



RESIDENT AND MENTOR TEACHER HANDBOOK

SY 2018-2019

Updated 7/5/18

The St. Paul Urban Teacher Residency (SUTR) Program Handbook outlines policies and procedures for SUTR residents and mentor teachers. It is also a reference for SUTR, University of St. Thomas and Saint Paul Public Schools staff.

The handbook provides residents with policies and procedures to assist them as they proceed through the requirements of the SUTR Residency. The University of Saint Thomas in partnership with Saint Paul Public Schools will assist residents to become familiar with the policies and procedures of the university and school district to be successful at completing all requirements in a timely fashion.

The SUTR program admits students of any race, color, gender, national and ethnic origin, sexual orientation, or disability. It accords all students the same rights, privileges, programs, and activities generally accorded or made available to students in the residency.

The SUTR program does not discriminate on the basis of race, color, gender, national or ethnic origin, sexual orientation, or disability in administration of its educational policies, admission policies, scholarship program, and other SUTR programs.

Table of Contents

Part I: Overview

- SUTR Site Information
- Program Contact Information
- Course Overview
- Courses, Credits and Sections
- Mission
- SUTR Residency Model
- MN Board of Teaching
- Program Highlights
- Disability Accommodations
- Program Evaluation

Part II: Program Requirements and Policies

- Professional Conduct
- Attendance
- State Requirements and Licensure
 - Minnesota Teacher Licensure Exams (MTLE)
 - Teacher Performance Assessment (edTPA)
 - Academic Content Standards
 - Clinical Practice and Coursework
 - Substitute License
 - Teaching License
 - Advising and Seminars
 - Grade Requirements
 - Academic Honesty
 - UST Code of Conduct and Academic Integrity
 - Grading
 - Key Assessments
 - Program Year Long Overview

Part III. Clinical Overview

- Clinical Practice Guidelines for the Teacher Candidate
- Clinical Practice Policies for Teacher Candidates
 - Contact with Parents and Guardians
 - Prohibited Activities
 - Child Abuse - Mandatory Reporting
 - Minnesota Code of Ethics
- Resident Lead Teaching Responsibility in Co-Teaching Model
- Co-Teaching Brief
- Evaluation of Clinical Practice Performance
 - Formative Observations

Summative Observations

Action Plan

Part IV: Clinical Overview for Mentors

Role of Mentor

Observation Tools

SUTR SET

UST Forms

SUTR Dispositions

Mentor Teacher Professional Development

Gradual Release

Mentor Guidelines

Month to Month

Due Process Checklist

Part V:

Calendar -

Gateways

Part VI - Signature Page

Part I: Overview

SUTR School Site Contact Information					
School:	Principal:	Phone:	Website:	Hours:	Grades:
Battle Creek Middle	LaNisha Paddock	651-293-8960	http://bcms.spps.org	7:30am - 2:00pm	6 - 8
Bruce Vento	TBD	651-293-8685	http://spps.org/vento	8:30am - 3:00pm	PreK-5
Farnsworth Lower	Laura Saatzer	651-293-8675	http://spps.org/farnsworth	9:30am - 4:00pm	PreK - 4
Farnsworth Upper	Hamilton Bell	651-293-8880	http://spps.org/farnsworth	9:30am - 4:00pm	5-8
Four Seasons	Heidi George	651-290-7595	http://fourseasons.spps.org	8:30am - 3:00pm	PreK - 5
Frost Lake	Stacey Kadmas	651-293-8930	http://frost.spps.org	9:30am - 4:00pm	PreK - 5
Highland Park Middle School	Charlene Hoff	651-293-8950	http://highlandms.spps.org	7:30am - 2:00pm	6 - 8
Maxfield	Ryan Vernosh	651-293-8680	http://maxfield.spps.org	8:30am - 3:00pm	PreK - 5
Murray Middle School	Jamin McKenzie	651-293-8740	http://murray.spps.org	7:30am - 2:00pm	6 - 8
SPMA	Barbara Evangelist	651-293-8795	https://www.spps.org/spma	8:30am - 3:00pm	PreK - 5
Washington Technology	Mike McCollor	651-293-8830	http://washington.spps.org	7:20am - 3:00pm	6-12

Program Contact Information

SUTR Coordinator

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651-802-6994
danaya.franke@spps.org

Mailing address:

360 Colborne Street
Saint Paul, MN 55102

Program email:

