



**TEMPLE TEACHER RESIDENCY**

**Fall Practicum Handbook**

## Contents

Resident Roles and Responsibilities	1
I. Overview of the Fall Practicum	1
Core Principles in the Fall Practicum	2
School Orientation Guide: Getting Started	3
Deepening Your Relationship with Your School and Community	5
II. Responsibilities of Residents during the Fall Practicum	6
Relationships with Mentors and Coaches	6
Attendance	6
Professional Dress and Behavior	7
Gradual Assumption of Lead Teaching Responsibilities	8
Fall Practicum Capstone Course	11
Videotaping	11
If Concerns Arise	12
Clearances	12
III. Assessing Your Performance and Growth during the Practicum	12
Residency Portfolio and Summative Performance Assessment (SPA)	13
Reporting Progress	14
Expectations for Participation in the Fall Practicum Observation & Coaching Cycle	15
Determining the Grade for the Fall Practicum	15
Resident Growth Plan	16
Withdrawing from the Residency Practicum	17
Practicum Failure Policy	17
Mentor Roles and Responsibilities	18
I. Introduction	18
II. The Role of the Mentor	18
Models for effective collaboration	19
Co-teaching	20
Responsibilities of the Mentor	20
Prior to the Residency experience	20

Upon the start of the Fall Practicum/Residency experience	21
On an on-going basis	21
You, Your Resident, and Your Resident’s Coach	22
Overview of General Expectations of Temple Residents	24
Attendance	24
Professionalism	25
Gradual Assumption of Lead Teaching Responsibilities	25
If Concerns Arise	28
The Resident’s Portfolio and Performance Assessment	28
Videotaping	28
III. Helpful References for the Mentor	29
Links to Resources	29
Coach Roles and Responsibilities	30
I. Introduction	30
II. The Role of the Coach	30
Responsibilities of the Coach	32
Observation and Coaching Cycle	33
At the end of the semester	34
Overview of General Expectations of Residents	34
Attendance	34
Professionalism	35
Gradual Assumption of Lead Teaching Responsibilities	35
Participating in the Fall Practicum Observation & Coaching Cycle	38
Videotaping	39
Relationships with Mentors	39
The Capstone, the Residency Portfolio, and the Summative Performance Assessment (SPA)	39
III. Assessing the Resident’s Performance	40
Providing Feedback to Residents: What to Look For	40
Feedback and Assessment Forms	41
Resident Growth Plan	41
Determining the Grade for Fall Practicum	42
Residents Who Want to Leave the Residency/Fall Practicum	43
Residents Having Emotional or Mental Difficulties	43
IV. Helpful References for the TTR Fall Practicum Coach	43

Clinical Practice Guiding Principles	43
Temple's Standards for Skillful Teaching	44
Lesson Planning Framework	44

# Resident Roles and Responsibilities

## I. Overview of the Fall Practicum

As a Resident in the Temple Teacher Residency program, you will engage in a year-long transformative experience in your preparation as an urban middle grades STEM teacher. The first half of this experience we will refer to as the “Fall Practicum” and this handbook provides an overview of what you can expect during this experience as well as what is needed in order for you to fulfill the Fall Practicum course requirements. During the Fall Practicum, you will begin to enact in your classroom the teaching theories, strategies, and standards you will learn in your core courses. To help you in your development as a highly-qualified educator, you will share the classroom with an experienced professional who will impart to you his or her knowledge of best practices and the wisdom acquired from years of experience.

Although this is an exciting time, embarking on your developing career as an educator, it will not be easy. You may experience days of thrilling success with the lessons that you teach; but you will also experience frustration, as you struggle to reach and/or teach your students and shift “to the other side of the desk.” These successes and struggles, highs and lows, are a common aspect of teacher development that many other teachers have experienced and continue to experience throughout their careers.

As a developing teacher working hard to enact [Temple’s Standards for Skillful Teaching](#), however, you will not be alone. You will have not only your Mentor, but also your Coach to guide and support you. Remember that teaching is collaborative and dynamic and everyone’s teaching can constantly be improved. Both your Mentor and your Coach will be excellent resources to help you improve your teaching and to ensure that your students are learning.

As the semester progresses, you will acquire more and more responsibility in your Mentor’s classroom. You will begin your work in the classroom by working with individuals and small groups of students and gradually begin to co-teach lessons with your Mentor and on your own. You will work with your Mentor to co-plan in order to enable you to meet both the host school’s academic standards and Temple University’s teaching standards. Later in the semester you will be co-teaching in at least one content area with your Mentor for the entire day. You will continue to build upon this growth next semester during your “Student Teaching” experience.

While it may seem like a daunting task, your professors, Capstone Instructor, and Coach are all confident that your content knowledge, prior personal and professional experiences, graduate coursework, and emerging knowledge about schools and classrooms will prepare you well to meet the challenge of this year, and of the Fall Practicum in particular. Through conscientious planning to develop active and engaging lessons, teaching to ensure equity and understanding for all of your students, collaborating with other professionals and community members in the school, and constantly reflecting on your own practice as you strive towards improvement, you will emerge at the end of this experience prepared to assume greater teaching responsibilities next semester.

As you continue to gain responsibility in the classroom and learn more about your students and the school, you should also reflect on your practice. Professional educators are able to evaluate their own and others' teaching practices using a variety of assessment tools, including research and theory, in order to improve learning. Using the knowledge, theories, and best practices from your coursework, you should develop both self-awareness and awareness of the political and social contexts that influence schooling, placing you on a path toward teacher leadership.

### **Core Principles in the Fall Practicum**

Whether in a comprehensive high school in an urban district or in a small, suburban grade-school, successful teachers:

- recognize the diverse needs of their students;
- use a variety of strategies, materials, and methodologies to effectively respond to these needs;
- continuously monitor their effectiveness through reflection; and
- develop valuable relationships through professional communities to support their lifelong learning.

You will likewise encounter the need for such expertise throughout the Fall Practicum and are encouraged to pay special attention to developing it. In particular, you should study closely the tenets and language of the [Temple Teaching Standards](#), which your instructors will emphasize throughout the program.

## School Orientation Guide: Getting Started

Here are some important ideas and information you should pursue prior to and during your Fall Practicum at your Residency site. You will use this information to become more familiar with your school and students, but also to learn how to work effectively in your school.

### ✓ PHYSICAL SURROUNDINGS (Before the first day)

- Get to know the school community. Research the neighborhood online, do a walk-through or driving tour of the neighborhood, and/or talk to representatives of area community-based organizations.
- Tour the school building. Identify your classroom and the emergency exit(s) and any barriers to accessibility for students with disabilities.
- Identify the location of the main office, the bathrooms (for students and for staff), the counselor's office, the nurse's office, the custodian's office, the department office (secondary schools), the copy room, etc.
- Identify the locations of the cafeteria, library, and auditorium.

### ✓ CURRICULUM AND INSTRUCTION

- Become familiar with state and district content and performance standards.
- Ask for and review curriculum guides, textbooks, pacing charts.
- Ask about specific instructional models or programs in use.
- Check out availability and use of technology.
- Review state and district assessments.
- Review student performance data (where possible, Residents should use student assessment data to identify target areas for instruction and progress monitoring).
- Inquire about students receiving accommodations for physical or learning needs.

### ✓ SCHOOL PERSONNEL

- Learn the names and faces of the principal, assistant principal, your grade level chair, office staff, school nurse, guidance counselor, custodial staff and food service staff.
- Introduce yourself to all of the above listed people.
- Get to know the other teachers in your grade and others who teach in your content area.

## ✓ SCHOOL PROCEDURES AND POLICIES

- Ask for your Mentor's email address and phone number as well as the email address and phone number of your Coach.
- Check out the starting and ending hours for staff and students.
- Review the school calendar, including the schedule for staff meetings and parent-teacher conferences.
- Get guidelines for parking, dress, lunch, and leaving the building.
- Get guidelines for what to do in an emergency.
- Get guidelines for school closings and late openings.
- Get guidelines for handling medical needs of students (medications, injuries, allergies).
- Get guidelines for reporting abuse or other difficult situations.

## ✓ CLASSROOM INFORMATION AND PROCEDURES

- Ask for your Mentor's schedule.
- Ask for a class list so you can learn your students' names.
- Review procedures for attendance, recess, lunch, end of day.
- Discuss with your Mentor the procedures for classroom management (e.g., student movement, materials distribution, rewards systems) and discipline (e.g., in class, school/district reporting, communicating with parents).
- Ask about procedures for working with students with special needs and their support team(s).
- Review homework guidelines, e.g., when assigned, parents' input/signature, how collected and graded.
- Become familiar with grading criteria and procedures.
- Learn your Mentor's guidelines for grouping students.
- Know the process for getting (locating and requisitioning, when needed) and storing supplies.

## ✓ FORMS AND RECORDS

- Learn about student records (academic records, IEPs, disciplinary records): where they are located and what restrictions there are due to confidentiality.
- Find out when and how grades are issued; review report card format.



- Ask for information about school forms (roll sheets, attendance, hall passes, discipline forms, and any special education documentation or other important paperwork).

#### ✓ SCHOOL SERVICES

- Ask your Mentor or school staff for the location and the procedures for using the copiers, telephones, laminating machines, computers for students and staff, and the audio-visual equipment.
- Ask about procedures for requesting custodial assistance.

### **Deepening Your Relationship with Your School and Community**

While teaching requires a large amount of procedural knowledge, teaching is also built largely on the positive relationships you establish within the community you serve. Therefore, it is suggested that, with the approval and guidance of your Mentor and Coach, you become actively engaged in school sponsored activities, projects, or initiatives that enable you to understand the community, school, families, and students that you will work with during your placement. Some suggested activities include:

- family literacy programs
- school beautification/improvement programs
- activities to improve school-wide attendance
- after school tutoring or recreational programs
- sports or coaching activities
- home and school meetings

Such experiences will provide additional opportunities for you to learn about and support the school community and the larger educational context. Your intent to participate in extracurricular activities should be communicated to, and approved by, your Mentor and Coach. Residents should keep their Coach informed of the extent of their involvement in extracurricular activities at their schools.

## II. Responsibilities of Residents during the Fall Practicum

We assign Residents to a particular placement in a school because that institution has agreed to work cooperatively with Temple University. As a Resident, when you accept your Residency placement you indicate to us that you are willing to abide by the regulations, procedures, and instructional practices for the school to which you have been assigned or matched. In addition, you have specific responsibilities as a Resident within the Temple Teacher Residency program. Please carefully review these responsibilities and contact the TTR Program Coordinator with any questions.

