CLEMMER COLLEGE of
EDUCATION and
HUMAN DEVELOPMENT
EAST TENNESSEE STATE UNIVERSITY

2023-2024 Educator Preparation Residency Handbook

East Tennessee State University
Clemmer College of Education and Human Development
Office of Educator Preparation
305 Warf-Pickel Hall
Johnson City, TN 37614
(423)439-7597

Table of Contents

*Due to changes in licensure standards at the state level, some policies listed in this document can change. It is the responsibility of the student to get updated information through frequent communication with their advisors.

A Letter from the Dean

Dear Residency Candidate,

Congratulations on reaching an important milestone on your journey to becoming an educator.
It is time to apply the skills, knowledge, and pedagogical practices you have garnered in the classroom into the residency component of your program. You will find that your residency will not only be challenging, enriching, and thought-provoking but most assuredly rewarding. This is a continuation of your growth and development, and as such, it is a time to be curious and courageous!

You and your mentor will be entering into a collaborative, co-teaching relationship in which you will have ample opportunities to contribute to the classroom, your students, and the school. Be sure to use this time with your mentor wisely! Solicit ideas, observe best practices, and affirm pedagogical theories you have studied-but most of all, enjoy this part of your journey! Remember also to bring "all of you" to this experience. Take the opportunity to use creative techniques, instructional strategies, and powerful interventions with your students.

Your success this semester will depend on your ability not only to plan and deliver instruction, but also to assess student learning, adjust your delivery, and teach more effectively, to name a few. If you do these things, you will be able to enrich and expand your professional repertoire in a multitude of ways that will not only help to crystalize your instructional philosophy but also affirm you as a teacher. Commit yourself to achieving these goals, and I assure you that your students will learn, and your mentor teacher will greatly appreciate having you as a team member.

It is our sincere desire for you to have a residency experience on which you will look back with a feeling of satisfaction and accomplishment. Again, I wish you the best in your journey into this great profession of teaching.

Sincerely,

Dr. Janna Scarborough

The faculty and staff of Clemmer College of Education and Human Development welcome you and are happy to help you in your educational journey. Please contact us if we can be of assistance with questions about our programs and how you can be a part of the CC family.

*Clemmer College of Education and Human Development is a college where everyone **belongs**, **collaboration** is the heart of our operation, **innovation** permeates our work allowing for dynamic **leadership** resulting in outstanding **scholarship**.*

Mission: The Clemmer College of Education and Human Development provides a student-centered community of learning and development, reflecting high standards, and promoting a balance of education and professional practice through continuous improvement. The college conducts a wide array of academic programs, clinical, and community services including four research and practice centers and one of the nation's leading K-12 laboratory schools. Relationships are essential to our work as we provide the foundation to advance the level of educational attainment, healthy development, and well-being in the multi-state region, nation, and globally based on our core values of:

Collaboration: Encourage teamwork built on relationships that are professionally and personally rewarding and enhances partnerships throughout the Appalachian Highlands and globally

Operational Definitions
- Collaborating within and across departments, centers, and University School; within the university, across the Appalachian Highlands; and throughout the nation and globally
- Providing and developing expertise to strengthen the partnerships that lead to sustainable improvement in practices
- Serving to enhance educational, business, industry, philanthropic, health, and community partnerships

Belonging: Cultivate a culture of care that prioritizes the well-being in all individuals, honors diverse experiences, advocates for voices, and promotes equity

Operational Definitions
- Cultivating a culture of care and community that considers wellness/well-being of our students, faculty, and staff
- Committing to diversity, equity, and inclusion practices of involving people of various intersectionalities while honoring the lived and diverse experiences, expertise, and voices of all individuals
- Being intentional to understand an individual's unique needs and experiences with a constant reflection on who is or isn't being heard or represented while advocating for all voices

Leadership: Promote courageous leadership through shared governance, celebrating achievements, and fostering creativity and resourcefulness

Operational Definitions
- Promoting courageous leadership through shared governance, with grace and beneficence, to advance personal, organizational, and professional growth
- Celebrating student, staff, and faculty achievements to champion the individual strengths and create influential community teams locally and abroad
- Modeling effective leadership to strengthen partnerships, integrate external funding, and expand resource stewardship

Scholarship: Connect theory to practice through the integration of teaching, research, and service

Operational Definitions
- Fostering intentional opportunities for interdisciplinary research in all methodologies
- Connecting theory to evidence-based practices through teaching, scientific inquiry, and experiential learning throughout one's lifespan
- Valuing researchers, teachers, and students as scholars and support staff as integral to success