SUTR@spps.org

Program Website:

spps.org/SUTR

Substitute License Contacts:

Kha Vang
Kha.Vang@spps.org
Gina Carlson
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University Coordinator

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651-962-4395
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Others to Know at UST

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Coursework Overview

June 13 – July 3rd	July 9 th – August 16 th	September 10 th -December 17 th	January 7 th –June 3rd	June 10 th – June 28 th & July 1st – August 24 th (online)
Monday – Thursday	Monday – Thursday	Mondays	Mondays	Monday – Thursday & online
McNeeley Hall, University of St Thomas St Paul	McNeeley Hall, University of St Thomas St Paul	Anderson Student Center, University of St Thomas, St Paul	Anderson Student Center, University of St Thomas, St Paul	McNeeley Hall, University of St Thomas St Paul & online
3-9:30	3- 9:30	9-4	9-4	TBD and Online
<p>Courses: ABS</p> <ul style="list-style-type: none"> · Survey of Exceptionality (2 credits) · Behavior Management (2 credits) <p>Elementary</p> <ul style="list-style-type: none"> · Teaching Elementary Mathematics for Conceptual Understanding (3 credits) 	<p>Courses: ALL</p> <ul style="list-style-type: none"> · Pathways to Teaching through Residency (1 credit) · Environments for Success (1 credit) · Educational Equity and Inclusive Practices (1 credit) · Effective Teaching and Learning (2 credits) · Literacy Development (2 credits) <p>Sessions/Advising</p> <ul style="list-style-type: none"> · Residency Orientation & Individual Advising 	<p>Courses: ALL</p> <ul style="list-style-type: none"> · Educational Equity and Inclusive Practices (1 credit) · Residency in Teaching (2 credits) <p>ABS</p> <ul style="list-style-type: none"> · Fundamentals of Mild to Moderate (2 credits) · Educational Assessment (2 credits) · Elementary Academic Interventions (1 credit) <p>Elementary</p> <ul style="list-style-type: none"> · Elementary Math Methods (2 credits) · Elementary Literacy (2 credits) · Elementary Social Studies (2 credits) <p>Special</p>	<p>Courses: All</p> <ul style="list-style-type: none"> · Residency in Teaching (4 credits) <p>ABS</p> <ul style="list-style-type: none"> · Social Emotional Behavioral Interventions (2 credits) · Elementary Academic Interventions (1 credit) · Secondary Academic Interventions (2 credits) <p>Elementary</p> <ul style="list-style-type: none"> · Elementary math (1 credit) · Elementary Science (3 credits) · Elementary Social Studies (1 credit) · Elementary STEM 	<p>Courses: ALL</p> <ul style="list-style-type: none"> · Pathways to Teaching (1 credit) · Research Methods (online)(3 credits) <p>ABS</p> <ul style="list-style-type: none"> · Collaboration Skills (2 credits) <p>Elementary</p> <ul style="list-style-type: none"> · Elementary STEM (1 credit)

		Sessions/Advising · Lesson Planning · Preparing for Job Interviews · Ed-TPA orientation	Special Sessions/Advising · Ed-TPA Support	
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SUTR Break-down of Credits, Courses, and Sessions - Link here

<https://docs.google.com/document/d/1WVcJE2ihykkBwXFYvDgi36JLzJdBpm003wDM6n2XtkU/edit?usp=sharing>

SUTR Mission

To create and sustain an innovative program that is a pathway for recruiting, preparing, supporting and retaining effective teachers from underrepresented backgrounds as well as a model for school-university partnerships that enhances the ability of both schools and universities to continually improve upon their ability to be culturally responsive while eliminating racial disparities.

The SUTR program will sustain and manage a teacher preparation partnership that leverages University of St. Thomas (UST), Saint Paul Public Schools (SPPS) and funders to:

- Recruit high demand candidates for St. Paul Public Schools;
- Prepare teacher candidates to effectively meet student needs in a diverse urban district;
- Add value to the individual classroom by enhancing the mentors' impact on students;
- Provide leadership roles and experiences for effective teachers;
- Continually improve teacher preparation programs ability to be culturally responsive while eliminating racial disparities using residency program design and implementation data; and
- Increase student achievement.