### **Relationships with Mentors and Coaches**

The success of your Residency experience rests heavily on the positive, professional relationships you develop with your Mentor and Coach. Your Mentor has expressed a willingness to share his or her professional experience and knowledge as well as a commitment to work with new teachers. Your Coach has valuable experience as a teacher and as an administrator. Although your Coach is responsible for assessing your growth as a teacher, his/her responsibility also involves coaching you in your development as a teacher, and providing detailed, formative feedback about your professionalism, the classroom environment that you support and establish, and your teaching and planning. Both your Mentor and Coach will serve as expert sources while you teach. You should actively seek them out with questions about instruction, planning, assessment, and reflection.

### **Attendance**

Residents **must** follow **the schedule of the Residency placement host school** for the practicum schedule (Monday through Thursday) and the university calendar in regards to coursework. You should observe the professional practices of the school, which often require teachers to sign in and out of school each day. Residents should be available **before** the students arrive in the morning and **after** their dismissal in the afternoon to facilitate opportunities for instructional planning and other educational interactions with the Mentors. When not dedicated to class at Temple, afternoon, evening, and weekend hours are potentially required during the Fall Practicum for activities such as grading pupil work, developing instructional units, writing lesson plans, preparing bulletin boards or learning centers, and participating in professional meetings. Residents must also attend all meetings and in-service opportunities required of their Mentor. You may reference the [TTR Fall Practicum Calendar](#) for key dates as outlined by the TTR Program.

You should be in attendance every day (Monday through Thursday) during your Fall Practicum. We recognize, however, that emergencies do happen. If an emergency should require you to be absent or late, it is your responsibility to contact your Mentor **and** your Coach, as far in advance as possible **or** as soon as possible (and no later than 7:00 AM on the day-of). No more than three absences are allowed during the Fall Practicum. All requests for planned absences must be submitted in writing to the Mentor and Coach and approved by the Mentor and Coach in advance.

Please note: The Fall Practicum Capstone Course begins at 4:00pm on Wednesdays during the Fall 2017 semester. Please talk with your Mentor about your potential need to leave school early on Wednesdays in order to make it to class at Temple on time.

## **Professional Dress and Behavior**

The success of your Fall Practicum experience rests primarily with you. Your attitude and work habits have a huge impact on the nature of your experience. Be mindful of the following expectations:

- Remember to maintain a professional appearance at all times. Check to see if the school has a professional dress code. Always adhere to the standards of dress adopted by the school faculty.
- Learn the culture of the school and be sure to address the school staff and faculty by whatever forms are customary within the school. Your professionalism and ability to understand the school culture will facilitate your assimilation into the school community.
- In the event that a conflict with a scheduled observation by your Coach arises, contact your Coach immediately to inform him/her of the conflict and reschedule the observation.
- If and when you communicate by email with students, teachers, or parents in the school, make sure to use your Temple email address.
- Do not connect with students or school colleagues on any social media platform. Consider making your profile on these platforms private and be cognizant of the appropriateness of your social media presence and posts for a public audience.
- Finally, although the use of cell phones is ubiquitous and somewhat necessary in many instances, many schools have adopted specific rules regulating or banning the use of cell phones in schools. Make sure you not only familiarize yourself with the school's policy on cell phones, but also exercise professional restraint in checking any messages or email while in the classroom.
- Remember that your behavior serves as a model for your students' behavior!

Your Coach and Mentor will assess your professionalism on several occasions throughout the semester and document their feedback and evaluations on Tk20. If you ever have questions about professional expectations for Residents or beginning teachers, please seek the advice of your Mentor or Coach. Residents who demonstrate a lack of professionalism may face consequences from either their school site or Temple that could result in an inability to complete the Fall Practicum and the Temple Teacher Residency program.

### **Gradual Assumption of Lead Teaching Responsibilities**

The schedule by which Residents assume various instructional responsibilities within their Mentors' classrooms is not prescribed by Temple's teacher education program. Rather it is expected that such a schedule is determined collaboratively by the Resident, Mentor, and Coach based on the various teaching opportunities available to the Resident and the Resident's readiness to assume these instructional responsibilities. Moreover, Temple highly encourages the utilization of a [co-teaching model](#) for collaboration between the Resident and Mentor so that there are multiple opportunities for students to be supported by two instructional leaders in the classroom.

Here are general guidelines for a schedule of the Resident's gradual assumption of lead teaching responsibilities:

#### **Gradual Assumption of Responsibilities for TTR Residents during the Fall Practicum/Residency**

<p><b>Sept.</b></p>	<ul style="list-style-type: none"> <li>• Get to know students, teachers, school community</li> <li>• Learn school policies, layout, routines, procedures, and schedules</li> <li>• Review all school and district/charter policy documents and handbooks</li> <li>• Take attendance and learn all students' names</li> <li>• Learn how to use technology tools in your classroom</li> <li>• Assist in organizing and preparing classroom materials/handouts</li> <li>• Establish daily arrival and departure times</li> <li>• Establish regular weekly co-planning time and reflection time</li> <li>• Participate in meetings (grade, subject, school-wide, etc.) with the Mentor</li> <li>• Observe classroom environment, management strategies, and teacher-student interactions</li> <li>• Use protocols while observing and de-brief with Mentor</li> <li>• Co-planning: Mentor is the lead; introduces Resident to all aspects of planning</li> <li>• Co-teaching Strategies to use: 1) One Teach, One Observe, 2) One Teach, One Assist</li> <li>• <i>Resident receives informal feedback from Mentor daily and during weekly planning/reflection times and Coach (one time)</i></li> </ul>
<p><b>Oct.</b></p>	<ul style="list-style-type: none"> <li>• Continue September responsibilities</li> <li>• Observe pedagogical techniques, particularly those being taught in your methods courses</li> <li>• Observe and use informal/formal assessments and resulting data</li> <li>• Co-planning: Mentor is the lead; Resident supports and contributes ideas/resources/strategies</li> <li>• Co-teaching Strategies to use: 1) One Teach, One Observe, 2) One Teach, One Assist, 3) Parallel Teaching, 4) Station Teaching, 5) Team Teaching</li> <li>• <i>Resident receives formal feedback from the Mentor (Mentor Feedback Form) and formal feedback from the Coach (two P-TORs)</i></li> <li>• <i>Resident receives informal feedback from Mentor daily and during weekly planning/reflection times</i></li> </ul>
<p><b>Nov.</b></p>	<ul style="list-style-type: none"> <li>• Continue previous months' responsibilities</li> <li>• Observe questioning strategies, pacing, and transitions</li> <li>• Co-planning: Resident starts to construct lesson plans collaboratively with Mentor; Mentor provides guidance/feedback and resources (e.g., lesson objectives, standards, curricular resources)</li> <li>• Co-teaching Strategies to use: 1) One Teach, One Observe*, 2) One Teach, One Assist*, 3) Parallel Teaching, 4) Station Teaching, 5) Team Teaching, 6) Alternative Teaching, 7) Supplemental Teaching *Roles start to switch</li> <li>• <i>Resident receives formal feedback from the Mentor (Mentor Feedback Form)</i></li> </ul>

	<p><i>and formal feedback from Coach (two P-TORs)</i></p> <ul style="list-style-type: none"> <li>• Resident receives informal feedback from Mentor daily and during weekly planning/reflection times</li> <li>• Residents participate in Learning Rotations</li> </ul>
<b>Dec.</b>	<ul style="list-style-type: none"> <li>• Continue previous months' responsibilities</li> <li>• Observe differentiation and flexibility in meeting students' learning needs</li> <li>• Co-planning: Resident continues to construct lesson plans collaboratively with Mentor; Mentor provides guidance/feedback and resources (e.g., lesson objectives, standards, curricular resources)</li> <li>• Co-teaching Strategies to use: 1) One Teach, One Observe, 2) One Teach, One Assist, 3) Parallel Teaching, 4) Station Teaching, 5) Team Teaching, 6) Alternative Teaching, 7) Supplemental Teaching</li> <li>• Resident receives formal feedback from Mentor (<i>Mentor Feedback Form</i>) and formal feedback from the Coach (<i>one P-TOR</i>)</li> <li>• Resident receives informal feedback from Mentor daily and during weekly planning/reflection times</li> </ul>
<b>Jan.</b> – <b>Feb.</b>	<ul style="list-style-type: none"> <li>• Continue previous months' responsibilities</li> <li>• Co-planning continues: Resident transitions to lead; Mentor transitions to support</li> <li>• By the second week in January, Resident assumes the lead for co-planning and co-teaching at least one math/science class on a daily basis</li> <li>• For the rest of January and February Resident should be leading 50% of the math/science classes (2-3 periods) on a daily basis</li> <li>• Co-teaching Strategies to use: 1) One Teach, One Observe, 2) One Teach, One Assist, 3) Parallel Teaching, 4) Station Teaching, 5) Team Teaching, 6) Alternative Teaching, 7) Supplemental Teaching</li> <li>• Resident receives formal feedback from Coach (<i>two TORs</i>)</li> <li>• Resident receives formal feedback from Mentor (<i>Mid-Semester Evaluation</i>)</li> <li>• Resident receives informal feedback from Mentor daily and during weekly planning/reflection times</li> <li>• Residents participate in Learning Rotations</li> </ul>
<b>Mar.</b> – <b>Apr.</b>	<ul style="list-style-type: none"> <li>• Continue previous months' responsibilities</li> <li>• Co-planning: Resident is the lead; Mentor is the support</li> <li>• During March-April, Resident assumes the lead for co-planning and co-teaching at least 75% of the math/science classes or more (roughly 4 periods)</li> <li>• Co-teaching Strategies to use: 1) One Teach, One Observe, 2) One Teach, One Assist, 3) Parallel Teaching, 4) Station Teaching, 5) Team Teaching, 6) Alternative Teaching, 7) Supplemental Teaching</li> <li>• Resident receives formal feedback from Coach (<i>two TORs, two PDE 430s</i>)</li> <li>• Resident receives formal feedback from Mentor (<i>End-of-Semester Evaluation</i>)</li> </ul>

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|  | <ul style="list-style-type: none"><li>• <i>Resident receives informal feedback from Mentor daily and during weekly planning/reflection times</i></li></ul> |
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## **Fall Practicum Capstone Course**

The Residency Practicum Capstone course is an integral part of the Fall Practicum. All Residents will participate in the same capstone course. The capstone is a time to collaborate and problem solve with the other Residents who may experience similar struggles and successes. This is a time for you to give and get support and develop the type of professional community that helps sustain and motivate all teachers at varying levels of experience. As this is a supportive community of practice, your attendance is beneficial to all other Residents and your instructor. Your participation, sharing, and support of other teachers are integral for the capstone. The opportunity to reflect and recharge during the Fall Practicum is not only helpful, but also necessary.