Innovation: Foster innovation by creating opportunities for enhanced learning experiences and support sustainable practices with integrity

Operational Definitions
- Expanding ideas to create opportunities that provide enhanced knowledge building experiences that transform the settings in which people work, play, live, and learn
- Crafting interdisciplinary solutions to solve problems of practice
- Providing coaching, training, and assessments to support sustainability to foster a more ethical society
- Creating schools for the future guided by the evolution of practices today

East Tennessee State University Diversity Statement

East Tennessee State University recognizes that the pursuit of knowledge and understanding is enriched by an environment in which people of diverse backgrounds learn together and from each other, and participate in free and genuine exchange of views. It recognizes that all members of the University community benefit from diversity and that the quality of learning, research, scholarship, and creative activities is enhanced by a campus climate of inclusion, understanding, and appreciation of differences and the full range of human experience. ETSU must prepare students to function successfully in a diverse society. A university diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities.

ETSU aspires to be an institution that celebrates diversity by welcoming all students, faculty, administrators, and staff as respected and valued participants in the University's educational mission. Therefore, ETSU welcomes people of different races, ethnicities, religions, creeds, national origins, genders, sexual orientations/gender identity, physical abilities, ages, veteran status, and social, economic, or educational backgrounds. ETSU is particularly committed to welcoming groups that have been traditionally underrepresented or excluded, and also supports and encourages the promotion of diversity in its curricula, programs, faculty research, scholarship, and creative activities.

ADA (Disability Services)

The Americans with Disabilities Act (ADA) was enacted in 1990. The Act prohibits discrimination in employment against qualified persons who have a disability. The ADA also prohibits discrimination against persons with disabilities in State and local government services, public accommodations, transportation, and telecommunications.

Clemmer College of Education and Human Development Conceptual Framework

Teaching is Leading for the Future

The Conceptual Framework specifically guides the Educator Preparation programs within the College, and, where appropriate, also applies to the various non-licensure programs housed within the College. The framework is comprised of nine dimensions that come together to inform the tenth: Leadership. The Conceptual Framework that now guides the unit was developed through a series of faculty retreats, and later revised by the Conceptual Framework Committee. The Conceptual Framework was again formally revisited through a series of meetings that included community representation as well as the faculty in the College. Recommendations were made to clarify, redefine, and reframe the concepts to better reflect the needs and requirements for successful teachers and professionals in the 21st century.

Leadership (The Tenth Dimension). Teacher education graduates possess the personal and professional qualities that enable them to take a leadership role and work constructively within schools and agencies to create learning communities that foster the growth and development of all learners.

Dimension 1: General Knowledge. Teacher education graduates have a strong liberal studies core that develops their understanding of the rich cultural heritage of students, provides an understanding of our global community and develops competence in critical thinking, writing, oral communication, and technology. Students demonstrate general knowledge and skills in professional practice by building subject matter connections across disciplines; adapting relevant subject matter for multiple levels of learners; and communicating orally and in writing using formal, standard English.

Dimension 2: Content Knowledge. Teacher education graduates understand and use the central concepts, tools of inquiry, technological resources, and structures of their discipline(s). students demonstrate content knowledge by creating relevant and current learning experiences that are meaningful for all students.

Dimension 3: Pedagogical Knowledge. Teacher education graduates are able to plan instruction based upon knowledge of subject matter, characteristics and needs of students, the community, and curriculum goals as expressed in state standards. They understand and use a variety of instructional strategies and tools to encourage student's development of critical thinking, problem solving and performance skills. They are able to document appropriate planning of classroom strategies through the use of high-quality lesson plans. They use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. Graduates are able to ethically use technology to enhance the learning of students. They understand and are able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of learners.

Dimension 4: Diversity. Teacher education graduates are committed to serving a rapidly changing, expanding, and increasingly diverse society. They respect and appreciate each person and the unique experiences that influence how an individual understands the world. They establish a welcoming classroom climate. They create instruction in which people honor one another as individuals, value differences and the special gifts each brings to the community, and respect the rights of others as human beings inclusive of race, gender, ethnicity, cultural background, language, sexual orientation, socioeconomic status, age, disability, religion, and national origin. Teacher education graduates are capable of self-examination to overcome prejudice.

Dimension 5: Professional Collaboration. Teacher education graduates can practice shared responsibility and positive professional attitudes in collaborative practice with students, colleagues, families, learning organizations, and the community at large. They recognize value in interdisciplinary learning communities and other professional networking opportunities. They possess the knowledge and skills necessary to build community support and develop trusting and collaborative relationships with the students to enhance learning and well-being.

