

Mentor Newsletter

January 2022

Office of Educator Preparation



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Residency II Key Roles & Reminders

- All residency **candidates should be logging their clinical hours on a weekly basis and you should review and approve these hours at the end of each week.** Candidates should also follow the school protocol for signing in and out of the school each day. **Report excessive absences, tardies or early dismissal to their ETSU supervisor.**
- **If a candidate is going to be absent or tardy, they should, at minimum, send one email copying the appropriate stakeholders** (mentor teacher, ETSU supervisor, and principal/secretary) as soon as possible.

- Include your residency candidate during your planning session, PLC, IEP, data meetings, or collaborative work sessions.
 - Designate a set time each week to meet with your candidate and reflect on their strengths and areas of refinement. (Candidate and Mentor Weekly Discussion Summary can be completed to document these meetings.)
 - Complete and upload 1 observation and evaluation into LiveText. Reflect with candidate afterwards.
 - Allow candidates to apply skills and knowledge connected with their coursework. Students 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 candidates to get as much teaching experience as possible.
 - When a residency candidate is being observed by either you or their ETSU supervisor, the candidate should submit their lesson plan to you and their ETSU supervisor a **minimum of 2 days in advance** so you can review the standards and objectives they are planning to teach. Candidates can use a mentor approved lesson plan for the observation completed by the mentor teacher.
 - Each time the ETSU supervisor observes the residency candidate, they should also check in with you regarding the candidate's performance, and **you should provide the supervisor with a completed Residency Candidate Performance Checklist which evaluates the candidate's professional dispositions.**
 - Support candidates edTPA work by allowing them flexibility to complete filming or other requirements associated with the edTPA.
 - The **Observation and Evaluation Schedule** is a helpful document to keep you up-to-date with observation and evaluation deadlines.
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Upcoming Dates

- **edTPA Writing Camp: Friday, February 25, 2022 from 12:00-3:00** (Students are excused from their placement during the afternoon.)
 - **Residency II Switch date-March 14, 2022** (This may be different for music students or KAT Candidates) Students will move to their second placement mentor teacher.
 - **ETSU Office of Educator Preparation Career Fair - April 12, 2022 1-4pm** (students are excused from their placement if they are attending this event)
 - **Last Day of Residency II: April 29, 2022** (Students are required to make up all absences during Residency II after this date.)
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Residency II Substitute Teaching Guidelines

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- **Candidates are eligible to substitute up to 5 days during their Residency II term as defined by ETSU.**
 - **Candidates are NOT allowed to substitute before they have complete edTPA filming in Residency II.**

In order for residency candidates to become eligible for substitute teaching during Residency II, they will need to complete the following protocol:

1. Candidate will need to attend substitute training offered through the school district where they are completing their residency.
2. Once training is complete, the candidate will need to complete the **Candidate to Substitute Agreement** which requires approval signatures from their mentor teacher, school principal, ETSU supervisor, and ETSU seminar leader.
3. After the agreement is complete with signatures, the candidate should email the contract to their ETSU supervisor and upload into LiveText.
4. Candidates are responsible for recording dates, locations, subject and/or grade level of their substitute experience on the LiveText time log.

Candidates are allowed to substitute in three settings but the preference must be in the following order:

1. Classroom of mentor teacher
2. Another classroom in the school they are assigned-this requires mentor teacher and ETSU supervisor approval
3. A classroom in another school within the district- this requires advance notice and must be approved by the mentor teacher and ETSU supervisor

****Residency Candidates are NOT allowed to be pulled to watch or monitor a classroom without another adult present** (teacher, Instructional Assistant, substitute teacher). This is a liability issue.

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

Co-Teaching Models and Strategies

Co-Teaching is an Attitude... an attitude of sharing the classroom and students.

Co-Teachers must always be thinking-We are BOTH teaching!

One Teach, One Observe

One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus on the observation – where the teacher doing the observation is observing specific behaviors.

One Teach, On Assist

This is an extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.

Parallel Teaching

Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.

Station Teaching

The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.

Team Teaching

Well planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

Alternative Teaching (Differentiated)

Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the avenue for getting there is different.

LiveText

LiveText is a shared space between you, your residency candidate, and their ETSU supervisor. LiveText is used to log hours, and store evaluations, observations, and other documents relevant to the student's performance.

You should add any document you have completed on the student (Informal Teaching Observation, Residency Candidate Performance Checklist, etc.) as an attachment in the shared space.

All residency candidates should be logging their clinical hours in LiveText on a weekly basis. As a mentor teacher, you will review and approve these hours at the end of each week. Residency candidates should also follow the school protocol for signing in and out of the building each day.

If you are having trouble with LiveText in any capacity, please contact the Office of Educator Preparation at edprep@etsu.edu , or our Placement Coordinator, Amanda Chandler at blackchandle@etsu.edu or 423-439-7597.

Mentor Teacher Information Form and Compensation Paperwork

The Office of Educator Preparation asks that you complete the following form for our records if you have not already completed in the past:

Mentor Teacher Information Form:

•The mentor teacher information form is used to collect information for new mentors or information changes from returning mentors.

•https://etsuclemmer.iad1.qualtrics.com/jfe/form/SV_1RqEcXliqooVvN4

If you are a **new mentor teacher**, you will also need to complete the following processes to receive the stipend for serving as a mentor teacher:

•**Dynamic Forms Account Setup:**

•All mentor teachers must have a Dynamic Forms account. This must be set-up in order to complete the Direct Deposit Authorization.

•Please use this link to create your account:

•<https://dynamicforms.ngwebsolutions.com/AccountManagement/CreateAccount.aspx>

•**Direct Deposit Authorization Form:**

•Once the Dynamic Form Account has been created, use the Direct Deposit Authorization link below to submit your w9/direct deposit info:

•<https://www.etsu.edu/bf/redirects/df/vendors/payee.html>

If you have or had a name or address change at any time since attending ETSU or during mentorship, you will need to complete and submit a **Personal Information Change Form. This form will be provided by the Office of Educator Preparation via email.

Communication

In an effort to improve the communication efforts between our office and mentor teachers, **the Office of Educator Preparation will also offer virtual office hours on the second Wednesday of each month from 3:30-4:30**. Please feel free to join us during this time if you have praises, suggestions, questions or other issues. I have included the Zoom information below. As always, we can be reached via email or phone between 8:00 and 4:30.

ETSU Mentor Teacher website

- <https://www.etsu.edu/coe/educator-preparation/residency/mentors.php>

Office of Educator Preparation Monthly Virtual Office Hours

- **The second Wednesday of each month from 3:30-4:40 (September-May)**
- <https://etsu.zoom.us/j/93747002963?pwd=Vm9ZMW5TWUxuR09FUxBWL2dZbo1UUT09&from=addon>
- Meeting ID: 937 4700 2963

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