Another integral aspect of the Fall Practicum capstone is to provide guidance and preparation for your student teaching portfolio and your Summative Performance Assessment (known as the “SPA”) which you will begin preparing during the fall. Your capstone instructor will actively guide you in reflecting on your professionalism, classroom environment, lessons, and enacting Temple’s teaching standards. Through weekly check-ins, reflective activities, and lesson planning workshops, the capstone instructor offers a variety of activities to better prepare you to teach the students in your class(es) and build your portfolio so that it reflects your development throughout and the strengths of your practicum and student teaching experiences as a TTR Resident. If you find yourself having difficulty completing the requirements for your portfolio, you should discuss this with your capstone instructor.

Please note: The Fall Practicum Capstone Course begins at 4:00pm on Wednesdays during the Fall 2017 semester. Please talk with your Mentor about your potential need to leave school early on Wednesdays in order to make it to class at Temple on time.

## **Videotaping**

Residents may want to videotape their teaching in their Mentors’ classrooms for the purpose of reflection on their practice and/or applying for teaching positions within Philadelphia district or charter schools. Residents should seek the approval and guidance of their Mentors when following the school’s or district’s protocol for formally making this request to videotape.

## **If Concerns Arise**

If, at any time, you, the Resident, should have concerns regarding some aspect of your Fall Practicum experience you are expected to direct your concerns to 1) your Mentor, 2) your Coach, or/then 3) the TTR Program Coordinator, Dr. Amy Scallon, who can be reached at [ascallon@temple.edu](mailto:ascallon@temple.edu). Communicating daily with your Mentor and regularly with your Coach is the best way to avoid misunderstandings, but sometimes problems arise.

## **Clearances**

All Residents are expected to submit background clearances to the Office of Field Placement during the summer prior to their start of their Residency year. These clearances must be valid from August through June. No one is permitted to enter a school for the Fall Practicum without having received a "CLEARED" status from the Office of Field Placement on EdPortal.

If a Resident is arrested for criminal behavior during his/her Residency experience, he/she must contact the Office of Field Placement immediately and before he/she returns to school.

## **III. Assessing Your Performance and Growth during the Practicum**

Over the course of the Fall Practicum, you will gradually take on more of the Mentor's classroom teaching responsibilities. Eventually, you will teach for longer periods of the day and continue to co-teach and co-plan with your Mentor. Your Mentor is providing you with more than just a classroom within which to teach. In fact, your Mentor was selected because of his/her professional experience, commitment to the field of education, and willingness to work with a developing teacher. Therefore, your Mentor can be both a professional model and a mentor for teaching. Thus, your Mentor not only helps you navigate the procedures of the school, but also provides you with feedback and insight into developing and honing your own teaching techniques.

To assess your progress, your Coach will observe you a minimum of five times during the semester. Your Coach will help you navigate your relationship with your Mentor and assist with other questions you may have about instruction and methods. Your Mentor will also evaluate your performance at the completion of the Fall Practicum. Your Coach determines your final grade for the Fall Practicum with the help of evaluations completed by and feedback from your Mentor. Individual conferences with your Mentor and Coach follow each observation. It is during these post-observation



conversations that the team (consisting of you, your Coach, and your Mentor) will chart goals for growth that will help you focus on improving targeted aspects of your teaching over time.

A large part of your performance, as with all teaching, is contingent on effective and detailed planning for your classes. Therefore, it is necessary that you have lessons prepared and submitted to your Coach prior to the fourth and fifth observations during the Fall Practicum. In preparing lesson plans for your Coach and for review by your capstone instructor to include in your portfolio, follow Temple's [Lesson Planning Framework](#), which requires you to explain your thinking and reflect on your practice. At other times, when co-planning with your Mentor or preparing lessons for your principal, follow the lesson planning template used in your school or by your Mentor.

Although your Coach is responsible for grading your Fall Practicum experience, he/she is also your mentor and cheerleader. In this role, your Coach will not only offer suggestions and target areas for improvement, but will also note positive developments in your growth as a teacher. No one, including your Coach and Mentor, expects your lessons to go perfectly, especially when you're just getting started. What matters most is your developing capacity to evaluate your own teaching through reflection and to take action to strengthen it. Being able to reflect on your performance in the classroom and the feedback that your Coach and Mentor provide will help you make adjustments for future classes. Therefore, you should look to your Coach and Mentor for formative feedback and incorporate their suggestions for improvement into your teaching.

Temple University has established specific performance standards for the teacher preparation program. Students, as well as their Coaches and Mentors, should focus on development toward meeting these standards and providing evidence of the Resident's ability to enact the standards as required in the Summative Performance Assessment (SPA). These skills and habits of mind, which are aligned to those of the Pennsylvania Department of Education and with national teaching standards, will also serve as criteria by which the Coach and Mentor evaluate the progress of Residents and provide specific feedback and support. As you gain experience and become more skilled, you should strive to meet the six [Temple Teaching Standards](#).

## **Residency Portfolio and Summative Performance Assessment (SPA)**

As part of the expectation that you master the standards for teaching and enact these standards through your teaching, planning, assessment, and reflection, every Resident must collect evidence, data, and other artifacts of their Residency experience for their electronic portfolios. Your Capstone Instructor will review the portfolio requirements with you and provide details as well as access to the

electronic portfolio template, but in general you should include student work samples, graphic organizers you designed for a specific activity, assessments and rubrics, and any other examples that show how you met your objectives and enacted the standards in your classes.

Towards the end of the capstone during your “Student Teaching” experience, you will need to pass the Summative Performance Assessment (SPA), which is designed to evaluate your mastery of Temple’s teaching standards. For the SPA, you will submit a teaching portfolio that contains a number of documents to your Capstone Instructor via Tk20. You will begin to develop these materials during the Fall Practicum Capstone course and Residency experience. Your Capstone Instructor will support you through this process.

## Reporting Progress

Residents, Mentors, and Coaches will access Tk20 (<http://edtemple.tk20.com>) to complete the forms used for progress monitoring and evaluation during the Fall Practicum. Reference copies of the blank forms are available online and linked below. You can also find links to the grading criteria your Mentor and Coach will use to observe and report progress in your development as a teacher. These include:

- [Practicum - Teaching Observation Report \(P-TOR\)](#), to be used by the Coach in observing your classroom practice and in offering feedback about your growth in demonstrating Professionalism, supporting and establishing your Classroom Environment, and (during observations 4 and 5 in response to small group math and/or science lessons you plan, teach, and reflect upon) addressing Temple Teaching Standard #6: Teacher’s Reflective Thinking.
- [Mentor Feedback Form](#), to be used by your Mentor to provide his or her formal feedback and assessment of your overall progress at three points during the Fall Practicum in Professionalism, Classroom Environment, and on form 3, Planning and Preparation and Instructional Delivery.
- [Resident Growth Plan](#), to be used, if necessary, by your Coach to facilitate a conversation between you, the Mentor, and your Coach about areas of concern in regards to your progress with student teaching. Residents for whom a Resident Growth Plan is written are expected to adhere to the stipulations of and deadlines for progress in their performance. Residents who fail

to demonstrate meaningful growth as outlined by their Mentor and/or Coach may fail and be asked to leave the Temple Teacher Residency program.

## **Expectations for Participation in the Fall Practicum Observation & Coaching Cycle**

Throughout the Fall Practicum, Residents are expected to:

- Respond to communications from their Coaches in a timely manner and in adherence with any/all agreed-upon deadlines.
  - Submit lesson plans to their Coaches in advance of their fourth and fifth observations/coaching visits, in adherence with any/all agreed-upon deadlines and mechanisms.
  - Reflect upon and consider revising their lesson plans to incorporate feedback received from their Coaches in advance of their lesson delivery.
  - Engage in post-observation conversations with their Coaches (and ideally and whenever possible, their Mentors) to reflect on the delivery of their lessons and receive feedback.
  - Complete written reflections on their lesson delivery and post-observation conversation reflections and feedback in a few paragraphs in Tk20.
  - Review the written feedback offered by their Coaches and documented in the P-TORs.
  - Review the written feedback offered by their Mentors and documented in the Mentor Feedback Forms in Tk20.
  - Contact their Coaches and/or Mentors with any questions or concerns about the feedback offered by their Coaches and/or Mentors and documented in Tk20.
- If concerns arise about their performance and/or professionalism at any point during the semester, Residents should engage in and be responsive to the Coach's initiation and monitoring of a Resident Growth Plan.

## **Determining the Grade for the Fall Practicum**

Coaches determine the final grade for the Fall Practicum with input from Mentors. Coaches assess achievement by:

- observing the Resident's professionalism, interactions with students, and lessons in the classroom;
- conferencing with the Resident about his/her classroom experience to learn about his/her knowledge of teaching, content, and classroom management;

- reviewing lesson plans and other materials generated by the Resident;
- considering the Resident's ability to reflect on his/her teaching practice; and
- consulting with the Mentor and, at times, other school faculty and the school principal.

See the [TTR Fall Practicum Grading Rubric](#) for more information.

## **Resident Growth Plan**

The [Resident Growth Plan](#) can be initiated at any point during the Fall Practicum by anyone who has a role in supporting the Resident's progress through the Residency experience. The Coach will be responsible for supporting the Resident through the Resident Growth Plan (RGP).

- The RGP begins with a conference including, but not limited to, the Resident, the Mentor, and the Coach.
- This conference will begin with a conversation about the Resident's unsatisfactory progress in meeting the expectations of the Fall Practicum held by the school partner and/or the university.
- The conference will continue with the development of a plan for the Resident to meet the expectations of the Fall Practicum within the timeframe which is established. Consequences for not meeting the expectations during the stated timeframe will also be discussed.
- Those present in the meeting will end the conference by reaffirming their commitment to supporting the Resident's success.
- The Coach will submit a completed Resident Growth Plan document to Tk20 and will coach and supervise the Resident's progress towards meeting the goals outlined in the RGP.
- The Coach will check-in often (via phone, email, or additional classroom visits) with the Resident and Mentor for progress updates and will possibly complete additional observations.
- The Coach will submit any additional P-TORs to Tk20.
- The Coach will alert the TTR Program Coordinator if the Resident fails to meet the expectations outlined in the Resident Growth Plan in the stated timeframe and/or fails to meet other expectations of the Fall Practicum.