SUTR Residency Model

Urban Teacher Residencies (UTRs) are an emerging innovation designed to bring best practices in recruitment, screening, preparation, placement, induction and teacher leadership to urban education environments. The SUTR program is designed to recruit, prepare and support strong, effective new teachers - bringing energy, ideas and real-world experience to meet the critical challenge of increased educational achievement for all students. The residency program synthesizes theory and practice, drawing upon the unique strengths of the partner institution and educational best practices to provide a dynamic and focused professional experience for aspiring teachers in high-need license areas.

MN Professional Educator Licensing and Standards Board (PELSB)

The SUTR program is approved by the Minnesota Professional Educator Licensing and Standards Board as a teacher preparation program in Math, Physics, Earth/Space Science, General Science,

Elementary Education and Special Education (ABS) in partnership with the University of St. Thomas.

Program Highlights

- The SUTR program is a 15-month clinical practice experience.
- Residents earn 30 - 34 graduate level credits, teaching license and master's degree.
- The clinical practice model for the mentor and resident is co-teaching.
- Mentor teachers receive an honorarium.
- Residents receive a stipend.
- During the school year, residents will be in an SPPS site for 4 days per week (Tuesday - Friday) and will attend courses one day per week (Mondays) at UST.
- Residents start coursework the summer before the school year starts and complete it during the summer after the school year.
- Mentor teachers attend monthly mentor training.
- SUTR university supervisors will attend 2 hours of the monthly mentor training.
- SUTR residents will receive feedback monthly from the university supervisor.
- SUTR residents attend weekly seminars.
- SUTR residents will spend one-week per semester in a different classroom to gain experience required for the scope of their license. This is called a Learning Rotation.

Disability Accommodations

For information on accommodations for students needing accommodations for disabilities refer to:

<http://www.stthomas.edu/enhancementprog/>

Program Evaluation

Throughout the year, residents, mentor teachers, principals and program staff are required to participate in various surveys. Surveys will be conducted at the beginning of the program, mid-year and at the end. Residents will also be surveyed again at the end of their first year as a licensed teacher. Instructions on how to participate in the surveys will be emailed to all parties involved during survey windows.

Additionally, SUTR residents will participate in the NExT Common Metrics, including NExT Program Entry Survey, NExT Program Exit Survey, Transition to Teaching Survey, Supervisor Survey, and an Exit Survey.

Part II: Program Requirements and Policies for Residents

The following provides resident-specific policies and procedures; however, this is not an exhaustive list. SUTR residents are SPPS district employees and must adhere to all district policies.

Failure to meet expectations, as outlined in the SUTR Handbook, including excessive absences, may disqualify a resident from meeting the requirements of this program; and therefore, will prevent the resident from obtaining a teaching license. Residents may request special consideration for extenuating circumstances from the SUTR program coordinator and appropriate personnel from the University of St Thomas as needed.

A. Professional Conduct

Resident will:

- Follow course and clinical program schedule.
- Build and maintain positive professional relationships with cohort members, mentor teacher(s), site liaisons, faculty, University of St Thomas personnel and SUTR staff.
- Ensure all conversations about students and classes are objective, confidential and refrain from discussions that are not for a professional purpose.
- Resolve any issues that may arise by speaking directly to the person involved.
- Act, speak and dress professionally at all times.
- Refrain from non-instructional use of phones (texting, calling, email) and computers/laptops in clinical practice and in class.
- Be mindful of own personal social media use. Do not engage in non-school social media communication with students.
- Be on time for coursework, at clinical site, and all other professional assignments
- Residents will continually improve on their ability to demonstrate SUTR dispositions of: culturally responsive, reflective, coachable, collaborative leader, analytical problem solver, organized, perseverant and resilient and the University of St Thomas Dispositions of morally responsible leadership, think critically, act wisely, work skillfully, all for the common good.

B. Attendance

Resident will:

- Follow district calendar and monitor daily schedule when not attending university classes.
- Arrive at host school and graduate class location on time and prepared to teach and learn.

Attendance Policy for Residency

A resident will maintain the mentor teacher's schedule for attendance. Situations where extensive

absences occur will result in a team meeting with representatives from SPPS and UST and could result in disciplinary action.

