culture, language, and learning needs.</p> <p>Be diligent in making sure that all interactions, teacher to teacher, student to student and student to teacher, are always respectful and professional.</p>	<p>Do not put down, criticize, or otherwise degrade any student directly or indirectly based on culture, heritage, language, learning needs, medical conditions, etc.</p> <p>Do not take part in conversations or actions that berate students and families, colleagues or others based on culture, heritage, language, learning needs, etc.</p>
Performance	<p>Embrace student friendly language and positive language strategies in the classroom so that interactions of tone and body language promote good behavior.</p> <p>Offer frequent affirmations of desired student behaviors so that positive behaviors are reinforced and acknowledged.</p> <p>Maintain high expectations for student behavior consistently.</p>	<p>Do not yell at or use a loud or harsh tone with students.</p> <p>Do not embarrass a student, instead conference with the student 1 to 1 when attempting to correct an off-task behavior.</p> <p>Do not threaten students, mentor teachers or other adults.</p>

	Model the behavior that you desire of students when interacting with the mentor teacher, students, and other adults.	
Holding Space	<p>Prioritize the physical and emotional safety of all students.</p> <p>Take swift and appropriate action to restore relationships, including student to student and teacher to student.</p> <p>Maintain professional posture, physical distance, and body language always.</p>	<p>Do not ignore bullying or harassment in any form.</p> <p>Do not drive students home, nor verbally or sexually harass students.</p> <p>Do not physically or verbally abuse students. All incidents of bullying, abuse or harassment should be reported to the school leadership team.</p> <p>Resident teachers must follow their respective school district policies regarding bullying, abuse, and harassment.</p>
Community Spirit	<p>Maintain confidentiality agreements as required by your respective school district.</p> <p>When submitting lesson plans to the CES, please use group names or numbers, rather than student initials or names.</p>	<p>Communication about students via email should not contain identifying information. Check with your school district for proper protocols.</p> <p>For example, a district may require the use of student initials instead of names or the completion of referral forms electronically to communicate.</p> <p>Do not share student photos or personal information on social media.</p> <p>Do not friend students on social media.</p>

Culturally Responsive Teaching

Definition: Culturally responsive teaching (CRT) is a research-based approach to teaching. It connects students' cultures, languages, and life experiences with what they learn in school. These connections help students access rigorous curriculum and develop higher-level academic skills. Our brains are wired to make connections Culturally Responsive Teaching and the Brain.

Model: Social Justice Standards from Learning for Justice

Four Components:

1. Identity: The collective aspect of the set of characteristics by which a person is definitively recognized or known. The set of behavioral or personal characteristics by which an individual is recognizable as a member of a group.
2. Diversity: The condition of having or being composed of different elements; variety, especially the inclusion of different types of people (as people of different races or cultures) in a group or organization.
3. Justice: The maintenance or administration of what is just, especially by the impartial adjustment of conflicting claims or the assignment of merited rewards or punishments
4. Action: In the context of the Social Justice Standards, “action” includes taking steps to honor and celebrate identity and diversity, as well as taking steps to bring about justice.

High Leverage Practices

Definition: High-Leverage Practice. Teachers pose questions or tasks that provoke or allow students to share their thinking about specific academic content in order to evaluate student understanding, guide instructional decisions, and surface ideas that will benefit other students.

Timeline of implementation:

- Fall – Building Respectful Relationships
- Spring – Explaining and Modeling Content, Practices, and Strategies, Eliciting and Interpreting Individual Student Thinking
- Summer I – Leading a Discussion

Underperforming Residents

WMU graduate school coursework coupled with your respective school district work schedule demands, require an intense level of commitment for SY22-23. Outside activities should be considered and scheduled so as not to interfere with the Clinical Experience of the resident teacher.

Underperforming resident teachers will be placed on an improvement plan to support their professional development and the successful completion of the Master’s degree program.

Step 1: Resident teachers who are struggling to meet program expectations in any area including professionalism, academic coursework, attendance, or the like will have a meeting to identify concerns, available support, and next steps.

Step 2: Improvement plan goals will be tailored to meet the specific needs of the resident teacher. These goals will have deadlines for achievement. Coaching sessions to support specific skills around study habits, growth mindset, use of calendars and scheduling tasks, content knowledge, lesson planning and the like, may be required to promote professional development.