## **Withdrawing from the Residency Practicum**

If, for any reason, you must leave the Fall Practicum / Residency experience, please carefully make this decision. You are responsible for knowing all of the implications, including the financial ones, of this decision. It is strongly recommended that you discuss this decision with: a) your Coach, b) your Graduate Advisor, b) the TTR Program Coordinator and Director, and d) Student Financial Services.

Residents who leave the Fall Practicum / Residency experience after the university's withdrawal deadline but before the last day of the Fall Practicum will fail the Fall Practicum and Capstone courses. Please notify the TTR Program Coordinator or TTR Program Director as soon as possible if you intend to withdraw from the Fall Practicum / Residency experience.

## **Practicum Failure Policy**

It is possible for Residents to “fail” the Fall Practicum and receive Fs in the practicum and the corresponding Capstone course before a final determination of the Resident’s performance is made by the Coach at the end of the Fall Practicum. If Residents demonstrate a lack of professionalism, a poor attitude, and/or poor performance during the Fall Practicum, they may be removed from their Residency placement. There are no second or alternative placements and no incompletes given for the Fall Practicum. If /when you have questions or concerns about whether or not you are meeting your Mentor’s or Coach’s expectations in regards to your professionalism or performance as a Resident, please address those questions or concerns with your Mentor and/or your Coach immediately in order to receive and attend to their feedback.

# Mentor Roles and Responsibilities

## I. Introduction

Thank you for inviting a Resident from the Temple Teacher Residency program into your classroom. We appreciate your willingness to collaborate with us in preparing excellent urban middle grades STEM teachers for Philadelphia.

We believe that the year-long Residency experience in your classroom will provide your Resident with opportunities to:

- apply the research, theory, and best practices they will learn in their graduate courses at Temple;
- receive frequent, expert support and feedback;
- and reflect on and learn from their practice.

It is during this time that Residents will begin to develop their personal teaching styles as well as their understanding of how schools operate. We look to you to help them also develop:

- a sense of professional efficacy;
- a commitment to high standards for all students;
- and the habits of mind of a good teacher, including the habits of reflective practice, continuous improvement, and lifelong learning.

## II. The Role of the Mentor

The Mentor plays a critical role as the Resident's model and mentor and has great influence over the Resident's learning experience. Residents tend to adopt the practices of their Mentors, sometimes without question, assuming that they have no choice. We encourage you, however, to engage your Residents in ongoing conversations about your practice and to encourage them to ask questions, to think for themselves, to share what they observe about your classroom and practice with you, and to be willing to suggest to you and try out strategies and methods they have learned with which you might not be familiar.

Over time, as Residents get to know you, your classroom, and your students, we ask that you increase their classroom and instructional responsibilities until they can become partners with you in teaching your students. You do not need to surrender your classroom to your Resident (nor should you).

We expect you to work collaboratively and productively together to offer enriched instruction and opportunities for individual attention to your students. When the collaboration between Mentor and Resident works well, the students benefit the most.

As we're sure you will recall from your own teacher preparation, this period of daily engagement with students as a teacher comes with both excitement and anxiety. We ask you not only to instruct your Residents, but also to support and nurture them. Mentors, working closely with Coaches, help Residents set short and long term goals, analyze what works and what doesn't and why, and develop their capacity to reflect on and learn from experience. We ask that Mentors provide critical feedback but also encourage, recognize, and praise professional growth.

Our goal is to ensure that having a Resident in your classroom is beneficial to you as well as to the Resident. We hope that conversations with our Coaches will help you gain insight into your practice and that our Residents add capacity in ways that enable you to accomplish more than you might have achieved by yourself. Below are some suggestions for how you might effectively collaborate with your Resident to accomplish this goal.

### **Models for effective collaboration**

- Resident works with small groups and individual students in need of special attention, helping to differentiate instruction in the classroom.
- Mentor and Resident each take primary responsibility for certain content areas.
- Toward the end of the Fall Practicum, Resident prepares special units or lessons covering new content.
- Resident works with groups of students over time.
- Mentor and Resident split up centers to provide more oversight and direction.
- Mentor and Resident split up class and teach smaller groups the same or different content.
- Mentor and Resident review assessments and reflect together on effectiveness of lessons.
- Mentor and Resident plan together.
- Mentor and Resident both initiate instruction and share ideas.
- Mentor and Resident pool their resources and think together about how to work with individual students.
- Mentor and Resident observe each other, ask questions, and offer feedback.

## **Co-teaching**

The teacher education program at Temple University has begun to incorporate elements of the co-teaching model as articulated by St. Cloud State University and its Academy for Co-teaching and Collaboration. There are incredible benefits to Residents and Mentors utilizing this model to frame their working relationship in regards to planning and delivering instruction and supporting their students. We encourage Residents and Mentors to explore this model for collaboration. If you would like additional information about or support related to co-teaching, please let your Residents' Coach know. Resources can also be found on St. Cloud State's website: <http://www.stcloudstate.edu/soe/coteaching/>

## **Responsibilities of the Mentor**

In addition to working individually with your Resident in your classroom, we ask you to introduce your Resident to your colleagues, arrange for him/her to visit other classes at the same level and at other levels, meet and get to know the school staff, and become familiar with school procedures and policies.

We also ask you to provide formal feedback to your Resident and to us about your Resident's performance and growth with three official evaluations to be completed throughout the Fall Practicum.

Below is a list of the Mentor's specific responsibilities:

### **Prior to the Residency experience**

1. Introduce the Resident as a co-teacher rather than as a student (in order to create a higher level of respect and greater classroom rapport).
2. Provide a desk or table, chair, and a secure place for a coat and other belongings for the Resident.
3. Introduce the Resident to other faculty members and school staff and encourage Residents to take advantage of the expertise of such colleagues, e.g., through participation in team meetings, joint planning, and observation of other classrooms.
4. Determine which school systems / databases hosted online (email, attendance, gradebooks, faculty/staff portals), if any, the Resident will be able to have access to and request that access on his/her behalf.
5. Provide the Resident with pertinent information about:
  - a. school mission, students, the community, special programs, and the daily schedule;



- b. physical plant, including the location and use of specific resources (i.e., library, computers, audio-visual materials, duplication facilities, etc.);
- c. school rules, regulations, discipline policies, professional norms, and health and safety policies;
- d. classroom rules and procedures.

### **Upon the start of the Fall Practicum/Residency experience**

6. Orient the Resident to classroom management procedures and classroom rules and policies. Write out or discuss classroom rules and policies and make seating charts and class lists available to the Resident.
7. Familiarize the Resident with all the forms, reports, etc., that teachers are responsible for keeping.
8. Share information about the curriculum, available instructional materials, and your planning and pacing. Discuss long-range curriculum plans with the Resident and review copies of texts, manuals, and media resources.

### **On an on-going basis**

9. Model high-quality instruction and reflective practice. Mentors are expected to demonstrate teaching methods consistent with contemporary research and standards of excellence. Wherever possible, make explicit to your Resident your instructional objectives, the theory or research on which you base your teaching, why you made specific choices (e.g., materials selection, instructional or management strategy, mode of assessment), and why you think particular actions were or were not effective. Encourage Residents to participate in problem-solving conversations.
10. Discuss unique and relevant characteristics of individual students, including effective strategies for mediating behavior problems and/or differentiating instruction to meet the needs of these students.
11. Support the Resident in gradually assuming teaching responsibilities.
12. Co-plan with the Resident for specific teaching responsibilities each day. Share your lesson plans with your Resident. Residents should submit lesson plans in advance to the Mentor for most teaching responsibilities. Mentors should review the lesson plans and provide feedback.

13. Guide the Resident in the use of specific student assessments and student performance data as appropriate. Explain the methods of assessment and grading you use, and how records are kept and reported to parents.
14. Encourage the Resident to observe and participate in all school-related professional activities such as staff meetings, Individualized Education Plan meetings, professional development workshops, and planning for and conferencing with parents.
15. Observe, without interruption, the Resident's professional practice (in and out of the classroom) and provide specific feedback and guidance. The Mentor should provide both appropriate positive reinforcement and specific feedback, including suggestions for alternative approaches where appropriate. Constructive criticism should be delivered in a professional manner and in private.
16. Encourage your Resident to ask questions and reflect on your practice and his/her own. Provide ongoing opportunities for the Resident to feel comfortable discussing practice and soliciting advice. In schools with more than one Temple University Resident, we encourage Mentors to work with their colleagues and the school leadership to arrange for the cohort to meet together and discuss their progress.
17. Contact the Resident's Coach immediately if the Resident's behavior or performance falls below acceptable school standards. In addition, if, at any point in the Residency experience, you have serious concerns about the Resident's progress, discuss your concerns with the Coach who will initiate a [Resident Growth Plan](#) and report your concerns to the TTR Program Coordinator.
18. Provide formal feedback to your Resident regarding his/her performance and suggest areas for growth by completing the [Mentor Feedback Form](#) in our online assessment system, Tk20, and discuss your feedback with the Resident and Coach.

Please address any questions or concerns not answered here, as well as concerns about the Resident's development, to the Coach first, and then to the TTR Program Coordinator, Dr. Amy Scallon, at (215) 204-1518 or [ascallon@temple.edu](mailto:ascallon@temple.edu).

### **You, Your Resident, and Your Resident's Coach**

In our materials, we describe the Mentor as the Resident's mentor and the Coach as the Resident's coach and evaluator. It is the Coach who submits a Resident's final grade but it should be informed by close collaboration and input from the Mentor.

Both research and anecdotal evidence suggest that Mentors are powerful figures in the life of a Resident. Residents observe their Mentors every day and tend to assume that your practice sets the standard they should aspire to reach. When you manage your class or instruct in ways that they might find hard to emulate, they might not know how to respond. They might not know that there are multiple paths toward successful teaching so it is your job to make that clear to them. For these reasons, open communication between the Mentor and Resident is essential.

