

Our Vision of Excellent Co-Teaching

Teach Richland

In Richland Parish, it is a priority that all year-long residents are fully prepared to take on lead teaching responsibilities on day one of their first-year teaching. Resident teachers have consistent opportunities to lead classroom instruction and receive immediate, actionable feedback from their mentors. District staff, Principals, Lead Coaches and mentors understand their role in supporting year-long residents, and are invested in the goals and outcomes to support a quality experience.



Time of Year	Mentor Actions	Resident Actions
<p>Phase 1:</p> <p>Mid-August-September (First Four-Six Weeks)</p> <p><i>Suggested Co-Teaching Models:</i></p> <p><i>One Teach, One Observe</i> <i>One Teach, One Assist</i> <i>Tutoring</i></p> <p><i>Gradual Release of a Structure:</i></p> <p><i>Small Group Instruction (resident)</i></p> <p><i>Suggested Compass Components/Core Teaching Skills:</i></p> <p><i>Component 1c: Setting Instructional Outcomes</i></p> <p><i>Component 2c: Managing Classroom Procedures</i></p>	<p>Teaching:</p> <ul style="list-style-type: none"> Provides Resident teacher with strong instructional models and specific “look-fors” during observation. Provides daily one-on-one teaching opportunities for residents to build their comfort with instruction (or more as resident demonstrates readiness). Provides resident with daily lesson plans and makes time to discuss planning process daily. Provides opportunities for resident to facilitate portions of the lesson as the resident demonstrates ability and desire to take on more responsibilities. Establish ULM daily planning time for resident. (i.e., daily planning is for the resident independently work on ULM coursework) <p>Feedback:</p> <ul style="list-style-type: none"> Facilitates regular debriefs following instruction for resident to answer questions and explain instructional choices. <p>Ownership:</p> <ul style="list-style-type: none"> Sets meaningful goals with resident and tracks progress towards them. <p>Communication:</p> <ul style="list-style-type: none"> Provides clear roles and responsibilities for resident during instructional time, including checking in with students, answering questions, circulating, assisting with management, etc. 	<p>Teaching:</p> <ul style="list-style-type: none"> Closely observes all lead teaching, taking notes aligned to the “look-fors” outlined by the mentor. Shadows mentor as s/he circulates the room and questions students. Takes notes and asks questions about instructional moves during debriefs. Participates as a teacher when not observing key portions of lessons by interacting with students, answering questions, checking in with students, circulating, assisting with management, etc. Facilitates daily one on-one instruction, or more, as determined by comfort level and readiness. <p>Feedback:</p> <ul style="list-style-type: none"> Makes suggestions to improve instruction based on teacher observation and student responses. Engages in daily debriefs of teaching and learning; creating action plans (updated lesson plans, opportunities for active coaching, updating goals, etc.) with mentor based on outcomes of the day’s lessons. <p>Ownership:</p> <ul style="list-style-type: none"> Constantly seeks opportunities to build their knowledge and understanding of teaching best practices, and applies them in one-on-one setting as soon as possible. Understands and can articulate goals, and tracks progress toward them. <p>Communication:</p> <ul style="list-style-type: none"> Advocates for opportunities to take on more responsibility as comfort level increases.

