UTPB
Governance September 2020

Facilitated by
Dr. Darling
Ms. Spickermann

UT Permian Basin

US PREP
Renewing Educator Preparation

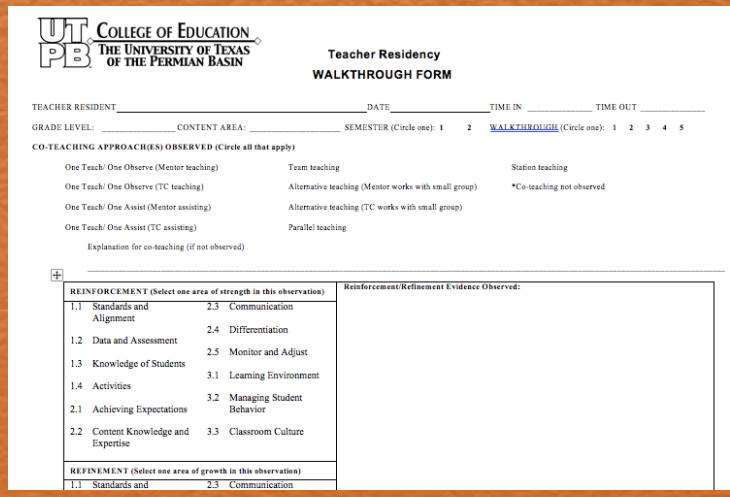
OPPORTUNITY CULTURE
An Initiative of Public Impact

Welcome

* Who is in the room
  * UTPB
  * ISD
  * USPREP
  * Public Impact/Opportunity Culture

Walkthrough

* Procedures
  * Brief visit 15-20 minutes
  * Teacher Resident received electronic feedback
  * Teacher Resident will complete a post-walkthrough reflection
* Roles
  * MCL
  * Teacher Resident
  * Site Coordinator
* Action Steps
  * Review roles –https://drive.google.com/file/d/1uuVPMSdBsGmAosWC-muKUQlw2wD-xwY4/view
  * Substitute policy page 8 of the Teacher Residency Handbook.



UTPB College of Education
The University of Texas of the Permian Basin

Teacher Residency
WALKTHROUGH FORM

TEACHER RESIDENT _____ DATE _____ TIME IN _____ TIME OUT _____

GRADE LEVEL: _____ CONTENT AREA: _____ SEMESTER (Circle one): 1 2 WALKTHROUGH (Circle one): 1 2 3 4 5

CO-TEACHING APPROACH(ES) OBSERVED (Circle all that apply)

One Teach/ One Observe (Mentor teaching)	Team teaching	Station teaching
One Teach/ One Observe (TC teaching)	Alternative teaching (Mentor works with small group)	*Co-teaching not observed
One Teach/ One Assist (Mentor assisting)	Alternative teaching (TC works with small group)	
One Teach/ One Assist (TC assisting)	Parallel teaching	

Explanation for co-teaching (if not observed)

REINFORCEMENT (Select one area of strength in this observation)				Reinforcement/Refinement Evidence Observed:
1.1	Standards and Alignment	2.3	Communication	
1.2	Data and Assessment	2.4	Differentiation	
1.3	Knowledge of Students	2.5	Monitor and Adjust	
1.4	Activities	3.1	Learning Environment	
2.1	Achieving Expectations	3.2	Managing Student Behavior	
2.2	Content Knowledge and Expertise	3.3	Classroom Culture	
REFINEMENT (Select one area of growth in this observation)				
1.1	Standards and	2.3	Communication	

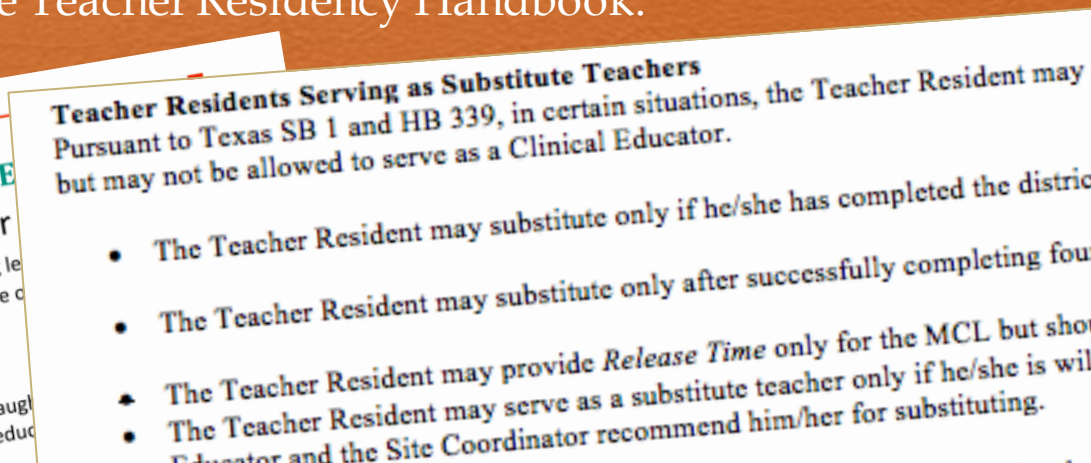
OPPORTUNITY CULTURE
An initiative of Public Impact

TEACHER RESIDENCIES IN OPPORTUNITY CULTURE

ECISD and MISD, 2020-2021 School Year

In Opportunity Culture residencies, teachers with a record of high-growth student learning le
teams, and aspiring educators earn degrees and certification while working full-time on one c

excellent teaching while training aspiring educators
for aspiring educators in content best taug
including aspiring educ



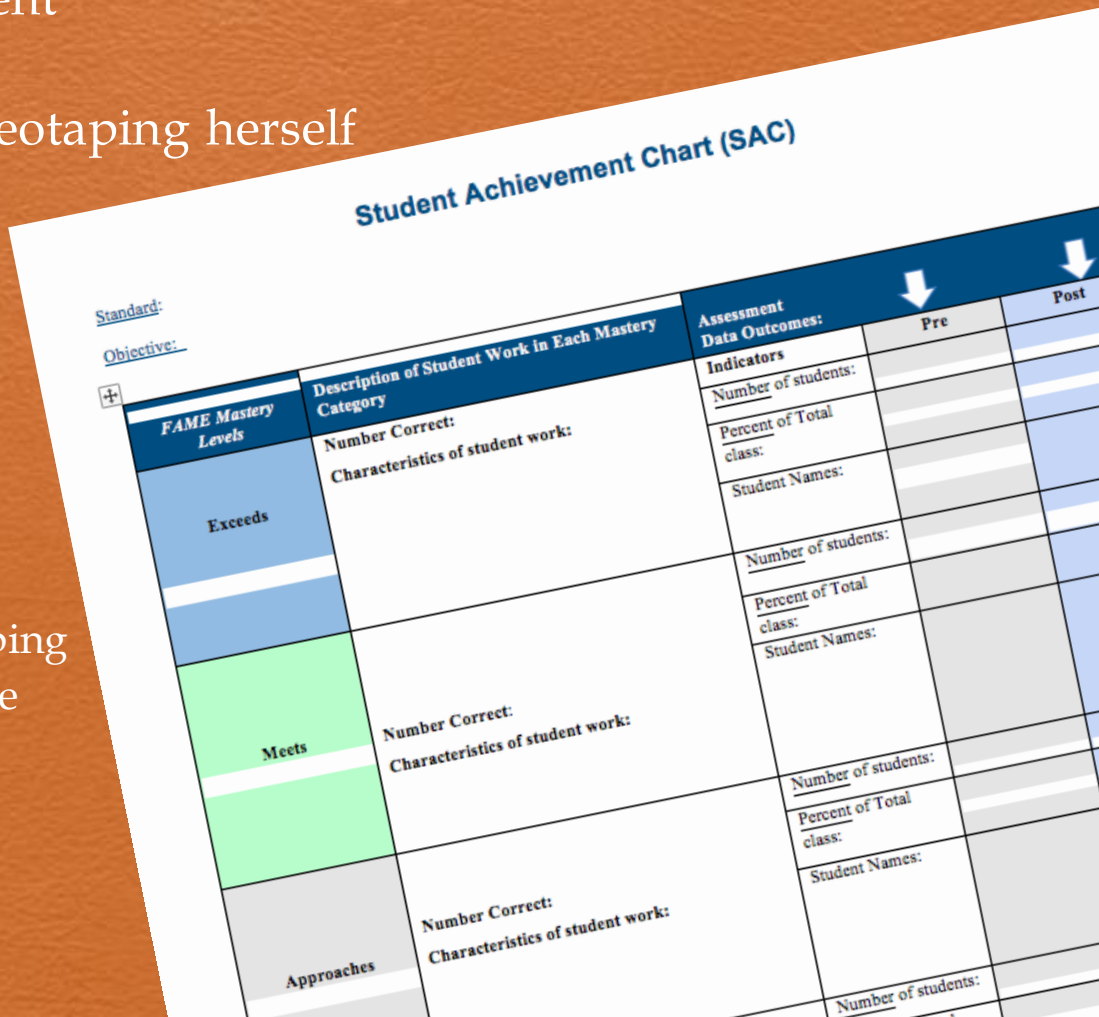
Teacher Residents Serving as Substitute Teachers

Pursuant to Texas SB 1 and HB 339, in certain situations, the Teacher Resident may
but may not be allowed to serve as a Clinical Educator.

- The Teacher Resident may substitute only if he/she has completed the distric
- The Teacher Resident may substitute only after successfully completing fou
- The Teacher Resident may provide *Release Time* only for the MCL but sho
- The Teacher Resident may serve as a substitute teacher only if he/she is wil
  Educator and the Site Coordinator recommend him/her for substituting.

POP cycles

* Procedures
  * Pre –conference
  * SAC – Student Achievement Chart
  * Lesson Plan – UTPB content
  * Observation
    * Teacher Resident videotaping herself
  * Post- conference
* Roles
  * MCL
  * Teacher Resident
  * Site Coordinator
* Action Steps
  * Check permission for videotaping
  * Sharing of data from POP cycle



Student Achievement Chart (SAC)

Standard:

Objective:

FAME Mastery Levels	Description of Student Work in Each Mastery Category	Assessment Data Outcomes: Indicators	Pre	Post
Exceeds	Number Correct: Characteristics of student work:	Number of students:		
		Percent of Total class:		
		Student Names:		
Meets	Number Correct: Characteristics of student work:	Number of students:		
		Percent of Total class:		
		Student Names:		
Approaches	Number Correct: Characteristics of student work:	Number of students:		
		Percent of Total class:		
		Student Names:		
		Number of students:		

Data

* Procedures
  * TK 20
  * School data
* Roles
  * MCL
  * Teacher Resident
  * Site Coordinator
* Action Steps
  * Bring data to governance meetings November 9?

Questions

* Procedures?
* Roles?
* Action Steps?

Thank you!