We recruit and select Mentors whose practice and dispositions match those we value and teach our students. Please be sure to become familiar with the [Temple Teaching Standards](#) and [Lesson Planning Framework](#), which will greatly help you support your Resident. Our best teaching practices align with local and national standards and will become familiar to you, but if you have any questions about them, please feel free to ask your Resident's Coach for clarification. Our lesson planning template is almost certainly more complex and detailed than the one you use, but it is designed to enable us to see clearly how our Residents think about their teaching. They need to complete our lesson planning template only for lessons that they share with their Coach and/or include in their portfolio. Please share your lesson plans with your Resident and help him/her plan in as much detail as necessary to effectively teach lessons on a daily basis.

In addition, please speak with your Resident often and explain what you are doing and why. Encourage the Resident to ask questions and support his/her effort to develop a comfortable teacher identity, which may or may not be similar to your own. Whenever possible, encourage your Resident to bring his/her prior knowledge into the classroom and to try new strategies that might not be part of your usual repertoire. Your support is critical to helping your Resident grow into the kind of independent, reflective practitioner we are seeking to prepare.

Your Resident's Coach will make one initial informal visit and typically five, but possibly more, formal visits. During the initial informal visit, the Coach will introduce himself/herself to you, share his/her contact information with you, and answer any questions you may have. The following five (or more) formal visits will be ones that the Coach contacts the Resident to schedule in advance. (See the [TTR Fall Practicum Calendar](#) for an approximate timetable of when each visit will occur throughout the semester. Other important deadlines are included on the calendar as well.)

The Coach is expected to be available to support the Resident throughout the semester as needed, so additional visits (which may or may not include formal teaching observations) may be planned in order for the Coach to effectively support the Resident and his/her Mentor. Additional visits beyond the five required by Temple's teacher education program are not unusual. Some are requested

by Residents and honored by the Coaches so that the Residents may receive supplemental formal or informal feedback from the Coach on a more frequent basis. Others become necessary in order for Coaches to initiate and monitor any interventions required to support their Residents' growth and performance.

The infrastructure of the Residency experience works best when there is good communication among all participants. If you have any concerns about your Resident's behavior, professionalism, or capacity to succeed in the classroom, please raise them immediately with the Coach. The Coach is the liaison between the classroom and the university and will report your concerns to the TTR Program Coordinator.

Although the Coach's role is focused on the Resident, if you would like feedback as well, please feel free to ask for it. If you and your Resident are co-teaching a lesson, the Coach can discuss it with both of you. Your willingness to model reflective practice, to ask questions about your own teaching, to welcome feedback, and to demonstrate a commitment to continuous improvement will have a powerful positive effect on your Resident and might be beneficial to you at the same time.

## **Overview of General Expectations of Temple Residents**

### **Attendance**

Residents **must** follow **the schedule of the Residency placement host school** and not the university calendar for their daily schedules (Monday through Thursday). They should observe the professional practices of the school, which often require teachers to sign in and out of school each day. Residents should be available **before** the students arrive in the morning and **after** their dismissal in the afternoon to facilitate opportunities for instructional planning and other educational interactions with their Mentors. Afternoon, evening, and weekend hours are required for activities such as grading pupil work, developing instructional units, writing lesson plans, preparing bulletin boards or learning centers, and participating in professional after-school meetings. Residents must also attend all meetings and in-service opportunities required of their Mentor.

Residents should be in attendance every day (Monday through Thursday) during their Fall Practicum/ Residency experience. We recognize, however, that emergencies do happen. If an emergency should require a Resident to be absent or late, it is the Resident's responsibility to contact the Mentor **and** the Coach, as far in advance as possible **or** as soon as possible (and no later than 7:00 AM the day of). No more than three absences are allowed during the Fall Practicum; this includes

attendance at job fairs and participation in professional interviews. All requests for planned absences must be submitted in writing to the Coach and Mentor and approved by the Coach and Mentor in advance.

Please note: The Fall Practicum Capstone Course begins at 4:00pm on Wednesdays during the Fall 2017 semester. Residents may ask their Mentors for approval to leave school early on Wednesdays in order to make it to class at Temple on time.

## **Professionalism**

It is the expectation that all Temple Residents consistently demonstrate professionalism by:

- meeting expectations of attendance, punctuality, preparedness, appropriate dress, appropriate demeanor, and demonstrating integrity and ethical behavior;
- communicating effectively, in both oral and written formats, with students, colleagues, paraprofessionals, related service personnel, and administrators;
- maintaining organized and accurate records and submitting requested documents and materials by stated deadlines;
- cultivating professional relationships with school colleagues, and making themselves aware of professional growth opportunities within the school, district, and/or college; and
- appropriately and respectfully initiating communication with and responding to communications from students' families, with the approval of their Mentor.

## **Gradual Assumption of Lead Teaching Responsibilities**

The schedule by which Residents assume various instructional responsibilities within their Mentors' classrooms is not prescribed by Temple's teacher education program. Rather it is expected that such a schedule is determined collaboratively by the Resident, Mentor, and Coach based on the various teaching opportunities available to the Resident and the Resident's readiness to assume these instructional responsibilities. Moreover, Temple highly encourages the utilization of a [co-teaching model](#) for collaboration between the Resident and Mentor so that there are multiple opportunities for students to be supported by two instructional leaders in the classroom.

Here are general guidelines for a schedule of the Resident's gradual assumption of lead teaching responsibilities:

### **Gradual Assumption of Responsibilities for TTR Residents during the Fall Practicum/Residency**

<p><b>Sept.</b></p>	<ul style="list-style-type: none"> <li>• Get to know students, teachers, school community</li> <li>• Learn school policies, layout, routines, procedures, and schedules</li> <li>• Review all school and district/charter policy documents and handbooks</li> <li>• Take attendance and learn all students' names</li> <li>• Learn how to use technology tools in your classroom</li> <li>• Assist in organizing and preparing classroom materials/handouts</li> <li>• Establish daily arrival and departure times</li> <li>• Establish regular weekly co-planning time and reflection time</li> <li>• Participate in meetings (grade, subject, school-wide, etc.) with the Mentor</li> <li>• Observe classroom environment, management strategies, and teacher-student interactions</li> <li>• Use protocols while observing and de-brief with Mentor</li> <li>• Co-planning: Mentor is the lead; introduces Resident to all aspects of planning</li> <li>• Co-teaching Strategies to use: 1) One Teach, One Observe, 2) One Teach, One Assist</li> <li>• <i>Resident receives informal feedback from Mentor daily and during weekly planning/reflection times and Coach (one time)</i></li> </ul>
<p><b>Oct.</b></p>	<ul style="list-style-type: none"> <li>• Continue September responsibilities</li> <li>• Observe pedagogical techniques, particularly those being taught in your methods courses</li> <li>• Observe and use informal/formal assessments and resulting data</li> <li>• Co-planning: Mentor is the lead; Resident supports and contributes ideas/resources/strategies</li> <li>• Co-teaching Strategies to use: 1) One Teach, One Observe, 2) One Teach, One Assist, 3) Parallel Teaching, 4) Station Teaching, 5) Team Teaching</li> <li>• <i>Resident receives formal feedback from the Mentor (Mentor Feedback Form) and formal feedback from the Coach (two P-TORs)</i></li> <li>• <i>Resident receives informal feedback from Mentor daily and during weekly planning/reflection times</i></li> </ul>
<p><b>Nov.</b></p>	<ul style="list-style-type: none"> <li>• Continue previous months' responsibilities</li> <li>• Observe questioning strategies, pacing, and transitions</li> <li>• Co-planning: Resident starts to construct lesson plans collaboratively with Mentor; Mentor provides guidance/feedback and resources (e.g., lesson objectives, standards, curricular resources)</li> <li>• Co-teaching Strategies to use: 1) One Teach, One Observe*, 2) One Teach, One Assist*, 3) Parallel Teaching, 4) Station Teaching, 5) Team Teaching, 6) Alternative Teaching, 7) Supplemental Teaching *Roles start to switch</li> <li>• <i>Resident receives formal feedback from the Mentor (Mentor Feedback Form)</i></li> </ul>

	<p><i>and formal feedback from Coach (two P-TORs)</i></p> <ul style="list-style-type: none"> <li>• Resident receives informal feedback from Mentor daily and during weekly planning/reflection times</li> <li>• Residents participate in Learning Rotations</li> </ul>
<b>Dec.</b>	<ul style="list-style-type: none"> <li>• Continue previous months' responsibilities</li> <li>• Observe differentiation and flexibility in meeting students' learning needs</li> <li>• Co-planning: Resident continues to construct lesson plans collaboratively with Mentor; Mentor provides guidance/feedback and resources (e.g., lesson objectives, standards, curricular resources)</li> <li>• Co-teaching Strategies to use: 1) One Teach, One Observe, 2) One Teach, One Assist, 3) Parallel Teaching, 4) Station Teaching, 5) Team Teaching, 6) Alternative Teaching, 7) Supplemental Teaching</li> <li>• Resident receives formal feedback from Mentor (<i>Mentor Feedback Form</i>) and formal feedback from the Coach (<i>one P-TOR</i>)</li> <li>• Resident receives informal feedback from Mentor daily and during weekly planning/reflection times</li> </ul>
<b>Jan.</b> – <b>Feb.</b>	<ul style="list-style-type: none"> <li>• Continue previous months' responsibilities</li> <li>• Co-planning continues: Resident transitions to lead; Mentor transitions to support</li> <li>• By the second week in January, Resident assumes the lead for co-planning and co-teaching at least one math/science class on a daily basis</li> <li>• For the rest of January and February Resident should be leading 50% of the math/science classes (2-3 periods) on a daily basis</li> <li>• Co-teaching Strategies to use: 1) One Teach, One Observe, 2) One Teach, One Assist, 3) Parallel Teaching, 4) Station Teaching, 5) Team Teaching, 6) Alternative Teaching, 7) Supplemental Teaching</li> <li>• Resident receives formal feedback from Coach (<i>two TORs</i>)</li> <li>• Resident receives formal feedback from Mentor (<i>Mid-Semester Evaluation</i>)</li> <li>• Resident receives informal feedback from Mentor daily and during weekly planning/reflection times</li> <li>• Residents participate in Learning Rotations</li> </ul>
<b>Mar.</b> – <b>Apr.</b>	<ul style="list-style-type: none"> <li>• Continue previous months' responsibilities</li> <li>• Co-planning: Resident is the lead; Mentor is the support</li> <li>• During March-April, Resident assumes the lead for co-planning and co-teaching at least 75% of the math/science classes or more (roughly 4 periods)</li> <li>• Co-teaching Strategies to use: 1) One Teach, One Observe, 2) One Teach, One Assist, 3) Parallel Teaching, 4) Station Teaching, 5) Team Teaching, 6) Alternative Teaching, 7) Supplemental Teaching</li> <li>• Resident receives formal feedback from Coach (<i>two TORs, two PDE 430s</i>)</li> </ul>

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|--|--|
|  | <ul style="list-style-type: none"><li>• <i>Resident receives formal feedback from Mentor (End-of-Semester Evaluation)</i></li><li>• <i>Resident receives informal feedback from Mentor daily and during weekly planning/reflection times</i></li></ul> |
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## **If Concerns Arise**

Communicating daily with your Resident and regularly with the Resident's Coach is the best way to avoid misunderstandings, but sometimes problems arise. If you have concerns about your Resident, please speak first to the Resident directly and then to the Coach. You should address concerns about your role or our expectations to the Coach who will try to troubleshoot with you and also bring your concerns back to the TTR Program Coordinator.

