

ETSU Residency Candidate Newsletter

February 2025

Office of Educator Preparation



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Upcoming Dates

- **Residency II Switch date-March 3:** Candidates will move to their second placement mentor teacher. (This may be different for music students, RITE Candidates, PE Candidates, KAT Candidates, or other candidates with special circumstances.)
 - **Graduation and Certification Virtual Meeting for Residency II Candidates, Thursday, March 6 from 3:30-4:30.** During this meeting you will receive information about the process of obtaining your teaching license that occurs after graduation.
 - **edTPA Writing Camp and Boot Camp:** Dates are scheduled by Program of Study. Please refer to the PowerPoint in the Residency II meeting and/or your program of study for your specific dates. (Candidates are excused from their placements for the sessions.)
 - **ETSU Office of Educator Preparation Career Fair - April 7, 2025 1-4pm** (Candidates are excused from their placement at 11:30 if they are attending the career fair.)
 - **Last Day of Residency II: May 2** (Candidates are required to make up all absences during Residency II after this date.)
 - **Sevierville Cohort Pinning Ceremony:** ETSU Sevierville Campus, Tuesday, May 6, 2025 at 6pm.
 - **Main Campus Pinning Ceremony:** DP Culp Center, Martha Street Auditorium, Thursday, May 8, 2025 at 6pm.
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Reminders

1. Residency candidates should email and text their University Supervisor if there are schedule changes to the normal school day (e.g., sickness, car trouble, etc.)
2. Residency candidates should complete an ETSU Residency Coaching Contract if they are planning to coach in any capacity during Residency II (e.g., new head or assistant coaching position, returning head or assistant coaching position). Coaching before this contract is approved could risk removal from Residency II.
3. Residency candidates should complete a Professional Development Permission form if they would like to attend a professional development

outside of their district. This needs to be submitted at least 2 weeks prior to the event for approval. Each program has specific guidelines that need to be completed if attending a Professional Development event outside of their school district.

Residency Candidate Spotlight



Pictured above is Emily Ashley, residency candidate in 4th grade at Happy Valley Elementary, mentored by Ms. Meranda Hart. She taught the lesson "Comic Conversations" to teach students how they can use dialogue to show how characters respond and react to situations and events. She stated, "The students have recently started practicing narrative writing, and including dialogue in narratives is something they are asked to do on their assessments. So, I found a short comic that had speech bubbles, but no words. The students were tasked with writing their own dialogue for the comic. Then, students rewrote the comic's story as a narrative and included the dialogue they created. Comic books and graphic novels such as "Dog Man" are very popular with the students. I wanted to take this interest and bring it into their learning, having the students look at the events they can see in the comic, and create relevant dialogue to show how the characters are responding to the events."

Residency Candidate Spotlight



Teacher Candidate Nell Carr and Mentor Amy Townsend are pictured here co-teaching their 2nd graders how to explain the difference between a fact and an opinion and how to develop an opinion statement. After listening to Ms. Carr read *Stella Writes an Opinion*, the students sorted fact and opinion statements, used whiteboards to write opinion statements, and used graphic organizers to support their opinions.

Career Opportunities



ETSU Educator Preparation Career Fair

When? April 7, 1:00-4:00 P.M.

Where? D.P. Culp Center Ballroom

Click [HERE](#) to see more information on Handshake!

Here's what you can do to be prepared:

- Update your Handshake profile. Make sure it reflects your latest experiences and job preferences - especially role and location!
- Know before you go. Use the Handshake app to see the event map, browse employers that'll be there, and favorite the ones you want to meet.
- Be ready to talk about yourself. Prepare some talking points about your career interests as well as your academic and extracurricular experience.
- Make an appointment with Career Services to ensure your resume is up to date. You can also stop by the Student Success Office in Warf-Pickel, room 201 on Tuesdays



SEVIER
County School System

Stephanie M. Huskey, Superintendent

226 Cedar Street
Sevierville, Tennessee 37862

Phone (865) 453-4671
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Certified Employee Job Fair

March 11, 2025

8:00AM - 12:00PM

Please Sign Up:

<https://forms.gle/qrSMz13VMQv8iaU8A>



Sevier County Certified Employee Job Fair

When? March 11, 8:00 A.M.-12:00 P.M.