- When there is an expected or planned absence (e.g., taking MTLE exam), residents must email mentor teacher, program coordinator and/or instructor prior to expected absence.
- In the event of an unplanned absence (e.g., wake up ill) the mentor teacher and program coordinator must be notified by email and phone by 6:30am and/or as agreed upon by mentor, building administrator and SUTR Coordinator.
- SUTR residents will be allowed up to 10 paid sick/personal days during their clinical experience. Sick/personal days can be taken in either half days (.5) or full (1.0) days.
- SUTR residents will communicate all absences to Danaya Franke in order to reflect accurate attendance.
- Residents will complete an Activity Log weekly.
- UST instructors have the right to establish attendance policies for their course(s). Residents are responsible for informing the instructor about an absence and completing all assignments. Typically, missing more than 2 class sessions per semester results in a decrease in course grade. Additionally, instructors may ask the the resident to complete a make up assignment for missing work.
- If a SUTR resident would like to take Professional Development opportunities other than what their mentor teacher attends, the resident will need to use their personal days to do so.

Attendance Policy for Coursework and Seminars

An important part of being an effective teacher is professional responsibility. Two indicators of professional responsibility are being on time and having good attendance. These behaviors also demonstrate respect to your instructors and peers. Instructors care about you and your progress towards being an effective teacher and part of your progress is attending class and being on time. Furthermore, your contribution in class adds to everyone's learning. All absences from UST courses will be reported by the instructors to SUTR coordinators, Danaya Franke and Shelley Neilsen Gatti. For a single absence, each instructor will deal with it individually. If a student misses more than two classes over more than 1 day (can be any combination of classes), SUTR Coordinators will schedule a time to meet with the resident to develop a plan to make up missed class sessions and to address any future missed classes.

We realize there are multiple cultural practices to being on time. In this cohort, we will follow the dominant American culture's perspective and be in class before the starting time or right at the starting time. This does not mean pulling onto campus at the start of the class or walking into the building at the start of the class. It means you are seated in the classroom when class starts. We realize life happens and sometimes you can't be on time. When this occurs, please email or call your instructor as soon as you realize you are not going to make it on time. Again, each instructor will deal with tardiness individually and if it becomes a chronic issue (late at the beginning of class or after break more than 2 times), instructors will notify SUTR coordinators, and they will schedule a time to meet with you and design a plan focused on being on time for class. This applies to classes and seminar.

C. State Requirements and Licensure

Residents enrolled in this Minnesota approved program must complete the same requirements as candidates in traditional Minnesota teacher preparation programs. This includes the following:

Minnesota Teacher Licensure Exams

There are three sets of exams required of Minnesota licensed teachers - Essential Skills (Due at the end of October), General Pedagogy (Due at the end of March) and Content-area tests (Due at the end of May).

The Essential Skills requirement can be met via Minnesota NES Essential Academic Skills tests, ACT+writing or SATs that are less than 10 years old, MTLE Basic Skills tests taken before June 8, 2016, GREs or Praxis scores. The Minnesota Basic Skills testing information can be found here: <https://mn.gov/board-of-teaching/beaneducator/licensureexams/>

MTLE provides Minnesota's pedagogy and content-area tests. Information on your pedagogy and content exams can be found here: <http://www.mtle.nesinc.com/>

Teacher Performance Assessment (edTPA)

Residents must complete the Teacher Performance Assessment (edTPA). The assessment consists of three components: planning for instruction, delivering instruction, and assessment and reflection. The edTPA involves planning, filming and reflecting on teaching. Residents complete the ed-TPA term 3 with a due date in late March/early April.

Academic Content Standards

Residents must meet content standards to successfully complete the program. Residents show competency through earning at least a B- in all coursework required by the licensing institution upon entry into the program.

Clinical Practice and Coursework

The SUTR program is approved by PELSB and all residents are required to complete the coursework and yearlong clinical practice.

Substitute License - Due at the end of August

Residents must apply for a short call substitute licensure prior to participating in their clinical experience. For licensing forms and processes contact the Minnesota Department of Education: <http://education.state.mn.us/mde/edexc/licen/>

Once approved, residents must submit a copy to the SUTR Coordinator.

Teaching License

Residents must apply for a teaching license through the Minnesota Department of Education.

