



**Bachelor of Applied Science  
in  
Early Childhood Education  
  
Program Handbook**

# Table of Contents

[Definitions](#)

[Letter from the Deans](#)

[Why We Do This Work](#)

[Program Structure](#)

[Program Competencies](#)

[Handling Concerns & Grievances](#)

[Junior Year Overview](#)

[Coursework](#)

[Lab Time & Work-Based Learning Opportunities](#)

[Lab Time & WBLO FAQ](#)

[Senior \(Residency\) Year Overview](#)

[Placement with School-System Partner](#)

[Adaptive Residency](#)

[Coursework](#)

[Expectations & Support During Residency](#)

[General Expectations](#)

[Observation, Coaching, & Feedback](#)

[Progression of Responsibility](#)

[The Role of the Mentor Teacher](#)

[The Role of Dallas College Faculty](#)

[The Role of School Leadership](#)

[Attendance Protocols](#)

[Substitute Teaching](#)

[Professionalism](#)

[Residents in Need of Additional Support](#)

[Accommodations](#)

[Getting Certified](#)

**Appendices**

[Program Handbook Acknowledgement Form](#)

[FERPA Consent to Release Educational Records](#)

[Co-teaching Approaches](#)

[Residency Field-Based Experiences](#)

## Definitions

**Adaptive Residency:** an abbreviated residency model that allows Dallas College BAS ECE seniors to remain employed in their current school system positions (paraprofessionals, teacher assistants, teacher aides) while following a modified residency paradigm that provides opportunities to observe, lead classroom instruction and small groups, receive feedback, tutor, etc.

**Alternative Certification Program (ACP):** an educator preparation program designed to support aspiring teachers, who hold bachelor's degrees, in successfully attaining their certification/licensure through a host of rigorous assessment preparation modules, practice exams and assessment performance analyses that will greatly increase the chances of aspiring teachers becoming certified.

**Apprenticeship:** a paid residency experience with a partner school system that allows the student to engage in significant on-the-job learning through co-teaching with a mentor teacher in a dedicated classroom that allows Dallas College students to observe, co-plan, co-teach, lead teach, and otherwise engage in all aspects of teaching, thereby applying coursework with early childhood and/or elementary students.

**Bachelor of Applied Science in Early Childhood Education:** the degree earned after students have completed their associate degree, along with 60 hours in upper-level education, specialty courses, and a residency model infused with performance-based assessments that entwine coursework and practical application of theory

**Cohort:** a group of residents/adaptive residents assigned to one faculty member, that will conduct observations, provide feedback, and grade performance-based assessments, throughout the yearlong residency.

**Educator Preparation Program (EPP):** a program approved by the Texas Education Agency to support candidates seeking initial teacher certification in the state of Texas.

**Faculty:** Dallas College BAS ECE instructors that serve in a cohort leader/field observer role, providing feedback to residents on their classroom and coursework performance.

**Resident Growth Plan:** an actionable strategy created by SOE leadership, faculty, school leadership and mentor teachers to guide residents who are struggling to meet the instructional and/or professional criteria associated with the residency and fellowship, in hopes to assist residents in overcoming challenges, to increase their chances of becoming highly qualified teachers.

**Lab Time:** approximately 2 hours per week of each upper-level BAS ECE course devoted to practicing instructional skills learned during class time in authentic educational settings through volunteer or work-based learning opportunities.

**Lecture Time:** approximately 2 hours per week of each upper-level BAS ECE course devoted to learning instructional skills in a synchronous class setting.

**Licensure:** full certification required to be a licensed teacher in Texas.

**Mentor Teacher:** a veteran teacher, selected by the partner school system, to cultivate Dallas College BAS residents, by providing exemplary models of teaching, educator professionalism, constructive feedback, and actionable strategies to enhance residents as they pursue their teaching degree.

**Pre-resident:** a Dallas College BAS ECE student, in their junior year, that is preparing to apply for the senior-year residency.

**Residency:** the senior year of the BAS ECE program at Dallas College in which students engage in teaching experiences that afford them the opportunity to learn key teaching skills on the job.

**Resident:** a Dallas College BAS ECE student, in their senior year, that is employed with a school district or early childhood education center through either an apprenticeship or adaptive residency.

**School Leadership:** Any person in the partner school system that serves in a leadership role that can observe residents, provide feedback, or issue reprimand.

**School of Education (SOE) Leadership:** Dallas College Vice Provost, Deans, Associate Deans, and Department Chairs that are responsible for the development and execution of the BAS ECE degree, residency, fellowship, and licensure.

**Work-Based Learning Opportunity (WBLO):** opportunities that allow students in the BAS ECE program to apply course learning in authentic educational settings (e.g., volunteering, tutoring, instructional aide, paraprofessional)

# Letter from The Deans

## **Dear BAS ECE Students and Aspiring Educators:**

In the fall of 2021, the Dallas College School of Education (SOE) entered a new era in teacher preparation by offering a low-cost, high-quality bachelor's degree program grounded in work-based learning opportunities that will allow you to connect theory to practice in authentic educational settings while gaining significant on-the-job learning. The Dallas College model is responsive to your needs as well as to the needs of partner school systems and the students they serve. You are embarking on an unprecedented journey.

Throughout this program, you will learn innovative strategies and methods that will support you in becoming an effective classroom teacher. Traditional course learning starting in the senior year has been transformed into applicable, work- and performance-based assignments that will prepare you to absorb the qualities that demonstrate the essence of teaching. Credit for senior-level courses will be earned primarily through (1) submission of artifacts that allow you to show proficiency on key teaching skills and (2) demonstration of skills and characteristics valued by the education profession.

Additionally, Dallas College faculty will serve in a role that will allow you to build stronger relationships with your professors, as they will become your classroom observers and instructional coaches. They will travel to your residency sites to observe, coach, and provide constructive feedback that will guide your development throughout the year.

As you think about the indelible mark you want to leave on the educators and students you will work with during the year, remember professionalism matters. The way you speak, dress, and interact with those you come in contact is paramount in developing binding relationships that will create professional opportunities, for many years to come. Most importantly, as you grow and develop in the educational space, the most important rule of thumb is, 'when you don't know, ASK!' Do not assume ANYTHING! Become comfortable with asking questions, big or small, without fear of feeling incompetent or unprepared. This is your learning stage and asking questions will enhance your development process exponentially.

We believe in you and will be here every step of the way to guide you along this journey. The DCSOE is here to support you in attaining your bachelor's degree and providing the assistance you need to acquire full teacher certification. We cannot wait to watch you walk across the stage as degreed professionals that will become tremendous assets in diversifying the teacher workforce throughout the Dallas-Fort Worth metroplex.

Best,

Dallas College School of Education Deans

## Why We Do This Work

The Dallas College School of Education strives to meet the varied needs of its students, school systems and childcare facility partners, by eradicating the barriers associated with attaining an economical degree and licensure, as well as preparing a quality, diverse teacher candidate pool. The following theory of action drives this work.

### If Dallas College

- holds **racial equity** at the center of our work; and
- creates the most **affordable and direct pathway** to an industry credential; and
- **Co-creates paid residency/work-based experiences** with partner school systems that include:
- **expert mentorship** from partner Mentor teachers;
- **personalized coaching and feedback** from Dallas College faculty; and
- a series of **performance-based assessments** that measure mastery of teaching competencies (i.e., coursework embedded in PK-12 school settings)

Then we will significantly **strengthen and diversify the educator workforce** for partner school systems.

## Program Structure

Traditional four-year teacher education programs embed all certification requirements in the degree program, a feature which often creates financial and time-related barriers to non-traditional college students. At Dallas College, the *Bachelor of Applied Science in Early Childhood Education* program aims to remove those barriers through an innovative and trail-blazing structure that first and foremost will support students in completing a bachelor's degree while learning through on-the-job experience. The coursework emphasizes work-based learning opportunities, personalized coaching and feedback from Dallas College faculty, and performance-based assessments that measure the skills that matter to effective teaching.

Upon successful completion of years 1 and 2 of the program, students will be awarded their bachelor's degree and will have the option to continue to work toward standard teacher certification in our alternative certification program (ACP) during year 3. This pathway allows students to focus on becoming effective teachers in their junior and senior years without the additional stress of having to meet licensure requirements.

There are five requirements for becoming a certified teacher in Texas through an alternative certification pathway:

1. Be admitted to an alternative certification program (ACP).
2. Pass certification exams.
3. Obtain a teaching position.
4. Complete all standard certificate requirements through the alternative certification program including coursework and formal observations.
5. Apply for a standard certificate.

Year 1 Junior Year	Year 2 Senior (Residency) Year	Certification Year 3 ACP (Teacher of Record) Year
<b>Emphasis is on developing students' instructional skills by closely connecting coursework to experiences in authentic educational settings and providing personalized coaching and feedback while assessing mastery through performance-based assessments.</b>		<b>Emphasis is on meeting licensure requirements to attain full teacher certification while continuing to receive personalized coaching and feedback.</b>
<ul style="list-style-type: none"> <li>• Traditional coursework delivered synchronously</li> <li>• 10 courses</li> <li>• Assignments closely connected to work-based-learning opportunities in PK-6 or early childcare centers (tutors, paraprofessionals, etc.)</li> <li>• Introduced to licensure requirements and related content</li> </ul>	<ul style="list-style-type: none"> <li>• Most courses delivered asynchronously</li> <li>• 10 courses</li> <li>• Course credit tied closely to performance-based assessments</li> <li>• Paid residency model allows students to get paid while completing residency requirements</li> <li>• Begin to prepare for licensure</li> <li>• Personalized coaching &amp; feedback in the field</li> </ul>	<ul style="list-style-type: none"> <li>• Personalized coaching &amp; feedback during critical first year of teaching in own classroom</li> <li>• Monthly cohort meetings for continued development of teaching skills</li> <li>• Support in preparing for and completing licensure requirements</li> <li>• Opportunities for supplemental licensure such as ESL, SPED, and Bilingual Education</li> </ul>
<b>Upon successful completion of years 1 &amp; 2, the bachelor's degree is awarded, and students have option of continuing to work toward full teacher certification in the ACP.</b>		<b>Only upon successful completion of this year students will attain standard teacher certification.</b>

\*Students can end their education after year 2 and elect to not enter the ACP year to work toward standard certification. Students who choose not to enter the ACP will be degreed but will not have the credentials needed to be hired as a teacher of record in most school districts in Texas.

## Program Competencies

The School of Education believes that teaching is a multi-faceted and highly complex set of skills that can only be mastered through working interactively with students in academic settings over a significant time. It is not possible to master all skills involved in teaching effectively in the short amount of time encompassed by our program and thus, we will prioritize learning experiences that ground our teacher candidates in being responsive to student needs, and that develop those skills we deem most important for you to be a confident and effective teacher starting from the moment you step into your own classroom. We will do this through our focus on the following competencies:

**By the end of our program, our teacher candidates will:**

- **Know themselves and be equipped to respond (versus react) in diverse settings**
- **Prioritize learning about their students, families, and communities and be equipped to use this knowledge in service of effectively meeting students' needs**
- **Identify, contextualize, and use high-quality instructional materials**
- **Elicit and interpret student thinking**
- **Effectively differentiate instruction**

These program competencies are embedded throughout our program and serve as the foundation for coursework, feedback, coaching, and assessment of your developing instructional practice. Additionally, they connect closely to the Texas Teacher Evaluation and Support System (T-TESS), a tool used by school districts in Texas to “provide continuous, timely, and formative feedback to educators so they can improve their practice.” (Texas Education Agency, 2022). The table below provides additional detail surrounding the competencies along with connections to specific elements of the T-TESS rubric.