## **The Resident's Portfolio and Performance Assessment**

During the Residency experience, Residents are enrolled in a Capstone course designed to support their teaching and also to help them prepare their portfolios and get ready for Temple's summative performance assessment. Through their portfolio, we expect Residents to write confidently about what they have learned in the Fall Practicum and to demonstrate their ability to enact our standards for skillful teaching. Sometimes Residents get overly stressed about these additional responsibilities of their Capstone course and feel as if they have to make choices between focusing on their Fall Practicum and on their portfolios. From our perspective, the Fall Practicum / Residency experience is their primary responsibility. If they have difficulty completing the requirements for their portfolios, they should discuss the problem with their Capstone Instructor.

## **Videotaping**

Residents may request to videotape their teaching in their Mentors' classrooms for the purpose of reflecting on their practice and/or applying for teaching positions within Philadelphia district and charter schools. Please follow your school's or district's protocol related to videotaping when considering this request.



### III. Helpful References for the Mentor

#### **Links to Resources**

The Office of Field Placement's Temple Teacher Residency webpage offers quick links to all of the documents referenced in this TTR Fall Residency Practicum handbook. It also includes user guides and video tutorials for Mentors' and Residents' use of [Tk20](#), our online assessment and data management system in which Mentors complete the [Mentor Feedback Forms](#).

# Coach Roles and Responsibilities

## I. Introduction

As higher standards for student learning create ever-increasing demands on teachers, the demands on teacher preparation programs also increase. Your role in ensuring that we meet those demands is critical. We at Temple are grateful to have the support of experienced and expert educators in the field. We deeply appreciate your willingness to help prepare tomorrow's teachers. The professional collaboration between the College of Education and our field-based partners ensures that our Residents will receive the best possible preparation and become the kind of highly skilled and effective practitioners we all seek for the teaching profession.

This overview provides information regarding the Fall Practicum experience and the role of the Coach in supporting Resident achievement. Please read it carefully. It contains all of the materials, including the evaluation forms you will need to submit for the Residents assigned to you. Please pay special attention to [Temple's Standards for Skillful Teaching](#) and the competencies we expect teachers to develop, our lesson planning template and expectations for lesson planning, Resident evaluation criteria, and specific expectations for the Resident and Mentor.

At times, you might feel the need to speak with someone regarding concerns related to your assigned Residents. We recommend that you discuss concerns, as appropriate, with 1) the Resident and/or Mentor, 2) the school contact (e.g., principal, assistant principal, lead teacher) for school specific issues, and/or 3) the TTR Program Coordinator, Dr. Amy Scallon, who can be reached at 215-204-1518 or [ascallon@temple.edu](mailto:ascallon@temple.edu).

## II. The Role of the Coach

The teacher preparation program at Temple University College of Education provides students with a strong background in teaching methods as well as contemporary research and theory. We recognize, however, that students do not fully realize the significance of what they learn in their university courses until they assume authentic responsibilities in a classroom. Beginning in the Fall Practicum, Residents will have the opportunity to practice and apply the research, theory, and strategies they will learn in their graduate courses, receive frequent expert support and feedback, and reflect on and strengthen their practice. It is during this time that students not only begin to develop their personal

teaching style, but also their understanding and appreciation of how schools operate, their sense of professional efficacy, and the habits of mind--including commitments to high standards for all children, lifelong learning, and reflective practice--that will continue throughout their careers.

The Coach plays a complex role in helping us achieve our goals for our Residents by serving as the Resident's guide/mentor and chief evaluator, as well as the primary liaison between the university and the school. The Coach helps set the tone for the entire experience and provides support to both the Resident and the Mentor to help them manage their relationship and ensure a meaningful learning experience for both. The Coach should encourage the Mentor to support the Resident in growing and developing his/her own personal teaching style, by sharing the demands of classroom teaching, by modeling effective practice, and by mentoring the Resident over the course of the Fall Practicum as s/he gradually takes on more specific classroom responsibilities and becomes an integral member of the school staff.

Performing the roles of both mentor and evaluator can prove challenging at times. We request that you sit down with both your Resident and the Resident's Mentor early in the Fall Practicum / Residency experience to review your role and come to a mutual understanding. Especially during the first few months of the Fall Practicum, you will want to encourage your Residents, set goals and priorities with them, and provide advice about how to improve. Eventually, however, you must evaluate the performance of your Residents.

Understandably, for many Residents, the opportunity to develop as a teacher through a year-long clinical experience fills them with both great excitement and anxiety. Coaches are selected on the basis of their professional experience and expertise as educators to help see Residents through this challenging and rewarding experience. Coaches are expected to use their own in-depth knowledge of pedagogy and classroom management, professional experience, and communication and consultation skills in guiding and evaluating Residents.

We expect Coaches to cultivate relationships not only with their Residents but also with the Mentors and with school leadership and staff. We rely on Coaches to identify any initial problems in the match between Mentors and Residents. We also ask you to report any concerns you may have about school placements or the extent to which a Mentor is able and willing to perform his/her role. It is the Coach's responsibility at the start of the Fall Practicum to raise any concerns with the TTR Program Coordinator and/or the site-based contact to resolve the situation and suggest a more appropriate assignment if warranted. In order to ensure the best possible experiences for all of our Residents, we ask Coaches to provide feedback on their Residents' placements at the end of each semester.

## Responsibilities of the Coach

Coaches will:

1. Help introduce the Resident to the school and the community (e.g., providing background information on the school, explaining school rules/norms).
2. Contact the Mentor within the first week of the Fall Practicum. Since it's often challenging to catch Mentors during the school day for any length of time, we encourage you to discuss with the Mentor the best way to stay in contact, which might prove to be via email.
3. Make one initial informal visit to the school and at least five formal visits to observe classroom performance and complete feedback and evaluation forms following the observation and coaching cycle outlined below. These visits should be scheduled in advance with the Resident and put onto the TTR shared Google Calendar..
4. Maintain regular on-going communications (via phone or email on at least a bi-monthly basis) with the Resident, Mentor, and school administration; work with the Capstone Instructor as much as possible to coordinate feedback on lesson planning, pedagogy, and the Resident's ability to enact the Temple's Standards for Skillful Teaching. There will be bi-monthly scheduled phone check-ins with the TTR Program Coordinator. Notify the TTR Program Coordinator of any initial problems related to the Resident's placement within the first week of the Fall Practicum so any necessary adjustments can be made.
5. Help promote a positive relationship between the Resident and the Mentor by clarifying the roles and responsibilities of each and helping them to resolve any differences that may occur. Review the objectives and requirements of the Fall Practicum with both the Resident and the Mentor and explain the process used to evaluate the Resident. Ensure that the Resident and Mentor pairs are meeting regularly for co-planning, feedback, and completion of the Collaborative Reflection Log.
6. Serve as a representative of Temple University College of Education at the school and use professional courtesy in all interactions with Temple students and school faculty and staff.
7. Become familiar with the program's Temple Teaching Standards and use these to focus your coaching of Residents, particularly around Temple Teaching Standard #6: Teachers' Reflective Thinking. Please pay particular attention to encouraging Residents to use research-based strategies and helping them meet the needs of diverse learners. When possible, use specific examples from your experience and/or their experience to make connections to education theory and research.

8. Encourage the Resident to assume increasing responsibilities and independence in teaching, classroom management, and other professional responsibilities by following the Monthly Learning Calendar. Ensure that the Resident and Mentor pairs are always using a co-teaching model and support and develop them in the use of the co-teaching model.
9. Encourage Resident participation in professional learning communities within the school and attendance at grade and department team meetings. If you are supervising several Residents in the same school, we encourage you to hold group meetings and discuss issues of common concern together. We also encourage you to facilitate meetings between the Residents and Mentors (and school leadership whenever possible and appropriate) to share experiences and encourage collaboration.
10. Support the Mentor as he/she works with the Resident to help develop specific skills and learn more effective teaching techniques for diverse learning styles and abilities. Encourage the Mentor to model his/her own reflective practice for the Resident.

### **Observation and Coaching Cycle**

- a. Review the Resident's lesson plan. If/when possible, provide feedback to the Resident about the lesson plan in advance of the lesson delivery. (You may set a deadline and expectation for when and how the Resident is to share his/her lesson plan with you.) Make sure to put the observation date and time on the TTR shared Google Calendar.
- b. Observe the Resident in the role of small-group facilitator, co-teacher, or lead teacher.
- c. Facilitate a post-observation conversation with the Resident (and ideally and whenever possible, the Mentor as well) to solicit the Resident's reflections on his/her delivery of the lesson and to provide specific feedback.
- d. Seek feedback from the Mentor about the Resident's overall performance and growth in professionalism, classroom environment, and meeting expectations of the Temple Standards for Skillful Teaching, particularly those of Temple Teaching Standard #6: Teacher's Reflective Thinking.
- e. Review the Resident's written reflection on his/her lesson and the post-observation conversation that he/she posts in Tk20 within 24 hours of the observation.
- f. Complete a written Practicum Teaching Observation Report (P-TOR) form on Tk20 within 72 hours of the observation.

11. Help Residents reflect on and improve upon their planning and instruction by periodically meeting or talking with them. Help Residents to identify strategies that were successful, cite evidence, analyze why they were successful and identify strategies that were not successful, and why they were not successful and discuss possible changes. Encourage Residents to draw on their knowledge of education research and theory.
12. If, at any point, it appears that a Resident's successful completion of the Fall Practicum is in jeopardy, the Coach should convene a meeting with the Resident and Mentor to discuss and complete a Resident Growth Plan (documented in Tk20) and notify the TTR Program Coordinator that an RGP has been implemented for that Resident.

