

September (SPED)

Big Ideas and Events

- Residents will continue their focus on classroom culture with the [Alder Resident Evaluation](#) performance assessment.
- Residents will complete and turn in their **Family Engagement Portfolio**.
- Residents will prepare for their time at University of the Pacific from September 30-October 8.
- For Residents who need to pass CSET exams- focus on studying, go to Thursday office hours, keep this high on your radar.

Practicum

- Resident should gradually observe, co teach, then take over an instructional activity/lesson.
- Resident should lead one daily routine, all transitions, and begin co-planning one weekly instructional element and/or participating in the preparation for intellectual prep.

Seminar

- Residents will learn strategies around reinforcing expectations (whole class reset, 6 least invasive interventions)
- Residents will continue to reflect on [Teachers as Transformatory Intellectuals](#) and connect it to Culturally Relevant Teaching.

Courses

- All Residents – EDUC 263 Teaching EL Learners (online)
- All Residents – EDUC 345 Data Driven Instruction (online)
- All Residents- EDUC 261 Literacy Development (online and in person September 25-30)
- General Ed Residents - SPED 225X Exceptional Learners (online)
- SPED Residents - SPED 231- Autism Spectrum Disorder (online)

Mentors.....

- In September ‘the honeymoon is over’. Fiercely protect your sacred time and don’t neglect the relationship with your resident.
- Residents will begin taking over instructional elements this month. Help them co-plan one element each week and give them ownership over one learning activity/lesson.
- Remember that your resident will be out September 30-October 8 taking courses at University of the Pacific.
- Continue providing feedback to your resident based on the Alder Teacher Evaluation observation tool.
- Send your resident to observe teachers on your school site who are especially talented in literacy instruction.

Residents.....

- In September residents tend to feel like they’re ready to start flying solo- resist this urge. You are just growing your wings.
- Remember the lessons of the technology course as your responsibilities mount. Develop good professional habits and be sure you plan in a way that allows you to turn in deliverables on time. You’re on a year-long job interview!
- K-5 and SPED: Prepare for the [RICA assessment](#). You will need to sign up for it now and take it by the end of Winter Break.

ATR Director visits...

In September we will continue [Alder Resident Evaluation](#) which consists of...

Residency Regional Director observes the Resident teach an instructional component . Mentor in the room is optional.

Director rates the observation and shares feedback with Mentor and Resident.

The Resident, Mentor and Residency Regional Director debrief the elements of the [Alder Resident Evaluation](#) together.

Week	Focuses- Seminar Scope and Sequence	What will the resident PLAN and LEAD? How will responsibility be released?	What will mentor observe and share feedback on this week?	Sacred Time Special Topics	Co-Teaching	SPED Case Management
1	Teachers as Transformatory Intellectuals - Giroux	1 classroom routine, all transitions and lead one learning activity/lesson	Classroom routine using See It, Name It, Do it Observation Protocols	Goal-Setting around Alder Resident Evaluation growth targets.	Real-Time Coaching focusing on a focused, specific growth goal grounded in the rubric 1 of the ARE.	Give teacher IEP at-a-glance, attend teacher meetings to review IEPs
2		1 classroom routine, all transitions and lead one learning activity/lesson Start sharing the pre/post work for intellectual prep meetings with your resident.	Learning activity / lesson using See It, Name It, Do it Observation Protocols	Goal-Setting around Alder Resident Evaluation growth targets. Leverage this time to share your thought process during Intellectual Prep meetings. Make your thinking explicit.	Real-Time Coaching focusing on a focused, specific growth goal grounded in the rubric 1 of the ARE.	Create caseload list with IEP dates/types of IEPs Observe process for making groups/ schedule
3		Reinforcing Expectations (6 Least Invasive Interventions) Whole Class Reset Joy Factor	1 classroom routine, all transitions and lead one learning activity/lesson Start sharing the pre/post work for intellectual prep meetings with your resident..	Goal-Setting around Alder Resident Evaluation growth targets. Leverage this time to share your thought process during Intellectual Prep meetings. Make your thinking explicit.	Real Time Coaching focussing on a focused, specific growth goal grounded in the rubric 1 of the ARE.	Gather information for Present levels. Observe 30-day IEP, meeting opening (Intro, rights, purpose), & eligibility page
4		1 classroom routine, all transitions and lead one learning activity/lesson Start sharing the pre/post work for intellectual prep meetings with your resident..	Learning activity / lesson using See It, Name It, Do it Observation Protocols	Goal-Setting around Alder Resident Evaluation growth targets. Leverage this time to share your thought process during	Real Time Coaching focussing on a focused, specific growth goal grounded in the rubric 1 of the ARE.	Give teacher IEP at-a-glance, attend teacher meetings to review IEPs

K-5- Consider using Morning Hustle, Do-Now or transition back from recess as the routine
6-12- Consider using Do-Now, Passing In Papers, or Exit Ticket Review as the routine
SPED- Consider releasing assessments to resident during this time

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				Intellectual Prep meetings. Make your thinking explicit.		
5	Residents in Stockton at UoP					

*Start (or continue to implement) an hour of solo teaching for resident and mentor each week. While partner teacher is instructing, resident/mentor can take that valuable time to engage in other projects.

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 6-12- Consider using Do-Now, Passing In Papers, or Exit Ticket Review as the routine
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