



Monitoring Co-Teaching Success in A Full-Year Residency Program

By Dr. Amy Vessel
Louisiana Tech University



Celebrating 5 years!
The Clinical Residency & Recruitment Center
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The TEAM Model

Teacher Educators & Mentors

The Louisiana Tech University TEAM Model transforms the traditional student teaching triad into a team approach to prepare tomorrow's educators during a full-year clinical residency experience. The **TEAM** includes university and district partners that collaboratively mentor teacher candidates in all initial certification programs.



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Dr. Amy Vessel & Dr. Dawn Basinger, Louisiana Tech University, College of Education*

Co-Teaching The Challenges of Change

Adjusting the lens of “smart” teachers.
It’s sometimes difficult to teach the
oldest dogs new tricks!

Co-Teaching: The Challenges of Change

What Effective Co-Teaching is Not:

- the jigsaw method
- a wrestling match
- dividing workload in half

The Challenges of Change

Co-Teaching does not exist to bring two teachers together. It exists to make a stronger difference in the lives of students.

Key Ingredients to A Strong Co-Teaching
Framework in a Full-Year Residency Program:

Continuous Training

State Approved Mentor Training Endorsements

- All On-Line
- 6 Graduate Courses
- Bloomboard Portfolio
- State Policy in 2020


Mentor Minutes

- Continuous Professional Development across the academic year for Mentors
- Delivery Methods: Email – Website - Zoom



Mentor Minute: A Review of TEAM Evaluation Expectations

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If It doesn't
challenge you, it
won't change you.

-Fred Devito

TEAM Evaluations are a key timeframe for your professional growth as future school leaders. Dig deep into Domains 2 and 3 reviewing the critical attributes within the rubric of those 11 components. It may take more time than other mentor responsibilities, but you and your resident benefit greatly from the experience. We are available 24/7 to support you!

Framework for
Teaching Tool (2013)

Rubric can be
downloaded free at
[Danielsongroup.org](http://danielsongroup.org)

*Must use rubric to
evaluate!
Expectations in fall
- 2's with some 3s
and even 1s where
there is no
evidence. All
critical attributes
must be met to
score a 3. A score of
4 is almost
impossible to reach
- for master
teachers.*

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

- 1a **Demonstrating Knowledge of Content and Pedagogy**
 - Content knowledge • Prerequisite relationships • Content pedagogy
- 1b **Demonstrating Knowledge of Students**
 - Child development • Learning process • Special needs
 - Student skills, knowledge, and proficiency
 - Interests and cultural heritage
- 1c **Setting Instructional Outcomes**
 - Value, sequence, and alignment • Clarity • Balance
 - Suitability for diverse learners
- 1d **Demonstrating Knowledge of Resources**
 - For classroom • To extend content knowledge • For students
- 1e **Designing Coherent Instruction**
 - Learning activities • Instructional materials and resources
 - Instructional groups • Lesson and unit structure
- 1f **Designing Student Assessments**
 - Congruence with outcomes • Criteria and standards
 - Formative assessments • Use for planning

DOMAIN 4: Professional Responsibilities

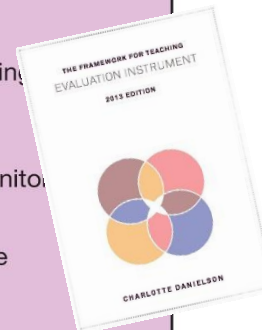
- 4a **Reflecting on Teaching**
 - Accuracy • Use in future teaching
- 4b **Maintaining Accurate Records**
 - Student completion of assignments
 - Student progress in learning • Non-instructional records
- 4c **Communicating with Families**
 - About instructional program • About individual students
 - Engagement of families in instructional program
- 4d **Participating in a Professional Community**
 - Relationships with colleagues • Participation in school projects
 - Involvement in culture of professional inquiry • Service to school
- 4e **Growing and Developing Professionally**
 - Enhancement of content knowledge and pedagogical skill
 - Service to the profession
- 4f **Showing Professionalism**
 - Integrity/ethical conduct • Service to students • Advocacy
 - Decision-making • Compliance with school/district regulations

DOMAIN 2: The Classroom Environment

- 2a **Creating an Environment of Respect and Rapport**
 - Teacher interaction with students • Student interaction with students
- 2b **Establishing a Culture for Learning**
 - Importance of content • Expectations for learning and behavior
 - Student pride in work
- 2c **Managing Classroom Procedures**
 - Instructional groups • Transitions
 - Materials and supplies • Non-instructional duties
 - Supervision of volunteers and paraprofessionals
- 2d **Managing Student Behavior**
 - Expectations • Monitoring behavior • Response to misbehavior
- 2e **Organizing Physical Space**
 - Safety and accessibility • Arrangement of furniture and resources

DOMAIN 3: Instruction

- 3a **Communicating With Students**
 - Expectations for learning • Directions and procedures
 - Explanations of content • Use of oral and written language
- 3b **Using Questioning and Discussion Techniques**
 - Quality of questions • Discussion techniques • Student participation
- 3c **Engaging Students in Learning**
 - Activities and assignments • Student groups
 - Instructional materials and resources • Structure and pacing
- 3d **Using Assessment in Instruction**
 - Assessment criteria • Monitoring of student learning
 - Feedback to students • Student self-assessment and monitoring
- 3e **Demonstrating Flexibility and Responsiveness**
 - Lesson adjustment • Response to students • Persistence



Always here
when you
need us!