Our teacher candidates will...	T-TESS Connections
<b>Know themselves and be equipped to respond (not react) in diverse settings BY...</b> <ul style="list-style-type: none"> <li>• Reflecting on their own life experiences and membership in various identity groups (I.e., those assigned by race, ethnicity, socioeconomic status, sexual orientation, and gender), and asks how these factors influence beliefs and actions</li> <li>• Understanding their own emotions, thoughts, and values and how they influence behavior across contexts</li> <li>• Making caring and constructive choices about personal behavior and social interactions across diverse situations</li> <li>• Understanding the perspectives of and empathizing with others, including those from diverse backgrounds, cultures, and contexts</li> <li>• Reflecting on their own instructional practice to determine strengths and areas for growth, and taking appropriate steps to improve</li> </ul>	4.1, 4.2, 4.3
<b>Prioritize learning about their students, families, and communities and be equipped to use this knowledge in service of effectively meeting students' needs BY...</b> <ul style="list-style-type: none"> <li>• Actively learning about students in order to design instruction that will meet their needs</li> </ul>	



<ul style="list-style-type: none"> <li>Proactively seeking to understand the cultural norms for communicating and collaborating that prevail in particular communities, how certain cultural and religious views affect what is considered appropriate in school, and the topics and issues that interest individual students and groups of students</li> <li>Keeping track of what is happening in students' personal lives so as to be able to respond appropriately when an out-of-school experience affects what is happening in school</li> <li>Analyzing student productions, including assessments of all kinds, looking for patterns that will guide their efforts to assist specific students and the class as a whole and inform future instruction</li> <li>Seeking to learn more about the local community and</li> <li>families' cultures, values, and expectations for their children's education</li> <li>Collaborating with local agencies and organizations to arrange resources that families need</li> </ul>	<p>1.3, 2.4, 2.5, 3.2, 4.1, 4.4</p>
<p><b>Identify, contextualize, and use high-quality instructional materials BY...</b></p> <ul style="list-style-type: none"> <li>Knowing the standards, instructional shifts and learning progressions within their content area and understanding the characteristics of high-quality materials.</li> <li>Being able to evaluate the quality, strengths and weaknesses of a specific curriculum based on those quality characteristics as well as the standards and instructional shifts</li> <li>Understanding the features of a high-quality unit and lesson plan, and how it fits with other aspects of the curriculum</li> <li>Providing students with rigorous grade-level appropriate instruction, assignments, and assessments that are connected from day-to-day and unit-to-unit</li> </ul>	<p>1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.5, 3.3</p>
<p><b>Elicit and interpret student thinking BY...</b></p> <ul style="list-style-type: none"> <li>Posing questions or tasks that provoke or allow students to share their thinking about specific academic content in order to evaluate student understanding, guide instructional decisions, and surface ideas that will benefit other students</li> <li>Drawing out a student's thinking through carefully chosen questions</li> <li>Maintaining and facilitating respectful, supportive, positive, and productive interactions with and among students</li> <li>Considers and checks alternative interpretations of the student's ideas and methods</li> </ul>	<p>1.4, 2.2, 2.3, 3.1, 3.2, 3.3</p>
<p><b>Effectively differentiate instruction BY...</b></p> <ul style="list-style-type: none"> <li>Coordinating and adjusting instruction during a lesson in order to maintain coherence, to ensure the lesson is responsive to students' needs, and to ensure time is efficiently used</li> <li>Explicitly connecting parts of the lesson, managing transitions carefully, and making changes to the plan in response to student progress</li> <li>Evaluating and individualizing the textbooks/trade books and instructional materials used to ensure they are representative of the multiple identities and perspectives of the students in the classroom</li> <li>Complementing the official curriculum with examples and other resources that reflect experiences, characters, settings, and themes their students can relate to</li> </ul>	<p>1.1, 1.3, 2.1, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3</p>

## **Handling Concerns & Grievances**

### **Grievance with Dallas College Program and/or Faculty**

#### **Policy Description:**

If a student feels they have been treated unfairly in academic matters, the appeal process is available. This process expires one semester after the date of the problem.

#### **Rationale:**

Student success is important in the Residency Program. Instructors try extremely hard to be fair and impartial in dealing with each student. However, sometimes a student may feel that they have not been accurately heard. In this situation, the Grievance Process exists.

#### **Procedure:**

<https://www.dallascollege.edu/contact/pages/complaint.aspx#academic-complaints>

### **General Grievance During Residency**

Our hope is that you have the most amazing residency experience ever. However, there may be times during the residency, that you experience occurrences you are not completely sure how to address. If this occurs, please do not attempt to address the situation on your own. Utilize the protocol below to ensure you are solving the concern as seamlessly as possible.

**Step 1:** Contact your faculty member to set up a meeting to discuss the situation to create a plan of action.

**Step 2:** Implement the plan of action with fidelity.

**Step 3:** Document your correspondence.

**Step 4:** Keep your faculty member aware of the situation and related communications.

**Step 5:** Faculty member will communicate extreme issues to Associate Deans for additional support.

**Note:** Concerns or situations involving endangerment or abuse of students must be addressed immediately in accordance with the guidelines in your employer's handbook.

### **Serious Grievance**

If a student is involved in a serious issue that needs to be resolved by leadership, the steps below will ensure the problem is addressed orderly and professionally. Students must follow the chain of command to ensure the proper leaders are notified and have been given the appropriate time to provide viable solutions to correct the problem.

1. Contact the [Educator Pathways Team](#) to arrange a meeting with one of the Associate Deans to discuss your issue and receive guidance for next steps.
2. Create an implementable action plan with Associate Deans to properly address the issue.

3. Share results with Associate Deans after implementation of plan.
4. If the issue persists, contact the Dean of Faculty and Student Empowerment to voice your concerns and receive additional guidance.
5. If after discussions with Associate Deans and Dean, the issue remains unresolved, contact the Vice Provost of the School of Education.

## Junior Year Overview

### Coursework

Dallas College is committed to ensuring students engage in rigorous coursework that will provide the pedagogical and theoretical foundation necessary for its residents to become confident and effective teachers. Courses during the junior year are structured to include approximately two hours of lecture and two hours of lab to provide students with significant opportunities to connect theory to practice through assignments deeply connected to work-based learning opportunities in PK-6 and/or early childcare educational settings. The table below includes the courses taken during the junior year.

Semester 5	
EDEC 3301	Supervised Experiences with Infants and Toddlers
EDLL 3301	Language Literacy Acquisition
EDEC 3305	Prenatal and Infant Development
EDEC 3307	Development During Early Childhood
EDEC 3302	Supervised Experiences with Young Children
Semester 6	
EDEL 3318	Methods of Teaching Geometry
EDTP 3301	Foundations of Inclusion and Differentiation for Special Populations
EDTP 3303	Behavior Management in Special Populations
EDLL 3305	Foundations in Reading Instruction: The Science of Teaching Reading
EDEC 3303	Child and Adolescent Guidance

*Note: There may be some differences in the actual courses being taken due to updates in the course sequence. The catalog under which you started your program dictates the courses you are required to take. If you have any questions as to which courses you are required to take, please reach out to your Senior Success Coach*

### Lab Time & Work-based Learning Opportunities (WBLO)

Dallas College believes it is important for students who are pursuing a career in education to have the time and space to (1) practice and hone their teaching skills from the very beginning of the program, (2) start to prepare for teacher licensure, and (3) engage in professional learning that is connected to the competencies valued in the education profession.

Thus, all junior-level courses in the program are structured to include approximately 2 hours per week of lab time which equates to approximately 32 hours per semester per course. During lab time, students are expected to complete:

- **Course-based Professional & Work-based Learning:** These activities are closely connected to your course assignments and will require you to work and/or observe in an elementary school or early childcare setting at various times throughout the semester. Grades for these activities are included in your course assignments and related questions should be directed to your instructors. Additionally, the SOE will provide guidance to assist you in securing a

WBLO if needed. This guidance will be updated and posted in Sharepoint at the beginning of each semester.

In addition, in the semester prior to their residency, students will be enrolled in **EDUZ 1011: Residency Essentials** to prepare for the upcoming residency year. These courses will be facilitated by the School of Education leadership through a combination of in-person meetings and on-line activities. Additionally, students will be required to go to a Dallas College testing center to take practice certification exams. Questions related to these courses should be directed to the [Educator Pathways Team](#).

## **Lab Time & WBLO FAQ**

Following are some questions about lab time that students frequently have. Prior to reaching out to your instructor or SOE leadership, please review this list to see if your question has already been answered.

### **PURPOSE**

#### **Why are the upper-level bachelor's courses in education structured as lab courses?**

Dallas College believes it is important for students who are pursuing a career in education to have the time and space to (1) practice and hone their teaching skills from the very beginning of the program, (2) start to prepare for teacher licensure, and (3) engage in professional learning that is connected to the competencies valued in the education profession. Structuring the upper-level education courses as lab courses provides approximately two hours each week during which students can begin to work with young students to apply their learning from coursework and start to develop the professional knowledge and skills needed to be an effective educator.

### **NUMBER OF REQUIRED LAB TIME HOURS**

#### **Is the lab time requirement 32 hours per semester or per course?**

Each course has approximately two hours of lab time per week associated with it. That is a total of approximately 32 hours per course per semester.

#### **Am I required to spend exactly two hours every week for every course participating in lab time activities?**

No. The time you spend tutoring or in your work environment may “count” towards multiple course learning outcomes. Please get as close as you can to the two hours per week per course over the semester. As an example, this might mean that you act as a tutor for more hours one week than in others. That is okay. The most important action for you to take this semester is to begin to work with young students so that you can apply your learning throughout the semester. This will enable you to develop your teaching skills and will give you a much better understanding of the demands of the profession.

#### **How do I know which work-based activities can be used for lab time?**

For a work-based activity to “count” for lab time, the activity must allow you to practice key teaching skills, it must be connected to the learning outcomes for the course, and it must allow you to meet the requirements for any assignments connected to lab time and work-based learning. The syllabus for each course includes the learning outcomes and denotes the assignments related to lab time. If you are unsure if the activity counts, please review the course learning outcomes and ask yourself: “*Will this activity support my learning? How?*”

**Can time spent tutoring or in my educational work environment be used in more than one course?**

Yes. If the tutoring and work activities support your learning for multiple courses and allow you to meet the requirements for assignments connected to lab time across multiple courses, they may be “counted” for those courses.

**WORK-BASED LEARNING LAB TIME REQUIREMENTS**

**I am going to tutor. However, my tutoring position will not start at the beginning of the semester. Am I required to complete virtual lab activities between now and when I start tutoring?**

No. Please focus on getting ready to tutor. This includes completing your tutoring application, background checks, and completing the tutor training that will be offered.

**Are there virtual options for fulfilling the work-based learning lab time activities?**

The best way to learn the practice of teaching is through engaging in person with children and students in an educational setting and thus, the program is not currently offering virtual options. Please communicate with your individual course instructors if you have a concern regarding your ability to engage in person in an educational setting. Your course instructor is best positioned to support you in meeting the requirements of any assignments connected to lab time.

**I already have a full-time job outside of education and a family. Are there work-based learning opportunities after 5:00 or on weekends? I am worried that I will not be able to spend the time needed as a tutor to fulfill the lab time requirements. What do I do?**

There may be work-based learning opportunities available on Saturdays. Please use the email in the Lab Time eCampus Organization to reach out to the Educator Pathways Team for more information about these options.

**I work as a nanny to infant and toddler aged children. Can I use this as my work-based learning opportunity?**

Your work as a nanny can be used to satisfy the lab time requirements for EDEC 3301, *Supervised Experiences with Infants and Toddlers*. However, you might consider taking advantage of additional work-based learning opportunities on a part-time basis in a childcare center, as those will give you another level of exposure to working with children in an educational setting.

**I work on a middle or high school campus. Can I use this as my work-based learning opportunity?**

In most instances, no. The courses in this program are focused on early childhood education and grades PK-6. This also means that the assignments are focused within these grade bands. We encourage you to consider how to secure opportunities to interact with younger children either through tutoring or volunteer opportunities. If needed, please communicate with your individual course instructors regarding your situation for assistance in how to best meet the requirements of any assignments connected to lab time and work-based learning.

**Can my work-based learning opportunity be at a charter school?**

Yes, if that charter school is publicly funded and your position allows you to meet the requirements of your course assignments that are connected to lab time and worked-based learning.

**I am taking the Infants and Toddlers class. Must I work with infants and toddlers, or can I work with elementary-aged children?**

The infant and toddlers class requires that you work with children at the infant and toddler levels. If your work-based learning opportunity does not provide you with access to infants and toddlers, consider how you might secure volunteer or other opportunities to work with infants and toddlers. If needed, communicate with your individual course instructor for assistance in how to best meet the requirements of any assignments connected to lab time and work-based learning.

**What if I am a parent educator, PEIMS Specialist, or school secretary, is that equivalent to a work-based learning opportunity?**

Unfortunately, those positions will not allow you to consistently apply the learning from your courses with students and meet the requirements of course assignments related to lab time. We encourage you to find opportunities, either on your campus or at another campus, that allow you to meet the requirements of the assignments connected to lab time and work-based learning. Many campuses have tutoring and volunteer opportunities available.

**Can professional development training hours that I attend for my work-based learning opportunity count towards lab hours?**

While we highly encourage you to participate in professional development related to education, hours spent in professional development may not support you in meeting the requirements for assignments connected to lab time and work-based learning. Please communicate with your individual course instructors regarding the specific professional development you are considering and its connection to your assignments and course objectives.

**COVID-19**

**What if the childcare center or school where I am working closes due to COVID? Will I be penalized for not being able to get my hours?**

In the event this happens, please communicate with your instructors to work out a plan for completing your course assignments connected to lab time and your work-based learning opportunity. You will not be penalized but you will be expected to complete any related assignments.

**TRACKING LAB TIME ACTIVITIES**

**How do I track my hours for lab time?**

Part of being a professional is keeping track of your related experiences. There is no program-level expectation that you track your lab-time experiences. You may need to track them for specific courses. Review your syllabi and direct any questions regarding assignments related to lab time/work-based learning to your instructors.

**What information do I need to keep track of as I engage in work-based activities?**

You will want to set up a system that allows you to note the date, time, duration, and a brief description of what you did. Including a short reflection of your learning from the activity would also be beneficial and would serve as evidence of your professional growth.