### **At the end of the semester**

13. Review and consider the Mentor's assessments (3 [Mentor Feedback Forms](#)) and her/his classroom observations before determining a final course grade.
14. Determine the final course grade for the Resident according to the [Fall Practicum Grading Rubric](#) and submit that final letter grade to the TTR Program Coordinator for submission to Temple.

## **Overview of General Expectations of Residents**

### **Attendance**

Residents **must** follow **the schedule of the Residency placement host school** and not the university calendar (for their daily schedules Monday through Thursday). They should observe the professional practices of the school, which often require teachers to sign in and out of school each day. Residents should be available **before** the students arrive in the morning and **after** their dismissal in the afternoon to facilitate opportunities for instructional planning and other educational interactions with their Mentor. Afternoon, evening, and weekend hours are required for activities such as grading pupil work, developing instructional units, writing lesson plans, preparing bulletin boards or learning centers, and participating in professional after-school meetings. Residents must also attend all meetings and in-service opportunities required of their Mentor.

Residents should be in attendance every day during their Fall Practicum. We recognize, however, that emergencies do happen. If an emergency should require a Resident to be absent or late, it is the Resident's responsibility to contact his/her Mentor **and** the Coach, as far in advance as possible **or** as soon as possible (and no later than 7:00 AM the day-of). No more than three absences are allowed during the Fall Practicum; this includes attendance at job fairs and participation in professional

interviews. All requests for planned absences must be submitted in writing to the Coach and approved by the Coach and Mentor in advance.

Please note: The Fall Practicum Capstone Course begins at 4:00pm on Wednesdays during the Fall 2017 semester. Residents should speak with their Mentors about their potential need to leave school early on Wednesdays in order to make it to class at Temple on time.

## **Professionalism**

It is the expectation that all Temple Residents consistently demonstrate professionalism by:

- meeting expectations of attendance, punctuality, preparedness, appropriate dress, appropriate demeanor, and demonstrating integrity and ethical behavior;
- communicating effectively, in both oral and written formats, with students, colleagues, paraprofessionals, related service personnel, and administrators;
- maintaining organized and accurate records and submitting requested documents and materials by stated deadlines;
- cultivating professional relationships with school colleagues, and making themselves aware of professional growth opportunities within the school, district, and/or college;
- and appropriately and respectfully initiating communication with and responding to communications from students' families, with the approval of their Mentor.

## **Gradual Assumption of Lead Teaching Responsibilities**

The schedule by which Residents assume various instructional responsibilities within their Mentors' classrooms is not prescribed by Temple's teacher education program or the TTR Program. Rather it is expected that such a schedule is determined collaboratively by the Resident, Mentor, and Coach based on the various teaching opportunities available to the Resident and the Resident's readiness to assume these instructional responsibilities. Moreover, Temple highly encourages the utilization of a [co-teaching model](#) for collaboration between the Resident and Mentor so that there are multiple opportunities for students to be supported by two instructional leaders in the classroom.

Here are general guidelines for a schedule of the Resident's gradual assumption of lead teaching responsibilities:

## **Gradual Assumption of Responsibilities for TTR Residents during the Fall Practicum/Residency**

<p><b>Sept.</b></p>	<ul style="list-style-type: none"> <li>• Get to know students, teachers, school community</li> <li>• Learn school policies, layout, routines, procedures, and schedules</li> <li>• Review all school and district/charter policy documents and handbooks</li> <li>• Take attendance and learn all students' names</li> <li>• Learn how to use technology tools in your classroom</li> <li>• Assist in organizing and preparing classroom materials/handouts</li> <li>• Establish daily arrival and departure times</li> <li>• Establish regular weekly co-planning time and reflection time</li> <li>• Participate in meetings (grade, subject, school-wide, etc.) with the Mentor</li> <li>• Observe classroom environment, management strategies, and teacher-student interactions</li> <li>• Use protocols while observing and de-brief with Mentor</li> <li>• Co-planning: Mentor is the lead; introduces Resident to all aspects of planning</li> <li>• Co-teaching Strategies to use: 1) One Teach, One Observe, 2) One Teach, One Assist</li> <li>• <i>Resident receives informal feedback from Mentor daily and during weekly planning/reflection times and Coach (one time)</i></li> </ul>
<p><b>Oct.</b></p>	<ul style="list-style-type: none"> <li>• Continue September responsibilities</li> <li>• Observe pedagogical techniques, particularly those being taught in your methods courses</li> <li>• Observe and use informal/formal assessments and resulting data</li> <li>• Co-planning: Mentor is the lead; Resident supports and contributes ideas/resources/strategies</li> <li>• Co-teaching Strategies to use: 1) One Teach, One Observe, 2) One Teach, One Assist, 3) Parallel Teaching, 4) Station Teaching, 5) Team Teaching</li> <li>• <i>Resident receives formal feedback from the Mentor (Mentor Feedback Form) and formal feedback from the Coach (two P-TORs)</i></li> <li>• <i>Resident receives informal feedback from Mentor daily and during weekly planning/reflection times</i></li> </ul>



<p><b>Nov.</b></p>	<ul style="list-style-type: none"> <li>• Continue previous months' responsibilities</li> <li>• Observe questioning strategies, pacing, and transitions</li> <li>• Co-planning: Resident starts to construct lesson plans collaboratively with Mentor; Mentor provides guidance/feedback and resources (e.g., lesson objectives, standards, curricular resources)</li> <li>• Co-teaching Strategies to use: 1) One Teach, One Observe*, 2) One Teach, One Assist*, 3) Parallel Teaching, 4) Station Teaching, 5) Team Teaching, 6) Alternative Teaching, 7) Supplemental Teaching *Roles start to switch</li> <li>• <i>Resident receives formal feedback from the Mentor (Mentor Feedback Form) and formal feedback from Coach (two P-TORs)</i></li> <li>• <i>Resident receives informal feedback from Mentor daily and during weekly planning/reflection times</i></li> <li>• Residents participate in Learning Rotations</li> </ul>
<p><b>Dec.</b></p>	<ul style="list-style-type: none"> <li>• Continue previous months' responsibilities</li> <li>• Observe differentiation and flexibility in meeting students' learning needs</li> <li>• Co-planning: Resident continues to construct lesson plans collaboratively with Mentor; Mentor provides guidance/feedback and resources (e.g., lesson objectives, standards, curricular resources)</li> <li>• Co-teaching Strategies to use: 1) One Teach, One Observe, 2) One Teach, One Assist, 3) Parallel Teaching, 4) Station Teaching, 5) Team Teaching, 6) Alternative Teaching, 7) Supplemental Teaching</li> <li>• <i>Resident receives formal feedback from Mentor (Mentor Feedback Form) and formal feedback from the Coach (one P-TOR)</i></li> <li>• <i>Resident receives informal feedback from Mentor daily and during weekly planning/reflection times</i></li> </ul>
<p><b>Jan. – Feb.</b></p>	<ul style="list-style-type: none"> <li>• Continue previous months' responsibilities</li> <li>• Co-planning continues: Resident transitions to lead; Mentor transitions to support</li> <li>• By the second week in January, Resident assumes the lead for co-planning and co-teaching at least one math/science class on a daily basis</li> <li>• For the rest of January and February Resident should be leading 50% of the math/science classes (2-3 periods) on a daily basis</li> <li>• Co-teaching Strategies to use: 1) One Teach, One Observe, 2) One Teach, One Assist, 3) Parallel Teaching, 4) Station Teaching, 5) Team Teaching, 6) Alternative Teaching, 7) Supplemental Teaching</li> <li>• <i>Resident receives formal feedback from Coach (two TORs)</i></li> <li>• <i>Resident receives formal feedback from Mentor (Mid-Semester Evaluation)</i></li> <li>• <i>Resident receives informal feedback from Mentor daily and during weekly planning/reflection times</i></li> </ul>

	<ul style="list-style-type: none"> <li>Residents participate in Learning Rotations</li> </ul>
<b>Mar.– Apr.</b>	<ul style="list-style-type: none"> <li>Continue previous months' responsibilities</li> <li>Co-planning: Resident is the lead; Mentor is the support</li> <li>During March-April, Resident assumes the lead for co-planning and co-teaching at least 75% of the math/science classes or more (roughly 4 periods)</li> <li>Co-teaching Strategies to use: 1) One Teach, One Observe, 2) One Teach, One Assist, 3) Parallel Teaching, 4) Station Teaching, 5) Team Teaching, 6) Alternative Teaching, 7) Supplemental Teaching</li> <li><i>Resident receives formal feedback from Coach (two TORs, two PDE 430s)</i></li> <li><i>Resident receives formal feedback from Mentor (End-of-Semester Evaluation)</i></li> <li><i>Resident receives informal feedback from Mentor daily and during weekly planning/reflection times</i></li> </ul>

### **Participating in the Fall Practicum Observation & Coaching Cycle**

Throughout the semester, Residents are expected to:

- Respond to communications from their Coaches in a timely manner and in adherence with any/all agreed-upon deadlines.
- Submit lesson plans to their Coaches in advance of formal observations/coaching visits numbers 4 and 5, in adherence with any/all agreed-upon deadlines and mechanisms.
- Reflect upon and consider revising their lesson plans to incorporate feedback received from their Coaches in advance of their lesson delivery.
- Engage in post-observation conversations with their Coaches (and ideally and whenever possible, their Mentors) to reflect on the delivery of their lessons and receive feedback.
- Complete reflections on their lesson delivery and post-observation conversation reflections and feedback in a few paragraphs in Tk20.
- Review the written feedback offered by their Coaches and documented in the P-TORs in Tk20.
- Review the written feedback offered by their Mentors and documented in the Mentor Feedback Forms in Tk20.
- Contact their Coaches and/or Mentors with any questions or concerns about the feedback offered by their Coaches and/or Mentors and documented in Tk20.

- If concerns arise about their performance and/or professionalism at any point during the semester, Residents should engage in and be responsive to the Coach's initiation and monitoring of a Resident Growth Plan.

## **Videotaping**

Residents may request to videotape their teaching in their Mentors' classrooms for the purpose of reflecting on their practice and/or applying for teaching positions with various schools. Residents should submit this request via the school's or district's protocol following approval from and with the guidance of his/her Mentor.

