

Responsibilities of the Teacher Resident

The primary role of the teacher resident is to successfully carry out the internship assignment. The internship is viewed as a critical stage of transition from the status of college student to the status of *Professional Educator*. The internship is a privilege and therefore carries with it certain responsibilities.

Introduction and Orientation

Teacher candidates **MUST** attend a scheduled month-long orientation session with the TIR Program Director, faculty, and coaches. Teacher residents must schedule an introductory meeting and introduce themselves to their Clinical Resident Coach prior to the beginning of the internship. This meeting will address the following:

Time Commitments

- Beginning and ending dates (August-June)
- When the school day begins and ends (teacher's hours)
- School calendar - teacher residents follow the district calendar
- Procedures and schedules for inclement weather and other emergency circumstances
- Reviewing the curriculum to be covered in the course/s
- Checking out textbooks and other teaching materials from the Clinical Resident Coach (If a teacher resident checks out public school textbooks or borrows materials from Clinical Resident Coach, they are financial responsible for returning the items)
- Agreeing upon a plan for assuming teaching responsibilities (see TIR Stage Outline)
- Being aware of all policies, procedures and expectations as described in the Handbook available online and from the Clinical Resident Coach and reviewing administrative regulations and routines
- Becoming familiar with the existing classroom and school management plan

The First Week of Teacher Resident Internship

- Locate those campus facilities to be used, (i.e., library, textbook room, audio visual supply room, department workroom, faculty lounge, auditorium, counseling facilities, etc.)

- Meet other members of the staff (i.e. principal and assistant principal, department chairperson, librarian, counselors, teachers' aides, etc.)
- Become acquainted with the pupils and prepare a seating chart as needed
- Observe and discuss class interactions with the teacher
- Become familiar with other daily procedures (i.e. staff check-in, check-out, bulletins, mailbox check, etc.)
- **Complete the “Context for Learning” form and discuss with coach and content faculty.**

Teaching the Class - Teacher residents will begin the internship with classroom observations but should also plan to assume control of the class gradually. To help this process, the teacher resident should do the following:

- Plan cooperatively for instruction with the Clinical Resident Coach teacher. The plans *should include, but not be limited to*, instructional goals and objectives, anticipatory set, the subject material to be learned, the instructional procedures to be used, specific modifications for students with special needs/disabilities, lesson closure, the audiovisual/technology materials and other supplies to be incorporated, procedures to objectively evaluate pupil achievement, and criteria for making adjustments in instruction.
- Provide Clinical Resident Coach with copy of lesson plans and all ancillary materials **3 days prior to teaching.**
- Systematically introduce a variety of teaching materials and strategies and **evaluate the impact** of each in order to determine those which are most appropriate.
- Develop and implement procedures for managing the class effectively during instruction based on academic and behavioral strengths and weaknesses, including group/ individual techniques.
- Develop strategies to directly teach those students who display difficulty in complying with classroom routine/ expectations.
- Maintain respect for students from culturally, linguistically, socially, and economically diverse backgrounds.

- *Determine the students' developmental levels* and provide commensurate instruction.
- Participate in the evaluation and documentation of student progress and attendance.
- Demonstrate an ability to continually assume greater responsibility in conducting the classes.
- Ethics – Teacher candidates must adhere to the highest moral and ethical standards. Equitably deliver instruction and assessment in way that supports the idea that all students have the ability to learn.

Professional Obligations - Teacher residents must be responsible for their professional growth.

To accomplish this, residents should do the following:

- Contact Clinical Resident Coach and university coach in a timely manner if illness prevents attendance. There may be a formal meet and greet time scheduled, but teacher residents must make the additional effort to communicate with the Clinical Resident Coach teacher by email or phone to begin building a professional rapport.
- Become involved in the total school program by participating in school assemblies, faculty and department meetings, P.T.A. meetings, athletic events, stage productions, parent conferences, in-service activities, and educational partnership and school volunteer programs; *meet with the Clinical Resident Coach, apart from class time on a **regular basis** to review the instruction to date, critique teaching performance, and assist in planning daily lessons for the upcoming week.* (The living stipend compensates your time for these activities).
- Confer with the university coach on a **regular basis**.
- Provide the university coach and content faculty with a classroom schedule.
- Observe, if appropriate at the end of the semester, the teaching of other master teachers in the building. Arrangements must be made with the Clinical Resident Coach, the university coach, the principal, if appropriate, and with the teacher to be observed.
- Participation in the culturally relevant teaching seminar/professional development workshops and field experiences throughout the internship training year (dates TBA).
- Teacher residents are responsible for completion and submission of certain evaluation documents. Residents should do the following:

- Keep a copy of all evaluations for your records.
- Complete the evaluations of your university coach, Clinical Resident Coach, and the TIR program's director (these evaluations **are due at the completion of the internship experience**). These evaluations should be submitted online via email and returned to the TIR Director