* Dr. Darling

  darling_s@utpb.edu

* Ms. Spickermann

  spickermann_l@utpb.edu

UTPB
Governance November 2020

Facilitated by

MISD & ECISD Site Coordinators

Dr. Darling & Ms. Spickermann

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NORMS

Ask questions
Engage fully in the learning process
Integrate new information
Open your mind to diverse views
Utilize what you learn
Monitor **Y**our own devices

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Walkthroughs 1 & 2

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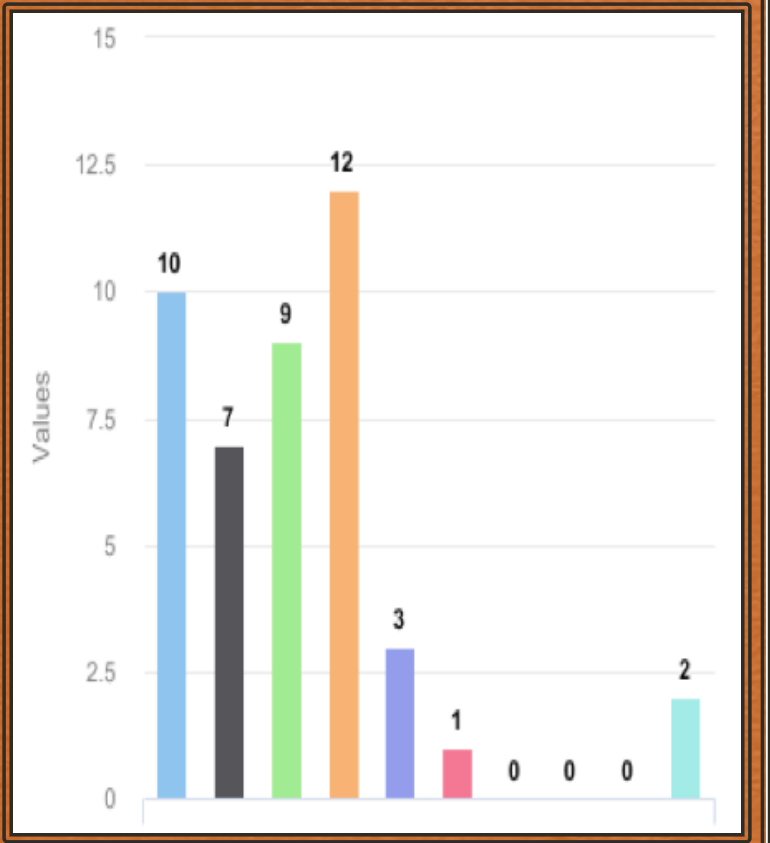
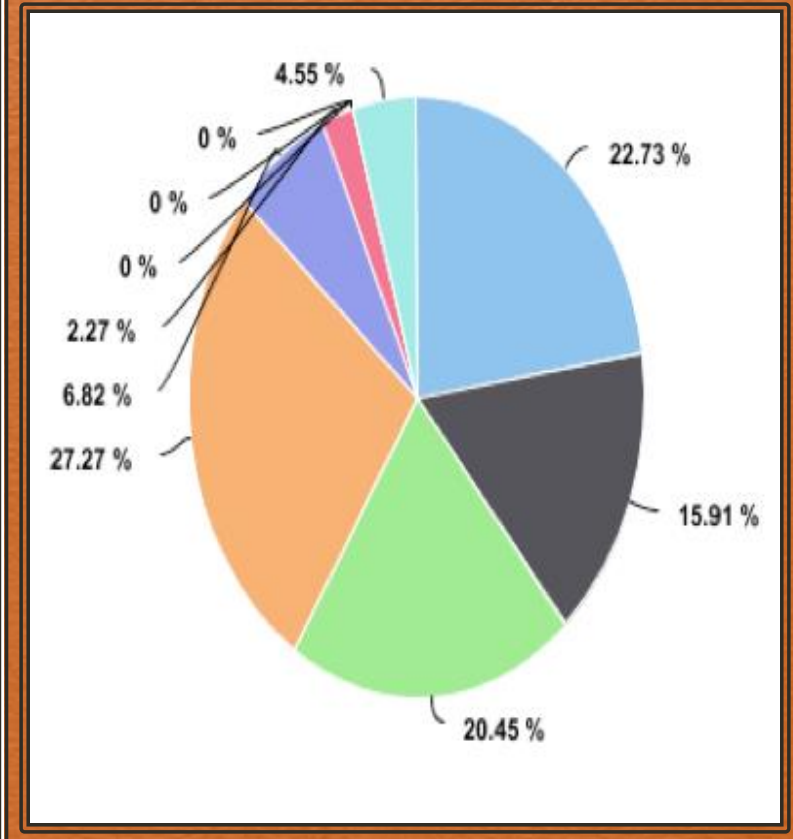
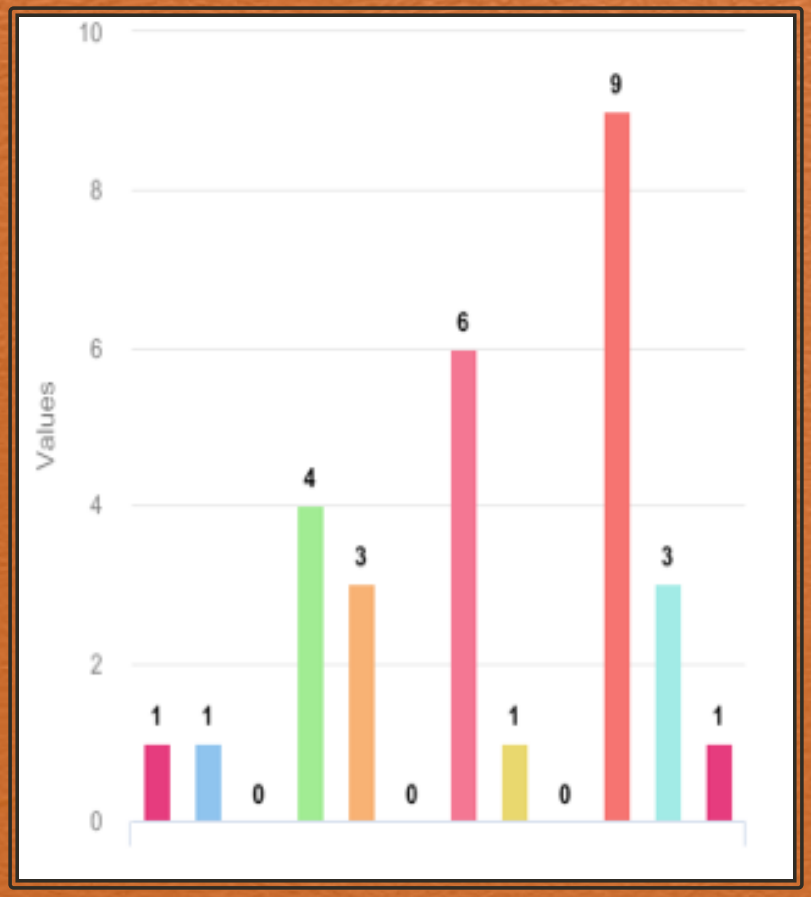


- **One teach/One Observe (MCL teaching)**
- **One teach/One Observe (TR teaching)**
- **One teach/One Assist (MCL assisting)**
- **One teach/One Assist (TR assisting)**
- **Team teaching**
- **Alternative teaching (MCL small group)**
- Alternative teaching (TR small group)
- Parallel teaching
- Station teaching
- **Co-teaching not observed**



Walkthrough Reinforcements



1.1: Standards and Alignment The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.

1.2: Data and Assessment The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.

1.4: Activities The teacher plans engaging, flexible lessons that encourage higher order thinking, persistence and achievement.

2.1: Achieving Expectations The teacher supports al learners in their pursuit of high levels of academic and social-emotional success.

2.3: Communication The teacher clearly and accurately communicates to support persistence, deeper learning, and effective effort.

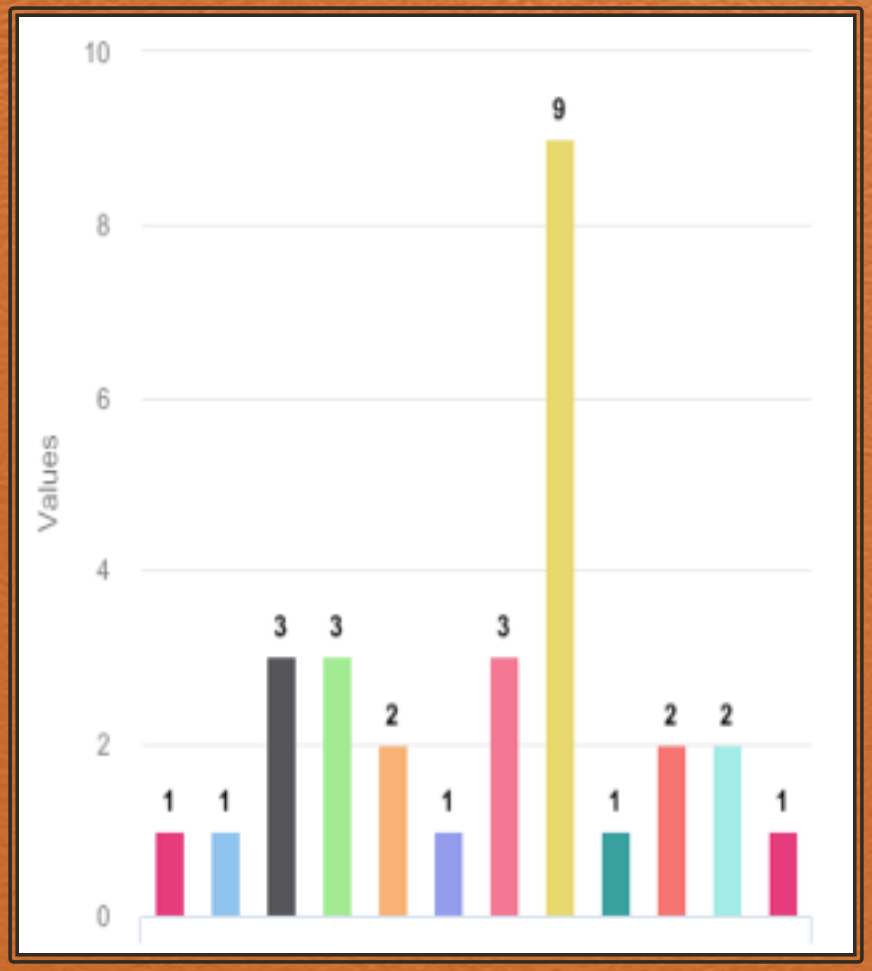
2.4: Differentiation The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

3.1 Learning Environment Classroom Environment, Routines and Procedures: The teacher organizes a safe, accessible and efficient classroom.

3.2 Managing Student Behavior: The teacher establishes, communicates and maintains clear expectations for student behavior.

3.3 Classroom Culture: The teacher leads a mutually respectful and collaborative class of actively engaged learners.

Walkthrough Refinements



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POP Cycles 1 & 2*

*December graduates

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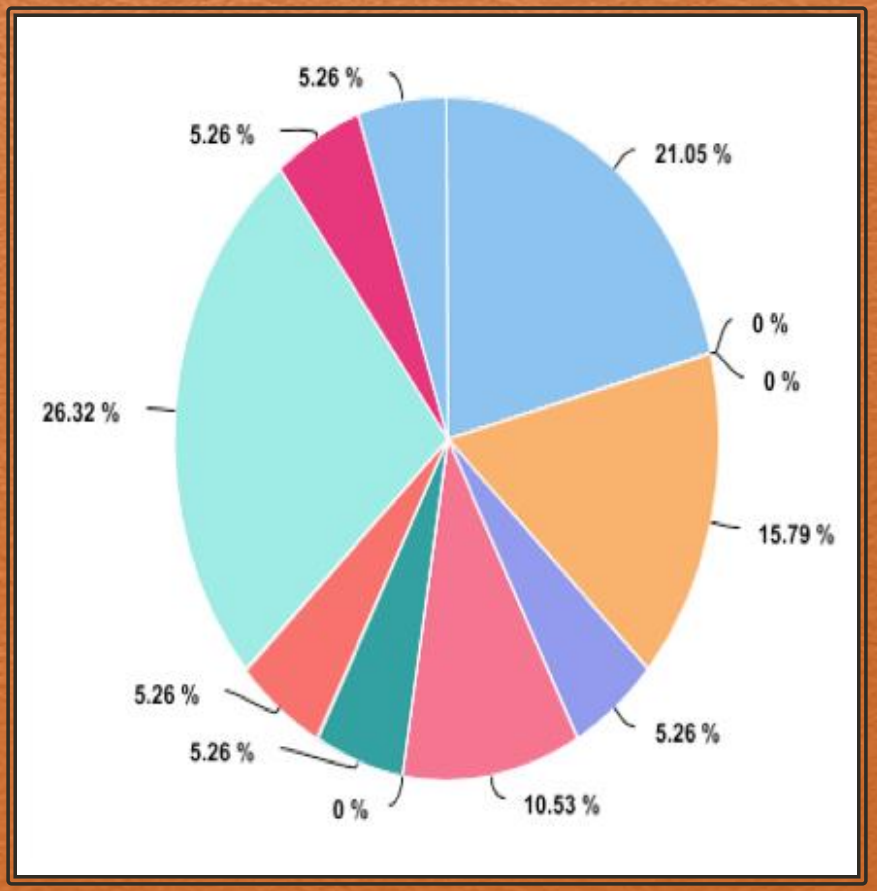