Where? 226 Cedar Street, Sevierville, TN 37862

Sign up [HERE!](https://forms.gle/qrSMz13VMQv8iaU8A)

JOB FAIR 2025

APRIL 1ST, 2025

4:30PM - 6:00PM

@ GREENEVILLE HIGH SCHOOL CAFE'
210 TUSCULUM BLVD., GREENEVILLE, TN 37745

ALL GREENEVILLE CITY SCHOOLS & DEPARTMENTS REPRESENTED

EASTVIEW - HIGHLAND - TUSCULUM VIEW

HAL HENARD - GREENEVILLE MIDDLE

GREENEVILLE HIGH SCHOOL

TOPS OF GREENEVILLE

GREENE TECHNOLOGY CENTER - CENTRAL OFFICE

CUSTODIAL & MAINTENANCE - TRANSPORTATION

SCHOOL HEALTH/NURSING - SCHOOL NUTRITION

INSTRUCTIONAL TECHNOLOGY- SUBSTITUTES

TEACHER ASSISTANTS - COACHING/ATHLETICS

FINANCE - HUMAN RESOURCES



FIND YOUR NEXT CAREER

Greenville City Schools Job Fair

When? April 1, 4:30-6:00 P.M.

Where? Greenville High School Café (210 Tusculum Blvd., Greenville, TN 37745)

Campbell County Schools Career Opportunities

Click [**HERE**](#) to view a list of current openings!

If you have any questions, please contact Mandy Starrett at (423)-562-8377.

edTPA Newsletter

Assessment Task 3: Assessing Student Learning

February edTPA Newsletter

Analyzing Student Learning

1. Assessment
 - a. One assessment that is given to the whole class as an individual assessment. This assessment needs to align with the central focus and one or more objectives.
 - b. The assessment needs to show evidence of student learning based on evaluation criteria and allow students to demonstrate their understanding/thinking.
2. Evaluative criteria
 - a. "align with the objectives of the learning segment;
 - b. measure the outcomes of your learning segment as related to the central focus;
 - c. address the elements of the subject-specific emphasis as defined in your edTPA handbook."
3. Select focus students
 - a. Showcase students of different levels
 - b. Candidates demonstrate their skill at analyzing patterns of learning for individual students
4. Qualitative and quantitative summaries of whole class performance
 - a. Analyzes patterns of learning that align with evaluation criteria
 - b. Address strengths and areas to strengthen

TIPS

TIP: Answer Task 3 Assessment Commentary Prompt 1 FIRST!

TIP: Skip ahead and answer Task 3 Assessment Commentary Prompt 4 NEXT. Prompts 1 and 4 connect!

TIP: Then respond to prompts 2 and 3.

Use of Assessment to Inform Instruction

1. Explains how candidate plans to move forward to support students
 - a. Place emphasis on focus students and whole class
2. Highlight what students did well and what students need to improve on

Feedback

1. Feedback for focus student(s)
 - a. Should be clear, detailed, and based on objectives
 - b. "Can be written on work samples, provided orally within video work samples, or provided in separate video or audio files, as long as it is the actual feedback given directly to the focus students."
 - c. Highlight what students did well and what they need to work on
 - d. Explain how the focus student(s) will understand and use the feedback. Also, explain how the feedback will help student(s) in future learning

Analyzing Students' Academic Language Understanding and Use

1. Explains how academic language was used by students
 - a. This can be showcased by using video and/or student work samples
 - b. Video can be an additional video or video from Task 2
 - c. Student work samples from Task 3

"Making Good Choices." edTPA, <https://www.edtpa.com/Content/Docs/edTPAMGC.pdf>. Accessed 12 February 2024.