## **Relationships with Mentors**

As Temple's representative at the school site, we depend on you to maintain good communication and a good working relationship with Mentors. We ask you to obtain contact information and discuss the best way for you to communicate, which might be via email. If, as you observe your Residents, you develop any concerns about your Resident's Mentor, or have difficulty communicating with a Mentor, please report those concerns immediately to the TTR Program Coordinator.

We ask Mentors to complete three feedback/assessment forms for their Residents and to meet with them regularly to discuss lesson plans, instructional delivery, and classroom management. Those forms are to be completed online in Tk20. In addition to reviewing these documents, please seek the Mentors' feedback regularly throughout the Fall Practicum. Consider all feedback before completing your assessments on the P-TORs and when determining the final grade for your Resident at the end of the Fall Practicum.

## **The Capstone, the Residency Portfolio, and the Summative Performance Assessment (SPA)**

Residents are all enrolled in a Fall Practicum Capstone course designed to support them in the Fall Practicum and help them prepare their portfolios which they will submit at the end of their Student Teaching experience in the spring. Good communication between Coaches and Capstone Instructors makes this process go much more smoothly for the Residents. If you do not know your Residents' Capstone Instructors, feel free to ask for their names and email addresses so you can contact them. For their portfolios, Residents are required to submit lesson plans that conform to Temple's [Lesson Planning Framework](#). The template requires them to plan and reflect in greater detail than you might think is

necessary on a regular basis for a classroom teacher, but the detail they provide enables their Capstone Instructors to evaluate their understanding of their practice as well as their ability to enact the [Temple Teaching Standards](#). In order to avoid confusion, please encourage your Residents to use the [Lesson Planning Framework](#) so that the lessons they prepare for you, with some added reflection, can go right into their portfolios.

The Temple program emphasizes reflective practice as a critical standard. In your conversations with your Residents and in your assessments, please help your Residents understand and practice reflection. In particular, you can help them focus on student learning outcomes and assessment data as a means of determining whether or not they have met their objectives. You can also help by reminding them of research and theory that they can use to guide their decision-making and evaluate their lessons. Other areas in which Residents often need support include differentiating instruction, getting to know their students, using their prior knowledge to inform the Resident's decision-making about curriculum and lesson planning, and techniques for engaging students in instruction and managing their classrooms with the help of carefully planned lessons and engaging pedagogical techniques.

Residents may feel overwhelmed by the responsibility of preparing their portfolios on top of the Fall Practicum and other graduate coursework, but experience tells us that most Residents accomplish this task without undue stress. Under no circumstances should they need to take time off from the Fall Practicum to prepare their portfolios or complete Capstone assignments. Residents should address questions or concerns about their portfolios to their Capstone Instructor.

### III. Assessing the Resident's Performance

#### **Providing Feedback to Residents: What to Look For**

During the course of the semester you are required to complete (online, in a platform called Tk20) five forms for each Resident. The [Fall Practicum Teaching Observation Report](#) (P-TOR) will be completed a minimum of five times, following each required observation. This is a form generated by the teacher education program, which asks you to assess teaching practices related to the domains of Professionalism, Classroom Environment, and, for observations 4 and 5, Temple Teaching Standard #6: Teacher's Reflective Thinking. Additional forms can be completed if additional observations are warranted or are requested by the Resident.

These forms are the official record of your supervision, but please feel free to use additional means of communicating your observations and suggestions to your Residents whether they fit on the

forms or not. We expect you to use good professional judgment in order to provide Residents with the feedback and coaching they need to develop their teaching practice over time and to become reflective practitioners.

## **Feedback and Assessment Forms**

At the beginning of the semester, you will receive an email explaining how to complete and submit the P-TORs online. You will submit five [Fall Practicum Teaching Observation Reports](#). Links to copies of each form are provided here so you may print the documents for note-taking purposes during your observations should you choose to do so.

We encourage you to set goals with your Residents so that you have an agenda for each observation and each conference. All Residents want to do well from the beginning and will be disappointed with low ratings, even when those ratings are satisfactory as measures of their progress as a pre-service teacher during the Residency experience. It is very important for you to explain how the assessment system works; that they are just starting out, that their skills will almost certainly develop over time, and that they can only master certain skills once they have mastered others. In addition, they have the whole year to prove that they understand and can enact Temple's Standards for Skillful Teaching. No one expects them to do it perfectly (or at all) at the start.

From time to time, Coaches and/or Mentors become concerned about the ability of a Resident to successfully complete the Fall Practicum. When that is the case, the Coach, after consulting with the Mentor, should convene a meeting to discuss a [Resident Growth Plan](#) that will ultimately be submitted to the TTR Program Coordinator via Tk20. This process is critical in helping us monitor our Residents, provide support for any who are struggling, and identify problems in time to address them.

## **Resident Growth Plan**

The [Resident Growth Plan](#) can be initiated at any point during the semester by anyone who has a role in supporting the Resident's progress throughout the Fall Practicum. The Coach will be responsible for supporting the Resident through the Resident Growth Plan (RGP).

- The RGP begins with a conference including, but not limited to, the Resident, the Mentor, and the Coach.
- This conference will begin with a conversation about the Resident's unsatisfactory progress in meeting the expectations of the Fall Practicum held by the school partner and/or the university.

- The conference will continue with the development of a plan for the Resident to meet the expectations of the Fall Practicum and the timeframe within which this is to be expected. Consequences for not meeting the expectations during the stated timeframe will also be discussed.
- Those present in the meeting will end the conference by reaffirming their commitment to supporting the Resident's success.
- The Coach will submit a completed Resident Growth Plan document to Tk20 and will coach and supervise the Resident's progress towards meeting the goals outlined in the RGP.
- The Coach will check-in often (via phone, email, or additional classroom visits) with the Resident and Mentor for progress updates and will possibly complete additional lesson observations.
- The Coach will submit any additional P-TORs to Tk20.
- The Coach will alert the TTR Program Coordinator if the Resident fails to meet the expectations outlined in the Resident Growth Plan in the stated timeframe and/or fails to meet other expectations of the Fall Practicum.

### **Determining the Grade for Fall Practicum**

Coaches determine the final grade for the Fall Practicum with input from Mentors. Coaches assess achievement by:

- observing the Resident's professionalism, interactions with students, and lessons in the classroom;
- conferencing with the Resident about his/her classroom experience to learn about his/her knowledge of teaching, content, and classroom management;
- reviewing lesson plans and other materials generated by the Resident;
- considering the Resident's ability to reflect on his/her teaching practice;
- and consulting with the Mentor and, at times, other school faculty and the school principal.

See the [TTR Fall Practicum Grading Rubric](#) for more information.

The final grades for each Resident should be submitted to the TTR Program Coordinator by the deadline given (see the [Residency Fall Practicum Calendar](#)). The TTR Program Coordinator will share the final grades with the Assistant Director of Field Placement who serves as the official instructor of

record for the Fall Practicum. The The Resident may appeal the final grade through a formal appeal process after the semester has ended and the final grade has been posted.

If you have any questions or concerns, contact Dr. Amy Scallon, the TTR Program Coordinator, at [ascallon@temple.edu](mailto:ascallon@temple.edu).

### **Residents Who Want to Leave the Residency/Fall Practicum**

Please know that there are significant academic and financial implications for Residents who leave or withdraw from the Fall Practicum. Rather than counsel Residents to take a particular course of action, the TTR team asks that you encourage Residents who may confide in you that they are considering withdrawing from the Fall Practicum to contact the following people/offices before making this decision: a) the TTR Program Coordinator, b) the TTR Program Director, and c) Student Financial Services.

### **Residents Having Emotional or Mental Difficulties**

A Resident may confide in you that he/she is facing a lot of emotional or mental difficulty – whether related to the Fall Practicum or not. Please alert Dr. Amy Scallon, ([ascallon@temple.edu](mailto:ascallon@temple.edu)) TTR Program Coordinator, immediately when this occurs or if/when you have concerns about a Resident’s physical, mental, or emotional health. There are resources on-campus to which we can connect the Residents and there are university protocols that faculty and staff are expected to follow in order to ensure a student’s safety and well-being when this is the case.

## **IV. Helpful References for the TTR Fall Practicum Coach**

### **Clinical Practice Guiding Principles**

Behind all of our procedures and policies related to field experiences, we have identified [Clinical Practice Guiding Principles](#) that help us focus on reaching our goals. We use these principles to help us make decisions about the character and quality of our field experiences and the demands we make on Coaches, Mentors, and students in the field. We ask you to review these principles and help us ensure that they play a prominent role in our field program.

## Temple's Standards for Skillful Teaching

The [Temple Teaching Standards](#) permeate our program and guide how we assess our ability to prepare our students for teaching. They incorporate the skills, competencies, and habits of mind we try to ensure that all of our students acquire. Traditional categories for assessing teaching performance, such as planning, instructional delivery, and classroom management, are incorporated into the standards. We expect you to give feedback that matches those categories, but we also ask that you become familiar with our standards and incorporate feedback that relates directly to them. For example, feedback on instructional delivery should consider deep content knowledge, real world connections, active learning, and critical thinking as goals. Overall, we ask you to reinforce reflection as a primary tool for teacher improvement by helping your Residents learn how to reflect in ways that provide insight into their practice and a pathway to improvement.

### Lesson Planning Framework

All field-based courses require students to use Temple's [Lesson Planning Framework](#) for their lesson planning. The framework (or "template") is designed to encourage Residents to think deeply about curriculum and lesson planning, to provide detailed information about their lessons, and to reflect in detail about their practice and how they might improve. We use it to assess their capacity to plan instruction and to effectively teach. It is not designed to be a practical, day-to-day tool for teachers.

The template emphasizes "backwards planning," starting with proposed learning outcomes and then moving backwards to describe how to achieve those outcomes. Identifying the evidence the Resident will use to evaluate the success of the lesson is an important part of the planning process. We encourage our Residents to think about varied types of assessments, which might include reports and projects and other applications of knowledge, and not simply to rely on conventional tests.

We also expect Residents to consider the context for their lessons, including demographic information about their students, their families and their neighborhoods, students' prior knowledge, and knowledge of the special needs of their students. They should be able to situate a particular lesson in a broader understanding of the curriculum unit in which the lesson is embedded. They should be able to connect an individual lesson to what comes before and after that lesson. They can only accomplish this level of control if they understand the purpose of the lesson. To grasp the purpose, especially in cases where they are following a script, they need to investigate the curriculum guide and discuss the lesson



with their Mentor. By asking questions about the purpose of the lesson, Coaches can help to motivate Residents to learn more about the context for their teaching and student learning.