Reinforcement

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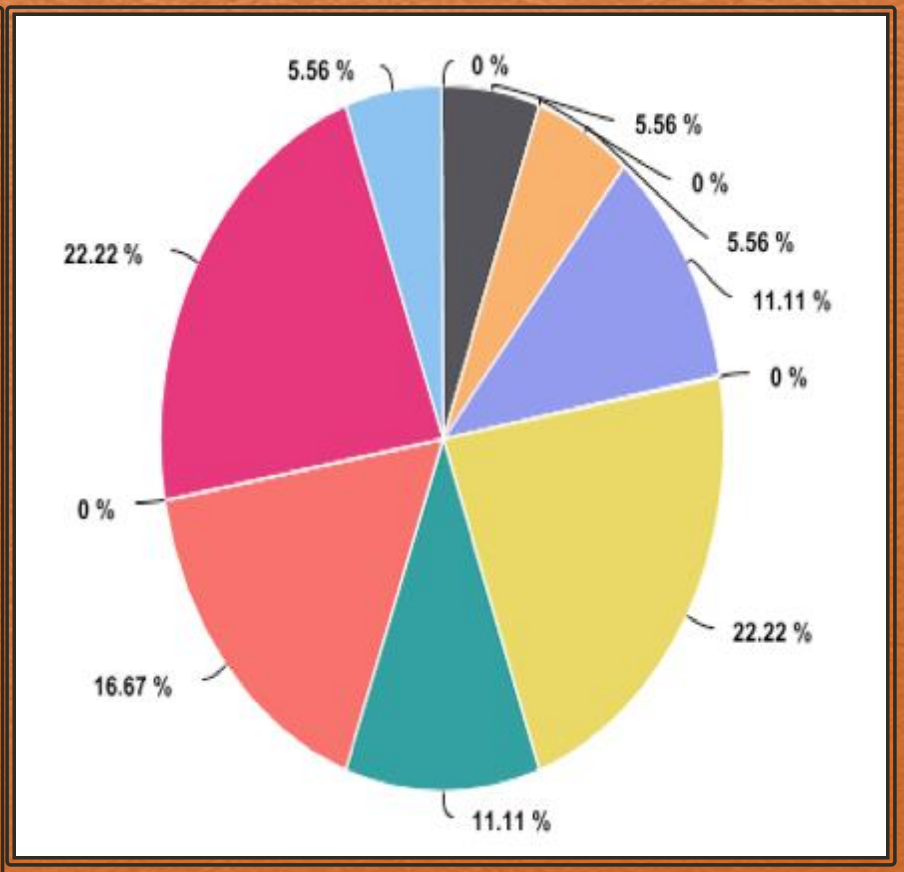
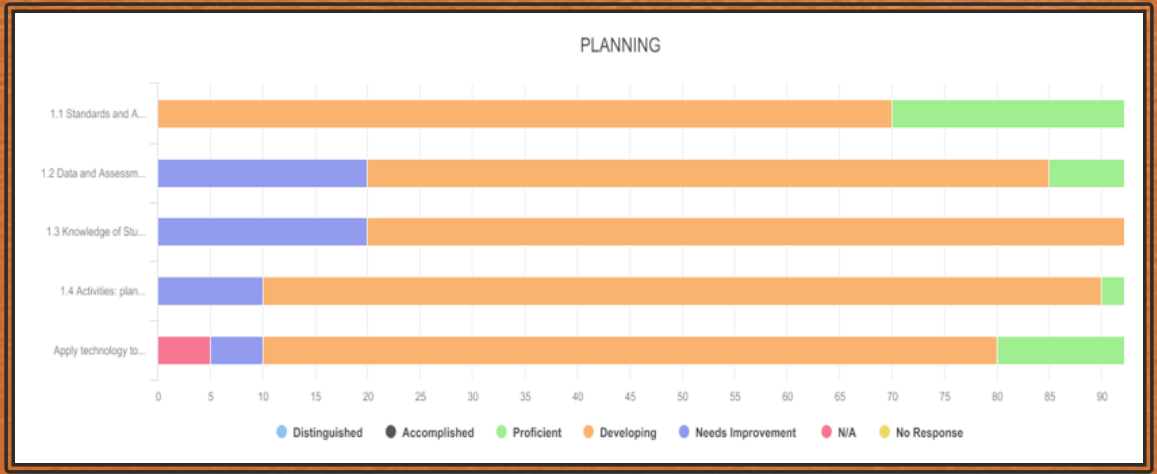


Refinement

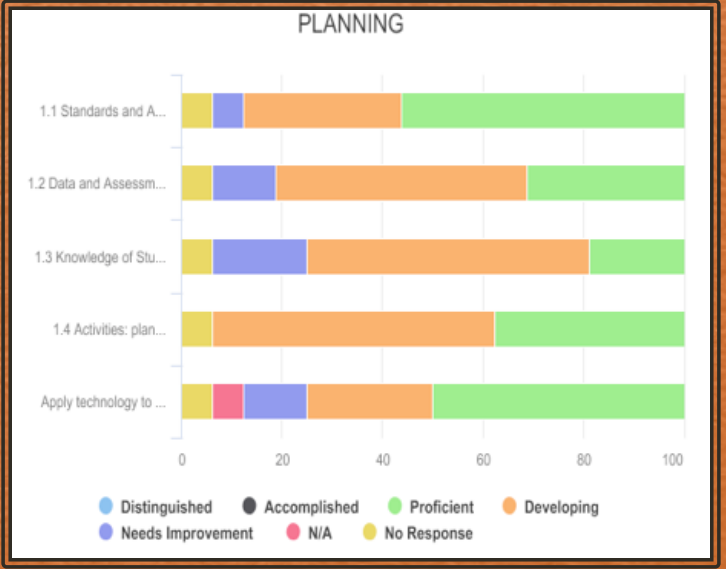
POP Cycles 1 & 2*

*December graduates

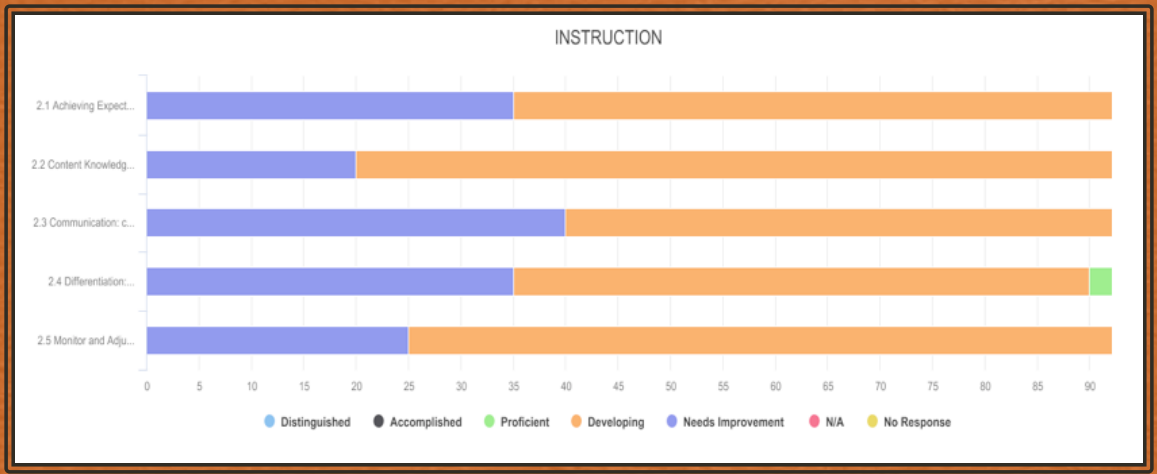
Site Coordinator



MCL



Site Coordinator



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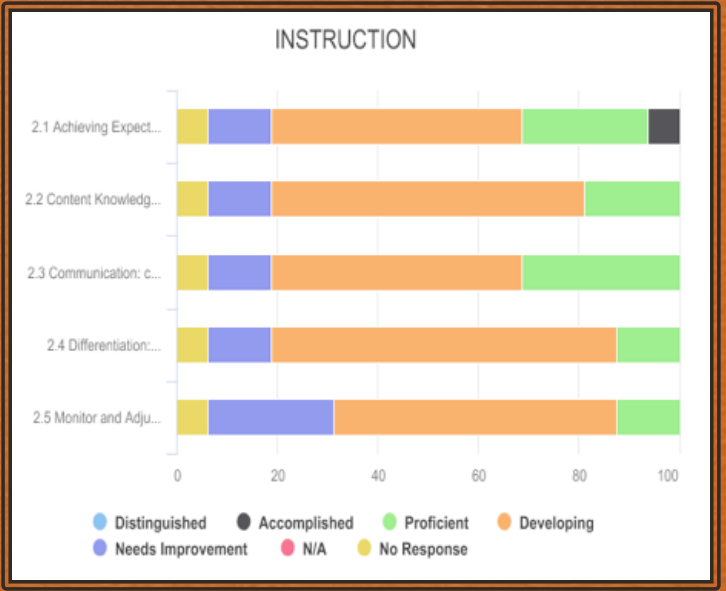

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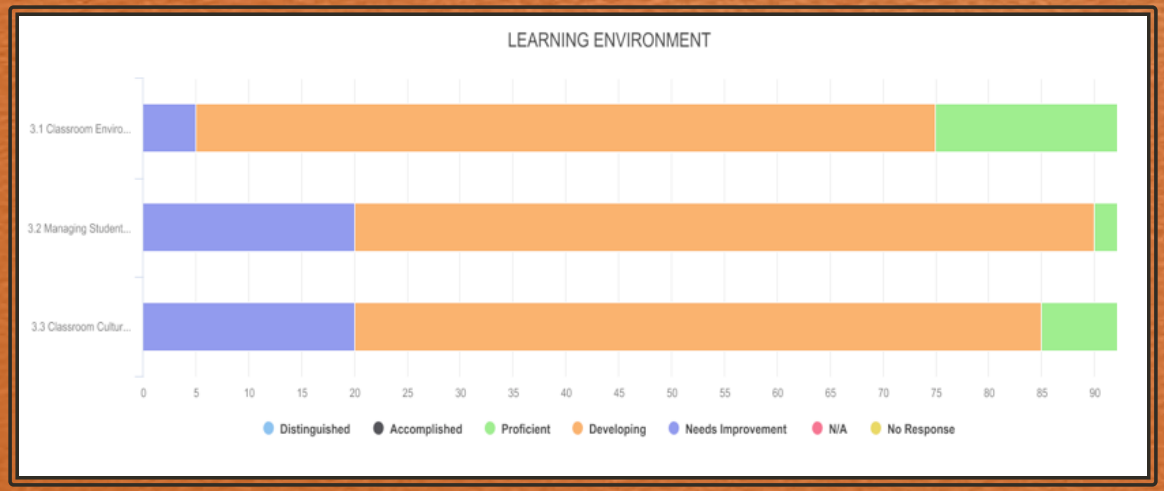

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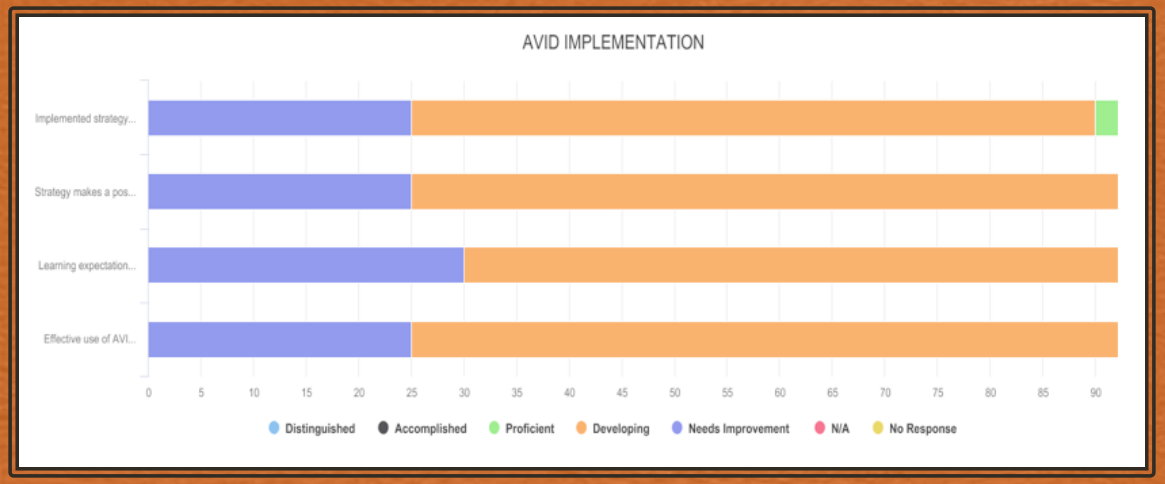

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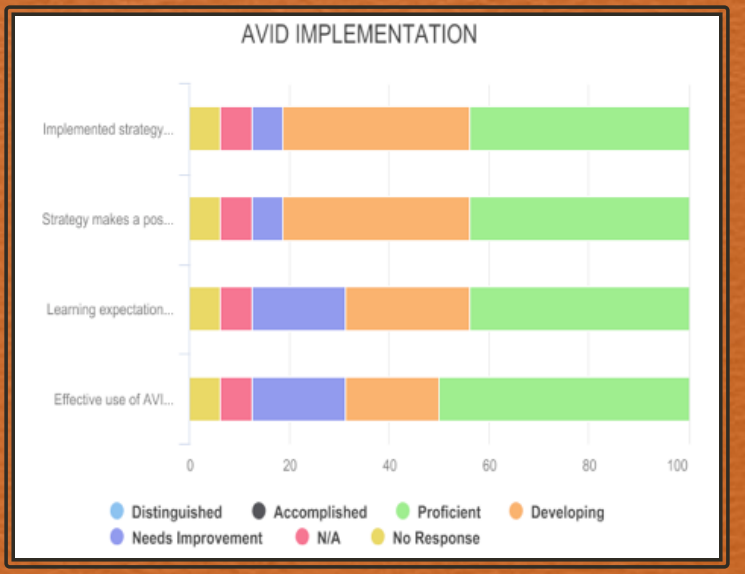

Questions

- Procedures
  - TK 20
  - School data
- Roles
  - MCL
  - Teacher Resident
  - Site Coordinator
- Action Steps
  - Bring data to governance meeting February 8th.