The TEAM Model

Teacher Educators & Mentors

University Team

- Clinical Director
- CRRC Coordinator
- Clinical Liaison
- Evaluators
- Program Faculty
- TEAM Model Leadership Team

District Team

- District Supervisors
- District Liaison
- District Leadership Team

School Mentor Team

- Lead Mentor Teacher
- Mentor Teachers
- Special Education Mentors
- School Leadership Team

Resident Team

- Lead Resident
- Resident Team

The TEAM Mentor Evaluation System

Steps to a TEAM Evaluation	Evidence
2 Days Before Observation/ Pre-Conference	Resident submits pre-conference form & lesson plan with materials to mentor team. Resident reviews pre-conference with own mentor for last minute feedback. Mentor rates Domain 1.
Lesson Observation	Resident sends lesson video link via email to mentor team with video tagged (Domain 2 & 3). Mentor provides informal immediate feedback (glows/grows) to the resident after lesson. So important! (Video permission slips in resident binder – in classroom at all times – If no permission, student(s) not sitting in camera range)
TEAM Evaluation	Takes place ON SWIVL account with mentor team – comments/questions. Feedback from multiple evaluators is seen in comments on SWIVL. Using Danielson rubric (in book), team of mentors rate Domains 2 and 3.
Post-Conference	Face-to-face follow-up from assigned mentor and develop next steps. Resident reports to CRRC when completed. High quality feedback to the resident from own mentor is essential!

Levels of Performance: Key Words

Ineffective	Developing	Effective	Highly Effective
<ul style="list-style-type: none">• Lack of• Unsafe• Harmful• Unclear• Unaware• Poor• Unsuitable	<ul style="list-style-type: none">• Inconsistent• Partial• General• Attempts• Awareness• Moderate• Minimal	<ul style="list-style-type: none">• Consistent• Frequent• Successful• Appropriate• Clear• Positive• Smooth	<ul style="list-style-type: none">• Solid• Seamless• Subtle• Skillful• Preventative• Leadership• Students
<p><i>We would expect almost all clinical residents to fall between a 2 and 3 on the Danielson rating scale. There are certainly a few exemplary candidates with sprinkles of 4s and a few with 1s in some areas that must show immediate growth. <u>Just another example to adjust your lens to accurate scoring!</u></i></p>			

The TEAM Mentor Evaluation System

Danielson FFT: Ineffective Range 0 – 1.4	Danielson FFT: Developing Range 1.5 - 2.4	Danielson FFT: Effective Range 2.5 - 3.4	Danielson FFT: Highly Effective Range 3.5 - 4.0
Does Not Meet Program Expectations	Needs additional professional growth	Meets Program Expectations 😊	

Just like your own teaching evaluations, we expect to see growth across the entire school year. Our clinical residents could not possibly meet every critical attribute (see Danielson book rubric) to earn all 4s. Inflating their scores will provide frustration when they receive scores from their principal in their first job. Keep your scores authentic and realistic. We expect most averages fall quarter as low as 2.0 – 2.7 over all 4 domains and grow each quarter. If you have already submitted a score and realize you may have scored too high, contact Belinda.





Questions?

Email us at crrc@latech.edu

Need Support?

We can schedule Zooms or visit your school site! Just ask!

TEAM Resources?

[Latehcrrc.org](http://latehcrrc.org) – TEAM resources –

CRRRC Hours

Monday-Thursday 8-3 and Friday by appointment

Clinical Liaison Meetings

- Continuous Professional Development across the academic year for Mentors
- Delivery Methods: Zoom – Face-To-Face

Friday Table Talks

- Continuous Professional Development across the academic year for Residents
- Delivery Methods: Face-to-Face, SWIVL

Key Ingredients to A Strong Co-Teaching
Framework in a Full-Year Residency Program:

Accountability System

Residents

- Weekly – Friday Table Talks, School Leader Walkthroughs
- Monthly – Professionalism Checklists, Mentor Focused Observations
- Quarterly – TEAM evaluations

Mentors

- Weekly – Friday Table Talks, Co-Teaching Reflections
- Monthly – Zoom Clinical Liaison Meetings
- Quarterly – TEAM evaluations, University Walk-Throughs
- Annually – Official Evaluation of Mentor by Resident

New Accountability Strategies

- Residency Co-Teaching Portfolio – evidence-based
- Co-Planning Description
- Increased TEAM members – additional school leaders, grade level teachers, etc.
- Co-Teaching Self- Assessment - SWIVL

When teachers are working together,
they can do powerful things to improve
their own teaching and, in turn, improve
student learning.

-Robert John Meehan



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Story
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**Dr. Amy Vessel
James R. Mays Endowed Professor
Executive Director, The Clinical Residency & Recruitment Center
Louisiana Tech University**