**Where do I turn in my signed worksheet verifying my hours?**

Sign-in sheets for upper-level courses are not required.

**Can we receive confirmation of the hours submitted from last semester and all upcoming semesters?**

**Can we also receive a copy of all forms submitted?**

Once you have submitted your information/hours on the Microsoft Form, you will be prompted and asked if you would like to receive a copy of your submission. Click yes, and you should receive a copy of

your responses via email. Unfortunately, we are unable to provide any confirmation of hours from previous semesters.



## Senior (Residency) Year Overview

The senior year of the BAS ECE program is structured as a residency year to provide residents with significant opportunities to work with students in a PK-12 school system or early childhood setting, while receiving feedback and coaching from an experienced mentor teacher. The residency requires you to be employed in a PK-12 school system or early childhood setting, with either one of our school-system partners or through a position you have secured and meets the criteria for an adaptive residency. In order to start residency in any school campuses or childcare systems, residents will be required to go through a background check. For any concerns regarding background check, please visit TEA's [Preliminary Criminal History Evaluation-FAQs | Texas Education Agency](#).

### **Apprenticeship/Residency with a School-System Partner**

Strong partnerships support the most effective experience for our residents and thus, we are continually working toward building those partnerships with the school systems in the surrounding community. Through those partnerships, we are co-creating with school systems paid residency experiences for our residents. ***Students engaging in a paid residency are employees of the partner district. As such, paid residents are required to serve in the paid residency position according to their employer's (school system's) academic calendar for the full residency year. This may be different from the Dallas College academic year.***

The following steps will be used to determine resident placement with school-system partners:

1. Prior to the start of the residency year, students interested in placement with a partner school system will be provided with information related to each partner.
2. Students will then be asked to rank the school systems based on their preferred placements. The opportunity to rank partners allows residents to identify the partner system they believe will provide the best learning experience during the residency year while meeting their geographic and financial needs. The ranking, however, **does not** guarantee placement with the preferred partner. Placement is at the sole discretion of the partner.
3. Partners will interview residents to determine those who best align with their culture.
4. Partners will extend job offers to those selected.
5. Partners will communicate with residents about school placements once they have reviewed their needs and made decisions about campuses that will provide the best residency experiences. Partners will consider residents' geographic preferences within reason but makes no guarantee as to geographic location of the specific campus placement.

### **Adaptive Residency**

The School of Education recognizes that many Dallas College students start working in school systems or childcare centers early in their academic career and that many of those students have built strong working relationships with their employer and colleagues. We therefore want to support students who wish to carry out their residency with their current employer through an adaptive residency. Adaptive residencies must be approved through the School of Education leadership and require the employer to agree to the following guidelines:

- A dedicated classroom to engage in residency experiences with PK-6 students for a minimum of two hours per day.
- Monthly, informal coaching from campus or district leadership (e.g., principals, instructional coaches, deans).
- Opportunities for the resident to engage in professional learning communities, professional development, and parent conferences;
- Opportunities for residents to video record their work with students to satisfy Dallas College coursework.
- Observation access for Dallas College faculty to analyze resident performance.
- A minimum of two meetings (fall/spring) between school leadership and Dallas College faculty to discuss resident performance in the adaptive residency role.

If your adaptive residency is approved, it is your responsibility to communicate with your Dallas College faculty members, regarding any concerns related to the above guidelines, as they arise.

## **Coursework**

Dallas College is committed to ensuring students engage in rigorous coursework that will provide the pedagogical and theoretical foundation necessary for its residents to become confident and effective teachers. The table below includes the courses that will be taken during the residency year.

Semester 7	
EDEL 4303	Methods of Teaching Elementary Mathematics
EDEL 4302	Methods of Teaching Elementary Science
EDIT 3310	Instructional Technology
EDTP 3305	Designing Assessments for General and Special Populations
EDEL 4311	Resident Teaching I
Semester 8	
EDEL 4301	Methods of Teaching Social Studies
EDTP 4310	Literacy in the Content Areas with Special Populations
EDTP 4315	Advanced Methods for Teaching Special Populations
EDEC 3309	Development in Cross-Culture Perspective
EDEL 4312	Resident Teaching 2

*Note: There may be some differences in the actual courses being taken due to updates in the course sequence. The catalog under which you started your program dictates the courses you are required to take. If you have any questions as to which courses you are required to take, please reach out to your Senior Success Coach.*

The **Resident Teaching** courses will meet weekly for approximately four hours (2 hours lecture/2 hours lab time) in a synchronous format as outlined in the course syllabus. Residents in a paid residency placement with a school-system partner will be provided with four hours of release time during the school day to attend this class. Residents in an adaptive residency will attend this class in the evening.

- *Lecture time* will be used for a variety of activities to support the cohort and individual residents

- with successful completion of performance-based assessments related to coursework.
- *Lab time* will be dedicated to licensure preparation activities.

All other courses will be delivered asynchronously and are designed using a performance-based assessment model. This format allows residents to engage in learning content asynchronously, on their own time, as it fits with their schedule without being tied to synchronous class time. Further, this format allows School of Education faculty, the course instructors, to focus on providing residents with coaching and feedback on instructional practice as opposed to delivering content. Success in these courses will require you to work in an early childcare or elementary setting.

Residents will apply their asynchronous learning in their work-based setting to closely connect the learning to practice in authentic academic settings while receiving feedback from their mentor teacher and School of Education faculty. Through this application of learning, residents will produce artifacts that will then be submitted and evaluated for mastery. Residents will have multiple attempts to successfully complete the artifacts and will be given feedback throughout the process to support their mastery of key instructional practices. Successful completion of the performance-based assessments is required for course credit. Further details related to coursework are provided in the course syllabi.

# Expectations & Support During Residency

## General Expectations

The residency provides students with opportunities to learn to teach by actively engaging in the practice of teaching and all that it encompasses. During your residency year, you will essentially be managed by two different institutions—your placement school/childcare facility and Dallas College. Being accountable to two institutions might feel challenging initially, but we work hard to make sure our expectations are aligned with the expectations of our partner schools.

We expect all residents to follow all placement school expectations and norms, in addition to Dallas College expectations. It is your responsibility to make sure you know your school's expectations for staff members. This includes but is not limited to knowing expectations for participation in events outside of regular school hours (e.g., tutoring, professional development, and parent nights). **A good general rule is that if your mentor teacher is expected to do something, you should generally plan to do it as well.**

With that in mind, the following are some general guidelines and expectations for your time in the residency:

- Dallas College requires residents to teach in one classroom setting during the residency year, whenever possible.
- Residents are expected to partner with their mentor teacher, shadow the mentor teacher throughout the school day, and enact a co-teaching model to deliver instruction to students in both whole and small group settings.
- Residents must be allowed to record their practice for coaching and coursework purposes consistent with the rules for recording students as established by the school partner and will adhere to all photography and videography rules as determined by Partner.
- Residents are expected to engage in a gradual release of responsibility with their mentor teachers that will allow them to actively plan and facilitate instructional activities and interact with students as appropriate, based on their readiness and under the observation of a mentor teacher.
- Residents are required to complete clinical assignments inside and outside of their mentors' classrooms. Course assignments will require residents to work with elementary students at various elementary grade levels and in different educational settings.
- Residents may, at times, administer assessments and collect data on students. All data collection will follow the process outlined in the agreement with the partner school system or childcare facility and may be used to support instructional planning by the resident or program improvement by the organization.
- Residents are expected to shadow their mentor teacher during any professional development occurring within the school day outside of any release time that may be provided for Dallas College coursework.
- Residents will receive need-based coaching, throughout the school year, from Dallas College faculty as determined by partner, mentor, and Dallas College faculty feedback.
- Residents may visit classrooms outside of their mentor's classroom on or off campus to participate in paired observations with their coaches in accordance with the applicable

agreements in place with their school-system or childcare partner or with the adaptive residency guidelines.

- Residents may substitute teach (inside or outside of mentor teacher's classroom) in accordance with the applicable agreements in place with their school-system or childcare partner or with the adaptive residency guidelines.
- Residents should not be consistently engaging in purely administrative tasks (e.g., answering phones, office work, etc.) during instructional times inside or outside of mentor teacher's classroom.

## **Observation, Coaching, & Feedback**

First and foremost, developing your instructional practice so that you are responsive to students and feel confident and prepared to lead instruction in your own classroom is the primary goal during the residency year. A key way in which you will be supported in your development is through ongoing coaching and feedback from your mentor teacher and/or other campus/district leadership as well as from Dallas College faculty. It is expected that you will:

1. **Embrace a growth mindset** - be receptive to that coaching and feedback,
2. **Apply new instructional techniques** - consistently make good faith efforts to implement that feedback to improve your practice, and
3. **Analyze your own teaching practices** - consistently reflect on your developing practice as well as the feedback you are receiving to make connections to research-based best practice as learned through your coursework and to your experiences.

The following section includes a progression of resident responsibilities that will guide the observation, coaching, and feedback that you will receive. While your mentor, Dallas College faculty, and other campus leadership will support and guide you throughout the residency, it is your responsibility to ensure that you are on track with assuming increasing responsibility in the classroom according to this progression.

## Progression of Resident Responsibilities

**Prior to week 1**, resident actively engages in all campus and district professional development and other faculty activities as directed by campus and district leadership. Additionally, resident assists their mentor teacher with classroom set up and preparation for the first days of school.

**Throughout the school year**, resident attends weekly cohort professional development (1/2 day per week). Resident shadows their mentor teacher on all professional development days and required faculty activities (e.g., open house, meet-the-teacher, team planning, parent-teacher conference days, etc.) taking place outside of the weekly cohort professional development.

### Semester 1

Weeks (Cycle)	Resident Responsibilities	Suggested Co-Teaching Strategies*	Artifacts for Coursework (Legacy Sequence)	Artifacts for Coursework (New Sequence)
1-4 (1)	At a minimum, during this period, resident assumes partial responsibility for: <ul style="list-style-type: none"> <li>establishing the classroom culture/environment</li> <li>leading classroom routines (attendance, breakfast/lunch, bell work, restroom, dismissal, etc.)</li> <li>co-planning with mentor teacher.</li> </ul> <p>By the end of this period, resident takes lead in:</p> <ul style="list-style-type: none"> <li>General classroom routines and procedures</li> </ul>	<ul style="list-style-type: none"> <li>One Teach, One Observe</li> <li>One Teach, One Assist</li> </ul>	<b>Building Positive Relationships with Students</b> <ul style="list-style-type: none"> <li>Intro Letter to Students/Family</li> <li>Video of Whole-class Relationship Building Activity</li> <li>Positive Interactions Tracker</li> <li>Advanced Relationship Building Strategy &amp; Reflection</li> </ul> <b>Supporting Students to Meet Classroom Expectations</b> <ul style="list-style-type: none"> <li>Lesson Plan for Engaging Instruction</li> <li>Video of Expectation Setting for a Lesson</li> <li>Troubleshooting Strategy &amp; Reflection</li> </ul>	<b>Building Relationships and Supporting Students</b> <ul style="list-style-type: none"> <li>Video of Expectation Setting</li> <li>Video of Relationship-Building Exercise</li> <li>Positive Interactions Tracker</li> <li>Troubleshooting Strategy &amp; Reflection</li> </ul> <b>Methods of Teaching Elementary Math</b> <ul style="list-style-type: none"> <li>Lesson Internalization &amp; Video of Student Discussion</li> <li>Unfinished Learning Plan &amp; Assessment Results Reflection</li> <li>Video of Lesson Debrief</li> </ul> <b>Methods of Teaching Elementary Science</b> <ul style="list-style-type: none"> <li>Annotated Unit Plan</li> <li>Video of Science Instruction</li> <li>Student Work Analysis &amp; Response</li> </ul>
5-8 (2)	During this period, resident takes on an increased role in planning and facilitating instruction with a focus on Math. <p>By the end of this period, resident takes lead in:</p> <ul style="list-style-type: none"> <li>Small group planning and facilitation</li> <li>Math</li> </ul>	All the above and add: <ul style="list-style-type: none"> <li>Station Teaching</li> <li>Alternative/Differentiated Teaching</li> </ul>	<b>Evaluating Assessments for Quality</b> <ul style="list-style-type: none"> <li>Summative Assessment Evaluation</li> <li>Formative Assessment Analysis</li> <li>Post-Summative Reflection</li> </ul> <b>Deepening Understanding Through Probing Questions</b> <ul style="list-style-type: none"> <li>Video: Questions for Formative Assessment</li> <li>Video: Questions to Scaffold Learning</li> <li>Questions to Clarify Student Thinking (Annotated Student Work)</li> </ul> <b>Integrating Technology to Enhance Learning</b> <ul style="list-style-type: none"> <li>Technology-enhanced Lesson Plan</li> <li>Student Work Sample</li> </ul>	<b>Evaluating Assessments for Quality</b> <ul style="list-style-type: none"> <li>Summative Assessment Evaluation</li> <li>Formative Assessment Analysis</li> <li>Post-Summative Reflection</li> </ul>
9-12 (3)	During this period, resident continues to take an increased role in planning and facilitating instruction with a focus on Math. <p>By the end of this period, resident takes lead in:</p> <ul style="list-style-type: none"> <li>Whole group planning and facilitation</li> <li>Math</li> </ul>	All the above and add: <ul style="list-style-type: none"> <li>Parallel Teaching</li> <li>Team Teaching</li> </ul>	<b>Prenatal and Infant Development</b> <ul style="list-style-type: none"> <li>Prenatal &amp; Newborn Case Study</li> <li>Young Infant Development Analysis</li> <li>Older Infant Development Analysis</li> </ul>	
13-16 (4)	During this period, resident continues to take an active role in Math instruction and adds the following by the end of this period: <ul style="list-style-type: none"> <li>Whole group planning and facilitation</li> <li>Science</li> </ul>			<b>Integrating Technology to Enhance Learning</b> <ul style="list-style-type: none"> <li>Technology-enhanced Lesson Plan</li> <li>Student Work Sample</li> </ul>
17+	During this period, resident takes on any related unreleased duties.			