Dimension 6: Reflective Practice. Teacher education graduates are reflective practitioners who are committed to growth and professional improvement. Reflective practice begins with assessment of self: talent, attitudes, behaviors, patterns, professional practice and follows with peer review. Graduates develop a respect for feedback and continuously seek alternative perspectives for both self-improvements, and the improvement of student learning. Reflective practice is also exercised when building the foundation of theories and philosophies that become the teaching framework of each practitioner. Reflection enables future teachers to raise questions, to critically analyze theory and current research and to evaluate the effects of their own practice on others (students, families and other professionals in the learning community), and to develop creative solutions to educational dilemmas and concerns.

Dimension 7: Self-directed, Lifelong Learning. Teacher education graduates take responsibility for their future and set goals for their personal and professional growth. Through participation in professional organizations, in-service activities, presentations at conferences, interactions with teacher mentors, reading professional literature, and accessing other learning resources, graduates demonstrate a commitment to their own continuing professional development and the development of the profession. As leaders and role models, graduates will communicate the importance of lifelong learning to students, families and colleagues.

Dimension 8: Caring. Teacher education graduates appreciate the talents of all learners, believe that all students can learn, and demonstrate flexibility by using individual strengths to guide student learning. They respond to both character and competence in building caring and trusting relationships. Teacher education graduates encourage such relationships and support the practice of mutual consideration and concern in classroom management strategies, and among all members of the school and community environment.

Dimension 9: Professional and Social Responsibility. Teacher education graduates demonstrate a commitment to active, ethical involvement in the school, community and profession. Graduates demonstrate their citizenship by serving their communities and profession. They are committed to developing opportunities for learners to engage in socially responsible behaviors demonstrated by sustainable classroom practices, a global perspective on history, culture and resources, and local action utilizing methods such as service-learning. Graduates make responsible choices regarding confidentiality of student records and personal use of social media.

InTASC Model Core Teaching Standards

The Learner and Learning

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10

Residency Candidate Requirements

*Detailed information regarding these requirements are located in the Residency Candidate Resources section at the back of the Residency Handbook.

*Background Check Package

All undergraduate and graduate students who participate in an internship or residency placement are required to complete a new Background Check Package, which consists of fingerprinting and required documentation. This Background Check Package will be housed in the Office of Educator Preparation (OEP) and on file with Tennessee Bureau of Investigations (TBI).

An Affirmation of Background Check will not be accepted.

*Professional Liability Insurance

ETSU requires residency candidates to obtain Professional Liability Insurance before entering residency. Liability insurance should be purchased after May 31st so coverage will remain in effect for the duration of the residency year. Candidates should turn in proof of liability insurance (copy of card or receipt) to the Office of Educator Preparation by July 1st of their residency year. Submit proof of insurance electronically to the Office of Educator Preparation at edprep@etsu.edu or bring a printed copy to the office in Warf Pickel Hall, Room 305. Proof of insurance must be on file in this office before candidates will be given their residency placement.

Job-Embedded students must maintain liability insurance until they have completed their program.

*Watermark Information

Watermark is an Internet-based subscription service that allows candidates and instructors to create, share, and collaborate on educational curricula. Candidates can upload their work and other documents to share with their instructors and other stakeholders. During the residency year, candidates, mentor teachers, and university supervisors will connect on this shared space, complete observations and assessments, and attach additional documents related to the candidates' residency placement. Candidates will also log their residency hours in Watermark so their mentor teachers and university supervisors can approve.

Candidates will receive a Watermark membership before entering pre-residency.

Praxis Information

There are two types of Praxis Examinations: The Praxis Core and Praxis Subject Assessments.

Praxis Core Assessment
Students who have not scored 21 or higher on the ACT and/or1080 or higher on the SAT may also elect to take the Praxis Core series. Students should take the Praxis Core Test by the end of their Freshman year. Transfer students should complete the Praxis Core series upon transferring to ETSU. **All ACT/SAT or Praxis Core Tests must be passed before beginning Pre-residency.**

Praxis Subject Assessments

The Praxis Series tests are taken by individuals entering the teaching profession as part of the certification process required by many states and professional licensing organizations. All required Praxis Subject Assessments must be passed before candidates can be recommended for licensure. Candidates should attempt any required Praxis assessments as early as comfortably possible to ensure their ability to retest if necessary. We recommend beginning the summer preceding Residency I. If candidates do not pass the Praxis Subject Assessment after the first attempt, they should consult with department faculty for testing support before retesting. Requirements for candidates completing a graduate degree may vary by program. All required Praxis Subject Assessments **MUST be attempted** no later than the first day of Residency II.

