



- 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.**

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- Plan cooperatively for instruction with the Clinical Resident Coach teacher. The plans , 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

- 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.

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- 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; *regular basis*
- . (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