Roles for MLFTC Elementary Resident Teachers in an Online Setting

The following roles are appropriate for residents beginning their senior year residency in fall 2020. Each role is appropriate for the skill set of a new resident teacher working in a remote learning environment. This list is not exhaustive; additional roles may be developed based on the needs and composition of the team.

Student Success Coach
Residents are assigned a group of students for which they are responsible. Responsibilities might include social-emotional wellness checks, sending resources to the family, or other items as determined by the team.

- Residents assigned a list of students. Residents call or Zoom with students for 10-15 minute appointments, twice per week. Residents have a checklist to follow for each call with questions such as ability to access the learning management system, wifi accessibility, checking in about the daily schedule, etc.
- The resident keeps a log of conversations and follows up with the educator team with questions and additional needs.

Breakfast Club and/or Lunch Bunch Captain
Residents organize breakfast and/or lunch meetings with students. These virtual meetings could include checking in for questions on school work, read alouds, community building activities, etc.

Small Group Facilitator
Residents are assigned a small group of students for a particular content area. Residents work with their lead teachers to develop lesson plans. Residents deliver small group lessons independently.

- Example: Team coplans lesson. Resident meets with a small group in breakout rooms; the breakout rooms are created based on student levels/needs.

Literacy Tutor/Accelerator and Math Tutor/Accelerator
The role of the tutor may be connected to the role of the student success coach. Based on data, residents follow up with students to provide targeted and individualized academic support. Or, residents offer open office hours to tutor based on student requests for support. This could happen during the school day or in the evening.
**Student Engagement Coach**
Lead teacher teaches a whole group lesson. Residents assist in lessons by working with a small break group, co-teaching chunks of the lesson, supporting student questions in the chat, and sending documents during the live lesson.

- Example: Team coplans a lesson and creates small groups based on student needs. Residents create breakout rooms at the beginning of the session, monitor the time in breakout rooms and send messages to breakout rooms to provide time updates.
- Example: Team coplans the lesson. Resident co-hosts in case there is a technical issue, and the resident takes over.
- Example: Resident and certified teacher share co-hosting responsibilities. The certified teacher provides the introduction and modeling, and the resident then shares their screen to facilitate the guided practice.

**SPED Support**
The role of the resident is to provide differentiated print and online materials for students. Residents coplan with their team and their SPED Lead Teacher to implement, to the extent possible, accommodations within the virtual classroom.

- Example 1: Resident coplans with the team for teaching adding two numbers within 20. The Lead Teacher shares their screen/whiteboard and works through several examples. Resident pre-records example and creates a PDF with visuals and step-by-step directions.
- Example 2: A student’s accommodations states that they can have the directions read to them. Residents meet with small groups in breakout rooms to read directions to students.

**Brain Break Facilitator**
Resident sources or creates appropriate brain breaks to provide movement and screen breaks for students. Resident provides the expectations and the prompts via Zoom, Webex, etc. and provides the transition from the brain break to the next content session or activity.

- Example: Following a live math session, the resident models and leads the students through a “dance” that includes counting. Following the activity, the resident gives the students instructions on the expectations for the upcoming class (i.e. “Our next class is ELA. You will need to go gather a journal, a pencil and a snack”).