



CLEMMER COLLEGE *of*
EDUCATION *and*
HUMAN DEVELOPMENT

EAST TENNESSEE STATE UNIVERSITY

Mentor Newsletter

December 2023

Office of Educator Preparation



In this Newsletter

- Residency II Key Roles & Reminders
- Residency II Upcoming Dates
- Reminder
- Residency Spotlight
- Residency II Substitute Teaching Guidelines
- Co-Teaching Models & Strategies
- Student Learning & Licensure (SL&L) by Watermark
- edTPA Newsletter
- Mentor Teacher Information Form & Compensation Paperwork

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 Reflective Discussion Summary should be completed and uploaded to SL&L by Watermark a minimum of two times each month to document these meetings.)
- Complete and upload 1 observation and evaluation into SL&L by Watermark. 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.

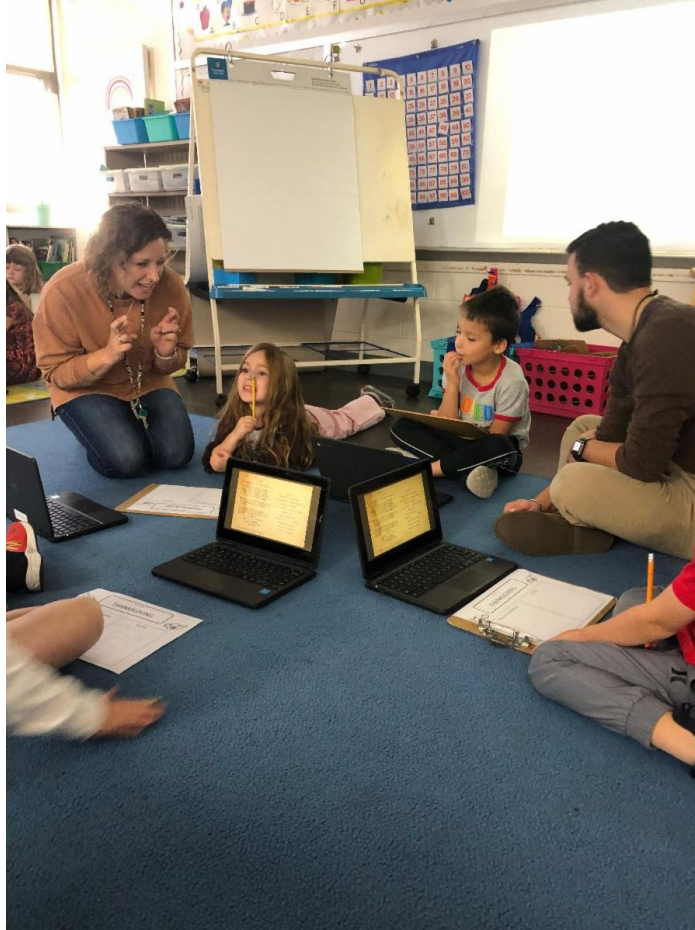
Upcoming Dates

- **Residency II Switch date-March 4** Candidates will move to their second placement mentor teacher. (This may be different for music students, RITE Candidates, KAT Candidates, or other candidates with special circumstances)
 - **ETSU Office of Educator Preparation Career Fair - April 15 1-4pm** (Candidates are excused half-day from their placement if they are attending this event)
 - **Last Day of Residency II: April 26** (Candidates are required to make up all absences during Residency II after this date.)
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Reminder

During the Residency II Semester (Spring 2024) Candidates should return to their placement when teachers return to school. If the first day is an administrative day for teachers, candidates must also report to school that day. This semester is the full-time student teaching semester for candidates. They will report to school all day, every day until their last day, April 26, 2024. Candidates are also required to attend all teacher before and after school duties. (ex. bus duty, faculty meetings, school programs, etc.)

Residency Spotlight



Joshua Hoover and Mentor Stephanie Robinette, 1st Grade Teacher, team up to teach the importance of primary sources and how they compare to real world situations. Together Joshua and Mrs. Robinette assisted students as they used digital tools to write paragraphs.

Residency II Substitute Teaching Guidelines

- **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 SL&L by Watermark.
4. Candidates are responsible for recording dates, locations, subject and/or grade level of their substitute experience on the SL&L by Watermark

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.

Student Learning & Licensure by Watermark

- **Mentor teachers should upload all completed observation information in Watermark, Student Learning & Licensure.**
 - **Candidates should upload the Residency Candidate Performance Checklist, and the Candidate and Mentor Teacher Discussion Summary in Watermark, Student Learning & Licensure after you and your candidate have reviewed and signed the documents. If you or your Candidate have questions about this, please contact the Office of Educator Preparation at 423-439-7597 or edprep@etsu.edu.**
 - All residency candidates should be logging their clinical hours on a daily basis. 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. **If your candidate is absent or tardy, they 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 Student Learning & Licensure, please contact the Office of Educator Preparation, edprep@etsu.edu or Dr. Tami Baker, bakert@etsu.edu at the ETRC immediately so the issue can be resolved.
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MENTOR TEACHERS & SUPERVISORS

CLEMMER COLLEGE OF EDUCATION & HUMAN DEVELOPMENT DECEMBER NEWSLETTER

EDTPA: PLANNING FOR SUCCESS: TASK 1



What is Task 1?



What should a candidate include in Task 1?

Standard/Standards:



- As a student begins working on their edTPA, they need to know what standard/standards their edTPA will focus on.



Context for Learning (CFL):

- Explain the features of the placement school and classroom.
 - At the end of CFL, candidates need to specify the number of students who have learning difficulties and the supports/modifications that will be used for them. This applies to students who have:
 - IEP's/504 plans (classification/needs),
 - specific language needs,
 - other learning needs (example: struggling readers).

Lesson Plans:



- There is not an official edTPA lesson plan template.
- Need to support the students who have supports/modifications
- Adhere to standard/standards, associated learning objectives, informal and formal assessments, instructional & learning tasks, instructional resources and materials.
- One lesson plan per lesson during edTPA learning segment
- No more than 4 pages per lesson plan
- Do not have explanations/rationalizations (this is in Planning Commentary)



Instructional Materials:

- Candidates upload KEY instructional materials (not all).



Assessments:

- In this section, candidates must share ALL examples of informal and formal assessments planned. There is no page limit here!

Once the candidate has their CFL, Instructional Materials, and Lesson Plans formed, they will move onto their Planning Commentary.



Planning Commentary



Candidates need to explain and reflect on their learning segments. Need to pay close attention to:

- Central focus
- Objectives
- Differentiation
- Rationale
- Academic Language
- Follow rubric
- Make sure it does not exceed page length
- Use concrete examples
- If used, provide references at the end (will not count against page length)
- Justify choices

Mentor Teacher Information Form and Compensation Paperwork

The **Mentor Teacher Information form** (linked below) is used to collect information for new mentors or information changes from returning mentors.

- https://etsuclemmer.iad1.qualtrics.com/jfe/form/SV_1RqEcXliqo0VvN

4

The Office of Educator Preparation asks that you complete the updated **Mentor Teacher Information Form** for our records this year.

If you are a **new mentor teacher or if you have not completed paperwork since Spring 2021**, you will also need to complete the following processes to receive the stipend for serving as a mentor teacher. Mentors who served during the Fall 2023 semester should have completed the following process completed **by November 30, 2023**, in order to receive payment by late December:

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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