

Mentor Newsletter

October 2021

Office of Educator Preparation



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Note from the Director

Dear mentors,

Happy Fall! I hope everyone is enjoying weather and have been able to take a small break to relax and revive yourself for the remainder of the semester. At this point in Residency I, you should have met your candidate's ETSU supervisor and are beginning to work together to support your residency candidate.

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!

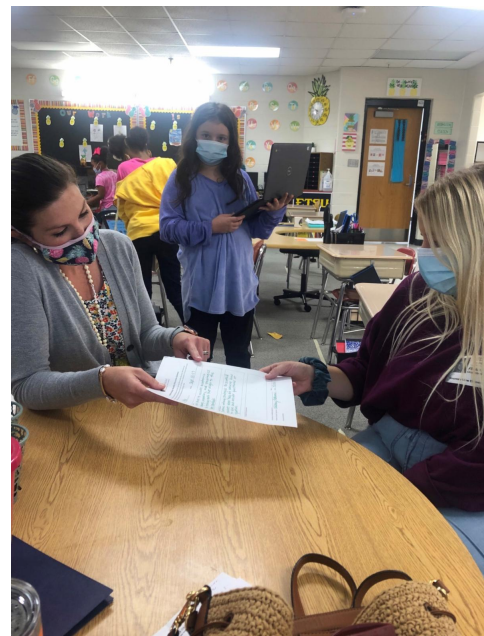
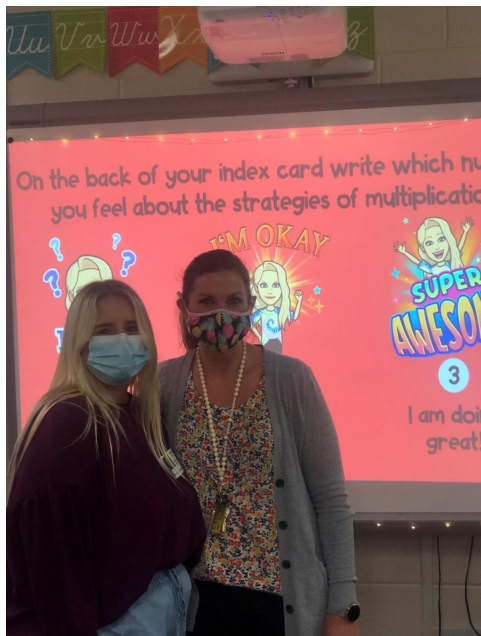
Here are a few helpful Residency I reminders:

- **When a residency candidate is being observed by either you or their ETSU supervisor, the candidate should submit their lesson plan to you a minimum of 2 days in advance so you can review the standards and objectives they are planning to teach.**
- **Each time the 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.**
- **If a candidate is going to be absent or tardy, they should email you and copy their ETSU supervisor, and their field site's principal and/or school secretary letting all stakeholders know of their schedule.**
- **The Observation and Evaluation Schedule is a helpful document to keep you up-to-date with observation and evaluation deadlines**
- **The Residency Key Roles document is a helpful resource that provides a brief description of residency candidate and mentor teacher expectations.**

If you have any questions or issue should arise, please do not hesitate to contact the Office of Educator Preparation.

Laura Click
Director of Field Experiences and Residency
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Mentor Teacher & Student Spotlight



Mrs. Pearson, mentor teacher at Mountain View Elementary, and Alexis Aquirre, Residency I student, are shown encouraging students to self-assess after Ms. Aquirre taught a lesson on multiplication strategies. Both teachers are also incorporating time for students to reflect and discuss ways to impact their learning.

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 forgetting there is different.

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.**

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

LiveText & Time Log Approval

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. Students are required to log their hours in LiveText and you will be required to review and approve them. **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, Stephanie Tanksley at tanksleys@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
 - Passcode: 171497
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Contact Us

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