

Residency Practicum

Northwest has established a yearlong Residency, which gives our students a full year of embedded field and teaching experiences incorporated into the four-year program for elementary education and special education majors.

This gives Teacher Candidates real-life teaching experiences as part of their education in order to best prepare them as a highly-effective teacher while providing them with embedded course experiences not available in other education programs.

Research indicates more time in the classroom is definitely more beneficial, (Rubenstein, 2007). In speaking with the subjects from yearlong models, they appeared confident and ready for anything. They felt as if they had seen the entire year and knew what to expect; whereas subjects from 15-week models felt they really had to learn on the go; neither one of them felt totally prepared (Griffiths, 2010).

Residency Practicum Schedule:

Elementary Education Majors: All day, every day, Monday -Thursday

Special Education Majors: Elementary classroom in the morning; special education secondary classroom the afternoon Monday -Thursday (7 weeks)

On-campus seminars will be 6 times during the Residency Practicum semester

On-campus seminar content will be driven by Teacher Candidate and University Supervisor feedback regarding what is occurring in Teacher Candidates' Residency settings and needs that require additional instruction and coaching

The first semester of the yearlong Residency includes selected courses that provide candidates opportunities to connect theory and practice to a 1-6 school setting. Teacher candidates will begin the Residency at the same time that their assigned mentor teacher begins their school year with district and building meetings and classroom planning time.

The teacher candidates will be in their school setting all day Monday-Thursday (elementary education majors). Special education majors will be in their elementary school setting during the mornings Monday-Thursday and in a secondary special education setting/placement within the same district in the afternoons. The secondary special education placement is for 7 weeks. Some special education majors will complete this the first 7 weeks and some will be the second seven weeks. During the 7 weeks they are not in an afternoon secondary special education placement they will stay all day in their elementary education placement (Monday-Thursday).

Differences between Residency Practicum and Student Teaching

The following is a list of responsibilities that could be determined as being completed collaboratively with cooperating teachers during the Residency Practicum. This list was developed through research of other successful yearlong Residency programs, but most importantly by Northwest school partners' administration, faculty, and staff:

- Co-teaching
- Conferring during workshops (reading, writing, math, etc.)
- One-on-one instruction
- Small group instruction
- Multi-tiered System of Support (MTSS) or Responsive to Intervention (RtI) groups
- Implementation of instructional assistance
- Planning for action research

- Rotation of recess duty/bus duty/lunch duty
- Analyzing and collecting student or classroom data
- Observing for and collecting IEP academic or behavior data
- Assist in developing common assessments
- Progress monitoring
- Feedback and Grading
- Developing rubrics, scoring guides, checklists
- Participate in data meetings
- Work on communicating with families

Observations and conversations about Residency Practicum growth and progress will be centered around previously learned competencies connected to the Missouri Educator Evaluation Standards (MEES).

Additional course content, learning, and assignments are provided to teacher candidates as opportunities to connect theory and practice to a 1-6 school setting.

The Residency Practicum is not student teaching and should be viewed as the developmentally appropriate experience just prior to more traditional student teaching. These Teacher Candidates have completed many varied embedded field experiences in schools and completed a practicum within the Horace Mann Laboratory School. Support and guidance should be scaffolded appropriately and there is a tool to do so.

The tool, “Rating Scale to Assess Teacher Candidate Application of Phase I and II Course Competencies in Residency Practicum” is designed to be used in a developmental way to scaffold learning during the Residency Practicum. The tool is designed to link the teacher candidates’ learning at the university with their experiences in the Practicum. More than using the entire tool, the hope is that goal-setting that occurs during their first triad conversation drives discussions with the Cooperating Teacher and the University Supervisor. It will not be possible to evaluate for all of the competencies during one observation. The University Supervisor would evaluate on what is observable. From that, goal setting can occur. There may be competencies that have been observed that need to be improved so that would be good for goal-setting OR there may be competencies that the University Supervisor wants to see between visits and that could become the goal-setting discussion. The University Supervisor may or may not evaluate all competencies at some point during the semester.

Just a reminder the Residency Practicum is a full semester of continued learning for the Teacher Candidates which includes courses and activities (practicum). **Learning or Living Accommodations Request Process:** Northwest Missouri State University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 [ADA] and the ADA Amendments Act of 2008 [ADAAA]. If a student has a documented disability that qualifies under the ADA/ADAAA and requests accommodations, they should review the Accessibility and Accommodations webpage at <https://www.nwmissouri.edu/titleixequity/accessibility/index.htm> for guidance, including the accommodations application and supporting documentation requirements. Contact ada@nwmissouri.edu or 660.562.1873 for further assistance. For the university policy on disability accommodation refer to <http://www.nwmissouri.edu/policies/student/Disability-Accommodation.pdf>