### Semester 2

Weeks (Cycle)*	Resident Responsibilities	Suggested Co-Teaching Strategies**	Artifacts for Coursework (Legacy Sequence)	Artifacts for Coursework (New Sequence)
1-4 (5)	<p>During this semester, resident continues to take an active role in Math/Science while taking on an increasing role in ELAR instruction.</p> <p>By the end of this period, resident takes lead in:</p> <ul style="list-style-type: none"><li>• Small group planning and facilitation</li><li>• ELAR</li></ul>	<ul style="list-style-type: none"><li>• Use all strategies, as appropriate</li></ul>	<p><b>Supporting Students in ELA</b></p> <ul style="list-style-type: none"><li>• Text Complexity Analysis</li><li>• Plan for Support</li><li>• Delivery of Support</li></ul> <p><b>Co-planning to Meet the Needs of Students</b></p> <ul style="list-style-type: none"><li>• Student Work Analysis</li><li>• Video/Audio of Co-planning Meeting &amp; Re-engagement Plan</li><li>• Implementation Reflection</li></ul> <p><b>Creating an Equitable &amp; Inclusive Classroom</b></p> <ul style="list-style-type: none"><li>• Equity Research</li><li>• Self-Audit</li><li>• Reflective Analysis</li></ul> <p><b>Building Disciplinary Literacy</b></p> <ul style="list-style-type: none"><li>• Written Reflection</li><li>• Knowledge Building Analysis</li><li>• Knowledge Building Lesson Plan</li></ul> <p><b>Exploring Child Development</b></p> <ul style="list-style-type: none"><li>• Early Childhood Milestone Observations</li><li>• Middle Childhood Observations &amp; Reflection</li><li>• Adolescent Issue Analysis</li></ul>	<p><b>Supporting Students in ELA</b></p> <ul style="list-style-type: none"><li>• Text Complexity Analysis</li><li>• Plan for Support</li><li>• Delivery of Support</li></ul> <p><b>Co-planning to Meet the Needs of Students</b></p> <ul style="list-style-type: none"><li>• Student Work Analysis</li><li>• Video/Audio of Co-planning Meeting &amp; Re-engagement Plan</li><li>• Implementation Reflection</li></ul> <p><b>Methods of Teaching Social Studies</b></p> <ul style="list-style-type: none"><li>• Inquiry Project Plan</li><li>• Video of Source Analysis Lesson</li><li>• Sample Student Argument &amp; Feedback</li></ul> <p><b>Creating an Equitable &amp; Inclusive Classroom</b></p> <ul style="list-style-type: none"><li>• Equity Research</li><li>• Self-Audit</li><li>• Reflective Analysis</li></ul> <p><b>Building Disciplinary Literacy</b></p> <ul style="list-style-type: none"><li>• Written Reflection</li><li>• Knowledge Building Analysis</li><li>• Knowledge Building Lesson Plan</li></ul>
5-8 (6)	<p>During this period, resident continues to take an increased role in planning and facilitating instruction with a focus on ELAR.</p> <p>By the end of this period, resident takes lead in:</p> <ul style="list-style-type: none"><li>• Whole group planning and facilitation</li><li>• ELAR</li></ul>			
9-12 (7)	<p>During this period, resident continues to take an active role in ELAR planning and instruction and adds the following by the end of this period:</p> <ul style="list-style-type: none"><li>• Whole group planning and facilitation</li><li>• Social Studies</li></ul>			
13+ (8)	<p>During this period, resident should gain exposure to any unreleased duties</p>			

\*Cycle refers to each 4-week period and coincides with task plans as detailed in the Craft platform used to track apprenticeship activity for reporting purposes. See Appendix for detailed plan information.

\*\*See Appendix for description of [co-teaching strategies](#).

## The Role of the Mentor Teacher

Mentor teachers have been identified in collaboration with campus and district leadership based on their certification, experience, and track record of effective teaching in early childhood and/or elementary classrooms. They are in the best position to guide, observe and provide feedback to their residents given their expertise and the amount of time that you will be in their classrooms engaging in instructional activities. Residents can expect the following from their mentor teachers:

- Mentors will work and engage in co-teaching with their resident daily in all aspects of teaching including but not limited to planning and delivering instruction.
- Mentors will employ a gradual release of responsibility in releasing tasks to their resident using the [Progression of Resident Responsibilities](#) to guide their decisions.
- Mentors will conduct informal and formal observations and provide feedback to their resident as outlined below in **Mentor Observations**.
- Mentors will complete a survey from Dallas College on their resident's professionalism and instructional progress at the approximate mid-point of the semester.
- Mentors will communicate with Dallas College faculty as needed (via email, phone call, virtual meeting, etc.) regarding resident progress or concerns as they arise throughout the semester. Mentors will also communicate with campus and/or district leadership as appropriate.
- Mentors will follow campus and district protocols in the event of a serious incident occurring with the resident. Additionally, mentor will communicate this incident to Dallas College faculty.

### Mentor Observations

#### Informal Observations

- The mentor will informally observe the resident throughout the semester.
- The mentor will provide feedback to support the resident's development on key teaching skills.
- This feedback can be provided in the format that works best for mentor and resident, as agreed upon.

#### Formal Observations

- The mentor will formally observe their resident two times per semester, once in the first half of the semester and once in the second half.
- Each formal observation should be at least 20 minutes long and should be of the resident facilitating whole class instruction.
- The mentor will debrief the formal observation in person with their resident within 24 hours following the observation.
- The mentor will document the formal observation and feedback provided using the *Observation and Feedback Form* included in the Appendix.

To maximize the opportunity for coaching and feedback from their mentor teacher, the resident is expected to:

1. Schedule each formal observation and debrief in collaboration with their mentor teacher.



- a. At a minimum, 2 observations per semester will be scheduled, one in the first half of the semester and one in the second half.
  - b. Each observation should be a minimum of 20 minutes.
2. Schedule a time within 24 hours following the observation to debrief the observation with their mentor teacher.
3. Take an active and gradually increasing role in classroom instruction from day 1.
4. Receive feedback with a growth mindset focusing on concrete steps they can take for improvement.
5. After the debrief, summarize the feedback in their own words, and complete their reflection journal entry in accordance with instructor's guidance.

## The Role of Dallas College Faculty

The role of Dallas College faculty during the residency year is vastly different from the traditional instructor role due to the asynchronous, performance-based design of the courses you will be taking. First, you will only have one instructor throughout your residency year. This structure allows for a more coherent and consistent experience for residents. Next, rather than focusing on delivering content for all your courses, your instructor will support and guide you through a multi-faceted approach that includes observation, coaching, and feedback, progress monitoring, and facilitation of weekly cohort meetings. ***Most importantly, your instructor will serve as your primary contact throughout your residency year.***

## Observation, Coaching, and Feedback

Observations will provide Dallas College faculty with an introspective lens into the residents' interactions with students, their developing instructional practice, and their application of learning in the performance-based coursework. Observations will be the basis for feedback and coaching provided to students to support their growth.

### Faculty Observations

- Within the first four weeks of the DC semester start date, faculty will visit the campus to check in with their residents and to introduce themselves to campus leadership and mentor teachers.
- Observations with coaching and feedback can then be expected a minimum of four times per semester, once per cycle, as aligned with the *Progression of Resident Responsibilities*.
  - Each observation will be a minimum of 20 minutes.
  - Observations will be scheduled by the resident in collaboration with faculty.
  - Faculty will observe and provide coaching/feedback with respect to the resident interacting with students in an instructional manner as it is happening in the natural course of the instructional day. Residents and mentors should not change what is happening in the classroom due to faculty's presence.
  - Faculty will provide verbal coaching/feedback (the debrief) after the observation.
  - Faculty will document each observation and the feedback provided to the resident using the *Observation and Feedback Form* included in the Appendix.
  - Faculty will check in with the mentor teacher during each visit for any relevant updates, concerns, celebrations, etc.

- Faculty will communicate with SOE leadership regarding resident- and placement-related concerns on an as-needed basis.

**To maximize the opportunity for coaching and feedback from Dallas College faculty, the resident is expected to:**

- Provide their daily schedule with room numbers and other location information to their faculty member at the beginning of the semester as directed by their faculty member, and ensure it is updated with any changes as they occur.
- Schedule each observation and debrief in collaboration with their faculty member.
  - a. At a minimum, 4 observations per semester will be scheduled. At the discretion of the instructor, one of the four observations can be done virtually.
  - b. Each observation should be a minimum of 20 minutes.
  - c. The observation should be scheduled during a time when the resident will have a significant role in facilitating instruction.
  - d. The scheduled time should allow an additional 10 minutes for a debrief following the observation.
- Consistently be engaged in the learning environment, supporting students in an academic manner throughout the instructional day.
- Communicate in a timely manner to their faculty member any items that might impact their ability to engage during instruction (e.g., absence, testing, or special events on campus).
- Receive feedback with a growth mindset focusing on concrete steps they can take for improvement
- After the debrief, summarize the feedback in their own words, and complete their reflection journal entry.

## **Progress Monitoring**

A second key role Dallas College faculty will play throughout the residency year is to monitor residents' progress on (1) their instructional development, (2) the performance-based assessment coursework, and (3) licensure preparation activities. Progress monitoring by faculty will support candidates in meeting established benchmarks for their instructional development, for successfully submitting course artifacts, and for progressing toward being prepared to take the content licensure exams required to be hired as Teacher of Record after the residency year. Residents' progress will be discussed individually throughout the year on an as-needed basis and formally in the mid-semester meeting as discussed in the *Observation, Coaching, & Feedback* section. Any resident not making adequate progress in their instructional development, coursework, and/or with licensure preparation may be placed on Resident Growth Plan (RGP) for additional support.

## **Facilitation of Weekly Cohort Meetings**

Lastly, Dallas College faculty will plan and facilitate the weekly synchronous cohort meetings related to *the Student Teaching/Clinical Apprenticeship I and II* courses (EDEL 4311 & EDEL 4312), your attendance at which will be critical to your success throughout the residency year.

- Approximately four hours in total, two hours of lecture and two hours of lab time.

- *Lecture* time will be devoted to learning and will provide residents with ample opportunity to practice key teaching skills with their peers.
  - *Lab* time will be devoted to licensure preparation to provide a dedicated time each week to focus on this important aspect of working toward becoming a certified teacher.
- Specific times for these meetings as well as topics and activities for both lecture and lab time will be detailed in the related syllabi.
- Failure to consistently attend and actively engage in these meetings may lead residents to be placed on a Resident Growth Plan for additional support.

## **The Role of School Leadership**

The Residency program could not be a success without the support and guidance of our school leadership. The following are recommendations that we ask of all our partnering administrators:

- Review the Dallas College Teacher Residency Handbook and become familiar with the Dallas College School of Education Teacher Residency program.
- Work with the School of Education's Teacher Preparation personnel to identify certified and highly qualified mentor teachers. Make all necessary inquiries about availability and willingness to serve in the role before making recommendations.
- Serve as a resource for Dallas College faculty, Dallas College administrators, and mentor teachers.
- Meet with resident teachers to introduce yourself and the school. Student and teacher handbooks, schedules, etc. should be provided to Teacher Residents.
- Work with Dallas College faculty, administrators, and mentor teachers in facilitating the desired experience for the resident teacher.
- Strongly encourage the attendance of all mentor teachers at professional meetings called by the university as a part of the student teaching program.
- Require all mentor teachers to utilize professionally acceptable planning techniques with daily lesson plans.
- Provide a creative and innovative space and climate where resident teachers and supervisory personnel may experiment and use experimental programs and approaches.
- Hold resident teachers accountable for following employee guidelines as you would with any other employee.
- Communicate concerns and incidents involving teacher residents immediately to Dallas College faculty.
- Communicate with Dallas College's Dean of Educator Pathways quarterly, or on an as needed basis.
- Allow residents access to participate in professional development offered to teachers.
- Complete a survey from Dallas College on their resident's professionalism and instructional progress at the approximate mid-point of the Fall and Spring semester to help tailor the support for resident teachers during the program.