Remember, communication is key. Any resident teacher who feels overwhelmed or is having trouble maintaining program expectations, can reach out to the Clinical Experiences Specialist, the mentor teacher, or the appropriate school district staff member for support.

Program & District Policies

Confidentiality - During the course of your employment with the district, as well as, as a graduate school student at WMU, you will come across information about students, staff and the school districts that is confidential. Information such as name, address, birthdates, disability classification, housing status, income levels and the like are considered confidential and should not be shared with anyone. Educational records, class lists, student identification numbers, phone numbers or any other information that identifies students, staff or district colleagues should be protected. If you are unsure about whether a piece of information is confidential, please ask your supervisor prior to releasing the information. Keep in mind that there are many scenarios that play out in the lives of children such as custody battles, court issued protection orders, abuse, etc. Sharing confidential information could risk the personal safety of a child or a family member.

Child Abuse - Teachers are mandated reporters of child abuse and neglect. If a teacher suspects child abuse or neglect, it must be reported to the designated Michigan state agency. Review your district protocol, signs of abuse and neglect training and have the phone numbers saved in an accessible location.

Telephone & Technology Use - Personal phone calls are to be conducted on scheduled planning and lunch breaks during the workday. Texting, use of social media or any other use of personal phones during work hours when instruction or supervision duties are required is prohibited. Professional and proper use of technology is expected during work hours. Use of laptops, iPad or other electronic devices must be work related. Personal shopping, taking pictures and the like are prohibited. Pictures of students should never be taken on personal devices. Any pictures of students should be done so on district owned devices with the express written consent of parents.

Inclement Weather - Be sure to register with your school district and with WMU alerts to ensure proper communication during inclement weather. School district leaders determine when to cancel school based on weather conditions. Contact your district supervisor for more information on how to get announcements sent to your email or phone.

Sexual Harassment - Unwelcome sexual advances, requests for sexual favors, and other physical or verbal conduct and communication constitutes harassment. Comments, language, jokes, slurs, pictures or other graphics, articles, books, or cartoons of a sexual nature, whether explicit or implicit, are prohibited. If you witness these behaviors or are directly impacted by them, report them to your district supervisor immediately. If you are not comfortable with that option, reach out to the designated Title IX Coordinator in your district for support. All claims will be investigated, and appropriate action taken.

Benton Harbor Title IX Coordinator:

- Incidents should be reported to Cleather Nichols

cleather.nichols@bhas.org

269.605.1000

Kalamazoo Title IX Coordinator:

- Incidents involving staff are reported to the Superintendent of HR

Sheila Dorsey-Smith

269-337-0177 phone

Dorseysr@kalamazoopublicschools.net

- Incidents involving students are reported to the Director of Student Services

Barry Smith

269.337.0161 phone

smithbj@kalamazoopublicschools.net

Attendance - Regular attendance at work and in graduate school classes are requirements of the UTRP. Being reliable and consistent, and reporting to work as scheduled for the entire duration of the workday are essential to the success of the students under your care, as well as critical to your professional development. Excessive absences, whether excused or unexcused, are unacceptable. Your presence at work directly impacts the quality of services provided to students and families. Follow your district procedures when calling off or submitting leave from work. A 24-hour notice is required when the absence will impact the Clinical Experience Specialist's visit to the school site. An email should be sent to communicate the absence, as well as any other district protocol.

Examples:

1. An absence from a scheduled WMU class will require an email to the professor at least 24 hours in advance.
2. An absence from work will require an email or phone call to the school leader, as well as entry into the district HR system.
3. An absence from work when a coaching session or observation has been scheduled will require an email and 24-hour notice to the Clinical Experience Specialist.
4. An absence from work will require an email or text to the mentor teacher as a professional courtesy so that plans may be adjusted, and student service delivery is not negatively impacted.