Thank you!

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UTPB
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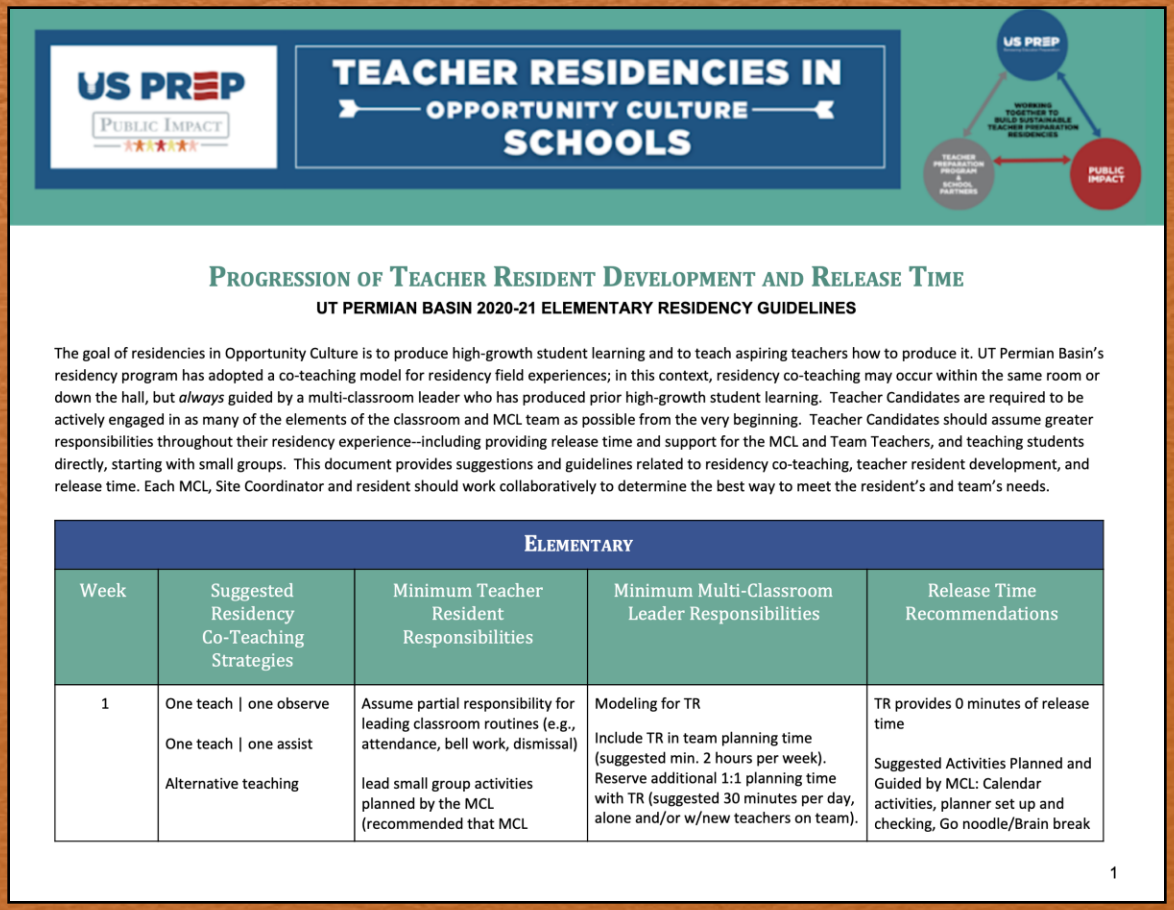
Progression of Teacher Resident Development and Release Time

AVID 3-2-1 Strategy

3 items you like

2 areas of concern

1 question you have



US PREP
PUBLIC IMPACT

TEACHER RESIDENCIES IN OPPORTUNITY CULTURE SCHOOLS

Progression of Teacher Resident Development and Release Time

UT PERMIAN BASIN 2020-21 ELEMENTARY RESIDENCY GUIDELINES

The goal of residencies in Opportunity Culture is to produce high-growth student learning and to teach aspiring teachers how to produce it. UT Permian Basin's residency program has adopted a co-teaching model for residency field experiences; in this context, residency co-teaching may occur within the same room or down the hall, but *always* guided by a multi-classroom leader who has produced prior high-growth student learning. Teacher Candidates are required to be actively engaged in as many of the elements of the classroom and MCL team as possible from the very beginning. Teacher Candidates should assume greater responsibilities throughout their residency experience--including providing release time and support for the MCL and Team Teachers, and teaching students directly, starting with small groups. This document provides suggestions and guidelines related to residency co-teaching, teacher resident development, and release time. Each MCL, Site Coordinator and resident should work collaboratively to determine the best way to meet the resident's and team's needs.

Elementary				
Week	Suggested Residency Co-Teaching Strategies	Minimum Teacher Resident Responsibilities	Minimum Multi-Classroom Leader Responsibilities	Release Time Recommendations
1	One teach | one observe One teach | one assist Alternative teaching	Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal) lead small group activities planned by the MCL (recommended that MCL	Modeling for TR Include TR in team planning time (suggested min. 2 hours per week). Reserve additional 1:1 planning time with TR (suggested 30 minutes per day, alone and/or w/new teachers on team).	TR provides 0 minutes of release time Suggested Activities Planned and Guided by MCL: Calendar activities, planner set up and checking, Go noodle/Brain break

1

Walkthroughs 4 Fall & 1 Spring

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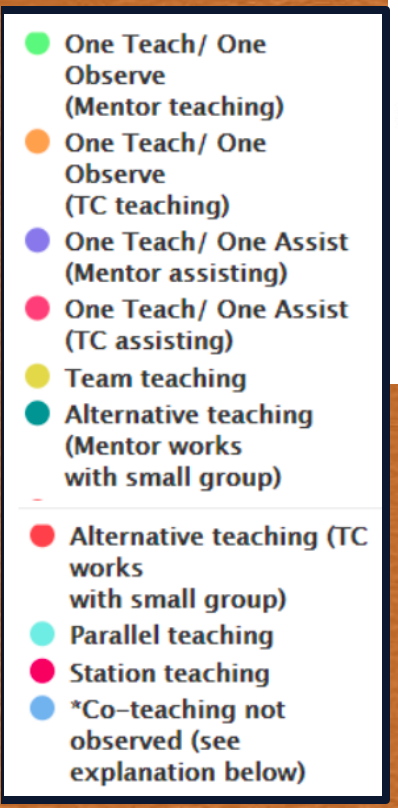
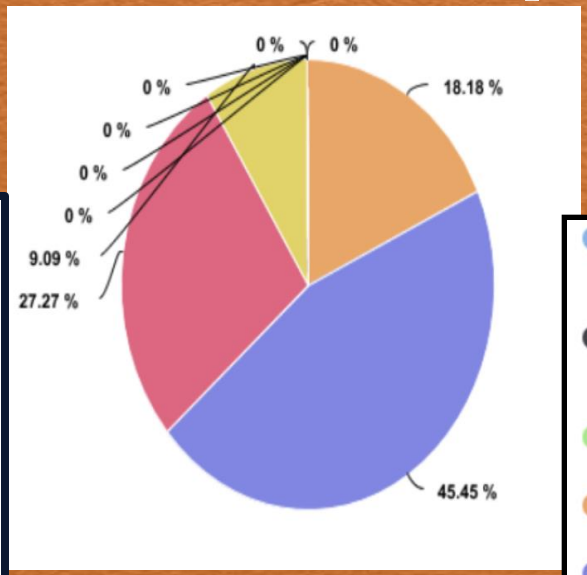
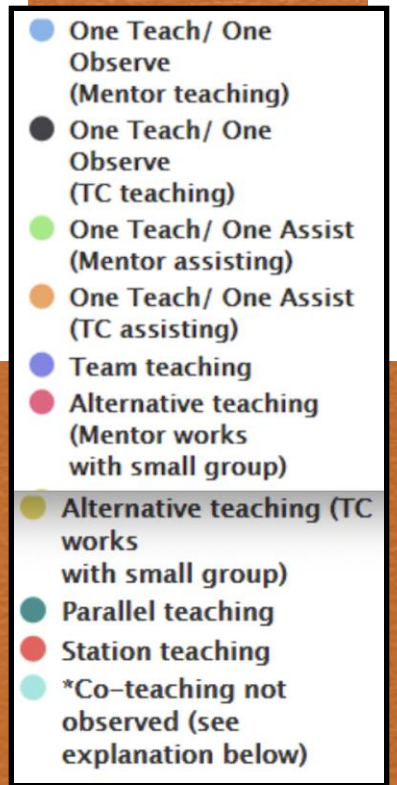
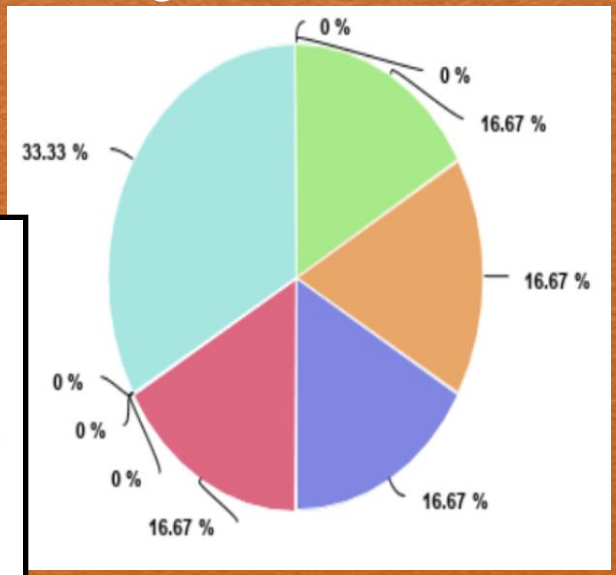




Walkthrough 4 Fall

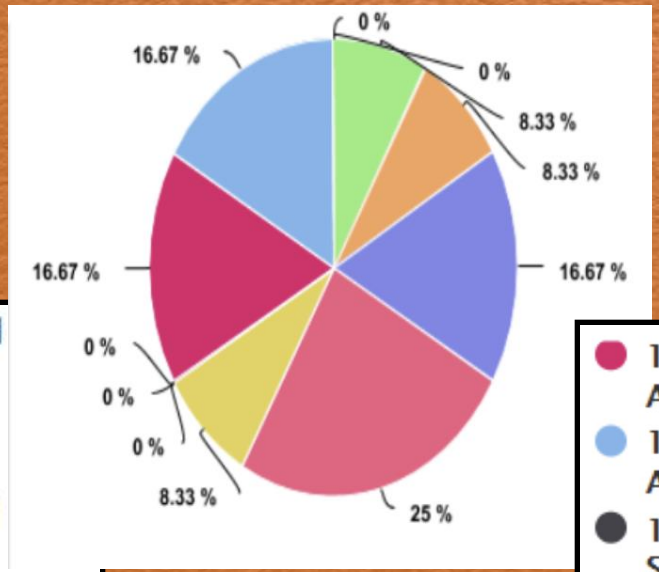




Walkthrough 1 Spring*

***Fewer TRs**

Walkthrough Reinforcements



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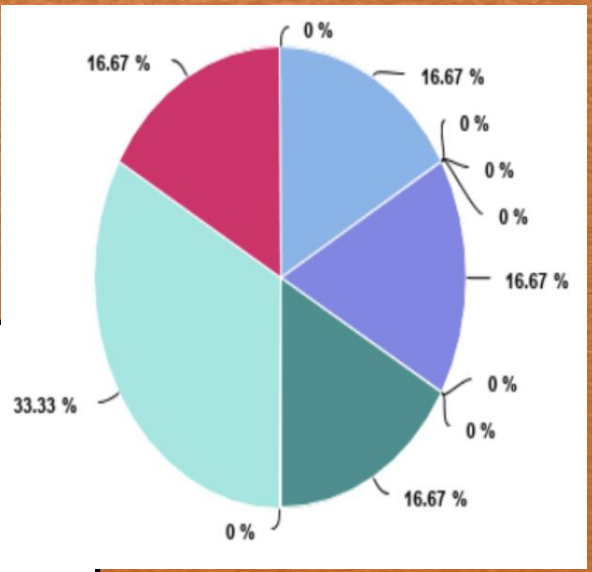
Walkthrough 4 Fall



