



Designed for Resident Educators NOT Taking the Summative Assessment

## Designed for Resident Educators NOT Taking RESA

## The Best Practices Guidance Chart Outlines Year 3 Responsibilities

## Instructional Cycles: Conversations and Commentaries



### Resident Educator Responsibilities:

- ✓ For Resident Educators NOT taking the RESA, year 3 is a year for Resident Educators to address individual strengths and areas of growth as they refine the art and science of teaching and continue to answer the question: *What is the impact of my teaching?*
- ✓ Year 3 provides Resident Educators and mentors opportunities to differentiate adult learning experiences through the Teaching-Learning Cycle.
- ✓ Year 3 Resident Educators work through the Year 3 Timeline of Best Practices: self- assessment, goal-setting, observation and The Teaching- Learning Cycle (Instructional Cycle).
  - Resident Educators use the self-assessment summary to identify particular areas for growth in Year 3.
  - Observations for Year 3 Resident Educators focus on *observing, analyzing and reflecting* on their own teaching via video – taping;
  - Resident Educators also spend time *observing exemplary teachers and participating in reciprocal observations*. *Teachers learn most by observing and working with other teachers.*
- ✓ **The Best Practices Guidance Chart** (found on the following pages) serves as the Instructional Cycle for Year 3.
- ✓ **The Best Practices Guidance Chart** provides sample performance tasks and related question stems that probe the thinking of Resident Educators, open professional conversations and provide insights to *inform written commentaries* related to Best Practices and the Teaching-Learning Cycle.
- ✓ Year 3 Resident Educators *complete one cycle* of the Best Practices Guidance Chart from **October- April**.
- ✓ Year 3 Resident Educators do mid- year goal setting.
- ✓ After looking at their progress, Resident Educators choose *performance tasks* from The Best Practices Guidance Chart that they would like to continue to refine throughout the rest of Year 3.
- ✓ Year 3 Resident Educators continue to keep their repertoire of practices.
- ✓ Year 3 Resident Educators complete Year 3 by taking the Formative Progress Review.

Best Practice	Resident Educator Performance Tasks	Questions to Guide Conversations and Written Commentaries
<p><b>Professional Learning Experiences to Enhance Teaching Performance</b></p>	<ul style="list-style-type: none"> <li>* Video tape segments from a lesson or unit.</li> <li>* Watch and script the video.</li> <li>* Write a <b>descriptive commentary</b> on this lesson segment.</li> </ul>	<ul style="list-style-type: none"> <li>* What did I hear myself saying?</li> <li>* What are my students saying?</li> <li>* What higher order thinking questions did the students ask?</li> <li>* What creative thinking did I encourage?</li> <li>* What elements of the lesson were rigorous? How did the students know they were rigorous?</li> <li>* How did I ensure that all students were recognized and honored?</li> <li>* What evidence can I provide that support these responses?</li> <li>* Why did I choose this lesson segment to videotape?</li> </ul>
<p><b>Assessment of Student Learning</b></p> 	<ul style="list-style-type: none"> <li>* Create and administer a formative assessment that is aligned to the essential questions, lesson purpose, and outcomes/learning targets.</li> <li>* Create and administer a summative assessment that is aligned to the formative assessment, lesson purpose and outcomes/learning targets.</li> <li>* <b>Analyze (in written commentary)</b> the relationship between teacher performance and student formative and summative assessment results.</li> </ul>	<ul style="list-style-type: none"> <li>* In what ways did I ask students to apply their understanding of the essential question?</li> <li>* What learning strategies were students required to use independently in these assessments?</li> <li>* In what ways did the formative assessment prepare students for the summative?</li> <li>* In what ways did I consider my knowledge of students while designing these assessments?</li> <li>* What class trends and patterns did the assessment reveal? What will I do with this information?</li> <li>* Where do the formative and summative assessments fall on Bloom’s Taxonomy? Why is this an important question for me to consider?</li> <li>* What feedback will I give students to prepare them for the next lesson?</li> <li>* How does the student work meet expectations for high quality? What elements of my performance demonstrate high quality? In what ways do the assessment results inform me about the impact of my teaching?</li> </ul>
<p><b>Lesson Design and Delivery</b></p> 	<p>Analyze a previously designed lesson plan or unit, or create a new one. The lesson plan should include:</p> <ul style="list-style-type: none"> <li>* Essential question, purpose, outcomes/or learning targets</li> <li>* Learning strategies</li> <li>* Learning activities</li> <li>* Content and Resources</li> <li>* Formative and summative assessments</li> </ul> <p>Write a <b>reflection commentary</b> on the relationship between lesson planning and teacher performance impact.</p>	<ul style="list-style-type: none"> <li>* What is the “thinking behind the thinking” of the unit purpose?</li> <li>*What misconceptions about content need to be considered?</li> <li>* What elements of the lesson are the most challenging for me to teach? How will I prepare to meet these challenges?</li> <li>* What opportunities does this lesson provide for students to collaborate, create high order questions, research and produce authentic learning products?</li> <li>*What resources and materials are necessary to plan and to teach this lesson?</li> <li>*What student data will be used to plan this unit?</li> <li>*What are the instructional strategies used for this unit?</li> <li>*Why were these particular strategies chosen? Justify these instructional choices.</li> <li>*What activities require higher-order thinking skills?</li> <li>*How do activities engage students in interdisciplinary thinking and connections?</li> <li>*How can I formatively assess my teaching impact throughout the unit?</li> </ul>

<p style="text-align: center;"><b>Creating an environment for Learning</b></p>	<ul style="list-style-type: none"> <li>* Video tape several examples of you teaching</li> <li>*Script what you see yourself and your students doing</li> <li>*Script what you hear yourself and your students saying</li> <li>*Record what you observe in the learning environment</li> <li>*Review a couple of video samples with a colleague. Compare observation evidence.</li> </ul>	<ul style="list-style-type: none"> <li>*What do you observe about the physical space of your classroom?</li> <li>*What visible signs provide evidence that your classroom is a classroom of awe and wonder, inquiry and discovery, problem- solving and creativity?</li> <li>What changes will you make in your classroom to set the tone for the next lesson?</li> </ul>
<p style="text-align: center;"><b>Communication with Families</b></p>	<ul style="list-style-type: none"> <li>* Keep a journal of interactions that you have with families of students within a particular time span.</li> </ul> <p><b>Summarize</b> your findings. What trends and patterns do you see?</p>	<ul style="list-style-type: none"> <li>*What are the primary types of communication I used? Which one was the most effective? How do you know that?</li> <li>* In what ways can I invite families to be more involved in the educational processes of their children?</li> </ul> <p>What new discoveries have I made regarding the value of communicating with families?</p>
<p style="text-align: center;"><b>Professional Growth and Collaboration</b></p> 	<ul style="list-style-type: none"> <li>*<b>Describe</b> two relevant examples of job-embedded professional development you have participated in within the past two years. Include a description of the new learning you experienced as a result of collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>* What job embedded professional develop have I participated in? (Mentor conversations? Reciprocal observations? Exemplary observations? Collaborative learning community? Lesson study?</li> </ul> <p>What professional development have I experienced beyond my school walls? How is professional development related to residency?</p>