<http://education.state.mn.us/MDE/lic/apply/>

Once you have finished your coursework and passed all of the Minnesota testing requirements (see above), contact the University of St Thomas' license specialist about filing for your full Minnesota teaching license: celclicensure@stthomas.edu

Advising and Seminars

Residents are required to participate in the following:

- An entrance advising appointment with program staff prior to starting the program
- Racial equity (IDI) coaching
- Weekly Seminars (Terms 2 and 3)
- An exit advising appointment with program staff at the completion of program
- at least one advising appointment with SUTR coordinators during Fall and Spring semester (typically conducted during SUTR Support Days)

D. Resident Performance Expectations – Please see the CELC Handbook at

<http://www.stthomas.edu/media/celc/about/studentresource/CELCPolicyHandbook.pdf>

Academic Honesty

Essential to the success of SUTR's educational mission is a commitment to principles of ethical academic integrity. Every member of the SUTR community is responsible for upholding the highest standards of honesty at all times. Residents, as members of this community, are also responsible for adhering to the principles and spirit of academic honesty. Violation of honesty standards can result in denial of credit (U or F) in a course, as well as dismissal from the program. Penalties are given at the discretion of the faculty member, and offenders may be referred to the UST leadership and SUTR leadership. Students charged with a violation have the right to appeal any disciplinary action. Refer to the UST/CELC handbook for details on the appeal process.

UST Code of Conduct and Academic Integrity

The University of St. Thomas and the School of Education students and faculty have the responsibility to foster an atmosphere supporting academic integrity. All students and faculty are expected to review and abide by the University of St. Thomas (UST) Code of Conduct, UST Academic Integrity Policy, and community expectations established for a given class.

Read this St. Thomas [Academic Integrity Policy](#). It is your responsibility to be fully informed about the UST expectations about honesty, academic integrity and how to appropriately cite/credit other people's work. Let your professor know if you do not understand something in this document.

- Please watch this video [10 Types of Plagiarism](#) (3:58).

- o This brief video (3:58) teaches about 10 different types of plagiarism and offers strategies to avoid plagiarism. This was published in Youtube on 11.16.12.
Original source: Turnitin.com
- Our St. Thomas Mission Statement also serves to inspire and guide us in our daily practice:

Inspired by Catholic intellectual tradition, the mission of the School of Education is to educate practitioners to be morally responsible leaders who think critically, act wisely and work skillfully to advance the common good.

Academic Dishonesty Definitions: Activities that have the effect or intention of interfering with education, pursuit of knowledge, or fair evaluation of a student's performance are prohibited.

Examples of such activities include but are not limited to, the following definitions:

- Cheating: Using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work, or preventing or attempting to prevent another from using authorized assistance, material, or study aids.
- Plagiarism: Using the ideas, data, or language of another without specific and proper acknowledgment. Examples: misrepresenting another's work (paper, article, or computer work) as one's own original creation and submitting it for an assignment; using someone else's ideas without attribution; failing to cite a reference or to use quotation marks where appropriate, etc.
- Fabrication: Submitting contrived or altered information in any academic exercise. Examples: making up data, citing nonexistent or irrelevant articles, etc.
- Multiple submissions: Submitting, without prior permission, any work submitted to fulfill another academic requirement. Example: submitting the same paper for two different instructors, etc.
- Misrepresentation of academic records: Misrepresenting or tampering with or attempting to tamper with any portion of a student's transcripts of academic record, either before or after coming to the SUTR program. Examples: forging a registration form for a change of grade slip, tampering with computer records, etc.

Grading- Please see Page 20 of the CELC Handbook for information on Grading [CELC Handbook](#)

Key Assignments at Transition Points:

Key Assessments are defined as those program assignments that are seen as critical indicators of a candidate's readiness to move forward in the program and to ultimately be successful as a professional educator. Here are some of the key assessments and more information to come on each of these assignments from the course instructor.

1. REDP 601 Critical Analysis Paper- & Dispositions (includes attendance, punctuality, turning in assignments on time; responding to communication); end of summer term
2. REDP 605-606 Lesson Design & Dispositions
3. Professional Development Interview
4. ed-TPA
5. Evaluation during clinical experiences

Assessment

Assessing residents' readiness to enter the workforce as a licensed teacher will be based on residents' completing the program based on the residency schedule below.

Part III: Clinical Overview for Residents -

Please read: [SUTR Yearlong Overview](#)

A. Clinical Practice Guidelines for the Resident

Residents will:

- Establish a culture of high expectations for all students.
- Maintain established classroom procedures for managing student engagement and behavior.
- Use the SUTR lesson plan for all formal observations and during lead teaching (school specific lesson plan templates may be used by the resident when not being formally evaluated).
- Provide lesson plans to mentor teachers at least 24 hours before each lead teaching event and at the request of the mentor teacher.
- Read printed school regulations and learn emergency procedures.
- Attend meetings and fulfill all professional responsibilities (e.g., PLC meetings, conferences, staff meetings) with the cooperating teacher.
- Follow school requirements regarding attendance and absence notification.