<p>Phase 2: October- November Break</p> <p><i>Co-Teaching Models to Consider:</i></p> <p><i>Station Teaching</i> <i>Parallel Teaching</i> <i>Team Teaching</i> <i>Alternative/Differentiated Teaching</i></p> <p><i>Gradual Release of Daily Structure:</i></p> <p><i>One Teach, One Assist (Resident as Lead)</i></p> <p><i>One Teach, One Observe (Resident as Lead)</i></p> <p><i>Suggested Compass Components/Core Teaching Skills:</i></p> <p><i>Component 1c: Setting Instructional Outcomes</i></p> <p><i>Component 3c: Engaging Students in Learning</i></p> <p><i>Component 3b: Questioning and Discussion Techniques</i></p>	<p>Teaching:</p> <ul style="list-style-type: none"> Includes resident teacher in all planning activities; actively co-planning all lessons. Provides opportunities for resident teacher to plan portions of daily lessons, and provides timely, actionable feedback. Requires resident teacher to lead teach for a portion of every day, with assistance. <p>Feedback:</p> <ul style="list-style-type: none"> Provides timely, actionable feedback on lessons, or portions of lessons, implemented by resident. Provides multiple opportunities for residents to practice and receive feedback on teaching skills prior to executing lessons. Gradually releases responsibility onto resident teacher, while monitoring progress and assessing readiness for more challenging tasks. Observes, models and actively coaches as necessary while resident lead teaches. <p>Ownership:</p> <ul style="list-style-type: none"> Assists resident teacher in analyzing student work and action planning. <p>Communication:</p> <ul style="list-style-type: none"> Co-develops roles and responsibilities for mentor and resident, and shares responsibility for classroom routines and structures. Sets meaningful goals with resident, and tracks progress towards them. 	<p>Teaching:</p> <ul style="list-style-type: none"> Participates in all planning activities, asking and building understanding of the process throughout. Fulfills all planning obligations and implements feedback as quickly as possible. Lead teaches for a portion of every day. <p>Feedback:</p> <ul style="list-style-type: none"> Engages in coaching conversations and practice activities, aiming to implement feedback as quickly as possible. Asks for feedback and support when struggling, and asks for more opportunities for practice to gain confidence and skill. <p>Ownership:</p> <ul style="list-style-type: none"> Analyzes student work and determines student strengths and growth areas. Incorporates learnings into upcoming instructional plans. <p>Communication:</p> <ul style="list-style-type: none"> Co-develops roles and responsibilities for mentor and resident, and shares responsibility for classroom routines and structures. Helps develop meaningful goals, takes ownership of goals and tracks progress towards them.
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<p>Phase 3: December – February</p> <p><i>Suggested Frequency of Teaching:</i></p> <p><i>Resident guides small group instruction every day</i></p> <p><i>Resident lead teaches 2-3 times per week</i></p> <p><i>Suggested Compass Components/Core Teaching Skills:</i></p> <p><i>Component 3c: Engaging Students in Learning</i></p> <p><i>Component 3b: Questioning and Discussion Techniques</i></p> <p><i>Component 3d: Using Assessment in Instruction</i></p>	<p>Teaching and Feedback:</p> <ul style="list-style-type: none"> • Supports resident in daily lesson planning, providing feedback and co-planning support. • Observes, models and actively coaches as necessary during resident lead teaching time. • Tracks resident progress toward goals, and includes goals progress in coaching conversations. • Conducts at least one coaching conversation per week with resident, providing practice opportunities and establishing clear next steps and deliverables that lead resident toward meeting their goals. <p>Ownership:</p> <ul style="list-style-type: none"> • Supports resident to analyze student data and create action plans to address student misunderstanding. <p>Communication:</p> <ul style="list-style-type: none"> • Clearly articulates the division of roles and responsibilities, and supports resident to successfully manage classroom and school wide systems and data tracking. 	<p>Teaching:</p> <ul style="list-style-type: none"> • Plans and executes daily small group lessons and at least twice weekly whole group lessons. <p>Feedback:</p> <ul style="list-style-type: none"> • Implements feedback from mentor as quickly as possible. • Tracks progress towards goals and solicits feedback regularly. • Participates in regular coaching conversations with mentors following lessons, and actively engages in practice activities and follow up assignments. <p>Ownership:</p> <ul style="list-style-type: none"> • Sets meaningful goals for students, and tracks progress toward them. • Regularly analyzes student work from lessons taught, and makes adjustments to instruction based on analysis and feedback from mentor. <p>Communication:</p> <ul style="list-style-type: none"> • Maintains classroom systems, and tracks relevant student data efficiently.
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<p>Phase 4: February- End of Year</p> <p><i>Suggested Frequency of Teaching:</i></p> <p><i>Resident lead teaches at least on lesson every day</i></p> <p><i>Resident assumes one full week of solo teaching prior to the completion of the residency.</i></p> <p><i>Suggested Compass Components/Core Teaching Skills:</i></p> <p><i>Integrating All</i></p>	<p>Teaching, Feedback and Communication:</p> <ul style="list-style-type: none"> • Observes, models and actively coaches as necessary as resident lead teaches. • Conducts at least one coaching conversation per week with resident, providing practice opportunities and establishing clear next steps and deliverables that lead resident toward meeting their goals. • Supports resident teacher to assume all responsibilities of a teacher of record, giving timely and immediate feedback on all aspects of the role. <p>Ownership:</p> <ul style="list-style-type: none"> • Sets meaningful personal and student goals with resident, and helps resident track progress toward goals. 	<p>Teaching:</p> <ul style="list-style-type: none"> • Leads some or all instruction every day. <p>Feedback:</p> <ul style="list-style-type: none"> • Engages in coaching conversations and practice activities, aiming to implement feedback as quickly as possible. <p>Ownership:</p> <ul style="list-style-type: none"> • Develops meaningful personal and student goals with support from mentor teacher. <p>Communication:</p> <ul style="list-style-type: none"> • Assumes all responsibilities of a teacher of record, and implements with support of mentor teacher. Responsibilities include grading and grade submission, lesson planning and execution, assessment design, community engagement, etc.
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