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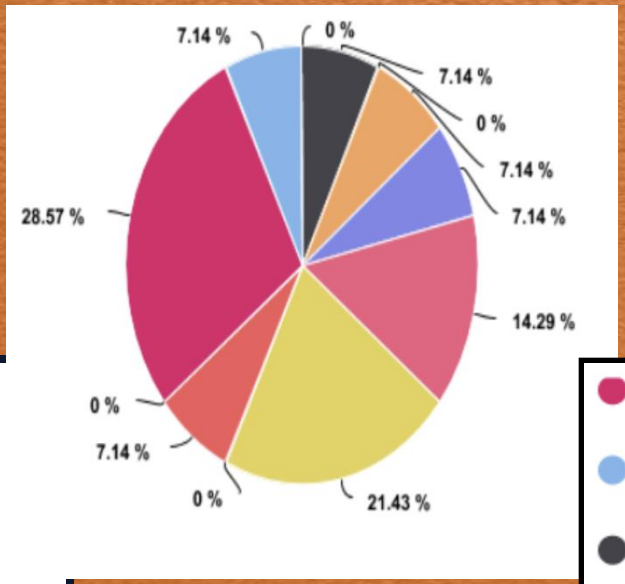
Walkthrough Refinements



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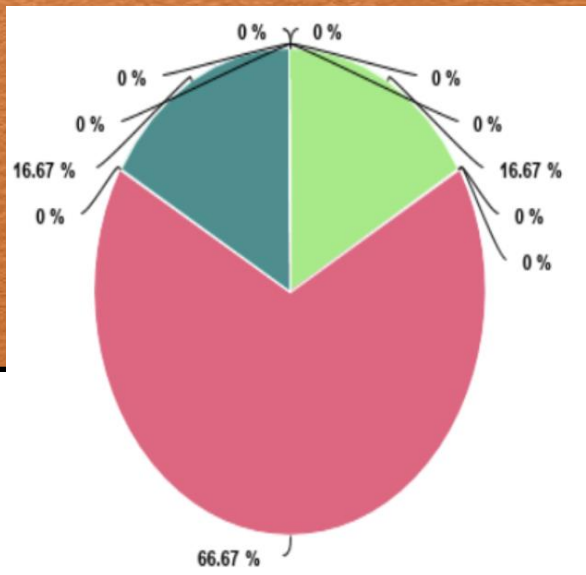

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Walkthrough 1 Spring*

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Reinforcement

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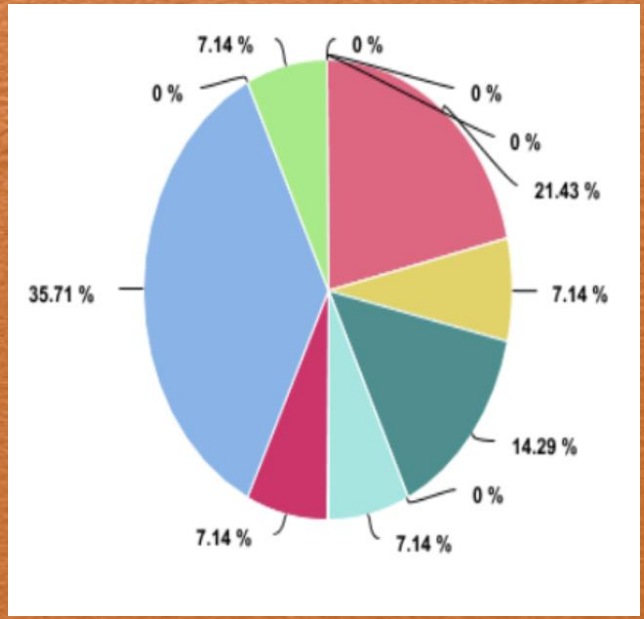
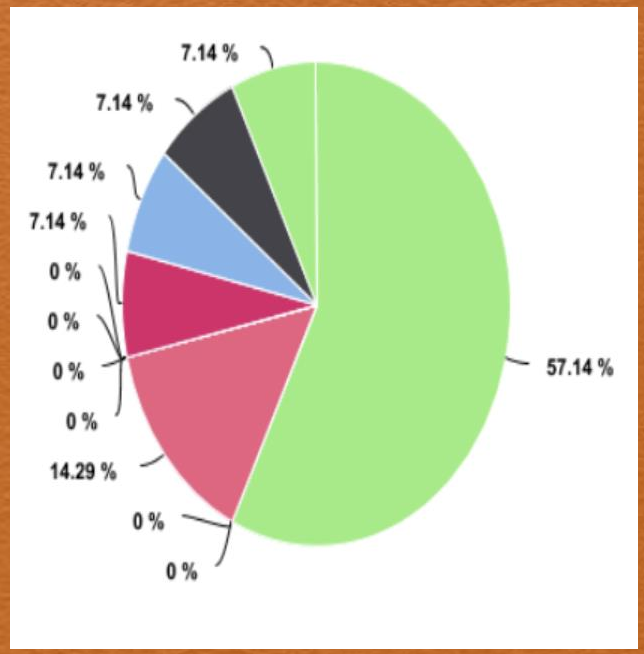
Site Coordinator

POP Cycles 1



POP Cycles 2



Refinement

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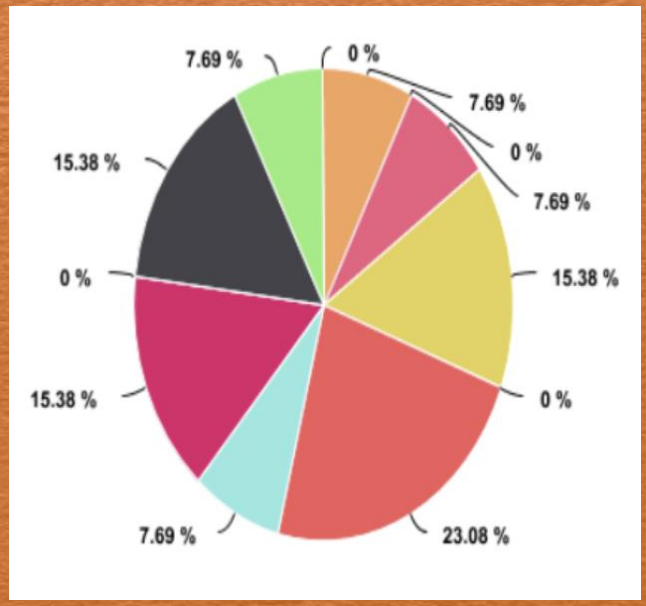
Site Coordinator

POP Cycles 1



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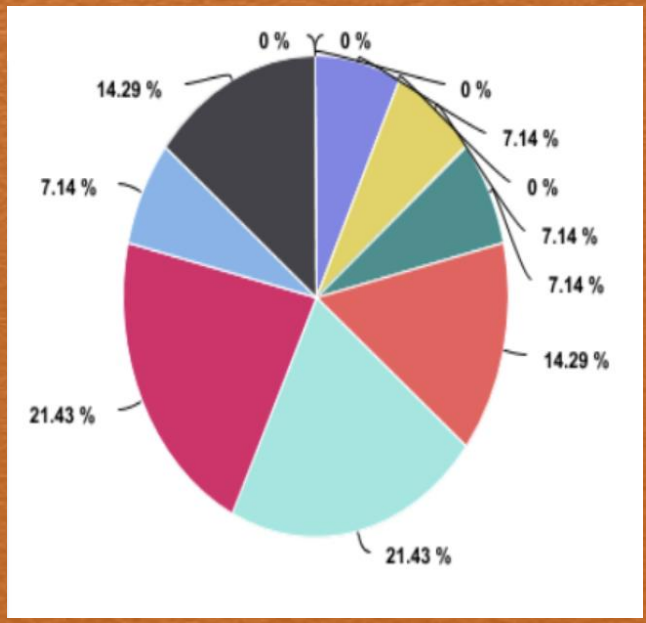
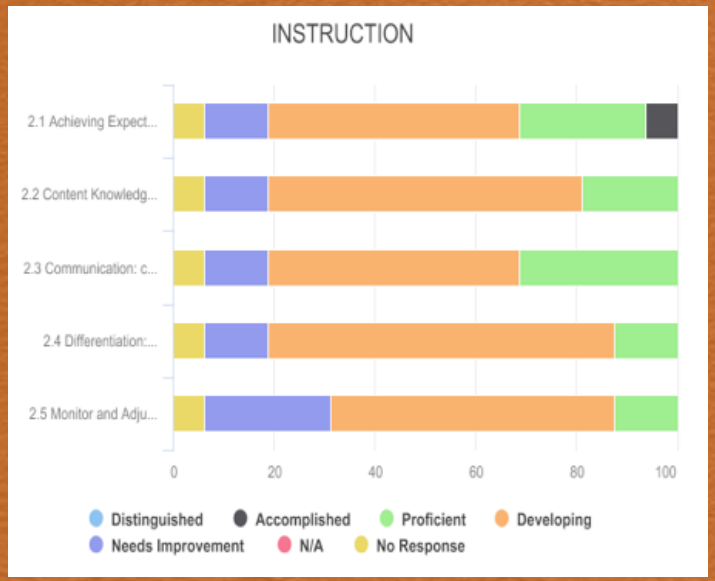


MCL observation 1 Fall & Spring

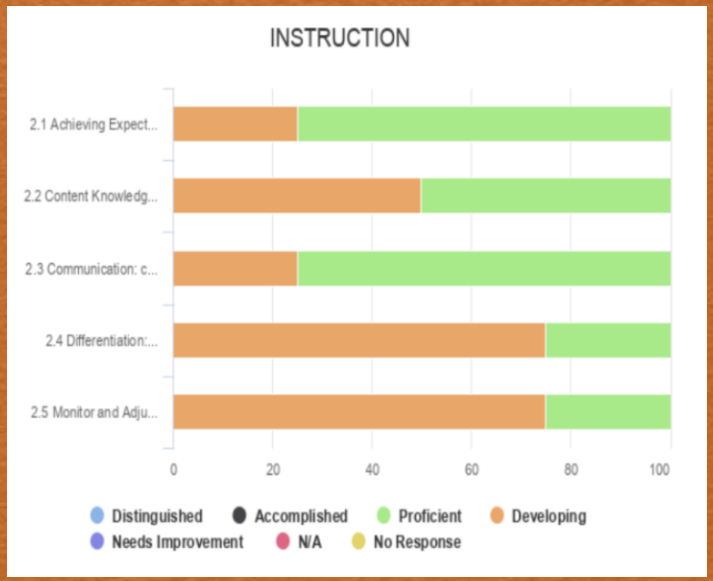
MCL observation 1 Fall

MCL observation 1 Spring*

MCL observation 1 Fall



MCL observation 1 Spring*



*Fewer TRs

MCL observation 1 Fall & Spring

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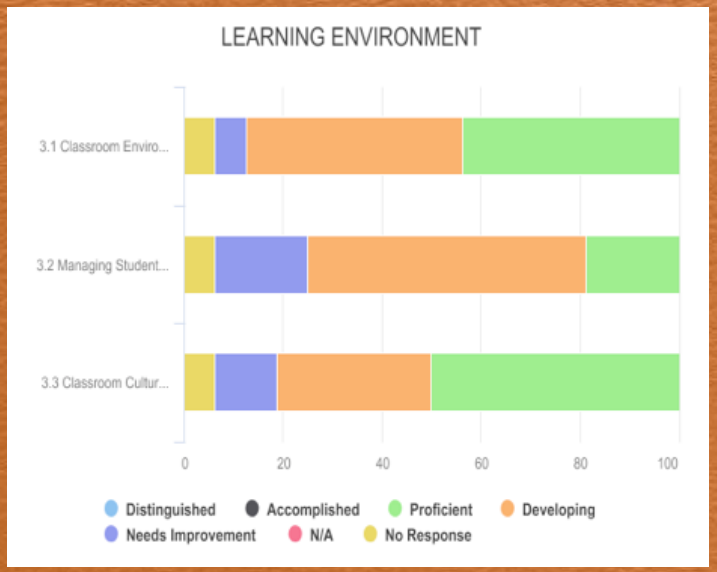