B. Clinical Practice Policies for Residents

Boundaries and Confidentiality

Particular care must be taken with the rights and privacy of students and parents. If you are unsure of the procedure in a given situation, consult with the appropriate administrative personnel. It is critical that you review all school policies and ask clarifying questions at the beginning of the residency.

Contact with Parents and Guardians

Residents and mentors should establish expectations about contacts with parents and guardians. Residents should consult with mentor teacher before calling, emailing, or meeting with parents or sending home any written materials with students. Residents should demonstrate knowledge of and support school district vision, mission statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.

Prohibited Activities –

Residents may not engage in activities that are political or intended to promote a position or cause **during service hours**. Residents may not participate in efforts to influence legislation or organize a letter writing campaign to Congress, Residents may not participate in partisan political activities, or other activities designed to influence the outcome of an election or public office. Residents may not participate in protests, petitions, boycotts or strikes.

Child Abuse - Mandatory Reporting

Residents should be familiar with the school's policies and procedure to which they are assigned. Residents should be familiar with policies that have been established to protect children in danger of abuse. Important information should be read here:

<https://edocs.dhs.state.mn.us/lfserver/Legacy/DHS-2917-ENG>

Minnesota Code of Ethics

Teachers are required to follow the MN Code of Ethics. This code shall apply to all persons licensed according to rules established by the Minnesota Board of Teaching. Residents should be aware of these codes.

- A. A teacher shall provide professional education services in a nondiscriminatory manner.
- B. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
- C. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
- D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
- E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
- F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
- G. A teacher shall not deliberately suppress or distort subject matter.

- H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.
- I. A teacher shall not knowingly make false or malicious statements about students or colleagues.
- J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

For further information regarding the code of ethics, use the following link:

<https://www.revisor.mn.gov/rules/?id=8700.7500>

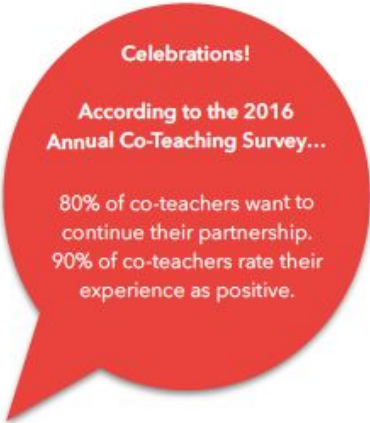
C. Resident Lead Teaching Responsibility in Co-Teaching Model

Co-teaching is two teachers working together and sharing the planning, organization, delivery, and assessment of instruction and physical space. Lead teaching utilizes the co-teaching approaches. Residents are *learning while doing* and this should be taken into consideration when increasing teaching responsibility. Throughout the year the resident will take more and more ownership of the lead teacher role, all while under the supervision of the mentor teacher.

Considerations for Successful Co-teaching Implementation

The list that follows outlines critical elements that a building must adhere to in order to successfully implement co-teaching practices.

- Co-teaching drives the creation of the master schedule.
- Co-teaching teams are provided common prep time and participate on the same PLC.
- The number of co-teaching partnerships is limited for each teacher to a maximum of two different teachers or content areas.
- When designing rosters for SPED co-taught classes, a guideline is to keep the number of SPED identified students near 1/2 of the total enrollment or lower.
- Keep partnerships consistent from year to year in order to build and deepen co-teaching capacity.
- Teachers have a voice in determining co-teaching partnerships.
- Teams participate in co-teaching professional development.



A variety of **CO-TEACHING ARRANGEMENTS** (not limited to the five below) should be used within classrooms, determined by student need & lesson complexity. Both teachers and/or related service providers collaborate in the planning, delivery & assessment of instruction.

Arrangement		Description
Team Teaching	X X	Two teachers provide direct instruction to the entire class together through a co-planned lesson that includes specialization, scaffolds, and supports for students to reach grade-level standards and access grade-level curriculum.
Parallel Teaching	X X	Each teacher instructs half of the class with the intention of reducing the student-teacher ratio for specific instructional purposes. Instruction for the two groups occurs in the same classroom. Content, process, or product may be identical, or may vary according to the group.
Small Group & Independent Work	X X	One or both teachers provide small group instruction in order to differentiate based upon student needs. The remainder of the class works independently, in pairs, or in cooperative groups on assigned tasks.
One Teach One Support	X X	One teacher provides direct instruction as the other provides substantive support to one or more students. Both teachers are actively engaged and the teacher roles may swap throughout the lesson.
One Teach One Observe	X X	One teacher provides direct instruction, while the other intentionally observes. The purpose of the observation is predetermined by the co-teaching pair and may include taking note of: specific behaviors or skills, level of student engagement and responses, or teacher elements from the SET. Both teachers analyze data from observations.

