

December

Big Ideas and Events

- This begins the golden season where residents can lead small groups, help individuals, and work as a capable teacher without the stresses that are coming. Take advantage of this time to really help students.
- After takeover week, resident should lead the areas in which they need to grow with the mentor's guidance.
- TK-5 and SPED residents will need to take the [RICA](#) assessment this month if they haven't already.
- [EdTPA task 4](#) (for multiple subject residents) will have direct connections to the assignments for the fall courses.

Practicum

- **Before takeover:** Resident should lead any section of the day/groups of students they haven't yet led.
- **During takeover:** Resident leads all aspects of class.
- **After takeover:** Resident should plan and lead the section of day that emerged as their area for growth during takeover with mentor's guidance. Mentor and resident should take advantage of the weeks between Fall and Winter takeovers to focus on current students.

Seminar

- Residents will plan for CFUs, gather student data, and adjust instruction accordingly
- Residents will also practice oral and written feedback to students, and apply it to actual student work samples.

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 30-October 8) [Elementary](#), [Secondary](#)
- General Ed Residents - [SPED 225x- Exceptional Learners](#) (online)
- SPED Residents - [SPED 231-Autism Spectrum Disorder](#) (online)

Mentors.....

- Complete [takeover PD plan](#).
- Help your resident think through areas for growth building up to the first takeover.
- Take what your resident has learned during the first four months, highlighted by their takeover experience, and use this data to drive your goals for the spring semester.
- Send your resident to observe teachers on your school site who are especially talented in areas for resident growth from first takeover.
- Take your two hours out of the classroom for professional development.
- Don't neglect Sacred Meeting time!

Residents.....

- K-5 and SPED: Prepare for the [RICA assessment](#).
- Prepare for [takeover](#).
- Your focus should be using what you learned throughout the first four months of school (use the ARE as guidance) to identify targeted goals to work on in December/January.

ATR Director visits...

Before takeover directors will do **Rounds Visits**.

During takeover directors will do a quick visit and send you debrief notes

After takeover directors will do **Rounds Visits**.

- *10-20 min: Director and mentor observe as resident leads, may be videotaped*
- *10-15 min: Director and mentor debrief*
- *15-20 min: Meet as triad to debrief lesson*
- *10-15 min: Director and mentor debrief (as time allows)*

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	IEP/Case Management
1 2-6	No Seminar	<p>All transitions and routines</p> <p>Resident leads part of day that emerged as an area of growth during takeover</p> <p>Lead parallel groups or small groups based resident growth area on student need</p>	See It, Name It, Do it for a challenging part of the day emphasized by takeover	<p>Review and provide feedback on takeover week plans (due Dec 6)</p> <p>Review Takeover Guide</p> <p>edTPA Task 4 (multiple subjects residents)</p>	Parallel and Alternative Teaching	Observe Testing
2 9-13	Takeover Week & Mentor Seminar		Resident films one part of the day during takeover - Mentor and Resident watch it, and debrief using See It, Name It, Do it			Review SLD page, Assessment Plans & Medical Consent
3 16-20	<p>Resident Seminar 10</p> <ul style="list-style-type: none"> • Providing Feedback to Students • Checking for Understanding: planning, for, collecting data, adjusting instruction 	<p>All transitions and routines</p> <p>Resident leads part of day that emerged as an area of growth during takeover</p> <p>Lead parallel or alternative groups or small groups based resident growth area on student need</p>	See It, Name It, Do it for a challenging part of the day emphasized by takeover	<p>Reflect on Takeover and set goals for December</p> <ul style="list-style-type: none"> • What worked? • How was today different from a one day takeover? • What would you do differently? • What do you need to feel prepared for the next extended takeover? • How can we best structure the time between now and your next takeover to help you feel setup for success? 	Parallel and Alternative Teaching Co-Instruction focusing on a specific growth goal grounded in ARE rubrics.	Complete amendment
4 23-31	Winter Break					