Dress Code - Professional dress is always expected. As resident teachers in the UTRP, being comfortable and professional can go hand in hand with the duties of the job. Remember, resident teachers are authority figures in the lives of students and should carry themselves as such. As resident teachers, you are prohibited from wearing the following:

1. Miniskirts are not acceptable. Skirts must be approaching knee length, without holes or distress marks.

2. Clothing must not be offensive, nor contain any slogans, logos, messages, or graphics that relate to drugs, alcohol, or sex in any manner.
3. Halter tops, tank tops, or sheer tops must be worn over or under another garment. Wearing any of these pieces on their own is not permitted.
4. T-shirts cannot have holes, nor can they contain political messages, promote religious beliefs, or incite students to action against the school district.
5. Pants that are low cut or baggy are not permitted. All pants should be worn at the waist, preferably with a belt.
6. No open toes or open back shoes are permitted. Flip flops, slides or the like are a safety hazard.
7. Jewelry should not pose a hazard to teacher or student safety. Items such as nose rings, eyebrow rings, long earrings, large earrings, long necklaces, beaded bracelets, and the like should be considered before going to work.
8. Yoga pants, mid drift tops, tight fitted dresses, tight pants, or the like are prohibited. Clothing should be appropriate for movement and no body parts should be shown.

Family & Medical Leave - Family and Medical Leave will be handled according to federal law and should be discussed with HR in your district. If Family or Medical Leave are required, please alert the Clinical Experience Specialist and other designated program contacts to communicate your needs.

Bereavement Leave - If leave is required to attend the funeral of an immediate family member, follow your district policy. WMU course instructors and the Clinical Experience Specialist should be alerted as well.

Holidays - We understand that resident teachers may observe religious holidays that are not necessarily recognized by the school districts. Religious observation during regularly scheduled workdays will require the resident teacher take a personal day of leave. Communication expectations are the same as if the resident teacher were calling out of work so that the minimum 24-hour notice is given to the school leader, Clinical Experience Specialist, WMU course instructor and mentor teacher. The following federal holidays are recognized:

New Years

Memorial Day

Independence Day

Labor Day

Thanksgiving

Christmas

Transportation of Students – Western Michigan University policy prohibits resident teachers from transporting students in their own vehicle, or any vehicle, for any reason. If asked to do so by a student, parent or anyone else, refuse and report this incident immediately to the mentor teacher and Clinical Experience Specialist.

Stipend Policy

I. University Obligations

The University will:

- A. Provide Recipient with an \$20,000 stipend for one year of participation in the Program, contingent upon good academic standing and upon availability of stipend funds;
- B. Assign Recipient to an appropriate field placement in an urban school setting, or a high needed area or community that is participating in the Program;
- C. Inform Recipient that if submission to and satisfactory completion of criminal background prescreening according to the relevant school district, and other applicable regulation permitted by law is a requirement for field placement and/or employment with the school or district.
- D. Upon graduation, the Recipient will be placed in the district into which they were accepted upon entry into the Program as a full-time teacher and receive comprehensive induction support for three years;
- E. Suspend or terminate stipend payments if the Recipient is not performing satisfactorily in the Program (as described below). If University determines that the Recipient is not performing satisfactorily in courses and fieldwork, is not making satisfactory academic progress, has violated established University codes of student conduct, or is out of compliance with the Program requirements, University reserves the right to suspend stipend payments or to discontinue Recipient's participation in the program. Before such action, University will give the Recipient notice of its intent to suspend or terminate payments.
- F. Provide Recipient an opportunity for an exit interview to review fully and discuss the terms and conditions of this stipend before completing or withdrawing from the Program.

II. Recipient Obligations

A. Course Requirement

To retain eligibility to participate in the *Urban Teacher Residency Program*, Recipient must:

- 1. Maintain an overall 3.0 GPA for the entirety of the program;
- 2. Complete the Western Michigan University Master's of Arts: Teaching Elementary Education program within eighteen months of beginning the program;
- 3. Obtain teacher certification in Michigan within 18 months of entering the program;
- 4. Stipend will be disbursed in equal installments as indicated below and will be made contingent upon:
 - a. Disbursement 1: Admission into Western Michigan University's Master of Arts: Teaching Elementary Education program.
 - b. Disbursement 2: Successful Completion (earning "B" or better in each course) of Summer II classes

- c. Disbursement 3: –Successful Completion of the Fall classes
 - d. Disbursement 4: – Successful Completion of the Spring classes
- B. Teaching Commitment

To retain eligibility to participate in the *Urban Teacher Residency Program*, Recipient must:

1. Teach at a school site determined by Urban Teacher Residency Program on a full-time basis for a minimum of three consecutive years in an approved high-need school district; and
2. Begin the first year of eligible full-time teaching service in an approved, high-need P-12 school within twelve months from becoming eligible to apply for a teaching credential.