For information about ETS Praxis Subject Assessments and to find the exams applicable to your program, visit the ETS Praxis website. When registering for the Praxis Subject Assessment, candidates should include their **Social Security Number** and request that scores are sent to ETSU (**TEST CODE 1198**) and Tennessee Department of Education (**TEST CODE 8190).** If a Praxis Subject Assessment is taken in a state other than Tennessee, test scores will not be sent to Tennessee Department of Education. ETS/Praxis will charge a fee to send scores after the initial registration.

*Memorandum of Understanding

The Memorandum of Understanding is an agreement between the residency candidate, Clemmer College of Education and Human Development, and the partnering school district where the candidate will complete their residency year. The purpose of this Memorandum of Understanding is to clearly identify the professional dispositions and behaviors that candidates are to exhibit in their yearlong residency.

*Code of Ethics

The Model Code of Ethics for Educators (MCEE) serves as a guide for future & current educators faced with the complexities of K-12 education. The code establishes principles for ethical best practice, mindfulness, self-reflection, and decision making, setting the groundwork for self-regulation and self-accountability. The establishment of this professional code of ethics by educators and for educators honors the public trust and upholds the dignity of the profession.

*Mandatory Reporting

All members of the University community are responsible for compliance with Tennessee laws on mandatory reporting of child abuse and child sexual abuse. Go to the Tennessee Department of Children's Services website to find out more information on how to identify and report child abuse and child sexual abuse.

Residency candidates placed in school districts should proactively ask the placement site for the school's procedures for mandatory reporting and adhere to those reporting structures when possible.

*ETSU Incident Reporting

If an incident occurs where a candidate is injured, the candidate needs to report the injury to the Office of Educator Preparation, edprep@etsu.edu or 423-439-7597 within 24 hours of the event and complete and ETSU incident report.

Clemmer College of Education and Human Development
Residency Overview and Licensure Guidelines

The Residency Program at ETSU is for all licensure programs and incorporates the following elements:
- High standards for candidate performance
- Project-based learning integrated throughout program of study
- Restructured curriculum emphasizing practical aspects of becoming a teacher, including using classroom assessment data and TVAAS data to make instructional decisions
- Increased integration of technology
- Year-long residency in the classrooms of experienced, instructive mentor teachers
- Ongoing formative assessments that monitor candidates' progress
- A summative Teacher Performance Assessment (edTPA) that is modeled after the National Board of Professional Teaching Standards. The edTPA is a high-stakes performance assessment in which prospective teachers demonstrate their knowledge of subject matter, teaching methods, and child growth and development

Pre-Residency

Pre-residency candidates meet and work with their mentor teachers in partnering school systems prior to Residency I. Pre-Residency includes a 50-hour field component and additional coursework. The start date for Pre-residency is the beginning of summer term II at ETSU and is designed to put candidates into the school and classroom before school starts (late July/early August). Candidates are required to continue to complete Pre-residency hours through the last week of Pre-residency, even if they have already met their 50-hour minimum requirement.

Residency I

Residency I candidates continue to work with their mentor teachers in partnering school systems during the fall semester prior to Residency II. Residency I includes a 135-hour field component and additional coursework. Residency I candidates learn classroom and school demographics and policies while getting to know students and their academic needs. Candidates can also provide individual attention and tutoring to students as needed. In Residency I, candidates will have the opportunity to practice the skills and knowledge connected with their coursework, and observations will be completed by their mentor teachers and supervisors. Coursework will include classroom management, co-teaching, and other instructional strategies. During Residency I, candidates will complete field hours as well as classroom courses at ETSU; therefore, candidates will follow ETSU's calendar during Residency I. Candidates will complete lesson plans, and will be observed and evaluated by their mentor teachers and university supervisors. Candidates are required to continue to complete Residency I hours through the last week of classes, even if they have already met their 135-hour minimum requirement. Candidates cannot bank hours during Residency I for Residency II.

Residency II

The Residency II semester must be a minimum of 15 full weeks of observation, teaching, and co-teaching (Residency II time is accumulated in weeks NOT hours like Pre-residency and Residency I). This semester must include a placement in at least two different settings. The amount of time spent in each setting will vary according to the candidate's area of concentration. Candidates will follow the school system's calendar during Residency II. When not directly teaching, candidates should be assisting and observing in classes, and one period per day should be reserved for preparation and collaboration time with mentor teachers. **State regulations prohibit taking additional course work during Residency II** (student teaching). Under extreme circumstances, students may be allowed to take one course with approval from the Dean. Additionally, **any employment that conflicts with the 15 weeks of Residency II is prohibited.** If the candidate has completed all Candidate to Substitute Requirements, they can substitute up to 5 days once they have completed edTPA filming (See Candidate to Substitute Agreement).