## Attendance Protocols

As a resident, your attendance in your placement and related activities are critical to your successful development and progress toward becoming an effective teacher and thus, your goal for attendance should be 100% in your residency placement and in your residency courses.

In reference to a **paid, partner residency placement**: As an employee of the school-system or childcare partner, you are not to exceed the number of sick/local/personal days granted by your employer. Residents should not miss more than 10 full days, in the residency placement, throughout the residency year.

In reference to an **adaptive residency and unpaid adaptive residency**: This model of residency requires a minimum of one full day per week in the classroom. Therefore, residents are expected to not miss more than 3 days, in the residency placement, throughout the residency year. All absences must be communicated to the campus leader, mentor teacher and residency faculty member via email no later than the beginning of the school day missed. All absences must be made up before the end of the semester.

The attendance to the weekly, in-person (**EDEL 4311, EDEL 4312**) course must be followed as outlined in the professor's syllabus.

As a resident, the following additional guidelines must be followed:

- As soon as you are aware of the absence but no later than the start of the school day, **notify your mentor teacher** of any absence and ensure your responsibilities for planning instruction during times you will be absent are covered.
- As soon as you are aware of the absence but no later than the start of the school day, **notify your faculty member** of any absence using their preferred method of communication. This communication will ensure that they do not visit your placement to find that you are absent.
- It is acceptable to take a sick day if you absolutely cannot report to work.
- A vacation is not a good reason to take off during your residency year. One of the benefits of working on a school schedule is the dedicated vacation time.
- If you know that you will be out, offer to assist in preparing plans and gathering resources with your Mentor Teacher to use in your absence.
- If you must acquire more absences than the guidance listed above, please communicate any number of excessive absences to your faculty member to avoid any disruption in your learning and progress.

## Substitute Teaching

You may be asked to be a substitute teacher, either as part of your regular weekly duties or on an as-needed basis in accordance with the agreements between Dallas College and its school-system partners. Substituting provides a unique opportunity for residents to inform their practice and receive valuable time with students as the teacher of record whether it is for a few minutes, a period, or day(s). If you have questions about the number of days you are allowed to act as a

substitute teacher, please email your Associate Dean as this will vary depending on your school district.

As you assume roles for substitutes, there are certain DOs and DON'Ts that should be adhered to:

**DO:**

- Execute the lesson plans that were left by the teacher of record.
- Follow organization systems that the teacher of record uses including taking attendance, distributing, and collecting student work, executing specific routines, and addressing behavioral issues.
- Treat subbing as an opportunity to practice teaching skills, especially those aligned with your coursework and/or progression of responsibilities.
- Be sure to provide a written summary of the day(s) for the teacher of record when he or she returns. Include:
  - Any student behaviors that supported or interrupted instruction throughout the day.
  - How the lesson(s) were executed
  - Student struggles and successes.

**DON'T:**

- Use technology (i.e., cellphone, tablets, and laptops) for personal reasons in front of students at any point. Even with a substitute, class time still matters, and we want to model that.
- Conduct sidebar conversations with students that do not align with lesson plans or assignments.

**When you are asked to sub for any teacher in your building, please:**

- **Communicate.** As soon as you know you are subbing, let your faculty member know using their preferred method of communication.
- **Practice Intentionally.** Residents should be able to reflect on their experience and pinpoint specific teacher moves that led them to work on their focus areas.
- **Take Ownership.** Residents should adopt the mentality of ownership. It is important for you to know that while you are the substitute, you are responsible and accountable for what takes place in the classroom under your supervision.
- **Be Organized.** It is important to return the space to its original condition. Always be sure to reorganize and clean the room before departure for the day. You can straighten desks and tables, ensure all visible trash is removed from the floor and from tops of desks/tables, and make sure all student work is collected and accounted for.

## Professionalism

Professionalism encompasses every aspect of a resident's interaction and communication as well as the way they present themselves to others. As a resident, your professionalism matters and will be constantly evaluated by others—your mentor, other school faculty and staff, campus and district leadership, parents, etc. It is on display for all to see. As an educator and someone working with children, you are expected to behave in accordance with the [Code of Ethics and Standard Practices for Texas Educators](#).

Your professionalism will be formally evaluated by faculty with input from you, your mentor teacher, and/or campus and district leadership using the *Professional Practices and Responsibilities* dimensions of the [T-TESS Rubric](#). This evaluation will be included in the formal meeting with your faculty member at approximately mid-semester. Failure to consistently behave in a professional manner may lead resident to be placed on a Resident Growth Plan.

## Practice Appropriate Communication

Use appropriate written and verbal communication including, but not limited to, emails, phone calls, face-to-face interactions with Dallas College faculty/staff, leadership, Dallas College educational partners such as ISD's and childcare systems (mentor teachers, campus leadership) and peers.

### Email Etiquette

Abiding by email etiquette is the best way to maintain a respectful and professional tone in communications with any stakeholder in your educational career.

Be sure to:

- Include a clear subject line.
- Address the recipient by the correct title (Professor, Dr, Dean).
- Use a professional tone (no !!!!! or emojis).
- Briefly describe the question or problem you are having and how you have tried to resolve the issue.
- Specifically state what assistance you need and that you are willing to take the necessary steps to fix the issue.
- End with a professional salutation (Thanks, Best, Sincerely).

Keep in mind that faculty, staff, and leadership have busy schedules too, so be understanding and respectful of their time and consideration. Please allow at minimum 24-hours before sending a follow up email. Also, it is best practice to email them well in advance and during regular business hours (Monday-Friday, 8:00 a.m. to 5:00 p.m.).

Example:

Subject: EDU 1301 Request for Additional Help

Professor Dallas,

My name is Annie Jones and I have been struggling to complete the homework in your EDU 1301 course. I do not understand the assignments, and I have attended tutoring but am still having difficulties. I would appreciate it if I could meet with you regularly each week to go over the homework. I work during your office hours, so if you could let me know what days/times work best for you, I would greatly appreciate it.

Thank you,

Annie Jones

### Phone Call Etiquette

Sometimes, situations will arise that warrant a phone call to a professor, a member of leadership, or another educational stakeholder. As a rule of best practice, you want to avoid placing phone calls outside of normal business hours which are Monday- Friday, 8:00 a.m. to 5:00 p.m. When you are prepared to place a phone call, carefully choosing your tone of voice, word choice and how you close a call can set you up for successful and professional interaction.

Be sure to:

- Identify yourself at the beginning of calls.
- Minimize interruptions (turn off background noise, go to a quiet room).
- Actively listen and take notes.
- Ask questions before closing the call.
- Be positive (phone calls are not a sign of trouble).

### Face-to-Face Interactions

Face-to-Face interactions are a great way to build rapport which is the important start of an acquaintance or working relationship. As a Dallas College student, you will have face-to-face interactions with professors, peers, school district partners such as mentor teachers and campus leaders. Below are some best practices to put in place when requesting a face-to-face meeting:

Prior to the meeting, if you are the organizer, you should **schedule the meeting**. To schedule a meeting, send a calendar invitation from your Dallas College student Outlook account and include the person you are needing to meet. The calendar invitation should include a message describing the nature of the meeting, a date, time, and location.

Example:

Save

Calendar

In Person Meeting-Annie Jones

Invite attendees

Optional

6/30/2023

8:30 AM

All day

Time zones

6/30/2023

9:00 AM

Don't repeat

Richland College Garland Campus

Teams meeting

15 minutes before

Professor Dallas,

This is Annie Jones and I have a few questions regarding the upcoming assignments due in EDU 2301. I would really appreciate the opportunity to meet with you to discuss the best approach to take in completing the required assignments. If this time/date does not work for you, please suggest a new time. Thank you for your consideration.

Best,  
Annie Jones

- As the organizer, you should prepare for the meeting by having an agenda of items you wish to discuss.
- Once the meeting is confirmed, arrive on time, silence electronics, make the goals of the meeting clear and take notes.
- Lastly, summarize the action items discussed and end the meeting on time.

If you are the meeting invitee, below are some best practices to prepare for the meeting you have been invited to attend:

- Assure you know where the meeting is taking place and be on time.
- You should silence your electronics and participate accordingly.
- Listen attentively, take notes, and ask any clarifying questions you may have.
- If you need some time to process information you have just received, ask the organizer for the best time to schedule a follow up meeting.

Face-to-Face interactions also happen while in a Dallas College classroom, or when you are completing observations at a school or childcare system. When in these settings:

- Be respectful and always be on time- avoid being the disruption.
- Avoid leaving the classroom early.
- Address the teacher/professor correctly (Dr., Mrs., Professor, Mr.).
- Silence electronics.
- Be present and participate fully.

### Directing your communication to the appropriate stakeholder

Who should be your first point of contact? To ensure effective and professional communication is achieved, you should always email the person most closely related to the issue or question you may have. All lower and upper-level course questions and concerns should be addressed with the professor before contacting a member of the leadership team.

### Keep Commitments

As a student at Dallas College and future professional educator, it is imperative that you do what you say you are going to do and that you meet deadlines. Keeping commitments means being dependable and



punctual, as well as following through with tasks that have been assigned to you without the need of constant reminding. You are expected to meet deadlines, attend class meetings, and effectively communicate any barriers that may hinder you from keeping your word. Strategies that will help you keep commitments:

- **Be organized-** Keep a calendar of important dates, class times, meetings, and deadlines to help keep you on track.
- **Don't overpromise-** Try not to take on a responsibility that you cannot follow through to completion. It is far better to reach out and request help than risk giving people false hope or being untruthful.
- **Be principled-** Striving for high standards of behavior will keep you from avoiding the commitments you have made. Think about your personal ethics code to help lead your decisions.
- **Be sincere-** Sometimes, events outside of our control impact the commitments we have made. Always acknowledge the impact of these circumstances with the receiving party to create a plan for moving forward in a timely manner.

## **Intrapersonal Professionalism**

Intrapersonal professionalism refers to a set of soft skills that you possess such as maturity, ability to deal with uncertainty, self-awareness, ability to deal with stress, motivation, and lifelong learning and strategic thinking. These skills are rarely learned from a textbook but can be developed through self-reflection of daily interactions with those around you. Intrapersonal skills can help you:

- Open your mind to new ways of thinking.
- Support healthy communication.
- Expand relationships and professional opportunities.
- Demonstrate your social awareness.
- Make informed decisions considering future plans and how this affects others.

While in the BAS program at Dallas College, you will be exposed to learning opportunities and environments that require you to exercise your best intrapersonal professionalism skills. This includes, and is not limited to, your time in the classroom and your assigned residency site.

## **Be Accountable**

Display accountability by avoiding placing blame on others, creating excuses, or avoiding your own responsibilities. Being accountable for your actions as a student and new professional includes delivering on your commitment. If something goes wrong, you not only acknowledge your mistakes, but you are also focused on strengthening your skills so that it does not continue to happen. Ways you can model accountability include:

- Be proactive instead of reactive.
- Come up with solutions.
- Show up.
- Accept constructive criticism.
- Communicate effectively.
- Handle disagreements maturely
- Be mindful of rules and regulations.

- Have a willingness to learn.
- Pay attention to details.

## **Professional Dress**

While in your residency placement, you are working with children in a professional environment and are thus expected to dress professionally. Please refer to and adhere to your employer's dress code guidelines in the employee handbook.

## **Residents in Need of Additional Support**

It is our goal to fully support all residents in successful completion of their residency year and all that it entails. When residents are not making adequate progress in coursework, licensure preparation, and/or their instructional development, or if there are persistent professionalism concerns that are not successfully addressed, additional support may be provided through the development of a Resident Growth Plan (RGP).

The RGP will be collaboratively developed by the resident and faculty member with support from a School of Education leadership team member but only after the resident has first been given an opportunity to address the concerns or lack of progress.

### **Resident Growth Plan**

The Resident Growth Plan (RGP) is a systematic approach to providing residents the opportunity to collaboratively reflect and formulate steps for improvement when concerns are identified by Dallas College faculty member, campus leadership, and/or mentor teacher. The plan is not to be viewed as punitive and should be considered as a collaboration that allows the residents to:

- Identify the issue(s).
- Create actionable steps to address the issue(s).
- Reflect on mentors/faculty's guidance and feedback.
- Implement changes appropriately.
- Measure growth.
- Increase their efficacy.
- Solidify the enactment of best practices that will support their success in the classroom.

### **Steps in Designing/Executing the Plan**

1. Dallas College School of Education (SOE) Team (leadership and faculty) and partner system leadership will meet to collaborate on the concerns and discuss opportunities for growth, for resident and mentor.
2. SOE Team and partner system leadership will host a meeting with the resident, mentor teacher and campus leadership to
  - a. discuss the concerns,
  - b. outline timely, actionable steps (the plan) to support the resident and mentor teacher
  - c. outline and schedule joint observations between SOE leadership and faculty
  - d. align on a follow-up meeting date.
3. SOE leadership will partner with faculty to observe and coach the resident and provide feedback about the resident's progress to the SOE Team and partner system leadership as outlined in the plan.
4. SOE Team and partner system leadership will review data and determine next steps.
5. SOE Team and partner system leadership will host a meeting with Dallas College faculty member, resident, mentor teacher and campus leadership to review findings and conclude or change the plan, as needed.