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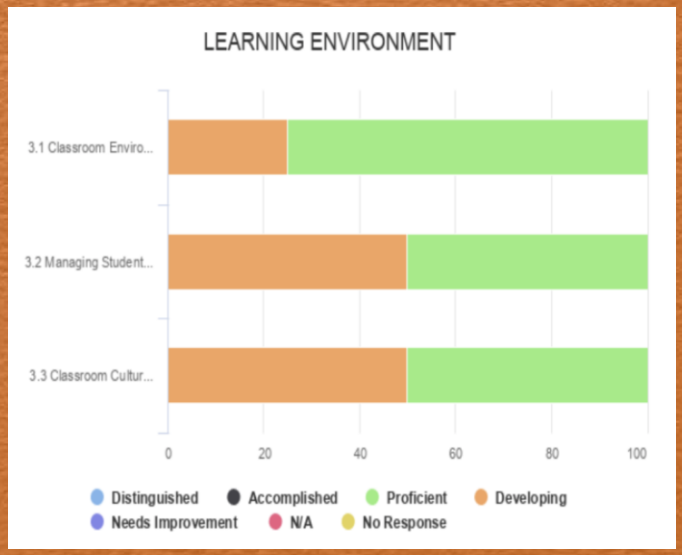

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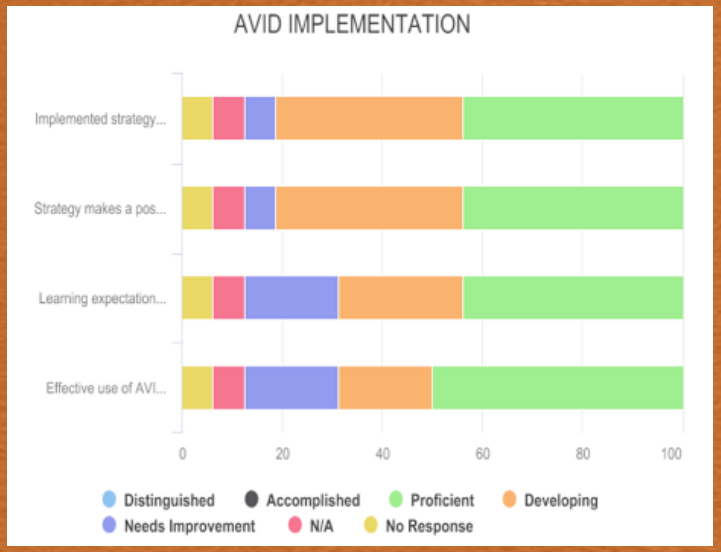

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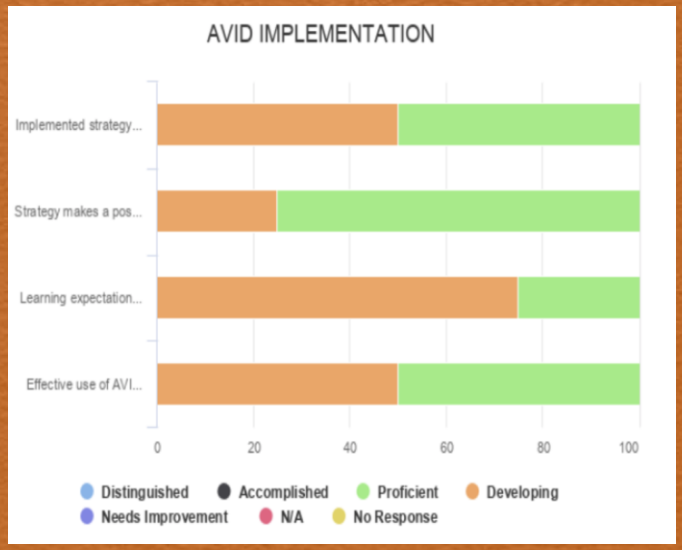

*Fewer TRs

Questions

- Procedures
  - TK 20
  - School data
- Roles
  - MCL
  - Teacher Resident
  - Site Coordinator
- Action Steps
  - Bring data to governance meeting April 19th.

Thank you!

- Dr. Darling

  darling_s@utpb.edu

- Ms. Spickermann

  spickermann_l@utpb.edu

UTPB
Governance April 2021

Facilitated by

MISD & ECISD Site Coordinators

Dr. Darling & Ms. Spickermann

UT Permian Basin

US PREP
Renewing Educator Preparation

OPPORTUNITY CULTURE
An Initiative of Public Impact

Welcome

- The April Governance meeting will be a special session of the Council for the Accreditation of Educator Preparation (CAEP).
- We will have the usual members, UTPB, ISD, USPREP, Public Impact/Opportunity Culture, plus the CAEP team.
- We would like to share our quarterly date, so please keep reading!

NORMS

Ask questions
Engage fully in the learning process
Integrate new information
Open your mind to diverse views
Utilize what you learn
Monitor **Y**our own devices

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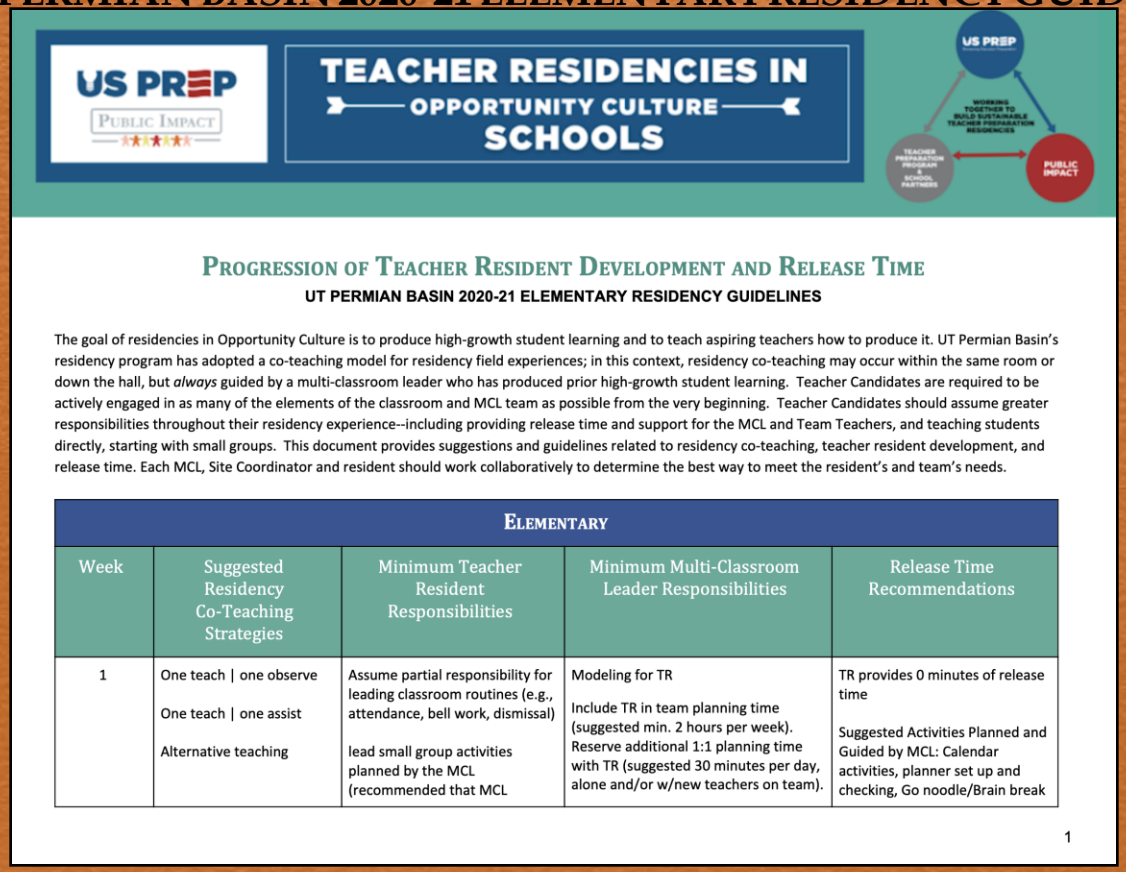
Progression of Teacher Resident Development and Release Time

UT PERMIAN BASIN 2020-21 ELEMENTARY RESIDENCY GUIDELINES



US PREP PUBLIC IMPACT

TEACHER RESIDENCIES IN OPPORTUNITY CULTURE SCHOOLS

Progression of Teacher Resident Development and Release Time

UT PERMIAN BASIN 2020-21 ELEMENTARY RESIDENCY GUIDELINES

The goal of residencies in Opportunity Culture is to produce high-growth student learning and to teach aspiring teachers how to produce it. UT Permian Basin's residency program has adopted a co-teaching model for residency field experiences; in this context, residency co-teaching may occur within the same room or down the hall, but *always* guided by a multi-classroom leader who has produced prior high-growth student learning. Teacher Candidates are required to be actively engaged in as many of the elements of the classroom and MCL team as possible from the very beginning. Teacher Candidates should assume greater responsibilities throughout their residency experience--including providing release time and support for the MCL and Team Teachers, and teaching students directly, starting with small groups. This document provides suggestions and guidelines related to residency co-teaching, teacher resident development, and release time. Each MCL, Site Coordinator and resident should work collaboratively to determine the best way to meet the resident's and team's needs.

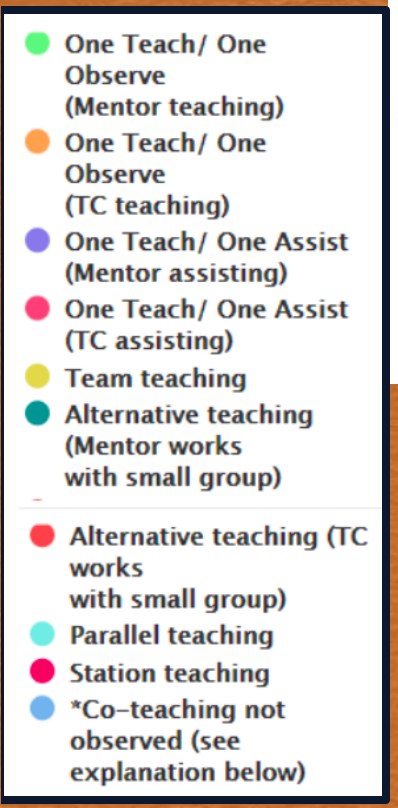
Elementary				
Week	Suggested Residency Co-Teaching Strategies	Minimum Teacher Resident Responsibilities	Minimum Multi-Classroom Leader Responsibilities	Release Time Recommendations
1	One teach | one observe One teach | one assist Alternative teaching	Assume partial responsibility for leading classroom routines (e.g., attendance, bell work, dismissal) lead small group activities planned by the MCL (recommended that MCL	Modeling for TR Include TR in team planning time (suggested min. 2 hours per week). Reserve additional 1:1 planning time with TR (suggested 30 minutes per day, alone and/or w/new teachers on team).	TR provides 0 minutes of release time Suggested Activities Planned and Guided by MCL: Calendar activities, planner set up and checking, Go noodle/Brain break

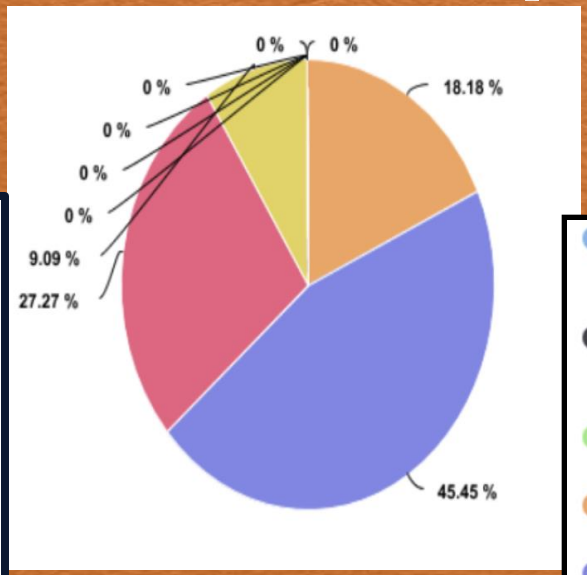
1

Please click this link to see some of the ways MCLs and TRs are using their time together.

