

Gradual Release: September (Gen Ed)

Program Learning Outcomes

Course Scope and Sequence

Seminar Scope and Sequence: Resident; Mentor

Responsibilities

Resident

Study for assessments (i.e. CBEST, CSET).

Stay on top of [coursework](#) (or get ahead).

Continue to build relationships with students and families by regularly contacting families, hosting lunch bunches, office hours, etc.

Observe how your mentor builds and maintains classroom culture during instructional blocks.

Residents will take on instructional activities this month. In preparation, co-plan regularly with your mentor. Ask questions as they arise.

Take 1 hour per week as a prep time. Mentor will teach solo.

Participate in coaching sessions with mentor and director.

Continue to develop relationships with students and families and reflect on these experiences through [Family Engagement Portfolio Phase 2](#).

Thoroughly prepare for your second takeover day while your mentor is at Mentor Seminar. To prepare

- co-plan the day with your mentor
- review all emergency plans
- practice all parts of the day

Mentor

Residents will begin taking over instructional elements this month. Decide which instructional routine or activity your resident will takeover by the end of the month. Help them co-plan, co-teach, and co-data analyze this one instructional activity/lesson each week.

Share your thought process during lesson planning and preparation. Make your thinking as explicit as possible.

Continue to hold two hours of Sacred Meeting Time each week.

Check in on your relationship with your resident. Consider revisiting the community agreements you created at orientation.

- How healthy is your shared community?
- What is working about your shared work?
- In what ways will you work to deepen your relationship with your resident?

Take 1 hour per week as a prep time. Resident will teach solo.

Brainstorm ways for your resident to continue to deepen relationships with students

- What does this look like given your specific context?

Continue to formally observe your resident at least once each week. Be sure to record your reflections in the [growth tracker](#) so that the data captured can inform the ARE.

Resident will takeover while you are at Mentor Seminar. Prepare for takeover by

- co-planning the day

- reviewing all emergency plans
- providing regular feedback and opportunities to practice
- inform colleagues and office staff

After takeover, reflect with your resident

- What worked about the day?
- What would you do differently?
- What do you need to feel prepare for the next takeover day?
- How can we best structure the time between now and your next takeover to help you feel setup for success?

Focus					
<u>CoTeaching</u>	Alder Logistics	School Logistics	Resident Plans/Leads	Year-Long Interview	Feedback
<p>Involve resident in (virtual) co-teaching.</p> <ul style="list-style-type: none"> - Shared teaching for whole/small (online) group instruction - Leverage real-time coaching techniques to support resident growth <p>As residents take on an instructional block, co-plan, co-instruct, and co-data analyze at least one instructional activity per week.</p>	<p>Resident continues coursework focused on</p> <ul style="list-style-type: none"> - content methods (literacy for multiple subjects) - positive behavior supports - fieldwork - seminar - multilingual classrooms - child and adolescent development and learning theory 	<p><i>Mentor fills out</i></p>	<p>By the end of the month, residents continue to lead 2-5 transitions and at least one culture building activity (SEL lesson, circles, shout outs, etc) per day</p> <p>And, by the end of the month, residents continue to lead at least 2-3 daily routines (eg Do Now) per day</p> <p>And, by the end of the month, residents lead at least one instructional activity per day</p>	<p>Make it a priority to continue to develop relationships with your school site community (students, families, staff, etc).</p> <p>Ask questions as you have them.</p> <p>As your deliverables increase, be sure to create systems and routines that work for you so that you're meeting all deadlines.</p>	<p>Director, mentor, and resident continue to focus on building relationships with students and classroom culture.</p> <p>Director, mentor, and resident focus on maintaining classroom culture during instructional activities.</p> <p>Director, mentor, and resident focus feedback on planning and instructional strategies.</p>