## **Accommodations**

If you require accommodation from Dallas College's Accessibility Office, you must provide documentation that verifies your eligibility under the ADA and Section 504 of the Rehabilitation Act of 1973. Access the following link to request accommodations from Dallas College:

[Documentation Guidelines – Accessibility Services – Dallas College](#)

Accommodations provided by Dallas College do not automatically transfer to your placement as a Resident. As a Resident, it is your responsibility to communicate with your employer and follow the guidelines set forth in their employee handbook to request accommodations. In most cases, proper notification must be made, and documentation must be provided to them of your eligibility for accommodations.

If you need to request a physical or medical accommodation in order to complete your coursework at Dallas College, please follow the steps outlined below:

1. Access the link to the Accessibility Office [here](#).
2. Click on the red box that says, *Submit a New Application*.
3. Once the application documentation disability is received, determinations about the student's eligibility for accommodations will be made.

If you have any questions, please reach out to Beverly Neu Menassa, Associate Dean of Accessibility Services. [BNMenassa@DallasCollege.edu](mailto:BNMenassa@DallasCollege.edu)

## Getting Certified

Dallas College offers a 4+1 path to certification. BAS-ECE students complete requirements for the bachelor's degree (4 years) and then pursue state certification through the Teach at Dallas College Alternative Certification Program (+1 year). For this certification path, there are five requirements for becoming a certified teacher in Texas:

1. Obtain a bachelor's degree.
2. Complete an educator preparation program.
3. Pass required certification exams.
4. Submit a state application for certification.
5. Complete fingerprinting.

During your final semester of the BAS ECE program, you can apply to the Dallas College alternative certification program (ACP) if you would like to pursue teacher certification. Once you are admitted to the ACP you will be approved to take the content exams.

### **Teach at Dallas College Alternative Certification Program (ACP) admission requirements:**

- Submit a Dallas College ACP Application.
- Have a conferred Dallas College Bachelor of Applied Science, Early Childhood Education degree with a minimum Cumulative 2.75 GPA or higher (or a min of 2.75 GPA on the last 60 hours).
- Obtain 80%+ on 240 Tutoring for EC-6 Core + STR practice exams.
- Showcase skills and interest in the teaching profession through interview.
- Submit your documented field-based experience hours (50+ hours starting 9/1/2024).
- Submit a professional resume.

*Applicants who are in the final semester of the Dallas College Bachelor of Applied Science, Early Childhood Education degree may be accepted on a contingency basis. Applicants must be on track to complete the bachelor's degree at the end of the semester in which admission to the program is sought and meet all other admission requirements. You may apply to other ACPs after graduation. As a state requirement, you must enroll in an ACP to take any teacher certification exam.*

Teach at Dallas College ACP is a yearlong program where you work as a classroom teacher on an intern teacher certificate, earning a full teacher salary while Dallas College provides continued support, via a cohort model, through instruction, coaching, and formal observation cycles as required by all educator preparation programs (EPPs) in the state of Texas.

### **Intern Certification Requirements:**

- Be formally admitted to the ACP.
- Pass the EC-6 Core (TExES 391) exam.
- Pass Science of Teaching Reading (TExES 293) exam
- Secure a teacher of record position with a public school or charter or an [accredited private school](#).

## **Timeline to Obtain an Intern Certificate for Fall**

Residency Year August- May (Employment begins August the following year)

<b>Target Date</b>	<b>Milestone</b>
end of December	Complete 50 hours of field-based experience
end of January	Complete EC-6 Core 240 Tutoring
end of January	Complete STR 240 Tutoring
end of January	Submit Completed ACP Application
February	Register for EC-6 and STR
mid- February	Take EC-6 Core exam
mid- February	Take STR exam
mid-March	Begin Teacher of Record job search

## **Timeline to Obtain an Intern Certificate for Spring**

Residency Year January - December (Employment begins January the following year)

<b>Target Date</b>	<b>Milestone</b>
end of May	Complete 50 hours of field-based experience
end of August	Complete EC-6 Core 240 Tutoring
end of August	Complete STR 240 Tutoring
end of August	Submit Completed ACP Application
September	Register for EC-6 and STR
mid-September	Take EC-6 Core exam
mid-September	Take STR exam
mid-October	Begin Teacher of Record job search

Upon successful completion of the program, candidates are eligible to submit their application for standard certification. [Apply for Standard Certification.docx \(sharepoint.com\)](#)

## **Instruction**

Teach at Dallas College ACP instruction extends candidates' learning from the BAS ECE program with a focus on prioritized skills included in the rubric used in Texas for teacher development and evaluation.

Instruction is delivered through asynchronous, performance-based modules. Dallas College faculty provides support through monthly cohort meetings which will include instruction and collaborative activities based cohort needs.

### **Teach at Dallas College ACP Coursework**

Courses are offered for different lengths of time to support students' learning progression through the ACP.

Course Number	Course Name	Fall 16-wk	Spring 16-wk	Summer 10-wk	2 <sup>nd</sup> 8-wk Fall/Spring	Notes
EDTC 1090	Preparing for Texas Teacher Certification	Y	Y	Y	Y	Required for students that have not taken or passed EC-6 and STR TExES exams
EDTC 1021	Bilingual Education remote format	Y	Y	Y	Y	For students seeking Bilingual certification.
EDTC 1011	Effective Development of the Learning Environment (BloomBoard based)	N	N	Y	Y	Must pass EC-6 and STR to enroll
EDTC 1071	Effective Planning for Instruction (BloomBoard based)	N	N	Y	Y	Must pass EC-6 and STR to enroll
EDTC 1072	Effective Practices Supporting English Language Learners (Bloomboard based)	Y	Y	N	N	Must pass EC-6 and STR to enroll
EDTC 1073	Practicum I Intern cert req	Y	Y	N	N	Must pass EC-6 and STR to enroll
EDTC 1074	Practicum II Intern cert req	Y	Y	N	N	Must pass EC-6 and STR to enroll
EDTC 1075	Effective Delivery of Instruction (BloomBoard based)	Y	Y	N	Y	Must pass EC-6 and STR to enroll
EDTC 1050	Special Education (Bloomboard based)	Y	Y	N	N	For students seeking SPED supplemental certification

## **Coaching & Observation**

In addition to the monthly cohort meetings, Dallas College faculty will support candidates in the ACP through regular observations and feedback. Observations will consist of (1) frequent short informal observations with feedback and coaching, and (2) formal observation cycles that consist of a pre-conference, full lesson observation, and post conference. Both provide opportunities for candidates to engage in collaborative reflection on their developing instructional practice.

Each teacher candidate must teach in an area public school district, public charter, or [approved private](#) for a full academic year to complete the internship. Internships must be completed in the certification area. Schools outside the immediate area may be eligible and require approval by the college. Please email [TeachatDallasCollegeACP@DallasCollege.edu](mailto:TeachatDallasCollegeACP@DallasCollege.edu) to seek approval.



## Program Handbook Acknowledgement Form

### PLEASE READ AND INITIAL BESIDE EACH STATEMENT

\_\_\_\_\_ I have received a copy of the Dallas College BAS ECE Program Candidate Handbook and understand that I am required to comply with federal, state, and program requirements as described in the handbook in order to complete the program.

\_\_\_\_\_ I understand that Dallas College will share information about my performance in the program with appropriate school district personnel.

\_\_\_\_\_ I understand that Dallas College will have access to information on my Texas Education Association (TEA) and Educational Testing Service (Pearson) accounts and may share that information with appropriate school district personnel.

\_\_\_\_\_  
Printed First & Last Name

\_\_\_\_\_  
Student ID#

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## FERPA Consent to Release Educational Records & Information

**This release represents your written consent to permit Dallas College to disclose educational records and any information contained therein to the specific individual(s) identified below. Please read this document carefully and fill in all blanks.**

I, \_\_\_\_\_ **[print full name]** am a candidate at Dallas College and hereby give my voluntary consent to officials:

A. To disclose the following records:

- Records relating to any of my field-based experiences
- Records relating to my performance in the field
- Records relating to my state examinations
- Records relating to my status in the degree program and EPP.

B. To the following person(s):

- School districts or other agencies associated with field-based experiences
- School-based/Agency-based administrators
- School-based/Agency-based cooperating teachers/mentors
- Program faculty

C. These records are being released for the purpose of:

- Conversing and reviewing performance
- Acquiring feedback
- Procuring required signatures

**I understand that under the Family Educational Rights and Privacy Act of 1974 ("FERPA" 20 USC 123g; 34 CFR §99; commonly known as the "Buckley Amendment") no disclosure of my records can be made without my written consent unless otherwise provided for in legal statutes and judicial decisions. I also understand that I may revoke this consent at any time (via written request to the educator preparation program) except to the extent that action has already been taken upon this release. Further, without such a release, I am unable to participate in any field-based experiences including 30 clock hours of observation, clinical teaching, student teaching, or internship.**

---

Printed First & Last Name

---

Student ID#

---

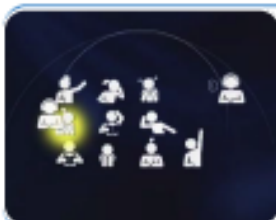
Signature

---

Date

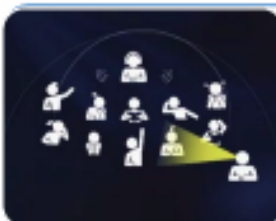


## Co-Teaching Approaches



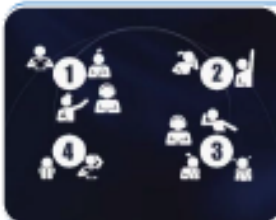
### One Teach, One Assist

One teacher acts as the primary teacher while the other assists and supports the learners. The co-teacher assists by monitoring student work, addressing behavior issues, answering student questions, distributing materials, or asking the lead teacher to clarify any developing student misconceptions.



### One Teach, One Observe

One teacher acts as the primary teacher while the other gathers specific observational information on student learning such as students' academic, behavioral, and social skills while in the classroom. Roles can switch depending on the topic or interests of the teacher, however this strategy is only meant to be used occasionally.



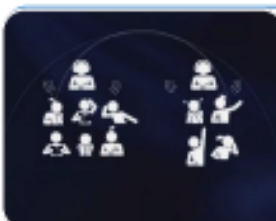
### Station Teaching

Co-teachers divide their class into small groups to provide instruction at separate stations. Activities should be designed to function independently of each other and require approximately the same amount of time with student groups rotating stations. This approach reduces the student-teacher ratio, increasing student participation and effective monitoring of the students.



### Parallel Teaching

Co-teachers divide the class in half and instruct them on the same material; groups don't rotate. Parallel teaching allows the co-teachers to maximize participation and minimize behavior problems. This approach reduces the student-teacher ratio and increases instructional intensity. Co-teachers will need to be cognizant of timing and pacing when using this strategy.



### Alternative (Differentiated) Teaching

One teacher manages a large group of students while the other takes a small group for a specific instructional purpose. This approach provides instructional flexibility and can be used for enrichment, remediation, assessment, or pre-teaching, as well as for using alternative methods of providing lesson input.



### Team Teaching

Both teachers are often in the front of the classroom, sharing the responsibilities of lead instruction, with equally active, but possibly different, roles in a lesson. This approach can enhance teacher creativity, encourage collaboration, and energize students. This strategy should be used occasionally as more subtle student needs can be missed when grouping is not being used.

## Residency Field-based Experiences

### Why are you being asked to complete and document FBEs?

§228.43 of the *Texas Administrative Code* requires all educator preparation programs in Texas to engage their classroom teacher candidates in a minimum of 50 hours of field-based experiences (FBEs). You will not be allowed to move forward with your internship in *any* certification program if you have not completed and documented at least 50 hours of FBEs. You will be required to submit evidence of 50+ FBEs when applying to an alternative certification program.

§228.43(c)(3) of the *Texas Administrative Code* also requires each FBE to be documented in writing with a detailed reflection guided by the educator preparation program. Completing these FBEs and submitting them in the ApprentiScope platform will ensure that you meet the FBE requirements outlined in the *Texas Administrative Code* so that you can move forward with your additional certification requirements.

Skills the resident should be working to develop are in blue. **Mentor scores (using the rubric below) each skill when the related field-based experiences (FBEs) have been completed.**

- The bulleted items under each skill are field-based experiences (FBEs) that the resident should engage in to support development of the skill. Each FBE only needs to be submitted one time in the cycle but can be completed multiple times as needed to meet proficiency. When all FBEs for a given skill are complete, the resident should continue to practice the skill to develop proficiency. **Mentor reviews and approves/provides feedback on FBEs as they are completed.**
  - The items in green provide guidance for what residents should submit or note in the comments/journal when submitting their FBEs. Every task should have a reflection and/or submission.

