



## Design/Building Professional Tips for a Successful Residency

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### Presentation and Planning

- Make absolutely sure everyone is in agreement on the dates of the residency, number of sessions, school holidays, etc.
- Will there be any interruptions in the schedule? For example: TAG students being pulled out, field trips, assemblies, late/early dismissal, etc.?
- Plan to be early so there is ample time to set up and allow for transportation surprises.
- Try out any activity you plan to do with the class by yourself first to be sure about materials needed, time required to complete activity (multiply by two or three times your speed), feasibility for the age group, etc.
- Always plan a back-up indoor activity in case it rains on the day of any scheduled outdoor activities.
- Plan with the teacher ahead of time for storage materials and works in progress.
- Schools are busy places. Be aware that there may occasionally be last minute schedule changes or unexpected events (fire drills, etc.).

### Activities

- Plan activities that allow all students to be actively engaged during your entire class session. Vary sitting and moving or individual and group activities to hold the students' interest. Adjust initial plans as needed to keep children focused.
- Design a program that progresses logically and sequentially: introduce new skills or knowledge in small steps. There should be successes that are assured for everyone.
- Keep your instructions simple and clear. Many children will forget a long series of verbal instructions. Try to give them one thing to concentrate on at a time and build incrementally.
- After giving instructions, ask a student to rephrase them to the class in their own words and ask other students if they have questions for him/her before they begin.
- Keep expectations high, but be realistic about outcomes.
- Allow time for students to share discoveries or present their work to each other. This sort of peer review is very valuable for developing students' motivation and pride in their work.
- Help students link your visits. Summarize the progress of the class' work at the end of each session, and briefly review what has been done as you begin a new session.

### Talking to Students:

- Children are generally eager to learn and will respond well to adults who show an interest in them and the subject.
- Avoid lecturing. Use open-ended questions to involve students in a class discussion or demonstration so that they are inquiring and discovering, rather than just absorbing information.
- Always direct questions to the whole class and avoid questions that only have yes or no answers.

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## Continued... Talking to Students:

- Try not to repeat a student's answer. Ask them to restate it loud enough for their classmates to hear. Students are more likely to stay tuned in if they know their peers are listening to them.
- Use praise judiciously — always praise the students' actions not just the student. Refrain from criticism when a student doesn't understand: return to the instructional process.
- Don't hesitate to repeat a fundamental skill activity — let the students feel confident in their ability to respond.
- It is alright to limit student responses or questions in order to stay on schedule. Tell students to hold their thoughts if they don't get the opportunity to share their ideas, and get back to them later or privately if needed.
- Try to call students by name. Ask the teacher to have them wear name tags for your visit.
- Move about the classroom: don't stay in one spot the entire lesson.

## Working within the Classroom

- The teacher is ultimately responsible for classroom management and should be in the classroom with you at all times. If this is an issue, contact AFO staff ([candice@af-oregon.org](mailto:candice@af-oregon.org) OR [kim@af-oregon.org](mailto:kim@af-oregon.org)).
- Review all major classroom rules and procedures with the teacher during the planning meeting. Discuss his/her teaching and disciplinary style and agree on behavior standards.
- Teach students critical thinking skills and responsibility by encouraging them to help set up rules and design goals: have them plan, make choices, evaluate and analyze or critique results whenever possible.
- When appropriate, have students help define which behaviors are encouraged and which behaviors result in predetermined consequences (discuss with teachers beforehand).
- Assign, or have the teacher assign, student helpers to pass out and pick up materials, projects, etc. This keeps them involved and saves you from trying to be in too many places at once. Make sure that there is space to store works in progress.
- With the teacher, agree on a method for getting the whole class' attention when they are all involved in their own projects. Many teachers have a method for doing this and that keeps them from losing their plan for clean-up activities; assigning students in a friendly manner gets them involved and gives them a sense of responsibility.
- Involve the adults in the room in the activity whenever possible.
- Ask the teacher to set up groupings of students for project work.
- If you notice that an activity is not proceeding as you'd like, stop the class to review procedures for the activity, re-establish an acceptable noise level, etc. Extra attention to the classroom atmosphere at the start of a residency will pay off.
- Are there any children with special emotional, physical or language needs, limitations or difficulties? Are there assistants assigned to these students? What level of participation or success is expected of them?
- Discuss classroom disciplinary procedures, expectations, and/or guidelines. Decide who will be responsible for what. Remember: the law states that a teacher must be present in the classroom at all times: you should never be left alone with a classroom full of children!
- Discuss the students' development abilities: are there any skills/concepts that the class may not be ready to grasp?