

# RESIDENT EDUCATOR YEAR 1

## Focus: COMMUNICATION, COLLABORATION, PROFESSIONAL GROWTH

*Instructions:* From the following list of activities, select two (2) to complete in collaboration with your mentor. The two activities you select, must come from two different topic areas. Document your work in your collaborative log as you work through the activity. In the Final Report, due toward the end of the school year, you will be asked to briefly document the activities you completed.

### Communication with Parents and Guardians

1. Review all of your communications with parents and caregivers from the start of the current school year until the present time. Select two (2) examples of your communication with parents or other caregivers. With your mentor discuss the following questions:
  - a) What was the occasion for this communication? (for example, beginning of school)
  - b) What did you want to accomplish with this communication? Do you believe you accomplished this goal? Why or why not?
  - c) Why did you select this communication as an exemplar of the way you communicate with parents or caregivers about the instructional program?

Document your discussion in your collaborative log.

2. Teacher-parent conferences give you an opportunity to increase communication between school and home, keep parents informed about their child's progress, and develop a plan for the student's future. In this activity, you and your mentor will model a parent-teacher conference. From previous experience, the mentor will select a topic likely to be discussed at a conference.

The mentor meets with the RE before a parent-teacher conference to help prepare. Together, discuss possible scenarios. Reflect after the conferences on questions, issues, and/or concerns, and follow-up.

Do this before the first conference of the year and at one other time.

Document in your collaborative log.

### Collaboration with Colleagues

3. Resident educator pairs up with an experienced colleague or mentor who has an interest in collaborating on a lesson or cross-curricular activity. The resident educator and colleague/mentor collaborate to plan and deliver a lesson. Both teachers reflect on the lesson following its delivery.

Document the lesson/activity in your collaborative log.

4. Select two examples of your collaboration with colleagues from the start of the current school year until the present time. Examples could be 1) collaboration

with colleagues to analyze and/or address a common challenge of teaching practice 2) collaboration with colleagues in specialized support services to create richer learning opportunities for students, or 3) collaboration with an individual or an agency from your local community to substantially increase the resources available to directly support student learning.

With your mentor, discuss the following:

- a) What example have you chosen to demonstrate the way(s) in which you have collaborated and communicated with your colleagues to analyze and/or address a common challenge of teaching practice?
- b) Why did you choose this particular example?
- c) How, specifically, did this collaboration improve or change your practice in some way that would not have been possible without the collaboration?

Document your discussion in your collaborative log.

### **Observation of Educators**

5. Observations of teachers and/or peers in and out of the assigned grade level or subject area can provide useful insights. For example, sometimes student teachers placed in a middle school setting wonder what it is like to teach high school seniors. If you primarily teach high performing students, you might like to visit a classroom with predominantly lower performers. It also can be useful to observe other professionals in the school to gain insight into how the whole school functions. The guidance counselor's office, special education classrooms, and ELL classrooms are just some of the places to find other educational professionals to observe.

Prepare a journal entry or a brief report based on observations of other educators. Observations of other educators should be requested and arranged in advance. Professional courtesies and protocol should be observed, which includes thanking the person who provides the observation setting and, as always, maintaining confidentiality regarding what may be seen and heard in these observations.

Observations are most productive when made with a stated purpose or focus. You are expected to define (with the guidance of your mentor) specific aspects of the situation to be observed before beginning the observation. Data collections should be part of every observation, followed by an analysis appropriate for the observation's focus. Observe in another teacher's classroom (2 different teachers) each semester.

Document your observations in your collaborative log.

### **Professional Development**

6. Attend at least one professional development session/workshop this school year (can be virtual). If you attended more than one, choose the one that had a significant impact on your growth as a professional. Discuss with your mentor how this professional development changed your practice and your view of yourself as an educator. Discuss if and how you were able to implement something you learned. Finally, consider the result. Did it work? Did it make a difference? Teacher reflection is an effective way to move new

learning to action. Importantly, it serves to examine how the activity increases your teacher effectiveness and/or student learning.

Document your selected session/workshop in your collaborative log.

7. Participate in a webinar series (at least 2 webinars) of a topic of interest to you in improving your teaching. Discuss with your mentor how you plan to implement a strategy or learnings from the webinars. Implement the strategy in your classroom and ask your mentor for feedback.

Document your selected webinars in your collaborative log.