**Week 1** = The first week of the Dallas College semester. Full-time paid residents will be in their placements prior to week 1 and can start working on skills as soon as they are able. Note, however, that access to the online platform may not be available until week 1.

1 Improvement Needed	2 Developing	3 Proficient	4 Accomplished	5 Distinguished
The resident cannot complete this skill with or without support.	<ul style="list-style-type: none"><li>The resident can complete this skill with support.</li><li>The resident's effectiveness may be inconsistent.</li></ul>	The resident demonstrates this skill effectively without support.	The resident consistently demonstrates this skill effectively without support.	The resident always demonstrates this skill effectively without support.

## Semester 1 Skills & Related FBEs

### Prior to Week 1

#### Meet professional responsibilities

- Actively engage in staff/faculty professional development.

- What is your biggest takeaway from this?
  - How are you feeling after engaging in this professional development?
- Assist mentor teacher with classroom set up and preparation for the first days of school.
  - What do you appreciate about how your mentor prepared for the first days?
- Locate key equipment, materials, and campus personnel (principal, assistant principals, instructional coaches, administrative personnel, custodians, etc.)
  - Submit a photo of you with someone you met and identify them along with their role.
- Learn how to operate the copy machine and any other equipment available for teacher use.
- Review the employee handbook to familiarize yourself with district policies and procedures.
  - What questions (if any) do you have about district policies and procedures?
- Introduce yourself to teachers/staff with whom you will be working most closely.
  - Submit a photo of you and your mentor and/or you with your team.
  - What stands out to you about the people you will be working with?
- Set up/access your email and other district technology platforms you will be utilizing.
  - Is there anything your mentor can help you with related to technology?

## **Weeks 1-4**

### **Weekly (at the end of each week)**

#### **Meet professional responsibilities**

- Submit the number of hours for each of the following:
  - Time spent on the job learning (OJL) (This should equal the time you spent in your placement.)
  - Time outside of the school day that you spent on job-related tasks (e.g., grading and providing feedback to students, planning lessons, attending school events, planning related to the completion of artifacts, reflecting on observations, feedback, etc...)
  - Time outside of class time that you spent on licensure exam preparation.

### **Throughout the 4-Week Cycle**

**Establish & facilitate general classroom routines & procedures (e.g., attendance, breakfast/lunch, bell work, restroom, dismissal, etc.)**

- Assist mentor teacher with planning for general classroom routines and procedures.
  - What is your key takeaway from this task and how will you apply that to your own classroom?
- Observe mentor facilitating general classroom routines and procedures.
  - What stood out to you as something your mentor does well? How does this connect to the *Culture of Learning* domain of the classroom look-fors?
  - What do you want to make sure you incorporate into your own teaching?
  - Submit a picture of your mentor as you observe and give it a caption.
- Assist mentor in facilitating general classroom routines and procedures.
  - Hashtag your experience assisting with this. Explain your hashtag.
- Lead facilitation of general classroom routines and procedures while mentor observes and/or assists.
  - What do you think you are doing well in this area? Explain.
  - What would you like to improve on? Explain.
- Solicit and implement feedback from your mentor on your facilitation of general classroom routines and procedures.
  - How does your mentor's feedback differ from or connect to what you identified?
  - How do you feel about your mentor's feedback?
  - How will/did you incorporate your mentor's feedback?

#### Establish & reinforce a positive classroom culture/environment

- Assist mentor teacher with planning for and establishing routines and systems related to classroom culture/environment (e.g., morning meetings, social contract, sharing routines, positive behavioral intervention and supports).
  - What are your biggest takeaways related to planning for and establishing routines and systems related to classroom culture/environment? Explain.
- Observe mentor facilitating routines established to support a positive classroom culture/environment.
  - What are the strategies your mentor uses to support a positive classroom culture/environment?
  - When you have your own classroom, in what ways will you create a positive environment?
  - Submit a photo of an example you see of a positive environment in your mentor's classroom.
- Assist mentor in facilitating routines established to support a positive classroom culture/environment.
  - In what ways are students responding to the routines used to support a positive classroom culture/environment?
- Lead facilitation of routines to support a positive classroom culture/environment while mentor observes and/or assists.
  - What do you think you are doing well in this area?
  - What would you like to improve on?
- Solicit and implement feedback from your mentor on your facilitation of routines/systems to support a positive classroom culture/environment.
  - What feedback did your mentor provide and how will/did you use that feedback?

#### Support students to meet classroom expectations.

- Assist mentor with planning lessons that demonstrate the fundamental elements of engaging instruction.
  - Which methods did your mentor use to engage the students that you would use in the future?
  - Share a picture of your students engaged in learning.
- Observe mentor setting expectations for a lesson.
  - How did your mentor set the expectations for the lesson?
  - What visuals or other supports did your mentor use?
- Assist mentor with facilitating setting expectations in a lesson.
  - Explain how you assisted and what you learned from the experience.
- Plan with your mentor times during the lesson that are appropriate for setting expectations and during which you can take the lead so that you can practice setting expectations.
  - Have your mentor teacher take a picture of you setting expectations in a lesson. Submit the picture and explain what you were doing.
  - What do you believe is the hardest part about setting &/or enforcing classroom expectations? Why?
- Solicit and implement feedback from mentor on your ability to set expectations for a lesson.
  - Upon self-reflection and after meeting with your mentor, what will you do differently on the next lesson?

#### **Weeks 5-8**

##### **Weekly (at the end of each week)**

#### Meet professional responsibilities

- Submit the number of hours for each of the following:

- Time spent on the job learning (OJL) (This should equal the time you spent in your placement.)
- Time outside of the school day that you spent on job-related tasks (e.g., grading and providing feedback to students, planning lessons, attending school events, planning related to the completion of artifacts, reflecting on observations, feedback, etc...)
- Time outside of class time that you spent on licensure exam preparation.

### **Throughout the 4-Week Cycle**

#### **Plan & facilitate small group math instruction.**

- Assist mentor with planning small group math instruction.
  - Share what you believe will be the most engaging part of this small group lesson for your students. Explain.
  - What skill are you planning to work on in this small group lesson?
  - How was this focus skill determined?
- Observe mentor facilitating small group math instruction.
  - What instructional strategies did you observe your mentor using?
  - How does that connect to the classroom look-fors related to mathematics instruction?
  - What would you say is a strength that your mentor possesses in leading small group math lessons?
- Take the lead on planning and facilitating small group math instruction while mentor observes and/or assists.
  - What do you believe is the benefit of facilitating math lessons in a small group versus the whole class? Why?
  - What went well for you and what challenged you? Explain.
- Solicit and implement feedback from mentor on your ability to plan and facilitate small group math instruction.
  - What feedback did your mentor provide and how will you implement that feedback?
- Review the student work from your small group instruction with your mentor's support and categorize it as proficient or not proficient.
  - Submit a picture of the student work with the categorization. Explain the task if it is not evident in the picture.
  - Explain how you determined whether the student work was proficient or not proficient.

#### **Plan & facilitate whole class math instruction.**

- Assist mentor with planning whole class math instruction.
  - What part of the lesson did you have the most input on?
  - What should students know and be able to do as a result of this lesson?
  - What TEKS does this lesson support? Explain.
- Assist mentor with facilitating whole class math instruction by circulating and supporting students.
  - Submit a picture of your students engaged in the math lesson.
  - What is one way that you supported students while circulating?
  - How did your support impact the student(s)?

#### **Facilitate the beginning of a math lesson**

- Observe mentor facilitating the beginning (e.g., problem of the day/warm-up problem, engage/connection to prior learning and lesson objective, etc.) of a whole class math lesson.



- Submit a picture of your mentor teacher facilitating the beginning of a whole class math lesson and explain what was taking place.
  - What are at least 3 things you noticed your mentor do during the beginning of the lesson and why are those things important for student learning?
  - How does this connect to the classroom look-fors for mathematics instruction?
- Plan with your mentor and take the lead in facilitating the beginning (e.g., problem of the day/warm-up problem, engage/connection to prior learning and lesson objective, etc.) of a whole class math lesson while mentor observes and/or assists.
  - Create a hashtag for today's lesson objective. For example, #funfractions.
  - What do you feel went well with your facilitation of the beginning of the math lesson? Explain.
- Solicit and implement feedback from mentor on your ability to facilitate the beginning of a whole class math lesson.
  - What feedback did your mentor provide?
  - How do you feel about that feedback?

#### Closing a whole class math lesson

- Observe mentor facilitating the closing (e.g., debrief, reflection, exit ticket) of a whole class math lesson.
  - What questions did your mentor ask during the closing?
  - What else did your mentor do during the closing?
  - How does this connect to the look-fors for classroom instruction in mathematics?
- Plan with your mentor and take the lead in facilitating the closing (e.g., debrief, reflection, exit ticket) of a whole class math lesson while mentor observes and/or assists.
  - What is something you thought went well with closing the math lesson? Explain.
- Solicit and implement feedback from mentor on your ability to facilitate the closing of a whole class math lesson.
  - Is there anything that you and your mentor agree on that you could improve on? What is it?

#### Facilitating new learning and practice portion of a whole class math lesson

- Observe mentor leading the new learning and practice portion of a whole class math lesson.
  - Identify at least 3 things you noticed your mentor do and why those things are important for student learning.
  - Which descriptors from the classroom look-fors for mathematics instruction were evident? Explain.
- Plan with your mentor and take the lead in the new learning and practice portion of a whole class math lesson while mentor observes and/or assists.
  - What went well? What was a challenge? Explain.
  - How did your mentor assist you today?
- Solicit and implement feedback from mentor on your ability to facilitate the new learning and practice portion of a whole class math lesson.
  - What was your favorite piece of feedback you received today?

#### Facilitating a whole class math lesson from start to finish

- Plan with your mentor and take the lead in facilitating an entire whole class math lesson while mentor observes and/or assists.
  - If your math lesson were a picture, what would the picture caption be? Be creative! For example, "Equations at work: Minds engaged."
  - What did you learn from leading a whole math lesson?



- Were there times when your mentor stepped in or otherwise supported you? If so, explain.
- Solicit and implement feedback from mentor on your ability to facilitate an entire whole class math lesson.
  - Is there any way your mentor could assist you further in your facilitation of a whole class math lesson?
  - Create a positive affirmation statement related to a strength your mentor says you possess. For example, "Your dedication and passion make a difference every day."

## **Weeks 9-12**

### **Weekly (at the end of each week)**

#### Meet professional responsibilities

- Submit the number of hours for each of the following:
  - Time spent on the job learning (OJL) (This should equal the time you spent in your placement.)
  - Time outside of the school day that you spent on job-related tasks (e.g., grading and providing feedback to students, planning lessons, attending school events, planning related to the completion of artifacts, reflecting on observations, feedback, etc...)
  - Time outside of class time that you spent on licensure exam preparation.

### **Throughout the 4-Week Cycle**

#### Plan & facilitate whole class instruction in science.

- Assist mentor with planning whole class science instruction.
  - Summarize today's science lesson in 5 words.
- Assist mentor with facilitating whole class science instruction by circulating and supporting students.
  - Submit a picture of your students engaged in the science lesson. Explain what is pictured.
  - How did you assist students in this lesson?
  - What was the impact of your support on the student(s)?

#### Facilitating the beginning of a science lesson

- Observe mentor facilitating the beginning (e.g., engage, connection to prior learning, lesson objective, etc.) of a whole class science lesson.
  - What do you admire about the way your mentor facilitated the beginning of the whole class science lesson today?
  - How does this connect to the look-fors for classroom instruction?
- Plan with your mentor and take the lead in facilitating the beginning (e.g., engage, connection to prior learning, lesson objective, etc.) of a whole class science lesson while mentor observes and/or assists.
  - If your science lesson were a picture, what would the picture caption be? Be creative! For example, "Capturing the wonder of science. One experiment at a time."
  - What went well? What was a challenge? Explain.
- Solicit and implement feedback from mentor on your ability to facilitate the beginning of a whole class science lesson.
  - Create at least two hashtags for the feedback your mentor provided. Explain your hashtags.

#### Facilitating the closing of a science lesson

- Observe mentor facilitating the closing (e.g., debrief, reflection, exit ticket) of a whole class science lesson.
  - What do you admire about the way your mentor facilitated the lesson closing today?
  - Submit a picture of one of your student's exit tickets. How would you categorize this student's learning based on the exit ticket (proficient, not proficient)? Explain using evidence from the exit ticket.
- Plan with your mentor and take the lead in facilitating the closing (e.g., debrief, reflection, exit ticket) of a whole class science lesson. Discuss and solicit feedback from mentor while mentor observes and/or assists.
  - If today's closing of the science lesson you facilitated were a song, what would the name of the song be? For example, "The Science Explorer's Anthem"
  - What went well with the closing? What was a challenge? Explain.
- Solicit and implement feedback from mentor on your ability to facilitate the closing of a whole class science lesson.
  - What are your thoughts about your mentor's feedback? Elaborate appropriately.

