



Candidate and Mentor Reflective Discussion Summary

To support professional growth of residency candidates, opportunities for frequent and ongoing reflection between mentors and candidates are necessary and expected. Mentor teachers and candidates should set aside a scheduled time to reflect on the candidate’s progress while identifying strengths and an area of refinement to focus on. These discussions are also an excellent time to provide candidates with strategies they can observe that will offer support and foster success. **To show evidence of these discussions throughout the residency year, we are asking for these reflective conversations to be documented in this format once a month during Residency I (September, October, and November) and twice a month during Residency II: January and February completed by 1st Mentor; March (1 time only) and April completed by 2nd Mentor**

Residency Reflective Discussion for the month of: _____ Date _____

Candidates and Mentor teachers should complete the sections below based upon candidates' performance. Please refer to the list of domains and indicators when completing this document. Then document the co-teaching approaches and responsibilities candidates implemented when completing hours in their placement.

<u>Identified Strength(s)/Reinforcement</u>	<u>(Specific Examples from classroom performance)</u>
<u>Identified Need(s)/Area of Refinement</u>	<u>(Specific Examples from classroom performance)</u>
<u>Area of refinement Connected to the Domain and Indicators below</u>	
<u>Goal (Based on Area of Refinement)</u>	<u>Plan of Action (Research Based-Strategies and activities candidates will implement to meet their goal)</u>

Feedback related to Goal(s) Based on Mentor Teacher Daily Classroom Observations	<u>Next Steps:</u>
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<u>Domain</u>	<u>Indicators</u>
Planning	<ol style="list-style-type: none"> 1. Create instructional plans that are measurable. 2. Create student work that requires them to interpret information and connect to prior knowledge 3. Create assessments that are aligned to standards
Learning Environment	<ol style="list-style-type: none"> 1. Manage student behavior (classroom management) 2. Create a respectful culture
Instruction	<ol style="list-style-type: none"> 1. (Standards and Objectives) Standards are aligned and learning objectives and expectations are clear to students 2. (Motivating Students) Instructional content and learning experiences are meaningful and relevant to students 3. (Presenting Instructional Content) Create structured lessons that implement a variety of challenging activities 4. (Lesson Structure and Pacing) Lesson has a beg, middle, end and pacing is appropriate 5. (Activities and Materials) Use activities and materials that are aligned to standards 6. (Questioning) Develop high-quality, appropriately sequenced questions 7. (Academic Feedback) Provide high quality, academic feedback to students 8. (Teacher Knowledge of Students) Teacher anticipates student difficulties and provides differentiated instructional methods to allow for student mastery 9. (Teacher Content Knowledge) Teacher displays accurate content knowledge of all areas taught and implement strategies to enhance learning 10. (Thinking and Problem Solving)

During the residency year, candidates should co-teach with their mentor teacher every day they are in the classroom. Use the columns below to record the co-teaching approaches implemented this month. It is perfectly acceptable for co-teaching to occur during classroom observations.

Candidates and mentors can complete this area together using the Co-Teaching Approaches listed in the chart below.

<p><u>Which Co-Teaching approach(s) did you and your candidate implement this month?</u></p>	<p><u>What did you learn? (Candidate response):</u></p>
<p><u>What was the candidate's role and responsibilities in the implementation of these approaches.</u></p>	

Approaches

1. **One Teach, One Observe:** One teacher has primary responsibility while the other gathers specific observations information on students or instructing teacher.
2. **One Teach, One Assist:** One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments (Extension of One Teach, One Observe).
3. **Parallel Teaching:** Each teacher instructs half the students. Two teachers are addressing the same instructional materials using the same teaching strategy.
4. **Station Teaching:** Co-teachers divide the instructional content into parts. Each teacher instructs one group, then rotates or spends a designated time at each station.
5. **Supplemental Teaching or (RTI):** One teacher works with students at their expected grade level, while the other teacher works with students on reteaching, extension, or remediation.
6. **Alternative (Differentiated) Teaching:** Each teacher provides a different approach to the same information with their group of students
7. **Team Teaching:** Well-planned, team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Both teachers are actively involved in the lesson.

After completing this reflective discussion summary, the candidate and mentor teacher should sign and date below, then the candidate will attach this document to Watermark, Student Learning & Licensure for their University Supervisors to review.

Residency Candidate Signature: _____

Date: _____

Mentor Teacher Signature: _____

Date: _____