

Gradual Release: January (Ed Specialists)

Program Learning Outcomes

Course Scope and Sequence

Responsibilities	
Resident	Mentor
Study for assessments (i.e. RICA) Stay on top of coursework (or get ahead) After takeover, continue to co-plan and lead the section of the day that emerged as the biggest area for growth. Ask for the supports that you need to continue to hone your practice. 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. Put your family communication plan from the Family Engagement Portfolio Phase 4 into action. Establish times for regular connection with your mentor in order to facilitate strong communication.	Getting back into a rhythm after winter break can feel tricky. Be intentional about holding 2 hours of Sacred Meeting Time each week. Schedule these in advance so that they happen regularly. As your resident ramps up for their second extended takeover, leverage coteaching structures to continue to support student needs. Focus your feedback and support on the time of day or area of teaching where you'd like to see additional growth Continue to look at student work with your resident. This practice helps hone your resident's lens Continue to provide feedback to your resident based off of their specific ARE goals - soon you will be preparing for the midyear ARE meeting. Take 1 hour per week as prep time. Resident will teach solo. 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 upcoming midyear ARE meeting.

Focus					
CoTeaching	Course Connection	Case Management	Resident Plans/Leads	Year-Long Interview	Feedback
In reflection of takeover implement coteaching models based off of resident’s needs to reflect new goals and growth areas. Classroom Culture Focus: - real time coaching - parallel - teacher time out Content Focus - tag team - huddle - alternative	Spring Term begins January 19 Sped 202 • <u>Jan 22</u> - Intro to the Course & Educational Benefit • <u>Jan 29</u> - Academic Assessments Ed 290 - Action Research • Identify a teaching dilemma Reserve & plan for 5 hours of asynchronous work during the gen ed portion of Resident Seminar	Observe as many IEP meetings as possible Do a “think aloud” to go over the IEP development process Enable Resident access to IEPs, through online program (Welligent, SEIS) or by downloading and sending Resident collects data for present levels, including informal observations and seeing ged ed teacher feedback Identify an IEP in March to write and facilitate as a part of SPED 202	Resident and mentor co-plan takeover with the resident taking the lead. After takeover, residents should continue to develop their skillset by practicing goals and growth areas that came out of takeover in a timely manner. After takeover, resident should continue to lead - nearly all transitions and daily routines - at least one culture building activity - most daily routines - at least two instructional activities per day (could be taught using a coteaching model like parallel or alternative groups)	Getting back into the swing of things after an extended break can feel tough. Be intentional about your communication with your mentor. You’re quickly approaching your second extended takeover. Part of being a professional means that you’re prepared. Consider what that looks like for you and your students. As you takeover, reflect on what’s working each day and what adjustments need to be made. Ask questions as they arise and ask for support when you need it. ARE Meeting #2, with the school leader or hiring manager present, is a valuable opportunity for residents to show how much they have grown. They can demonstrate reflectiveness, responsiveness, engagement, ownership and flexibility.	Director, mentor, and resident continue to focus on building relationships with students and classroom culture especially after returning from an extended break. Director, mentor, and resident focus on maintaining classroom culture during instructional activities as needed Director, mentor, and resident focus feedback on writing present levels of performance. This may also include analyzing student work and previous IEPs together.