#### Facilitating new learning and practice of a science lesson

- Observe mentor leading the new learning and practice portion of a whole class science lesson.
  - What went well with today's whole class science lesson? What did your mentor do that you will try in the future?
  - How does this connect to the look-fors for classroom instruction?
- Plan with your mentor and take the lead in the new learning and practice portion of a whole class science lesson while mentor observes and/or assists.
  - What about the science lesson you are planning excites you? What makes you nervous?
  - What went well? What was a challenge? Explain.
- Solicit and implement feedback from mentor on your ability to facilitate the new learning and practice portion of a whole class science lesson.
  - Create a positive affirmation statement related to a strength your mentor says you possess. For example, "You are shaping young minds."

#### Facilitating a science lesson from beginning to end

- Plan with your mentor and take the lead in facilitating an entire whole class science lesson while mentor observes and/or assists.
  - Is there anything you would do differently if you facilitated this lesson again? Why?
  - What words would you use to thank your mentor for assisting you in facilitating your whole class science lesson today?
- Solicit and implement feedback from mentor on your ability to facilitate an entire whole class science lesson.
  - What was your mentor's feedback regarding your whole class science lesson?
  - How do you feel about this feedback? Elaborate appropriately.

### **Weeks 13-16**

#### **Weekly (at the end of each week)**

#### Meet professional responsibilities

- Submit the number of hours for each of the following:
  - Time spent on the job learning (OJL) (This should equal the time you spent in your placement.)

- Time outside of the school day that you spent on job-related tasks (e.g., grading and providing feedback to students, planning lessons, attending school events, planning related to the completion of artifacts, reflecting on observations, feedback, etc...)
- Time outside of class time that you spent on licensure exam preparation.

### **Throughout the 4-Week Cycle**

#### Use probing questions to deepen student understanding

- Observe your mentor facilitating instruction with an individual or small group of students. Make note of the specific questions they use to probe student thinking.
  - What was your favorite probing question that your mentor teacher asked the students? Why?
  - What did you observe that connects to the look-fors for classroom instruction? Explain.
- Facilitate instruction with an individual or small group of students while your mentor observes, focusing on your use of questions to probe student thinking.
  - Share a probing question that you asked during this instruction and how your students responded.
  - What did you learn from the students' response(s)?
- Solicit and implement feedback from your mentor on your ability to use probing questions.
  - What is a probing question that you could use in every lesson to solicit deep thinking from your students?
- Collaboratively work with your mentor to review and discuss student work, identify strengths, misconceptions/errors, and annotate with probing questions to clarify students' misconception or error.
  - Submit a picture of a piece of student work that shows your feedback to a student.
  - What did you learn from doing this?

## Semester 2 Skills & Related FBEs

### Weeks 1-4

**Weekly** *(at the end of each week)*

Meet professional responsibilities

- Submit the number of hours for each of the following:
  - Time spent on the job learning (OJL) (This should equal the time you spent in your placement.)
  - Time outside of the school day that you spent on job-related tasks (e.g., grading and providing feedback to students, planning lessons, attending school events, planning related to the completion of artifacts, reflecting on observations, feedback, etc...)
  - Time outside of class time that you spent on licensure exam preparation.

### Throughout the 4-Week Cycle

Plan and facilitate small group instruction in English language arts and reading (ELAR)

- Assist mentor teacher with planning for small group ELAR instruction.
  - What excites you the most about what you and your mentor have planned for your small group ELAR lesson? Why?
  - What skill(s) are you planning for the small group instruction?
  - How did you and your mentor decide on this focus skill?
- Observe mentor facilitating small group ELAR instruction.
  - What would you say is a strength that your mentor possesses in leading small group ELAR lessons?
  - Identify at least 3 strategies you noticed your mentor use.
  - How does that connect to the classroom look-fors for literacy instruction?
- Assist mentor in facilitating small group ELAR instruction.
  - How did you assist?
  - How did this impact student learning? What evidence of that did you see?
- Lead facilitation of small group ELAR instruction while mentor observes and/or assists.
  - How did your mentor assist you today? Write your mentor a quick note of gratitude for their help today.
  - What went well? What was a challenge? Explain.
- Solicit and implement feedback from your mentor on your facilitation of small group ELAR instruction.
  - What was your mentor's feedback regarding your small group ELAR lesson? Do you agree with your mentor's feedback? Why or why not?

### Weeks 5-8

**Weekly** *(at the end of each week)*

Meet professional responsibilities

- Submit the number of hours for each of the following:
  - Time spent on the job learning (OJL) (This should equal the time you spent in your placement.)
  - Time outside of the school day that you spent on job-related tasks (e.g., grading and providing feedback to students, planning lessons, attending school events, planning related to the completion of artifacts, reflecting on observations, feedback, etc...)

- Time outside of class time that you spent on licensure exam preparation.

### **Throughout the 4-Week Cycle**

#### Plan and facilitate whole class instruction in English language arts and reading (ELAR)

- Assist mentor with planning whole class ELAR instruction.
  - Summarize the ELAR lesson in 5 words.
  - What is the objective for the lesson?
  - What should students know and be able to do at the end of the lesson?
- Assist mentor with facilitating whole class ELAR instruction by circulating and supporting students.
  - Submit a picture of your students engaged in the ELAR lesson. Explain the picture.
  - How did you support students in this lesson?

#### Facilitating the beginning of whole class ELAR instruction

- Observe mentor facilitating the beginning (e.g., problem of the day/warm-up problem, engage/connection to prior learning and lesson objective, etc.) of a whole class ELAR lesson.
  - What do you admire about the way your mentor facilitated the beginning of the lesson today?
  - What connections can you make to the classroom look-fors for literacy instruction?
  - Submit a picture of your mentor teacher in action and explain what is happening in the picture.
- Plan with your mentor and take the lead in facilitating the beginning (e.g., engage/connection to prior learning and lesson objective, etc.) of a whole class ELAR lesson while mentor observes and/or assists.
  - What went well? What was a challenge? Explain.
- Solicit and implement feedback from mentor on your ability to facilitate the beginning of a whole class ELAR lesson.
  - Create at least 2 hashtags for your mentor's feedback. Explain your hashtags.

#### Facilitating the closing of a whole class ELAR lesson

- Observe mentor facilitating the closing (e.g., debrief, reflection, exit ticket) of a whole class ELAR lesson.
  - What do you admire about the way your mentor facilitated the lesson closing today?
  - How does this connect to the classroom look-fors for literacy instruction?
  - Write a quick note to your mentor about what you observed today.
- Plan with your mentor and take the lead in facilitating the closing (e.g., debrief, reflection, exit ticket) of a whole class ELAR lesson while mentor observes and/or assists.
  - What went well? What was a challenge? Explain.
- Solicit and implement feedback from mentor on your ability to facilitate the closing of a whole class ELAR lesson.
  - What questions did you ask your mentor today?
  - What was the best piece of advice that your mentor gave you after today's lesson? Explain.

#### Facilitating the new learning and practice portion of a whole class ELAR lesson

- Observe mentor leading the new learning and practice portion of a whole class ELAR lesson.
  - What went well with today's whole class ELAR lesson? What did your mentor do that you will try in the future?
  - How does this connect to the classroom look-fors for literacy instruction?
- Plan with your mentor and take the lead in the new learning and practice portion of a whole class ELAR lesson while mentor observes and/or assists.

- (Before teaching) What about the ELAR lesson you are planning excites you? What makes you nervous?
  - (After teaching) What went well? What was a challenge? Is there anything you would do differently next time? Explain.
- Solicit and implement feedback from mentor on your ability to facilitate the new learning and practice portion of a whole class ELAR lesson.
  - Create a positive affirmation statement related to a strength your mentor says you possess. For example, “Your students really enjoy your teaching.”
  - What is something you want to improve on when facilitating ELAR instruction?

#### Facilitating a whole class ELAR lesson from beginning to end

- Plan with your mentor and take the lead in facilitating an entire whole class ELAR lesson while mentor observes and/or assists.
  - What words would you use to thank your mentor for assisting you in facilitating your whole class ELAR lesson today?
  - If you were going to teach this lesson again, what would you do differently and why?
  - What did students learn? What evidence do you have of that?
- Solicit and implement feedback from mentor on your ability to facilitate an entire whole class ELAR lesson.
  - What was your favorite piece of feedback you received today?

### **Weeks 9-12**

#### **Weekly (at the end of each week)**

#### Meet professional responsibilities

- Submit the number of hours for each of the following:
  - Time spent on the job learning (OJL) (This should equal the time you spent in your placement.)
  - Time outside of the school day that you spent on job-related tasks (e.g., grading and providing feedback to students, planning lessons, attending school events, planning related to the completion of artifacts, reflecting on observations, feedback, etc...)
  - Time outside of class time that you spent on licensure exam preparation.

### **Throughout the 4-Week Cycle**

#### Plan and facilitate whole class instruction in social studies.

- Assist mentor with planning whole class social studies instruction.
  - Summarize the social studies lesson in 5 words.
  - What is the objective of this lesson?
  - Which TEKS does this objective align to? Explain.
  - What should students know and be able to do as a result of this lesson?
- Assist mentor with facilitating whole class social studies instruction by circulating and supporting students.
  - Submit a picture of your students engaged in the social studies lesson. Explain the picture.
  - How did you support students? What was the impact of your support? How do you know?

#### Facilitating the beginning of a whole class social studies lesson

- Observe mentor facilitating the beginning (e.g., engage/connection to prior learning and lesson objective, etc.) of a whole class social studies lesson.
  - What do you admire about the way your mentor facilitated the whole class social studies lesson today?
- Plan with your mentor and take the lead in facilitating the beginning (e.g., engage/connection to prior learning and lesson objective, etc.) of a whole class social studies lesson while mentor observes and/or assists.
  - What is the name of the engaging social studies lesson you are planning?
- Solicit and implement feedback from mentor on your ability to facilitate the beginning of a whole class social studies lesson.
  - If the beginning of your whole class social studies lesson were a picture, what would the picture caption be? Be creative! For example, "Welcome Letters to Early Settlers."

#### Facilitating the closing of a whole class social studies lesson

- Observe mentor facilitating the closing (e.g., debrief, reflection, exit ticket) of a whole class social studies lesson.
  - What do you admire about the way your mentor facilitated the lesson closing today?
  - What do you believe was your students' favorite part about today's lesson?
- Plan with your mentor and take the lead in facilitating the closing (e.g., debrief, reflection, exit ticket) of a whole class social studies lesson while mentor observes and/or assists.
  - If today's closing of the social studies lesson you facilitated were a song, what would the name of the song be? For example, "The End of the Stone Age."
- Solicit and implement feedback from mentor on your ability to facilitate the closing of a whole class social studies lesson.
  - Do you agree with your mentor's feedback? Why or why not?

#### Facilitating the new learning and practice portion of a whole class social studies lesson

- Observe mentor leading the new learning and practice portion of a whole class social studies lesson.
  - Identify at least 3 strategies you noticed your mentor use.
  - How do they connect to the look-fors for classroom instruction?
- Plan with your mentor and take the lead in the new learning and practice portion of a whole class social studies lesson while mentor observes and/or assists.
  - Have your mentor take a picture of you facilitating. Submit the picture and explain what is happening in the picture.
  - What went well? What was a challenge?
- Solicit and implement feedback from mentor on your ability to facilitate the new learning and practice portion of a whole class social studies lesson.
  - What feedback did your mentor provide? How do you feel about that feedback?

#### Facilitating a whole class social studies lesson from beginning to end

- Plan with your mentor and take the lead in facilitating an entire whole class social studies lesson while mentor observes and/or assists.
  - (Before teaching) What about the planning of your whole class social studies lesson excites you? What makes you nervous?

- (After teaching) What went well? What was a challenge? Did your mentor step in to assist? If so, explain how.
- Solicit and implement feedback from mentor on your ability to facilitate an entire whole class social studies lesson.
  - Create at least 2 hashtags to represent your mentor's feedback. Explain your hashtags.

## **Weeks 13+**

### **Weekly (at the end of each week)**

#### Meet professional responsibilities

- Submit the number of hours for each of the following:
  - Time spent on the job learning (OJL) (This should equal the time you spent in your placement.)
  - Time outside of the school day that you spent on job-related tasks (e.g., grading and providing feedback to students, planning lessons, attending school events, planning related to the completion of artifacts, reflecting on observations, feedback, etc...)
  - Time outside of class time that you spent on licensure exam preparation.

### **Throughout the Remaining Weeks**

#### Plan and facilitate full day instruction

- Plan with your mentor to take the lead in facilitating instruction for a full day while your mentor observes and/or assists.
  - What do you believe your strengths were today? What do you believe you could do better in the future when facilitating a full day of instruction?
  - How did your mentor teacher help you today?
  - What did you learn about yourself today?
- Solicit and implement feedback from mentor on your ability to facilitate full-day instruction.
  - Create a positive affirmation statement related to a strength your mentor says you possess. For example, "You are growing more each day."
  - What is something you need to work to improve?
  - Thinking about where you are now compared to the beginning of the year, how have you grown? What do you attribute that growth to?