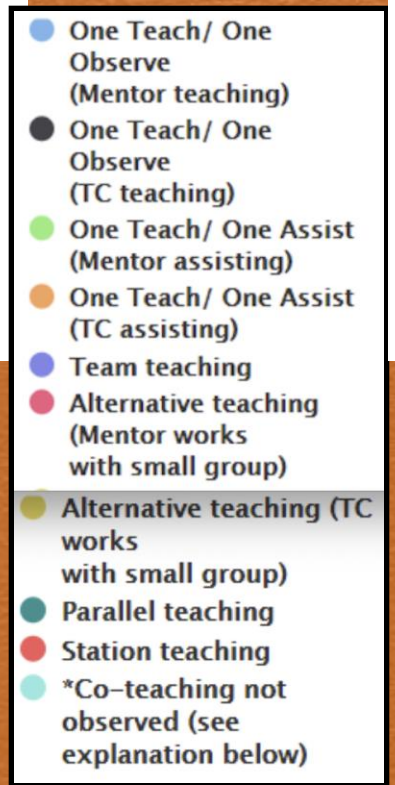
Walkthroughs 4 Fall & 3 Spring

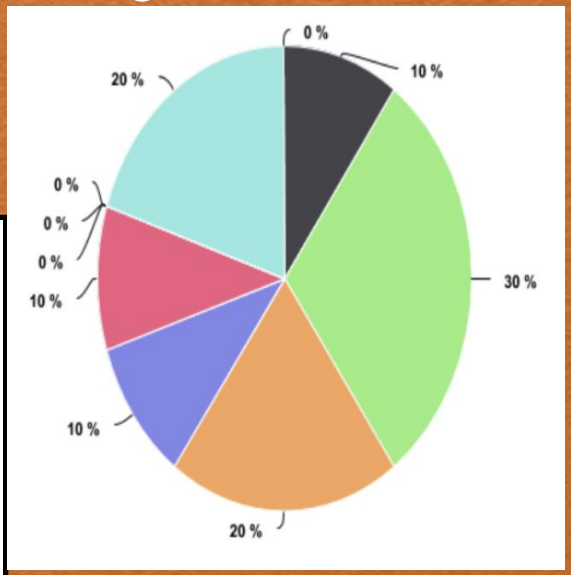
- Procedures
  - Brief visit 15-20 minutes
  - Teacher Resident received electronic feedback
  - Teacher Resident will complete a post-walkthrough reflection





Walkthrough 4 Fall

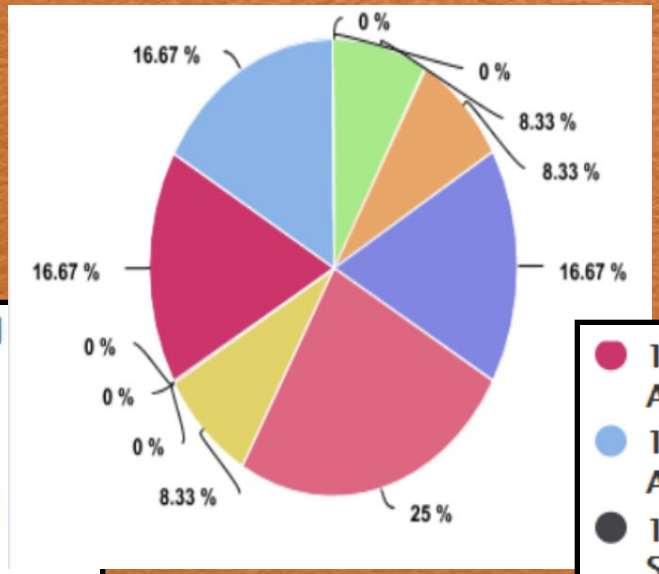




Walkthrough 3 Spring*

***Fewer TRs**

Walkthrough Reinforcements



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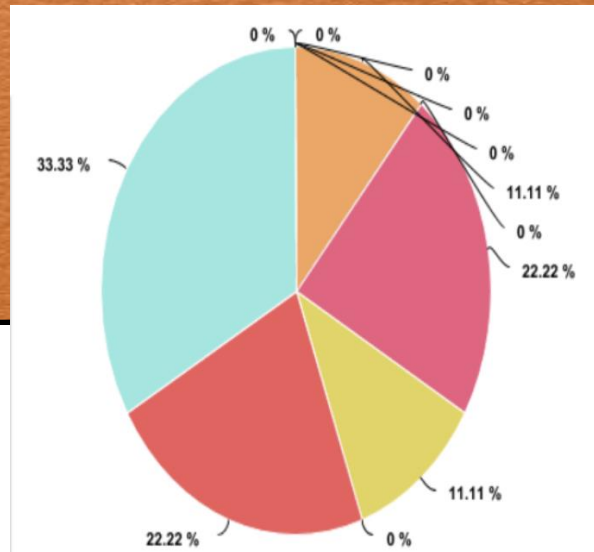
Walkthrough 4 Fall



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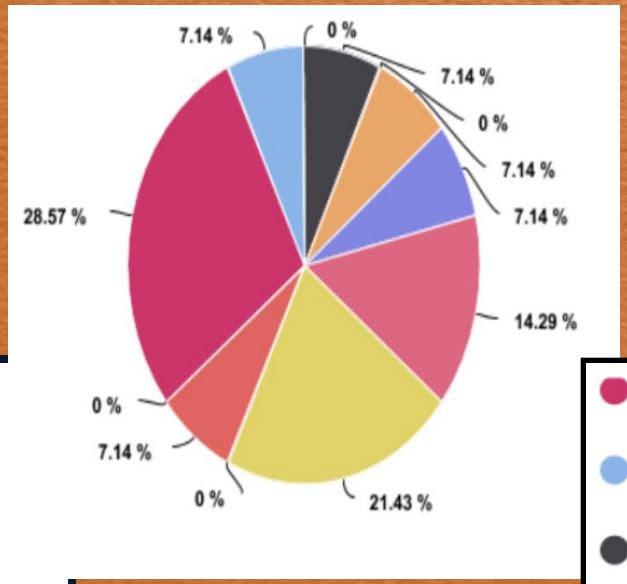
Walkthrough 3 Spring*

***Fewer TRs**

Walkthrough Refinements



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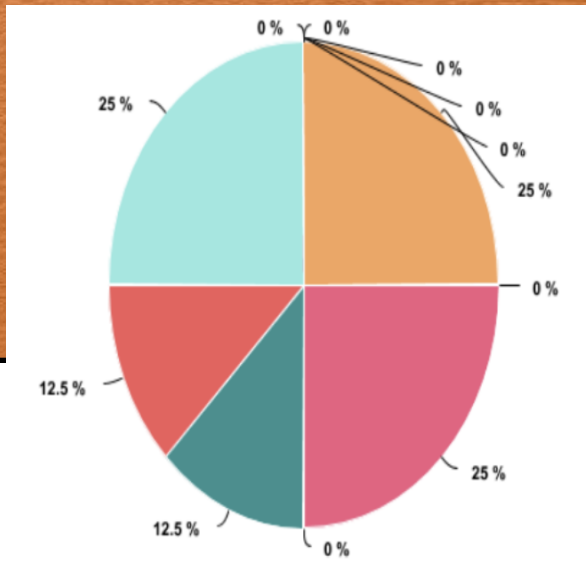

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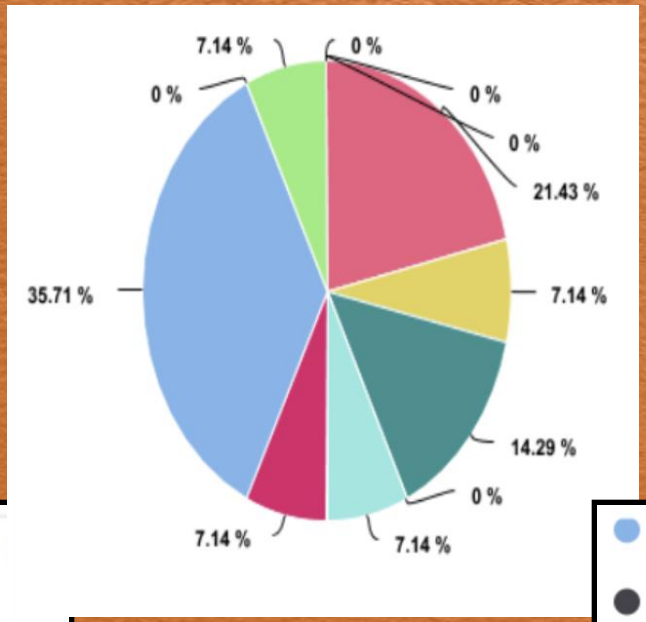
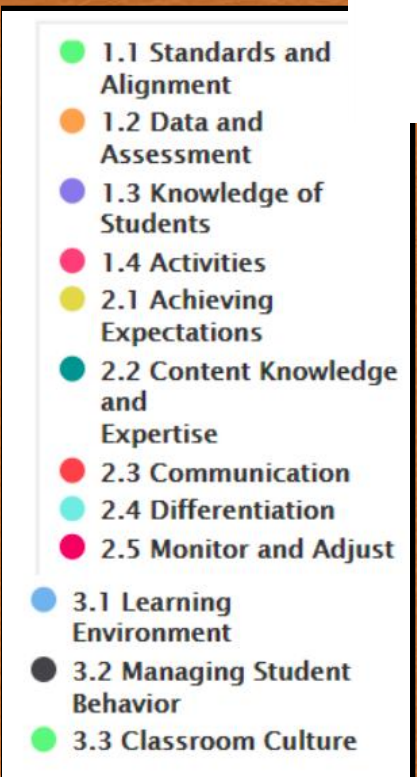
Walkthrough 3 Spring*

