

# Mentor Newsletter

October 2022

Office of Educator Preparation



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## Important Dates and Reminders

Many thanks for all you are doing to support and mentor our candidates. Our office loves to share all of the wonderful teaching that is occurring at your schools.

**Please send us a picture and a brief description of how you and your candidate are working together, so we can "spotlight" your wonderful work!**

### **Reminders:**

- Mentor teachers should complete a **Residency Candidate Performance Checklist** and attach in Livetext before each university

supervisor visit.

- Mentor teachers should complete one **Candidate and Mentor Reflective Discussion Summary during the months of September, October, and November.** These should be attached in LiveText.
- **When a residency candidate is being observed by either their mentor teacher or ETSU supervisor, the candidate should submit their lesson plan to their mentor a minimum of 2 days in advance so mentors can review the standards and objectives they are planning to teach.**
- See the **Observation and Evaluation Schedule** to keep up-to-date with assessment deadlines.
- Refer to the **Residency Key Roles** document for a brief description of residency candidate and mentor teacher expectations.
- Residency candidates should email their mentor teacher and ETSU supervisor in advance if they plan to be absent or tardy.

### **Important Upcoming Dates:**

#### **December 2: Last day of Residency I**

- All candidates should continue in their Residency I placement through December 2 even if they have completed their 135 hours.
- Minimum of 135 hours must be completed, entered in Livetext and approved by mentor teachers.

#### **December 9: Final Deadline**

- All LiveText requirements should be completed (observations and evaluations, Residency Candidate Performance Checklist, Candidate and Mentor Reflective Discussion Summary)

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## **LiveText & Time Log Approval**

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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.

- **Mentor teachers should review and approve their residency candidates logged hours on a weekly basis.**

**Mentor teachers should attach the following documents in LiveText:**

- **Residency Candidate Performance Checklist**
- **Candidate and Mentor Reflective Discussion Summary**
- **Informal Teaching Evaluations**

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

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## Co-Teaching Models and Strategies

Residency candidates and mentor teachers should be implementing one of the following models of co-teaching each day the residency candidate is in the classroom.

### 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 forgetting there is different.

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## Substitute Teaching Guidelines

- 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.
- Residency Candidates **CAN be used as a substitute teacher only if they have completed the district substitute training and HR**

## payment paperwork.

- Residency Candidates that are in specific programs such as the RITE, CAT, and KAT programs will follow their specified guidelines.
  - 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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## Mentor Teacher Information Form and Compensation Paperwork

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The Office of Educator Preparation asks that all mentor teachers use the link below to complete the **Mentor Teacher Information Form:**

[https://etsuclemmer.iad1.qualtrics.com/jfe/form/SV\\_1RqEcXliqo0VvN4](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.**

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## Communication

ETSU Mentor Teacher website

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

**Mentor Teacher and Supervisor Handbook**

**Mentor Teacher Calendar**

# edTPA Information

**The edTPA is a performance-based, subject-specific assessment.**

Residency candidates should complete the ongoing process of gathering, analyzing and reflecting on evidence to make informed and consistent judgements to improve future student learning.

- Residency candidates should use both **informal** and **formal assessment** to monitor students learning for each learning experience.



**Below is some additional information for supporting your residency candidates with Informal vs. Formal Assessments as they are creating their edTPA.**

What is informal assessment?

Teachers monitor and adjust but do not keep a record of evidence for each individual student.

All informal assessments are formative. Formal assessments can be formative or summative.

Examples: student questions and responses during instruction and teacher observations of students as they work or perform.

What is formal assessment?

The evidence is tangible and something you could show to administrators and parents.

Examples: quizzes, homework assignments, journals, projects, exit slips, and performance tasks

**What is the difference between formative and summative assessments?**

**Formative**

**Summative**

Help Students to learn and practice

Throughout the lesson/unit

Identify gaps and improve learning

Via approaches that support specific student needs

Assess student performance

At the end of instructional lesson/unit

Collect evidence of student knowledge, skill or proficiency

Via exit learning products or a cumulative assessment

## Contact Us



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