D. Evaluation of Clinical Practice Performance

Clinical Practice Evaluation

Residents are informally and formally evaluated throughout the residency year.

- Formal observations are completed monthly by the mentor teacher and university supervisor using the SUTR SET and the University of St Thomas evaluation rubric
- The **mentor teacher** and the **university supervisor** will complete a formal summative evaluation triad meeting in the winter and the spring with the resident.
 - District faculty may also do formal observations of residents as needed.

Observations

- Are scheduled ahead of time unless requested as a drop-in
- Are for about an hour
- Are done when mentor teacher and resident are co-teaching or the resident is lead teaching
- Requires the lesson plan to be completed and shared with supervisor and mentor teacher prior to observation
- Include a post conference
- Uses the SUTR SET and the University of St Thomas license evaluation rubric

Triad Evaluations

- Based on a summation of previous observations documented on the SUTR SET
- Are always scheduled ahead of time with the mentor teacher, university supervisor, and resident
- Using the Field Experience/Clinical Practice Final Summary and if applicable the ABS Standard E (for Tk-20)

E. Clinical Action Plan

Action Plan Process

At the first sign of performance concerns of a resident, the mentor teacher, UST supervisor, Instructor, building administrator or SUTR coordinator should provide the resident with direct feedback and offer support and guidance. Early indicators could include poor performance documented in reflective logs or formative reports, frequent absences or tardies, conflict with other residents or the mentor teacher or other professionalism problems (as measured by the disposition assessment and SUTR SET). Informal support, feedback, and evidence will be given to the resident to resolve. If performance issues are not resolved, this will warrant an action plan. (see specifics below). Residents with extensive performance or professionalism issues, excessive absenteeism or other misconduct may be subject to discipline and/or discharge.

ACTION PLAN FOR CLINICAL PRACTICE STUDENT COMPETENCY

The action plan is written only for a resident who needs very specific focus and growth to achieve the competencies required for licensure. In addition to the observation reports completed by the UST supervisor, the action plan indicates target areas and support systems for immediate attention. The university supervisor will oversee the implementation and progress of the action plan.

Areas of Concern	Performance Goals	Indicators of Success	Support Systems	Status Update

Plan for Review: (date, attendees, location)

Signatures: (those attending and monitoring the action plan)

Signatures:

Part IV: Clinical Overview for Mentor Teachers

A. Expectations and Role of the Mentor Teacher

- Plan, teach, and assess students with the resident using the **co-teaching model**; the resident will take increasing ownership of the lead teacher role while under supervision of the mentor teacher
- Make explicit the thinking and reasoning behind **instructional choices**
- Support the resident's use of **data** to improve student achievement
- Attend monthly **professional development**
- Consistently **model** reflective teaching practices
- Maintain regular **communication** with University supervisor and SUTR Coordinator on resident performance
- Conduct monthly formative and two summative **assessments** on the resident
- Use **coaching language** to support resident development
- Support the resident in completing the **Teacher Performance Assessment** (EdTPA); assist the resident in collecting district media permission forms.
- Maintain **professional relationship** with resident
- Promote **resident's development** of professional responsibility
- Create opportunities for resident to **engage** with families and the broader school community
- Complete the **Gradual Release** of responsibility with the university supervisor and then verbally discuss the plan with the resident immediately after the monthly PD

B. Observation Tools –

Residency Observation Report and Rubrics - THE SUTR SET [Here](#)

The Residency Developmental Observation Report is organized by the following domains and is used to evaluate resident performance. The observation form and rubrics will be available on the Community Canvas Site.

Four-Point Rubric: Explanation for the Visual Learner

The Swimmer...



1. **Requires Attention** - Non-swimmer who has been thrown in the water and is drowning.

Requires Attention: Teacher candidate relies on ongoing assistance and support, and is not yet ready to work independently in this area. This is a target area for focused attention and may require an action plan to detail steps toward successful performance.

2. **Developing** - A swimmer who can manage to stay afloat using the dog paddle, and may manage to be get across the lake on his/her own if no waves develop.