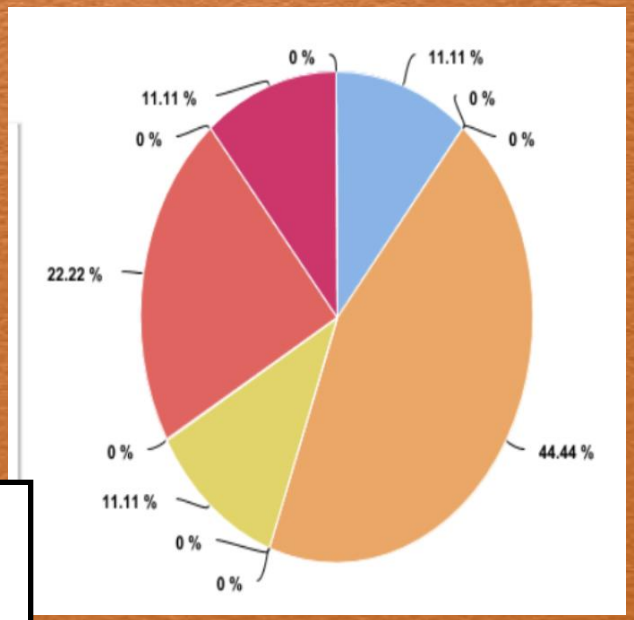
***Fewer TRs**

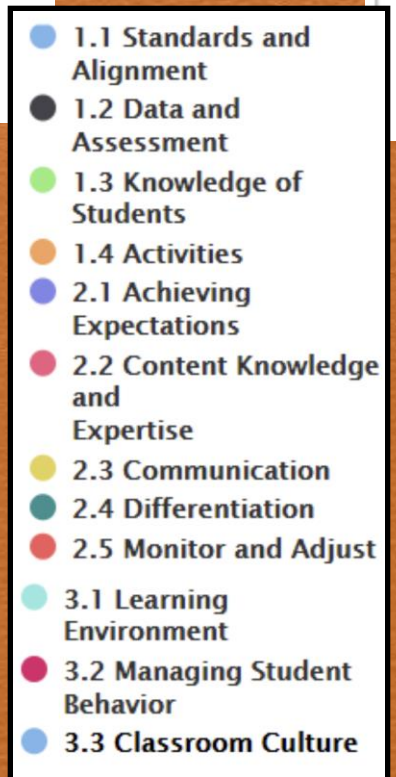
Reinforcement Site Coordinator





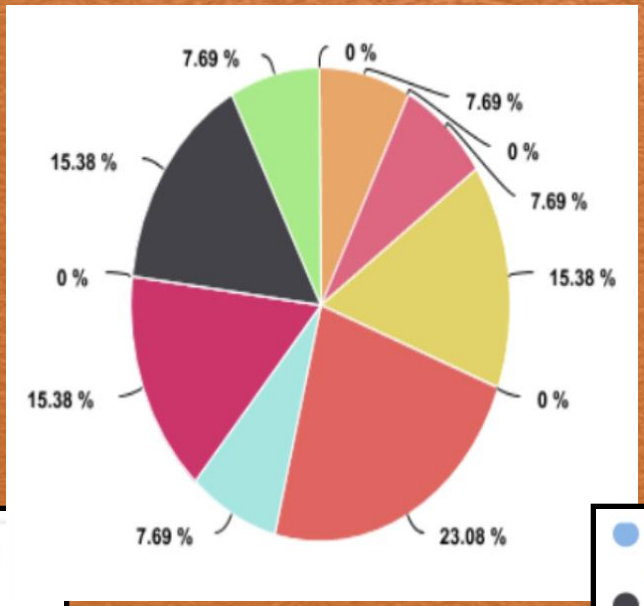
POP Cycles 1 Fall





POP Cycles 3 Spring

Refinement Site Coordinator



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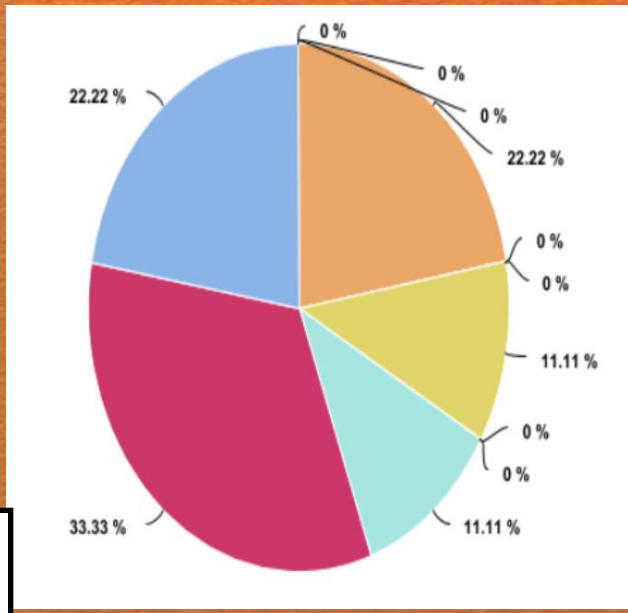

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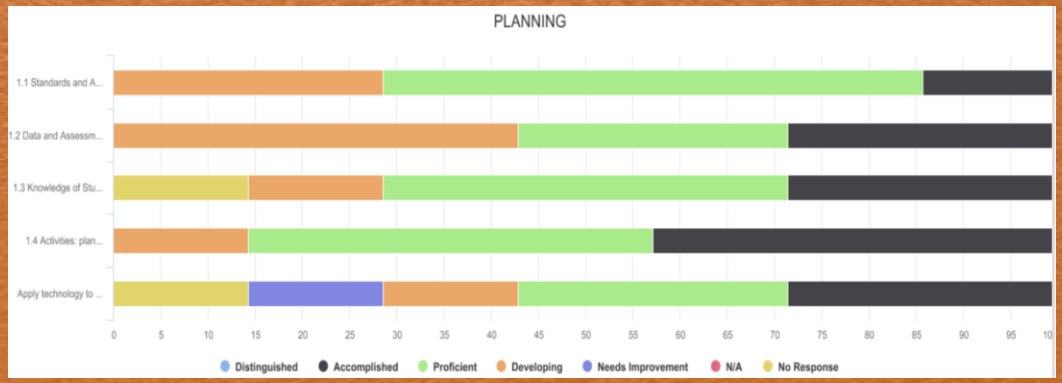
POP Cycles 3 Spring

MCL Observation 1 Fall & 3 Spring

MCL observation 1 Fall

MCL observation 3 Spring*



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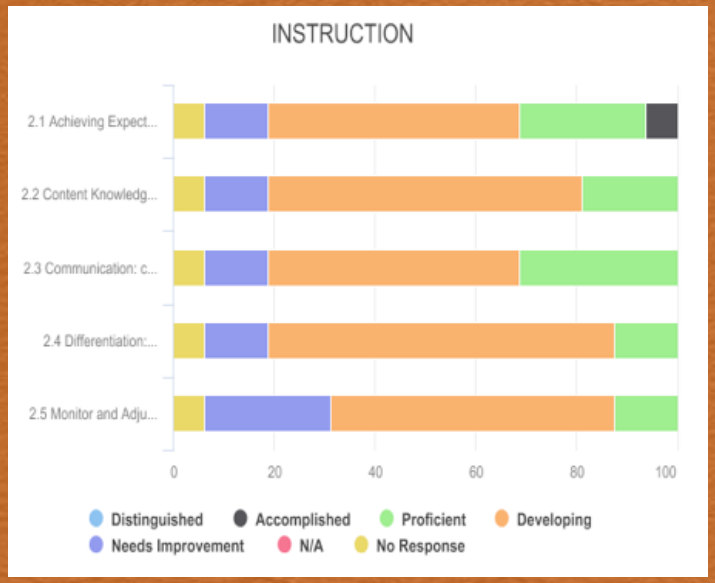

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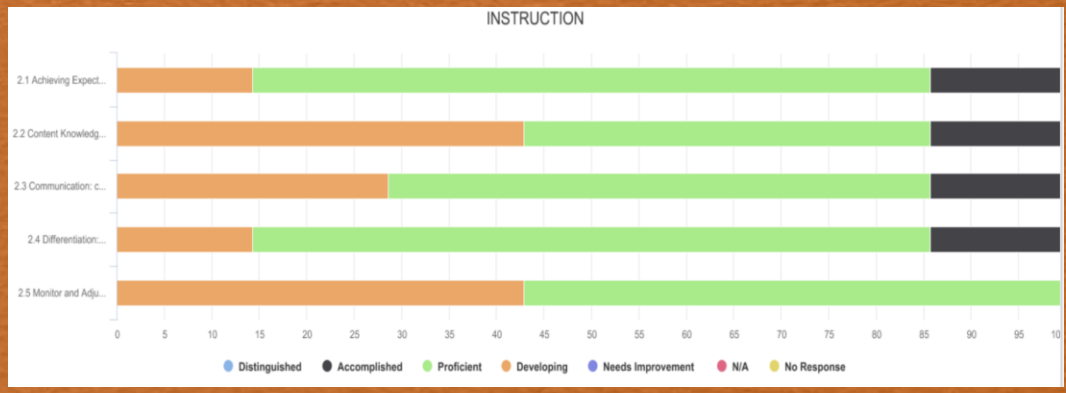

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MCL Observation 1 Fall & 3 Spring

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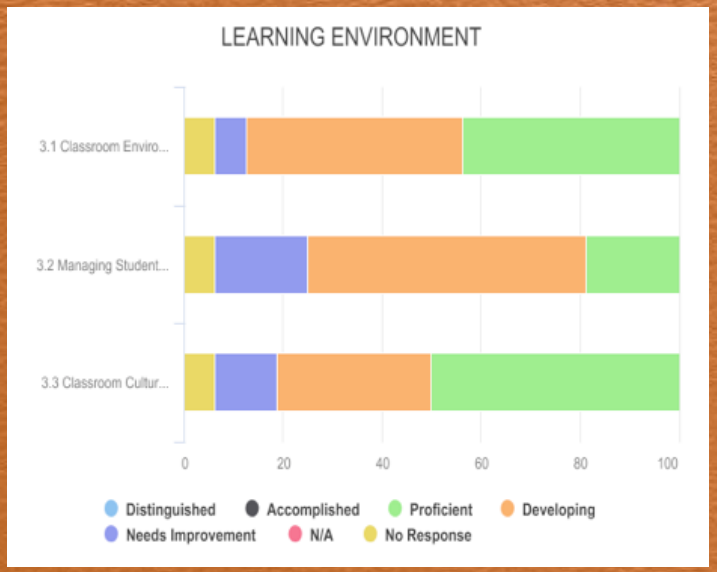

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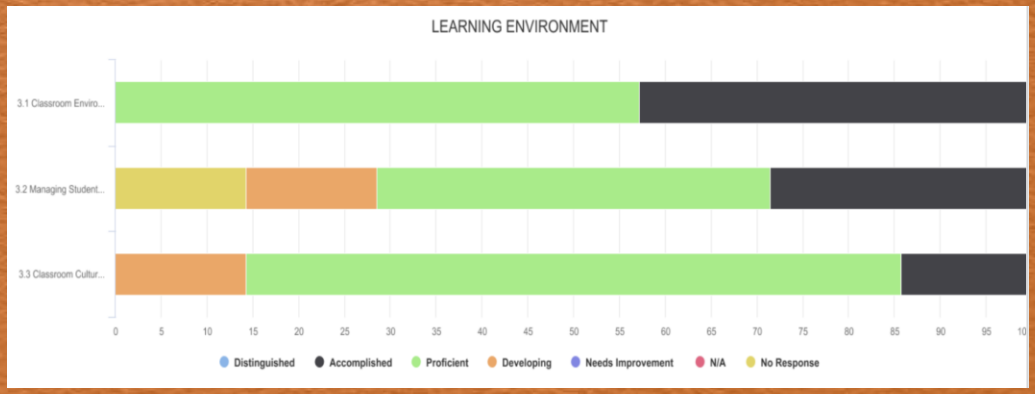

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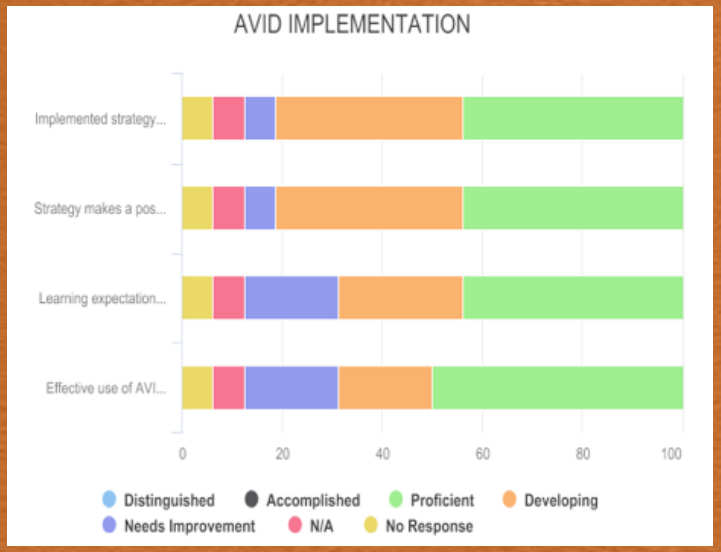

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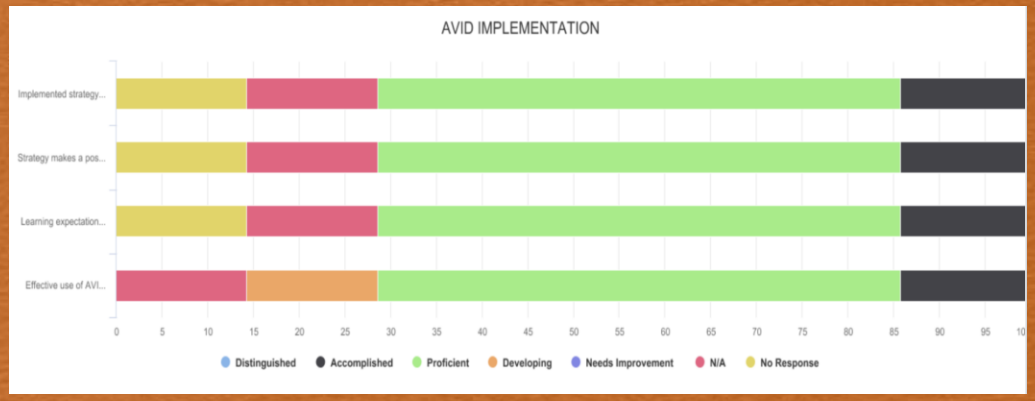

*Fewer TRs

Thank you!

Thank you for joining us on this pilot journey with USPREP and Opportunity Culture.

We greatly appreciate your MCLs sharing their knowledge and classrooms.

We look forward to working with you again next year!

Dr. Darling

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