Mentor Newsletter
January 2023
Office of Educator Preparation

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Residency II Key Roles & Reminders

- Candidates should report to school when their mentor teacher reports to work in January (this includes in-service days when students are not present) and work all day every day until the last day of classes at ETSU. **All absences must be made up at the end of the semester.**
  - Candidates should attend all events that are required of your mentor teacher (Ex. Faculty meetings, before and after school duties, grade level programs, PTSA, etc.)
  - Include your residency candidate during your planning session, PLC, IEP, data meetings, or collaborative work sessions.

- Candidates are expected to arrive early and remain in the classroom until teachers are permitted to leave the building. **No late arrivals or early dismissals are permitted-even if the mentor teacher does.** Remeber this is a year long job interview. You are expected to stay all day every day. Sign in/out of the school and log field hours weekly in LiveText. Remind your mentor teacher to approve your hours each week.

- All residency **candidates should be logging their clinical hours on a weekly basis and mentor teachers 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 candidates are 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.

- **Mentor teachers should complete a Residency Candidate Performance Checklist and attach in LiveText before each supervisor visit.**

- Designate a set time each week to meet with your candidate to reflect on their strengths and areas of refinement.
    - **Complete the Candidate and Mentor Reflective Discussion Summary twice a month and attach in LiveText.**

- The **Observation and Evaluation Schedule and Mentor Teacher Monthly Checklist** are helpful documents to keep you up-to-date with observation and evaluation deadlines.
    - Complete and upload observations and evaluations into LiveText. Reflect with candidate afterwards.
    - When a residency candidate is being observed by either you or their ETSU supervisor, they 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.

- Support candidates edTPA work by allowing them flexibility to complete filming or other requirements associated with the edTPA.

Upcoming Dates

- **edTPA Writing Camp: 1/2 day in January and 1/2 day in February**

(date is determined by program of study). (Students are excused from their placement during these afternoons.

- **Residency II Switch date-March 13, 2022** (This may be different for elementary education, music, RITE 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 for 1/2 day if they are attending this event)

- **Last Day of Residency II: April 28, 2022** (Students are required to make up all absences during Residency II after this date.)

Residency II Substitute Teaching Guidelines

Candidates are eligible to substitute up to 5 days during their Residency II semester AFTER they have completed edTPA filming and the following protocol:

1. Candidates 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

Candidates should be teaching or co-teaching on a daily basis 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. Please allow candidates to use one of the following co-teaching strategies daily.

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.

Co-Teaching is an Attitude... an attitude of sharing the classroom and students.
Co-Teachers must always be thinking-We are BOTH teaching!

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, Reflective Summaries, 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 should 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_1RqEcXliqo0VvN4

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

Office of Educator Preparation
- **Warf Pickel, Room 305**
- **Open Monday through Friday between 8:00-4:30 p.m.**

ETSU Mentor Teacher website:
https://www.etsu.edu/coe/educator-preparation/residency/mentors.php

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