Southeastern's Residency Program | System of Support

The Residency Program at Southeastern Louisiana University is a field-intensive, competency-based program aimed at building Residents' capacities for success thereby improving the achievement of PK-12 students with whom they teach and learn.

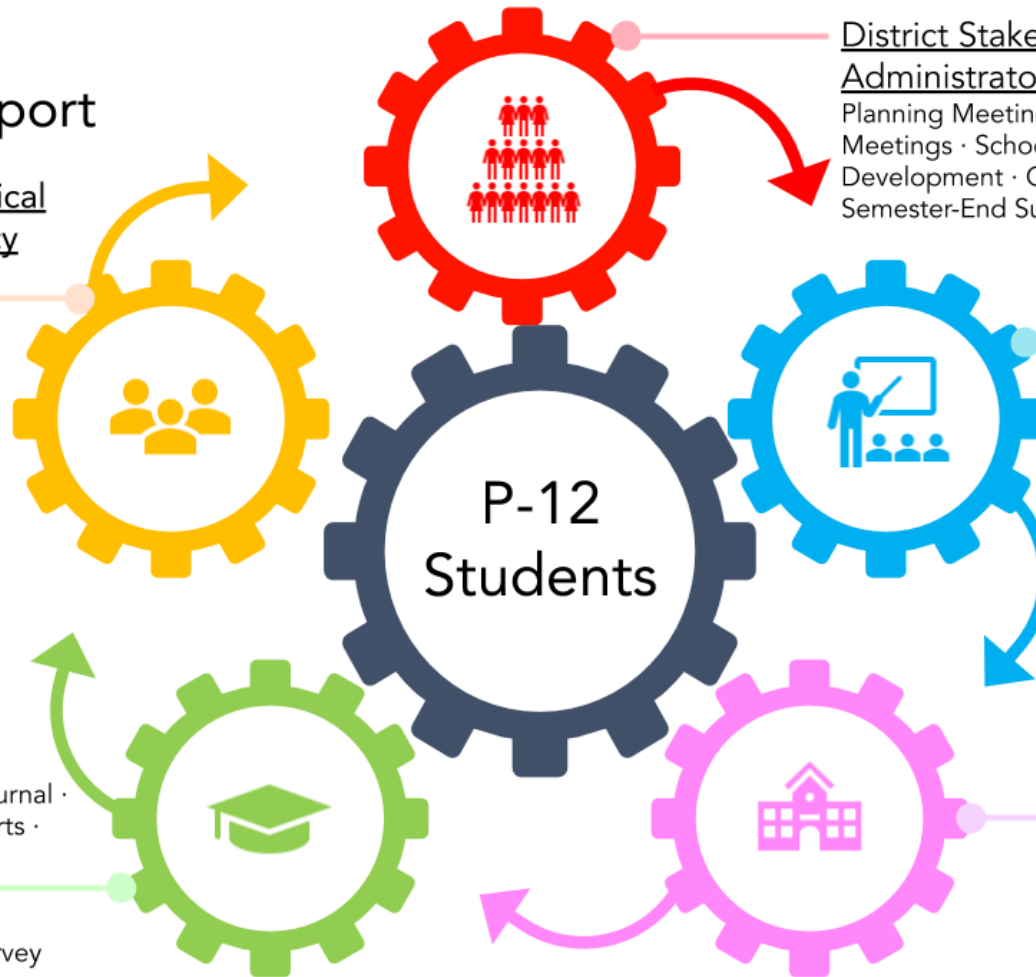**Southeastern Support, Training, and Feedback System for Residency Program**

Residency System of Support

P-12 Students

Office of Teacher Clinical Practice and Residency
Planning Meetings · Governance · The Council of Teacher Education · Bi-Monthly Trainings · Clinical Coaching Support

District Stakeholders and School Administrators
Planning Meetings · Governance · Faculty Meetings · School-Wide Professional Development · Council of Teacher Education · Semester-End Survey

Mentor Teachers
School-Wide Professional Development · Clinical Trainings · Monthly MT Surveys · Coaching Journal · Co-Planning · Monthly Reports · Professional Dispositions · Semester-End Survey