Residency II Key Roles

- **Residency candidates should remember to check their emails daily and respond to emails in a timely manner.**
- Candidates will follow the school district calendar during Residency II NOT the ETSU calendar.
- Daily arrival and departure times should be consistent with your mentor teacher. Sign in/out of the school and log field hours weekly in SL&L by Watermark. Remind your mentor teacher to approve your hours each

week.

- Notify your mentor teacher and ETSU supervisor if you are going to be absent or late. **At minimum, send one email copying the appropriate stakeholders** (mentor teacher, ETSU supervisor, and principal/secretary) as soon as possible. **This needs to happen before your school day starts.**
- Attend all events that are required of your mentor teacher (Ex. Faculty meetings, before and after school duties, grade level programs, PTSA, etc.)
- Participate with your mentor teacher in planning sessions, PLC, IEP, data meetings, or collaborative work sessions.
- Actively participating in the classroom with mentor teacher and students. (This is not a time to work on other assignments, check emails, or work on edTPA.)
- Designate a set time each week to meet with your mentor teacher and reflect on their strengths and areas of refinement. (Candidate and Mentor Reflective Discussion Summary should be completed and uploaded to SL&L by Watermark a minimum of two times each month to document these meetings.)
- Mentor teachers should complete one Candidate Performance Checklist each month on the candidate's professional dispositions. Mentor teachers and candidates should review the document together and candidates will upload the document to Watermark, SL&L each month.
- Candidates should be teaching or co-teaching regularly in a variety of groupings (whole group, small group, one-on-one) and content areas (if applicable). Residency II is the time for you to get as much teaching experience as possible.
- When candidates are being observed by their ETSU supervisor, lesson plans should be submitted to both the mentor teacher and ETSU supervisor a **minimum of 2 days in advance** so the plans can be reviewed prior to the lesson. Candidates can use a mentor approved lesson plan for the observation completed by the mentor teacher.

Student Learning & Licensure by Watermark Requirements

Candidates are responsible for uploading residency candidate performance checklists and mentor and residency reflective discussion summaries.

Candidates should be logging their clinical hours on a daily basis. Your mentor teacher should review and approve these hours at the end of each

week. You should also follow the school protocol for signing in and out of the school each day. **If you will be absent or tardy, you should, at minimum, send one email copying the appropriate stakeholders (mentor teacher, ETSU supervisor, and principal) as soon as possible.**

If any candidate or mentor teacher is having difficulty accessing SL&L by Watermark, please contact the Office of Educator Preparation at edprep@etsu.edu, or Dr. Tami Baker, bakert@etsu.edu, at the ETRC immediately so the issue can be resolved.

Residency II Substitute Teaching Guidelines

During Residency II, candidates are allowed to substitute in two settings, but must follow the guidelines below:

1. In the event a mentor teacher is absent, residency candidates will be paid to substitute for their mentor teacher without restrictions.
2. Residency candidates can substitute in other classrooms within their placement school after their edTPA filming is complete and they have obtained approval from their mentor teacher and ETSU supervisor. Candidates are limited to 5 days of substitute teaching in other classrooms.

For residency candidates to substitute teach in other classrooms during Residency II, they will need to complete the following protocol:

1. Complete the Candidate to Substitute Agreement which requires approval signatures from their mentor teacher, school principal, ETSU supervisor, and ETSU seminar leader.
2. After the agreement is complete with signatures, the candidate should email the contract to their ETSU supervisor and upload it into Watermark, Student Learning & Licensure.
3. Candidates are responsible for recording dates, locations, subject and/or grade level of their substitute experience on the Watermark time log.

*Candidates may be removed from eligibility for substitute teaching at any time, for any reason or for no reason, by the principal of the school, mentor teacher, and/or ETSU Supervisor, or seminar leader.

**Long-term substituting must receive prior approval through the Office of Educator Preparation.

***When substituting, the candidate is acting as a substitute for the school system rather than as a teacher candidate for ETSU. Candidates will abide by all policies, rules and regulations of the school system while performing the duties of a substitute teacher.

If you have any questions regarding these guidelines and requirements, please contact the Office of Educator Preparation using the contacts below.

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