- Developing: Teacher candidate is moving toward self-direction and independence. The teacher candidate understands effective teaching practice and is beginning to directly apply knowledge and skill to planning, instruction and/or assessment. “Developing” is often a descriptor of a beginning/novice teacher and would indicate passing criteria.

Performance at this level is characteristic of teachers new to the profession.

3. **Proficient** - A swimmer with command of a number of different strokes, and the knowledge of when to use them.

- Proficient: Teacher candidate is able to teach independently, internalizes feedback and easily applies what she/he is learning about teaching. The teacher candidate plans and delivers lessons that involve the students in constructing their own learning and engages them in thinking and 21st century skills.

Performance at this level is characteristic of teachers new to the profession who have successfully enhanced their teaching through practice and experience.

4. **Exemplary** - A competitive swimmer who is perfecting his / her strokes – the swimming teacher.

- Exemplary: Teacher candidate displays the advanced practices of a highly accomplished beginner. Decisions in planning, instruction and assessment are consistently integrated, intentional and well executed.

Performance at this level is characteristic of an experienced teacher.

Exemplary “performance is a good place to visit, but don’t expect to live there” (Danielson, 2007, p. 41).

Danielson, Charlotte. (2007). *Enhancing Professional Practice: A Framework for Teaching (2nd ed)*. Alexandria, VA, ASCD.

[Clinical Practice Evaluation Tool: Elementary](#)

[Clinical Practice Evaluation Tool: ABS](#)

C. Mentor Teacher Professional Development Schedule and other Tools

- Mentors will attend Mentor PD once a month to learn skills that will help develop them as SUTR mentors. Here is the SUTR Mentor PD Schedule: [Schedule here](#)
- All sessions are required. Mentor teachers will earn CEU's for participation.
- SUTR residents will attain their short call substitute license and after the second month will maintain the class while the mentor teacher attends training.
- UST Supervisors will also attend the monthly PD.
- SUTR Mentors will complete the monthly gradual release chart and share it with the resident on a regular basis. [Gradual Release document here](#)
- SUTR mentors will use the following guidelines for goal setting and self assessment: [Mentor Guidelines for Goal Setting](#)
- Elementary Mentors can use the following document for assistance in determining a month to month plan: [Monthly Timeline - Elem.](#)
- Special Education Mentors can use the following document for assistance in determining a month to month plan: [Monthly Timeline - ABS](#)
- This Due Process checklist is another tool that Mentors and residents can use while preparing to be an effective teacher in SPPS: [Due Process Checklist](#)

Part V: Residency Calendar - [HERE](#)

SUTR GATEWAYS: SUTR Candidates will be held accountable each term to meet the requirements listed below as a way to measure adequate progress. At the end of term 1, residents will self monitor.

	Yes/No	Plan for Success:	Date Due:
>B in each course			
Sub License Complete - By August			
Disposition survey 2+			
Attendance < 3 absences			
Completed NES* (Recommended)			
Action Plan Unsuccessful			
Advisory Committee			
GW #1 - Term 1 - June - Aug.			
Disposition survey 2+			
Observations Scores Average ≥ 2			
Attendance < 5 absences			
Action Plan more than 6 weeks			
Advisory Committee			
Late Assignments			
Allied Classes			
GW#2 - Term 2 - Sept - Dec.			
>B in each course			
Disposition survey 2+			
Observations Scores Average ≥ 2.5			

Attendance < 10 absences			
Action Plan more than 6 weeks			
Advisory Committee Appearance			
Late Assignments			
Allied Classes			
GW#3 - Check in - Feb.			
GW#3 - Term 3 - Jan. - June			
>B in each course			
Applied for Teaching License - In June/July			
Completed Allied Classes			
Completed Pedagogy Test - By March			
Completed Content Test - By May			
Completed EdTPA - By March			
Accepted to SPSS Interview Pool			
Hired in SPPS			
GW#4 - Term 4 June - Aug.			
SUTR GRAD!			

RETURN THIS PAGE TO HUMAN RESOURCES BY SEPTEMBER, 2017.

I acknowledge I have read the SUTR Resident and Mentor Teacher Handbook and agree to support the policies and procedures that are required of the SUTR program as stated therein.

Resident Name (please print): _____

Resident Signature _____ Date _____

Teacher Mentor Name (please print): _____

Teacher Mentor Signature _____ Date _____