Resident Student Teachers
School-Wide Professional Development · Coaching Journal · Co-Planning · Monthly Reports · Walkthroughs · POP Cycle · Professional Dispositions · Professional Development Seminars · Semester-End Survey

Site Coordinators
Governance · Monthly SC Survey · Bi-Monthly Trainings · Clinical Coaching Support · Semester-End Survey

District Stakeholders and School Administrators

- Quarterly governance meetings with Southeastern Site Coordinators and the Office of Clinical Practice & Residency (OCP&R)
- Planning meetings are hosted by the OCP&R to assist with placements, problem solve and address any immediate needs
- On-ground-support from OCP&R and Site Coordinators
    - As a result: OCP&R and Site Coordinators better understand the hiring needs of the schools and developing recruitment plans
    - OCP&R and Site Coordinators understand the curricula being taught in schools and various initiatives being implemented
    - OCP&R, Site Coordinators and school administrators share data and problem-solve on a regular basis
- District Stakeholders and School Administrators receive feedback from the following multiple sources:
    - Mentor Teacher
        -Faculty meetings and school-wide professional development
    - Site Coordinator Feedback
        -Governance meetings
    - Resident Student Teacher
        -Faculty meetings and school-wide professional development
    - Office of Clinical Practice and Residency
        -Governance, planning meetings, semester-end survey, and COE Council of Teacher Education meetings

Mentor Teachers

- Mentor training facilitated by Site Coordinators and the OCP&R occur on a monthly basis
- Mentor Self-Referral-if additional support is needed Site Coordinators and the OCP&R will be available to schedule face-to-face, by phone or virtual support meetings
- Training will include but are not limited to the following topics: the mentoring cycle, co-teaching, coaching, crucial conversations, standard shifts, assessment series components, and resident-specific performance assessment training

(training occurs following the performance assessment process to ensure data is relevant and used to inform mentor training topics for resident support).

- Mentor Teachers receive feedback from the following sources:
    - District Stakeholder and School Administration
        - -School-wide professional development
    - Site Coordinator Feedback
        - -Monthly training and monthly mentor teacher survey
    - Resident Student Teacher
        - -Coaching journal, co-planning and monthly reports
    - Office of Clinical Practice & Residency
        - -Professional dispositions rubric, training, and semester-end survey

University-Based Site Coordinators

- Bi-monthly (train the trainer) covering topics such as the mentoring cycle, co-teaching, coaching, crucial conversations, standard shifts, assessment series components, and resident-specific performance assessment
- Support and assistance in gathering resources for mentor teachers
- The Site Coordinator will receive clinical coaching and feedback on written and verbal feedback and methods of support from the OCP&R
- Site Coordinators receive feedback from the following multiple sources:
    - District Stakeholder and School Administration
        - -Governance meetings
    - Mentor Teacher
        - -Monthly Site Coordinator survey
    - Resident Student Teachers
        - -Monthly Site Coordinator survey
    - Office of Clinical Practice & Residency
        - -Bi-monthly training, clinical coaching support, and semester-end survey

Resident Student Teachers

- Site Coordinators teach methods courses and provides individualized support
- The OCP&R facilitates monthly student seminars
- Walkthroughs and performance assessments allow the Site Coordinators to use data to inform differentiated professional development.
- Residents receive feedback from the following multiple sources:
    - District Stakeholder and School Administration
        - -School-wide professional development
    - Mentor Teacher
        - -Coaching journal, co-planning, and monthly Reports
    - Site Coordinator Feedback
        - -Walkthroughs and performance assessments
    - Office of Clinical Practice & Residency
        - -Professional dispositions rubric, professional development, and semester-end survey

Office of Clinical Practice & Residency
- Offers training and support to Site Coordinators, mentor teachers, and resident student teachers
- Governance and planning meetings with district stakeholders and school administrators
- Office of Clinical Practice & Residency receive feedback from the following multiple sources:
    - District Stakeholder and School Administration
        - -Governance, planning meetings, and semester-end survey, and COE Council of Teacher Education meetings
    - Mentor Teacher
        - -Professional dispositions rubric, training, and semester-end survey
    - Site Coordinator Feedback
        - -Bi-monthly training, clinical coaching support, and semester-end survey
    - Resident Student Teacher
        - -Professional dispositions rubric, professional development, and semester-end survey