Residency Seminar/ Meetings

Residency Seminar is a class that is designed to prepare candidates for their Teacher Performance Assessment (edTPA). Seminar meets one evening per week during Pre-residency, Residency I, and Residency II, and is set by the program of study. During seminar, the components of the edTPA will be reviewed, completed, and submitted for grading. Failure to attend the Residency seminars will affect the candidate's performance on the Teacher Performance Assessment and the candidate's overall grade for Residency I and II. This could also impact their ability to obtain licensure. Candidates are also required to attend ALL meetings related to their residency year-this includes Residency Orientation.

Licensure Guidelines Residency II Semester

Each clinical practice shall provide candidates direct teaching experience with a variety of student populations, including students with diverse learning needs and from diverse backgrounds in at least two (2) settings.

Early Childhood- PreK-3
- Candidates seeking and Early Childhood license will teach in both a PreK/Kindergarten setting and in a grade 1-3 classroom.

Elementary K-5 and ESL Dual License
- Candidates seeking K-5 and ESL dual license will teach in two K-5 classrooms while obtaining experience working with ESL mentor teachers and students during their Residency II placements.

Secondary Education 6-12
- Candidates, with few exceptions, seeking 6-12 licensure will teach in both a 7th-8th grade classroom and a 9th-12th grade classroom. Students majoring in disciplines such as foreign language, which is often not taught in the middle grades, are not required to have experiences at that level.

Special Education Interventionist and Comprehensive K-12 Dual License
- Candidates seeking Special Education Interventionist and Comprehensive K-12 dual licensure will teach in both a comprehensive and interventionist setting in both an elementary and secondary placement.

K-12 Areas: Art, Music, and Physical Education
- Candidates must complete Residency II in both an elementary and a secondary placement.

Candidates in a student teaching clinical practice shall complete at least fifteen (15) weeks of full-time student teaching during one (1) semester in the grade span and content area of preparation. *If candidates are unable to complete a minimum of 15-weeks in their Residency II placement due to the school calendar, an alternative assignment will be required.

Candidates completing a student teaching clinical practice shall not serve as a teacher of record.

No other courses may be taken by candidates during the student teaching clinical practice. In exceptional cases, candidates may seek the approval from the Associate Dean of Education to take one (1) additional course during Residency II provided the course does not interfere with the candidate's full participation in the clinical practice and there is no other opportunity for the candidate to take the course before completion of the educator preparation program. Contact the Office of Educator Preparation for the *Request for Course Approval Form*.

The Office of Educator Preparation will determine a date for candidates to switch from the first placement to the second placement. Second placements are not official until candidates receive a confirmation email from the Placement Coordinator. Any change in placements must be approved by the Office of Educator Preparation.

Attendance, Make-Up Days, and Daily Schedule

Dates of Attendance

A typical residency year begins during Pre-residency, which starts the first day of summer session II and ends on the last day of classes during your Residency II semester. Candidates may not arrive at the school at a later date or leave before the final dates of their residency semesters. Candidates may not schedule vacation days during their residency year, unless they are taken when they have a scheduled break. Any changes to this schedule must be approved by their Program Coordinator or Department Chair and the Director of Field Experiences and Residency.
*Candidates placed at University School will begin during the beginning of July due to the year-round schedule.
**Off-schedule students may have different start dates due to individual circumstances.

ETSU Sponsored Meetings & Seminar Sessions

Candidates are expected to attend all mandatory meetings related to residency—including Residency Orientation and events occurring during Pre-residency in the summer term. Candidates are expected to attend all seminar courses required during Pre-residency, Residency I, and Residency II (see the course syllabus for more specific details on attendance expectations for seminar). Seminar days/dates and specific details about expectations are set by seminar instructors.

Absences

Residency candidates are required to be at their assigned school on their scheduled days of the week during Pre-residency and Residency I and every day during Residency II. A careful record of attendance, time of arrival, and time of departure should be kept in Watermark and approved by their mentor teacher. Candidates are also required to sign in/out at the front office of their assigned school. It is vital that candidates contact mentor teachers and university supervisors immediately if an event occurs that will prevent candidates from being on time or require candidates to be absent. At minimum, candidates will need to send one email copying the appropriate stakeholders (mentor teacher, ETSU supervisor, and principal or secretary) before the school day begins. (You need this email documentation for your records even if you have already sent a text message.) Candidates who have absences that are not warranted and/or fail to contact their mentor teacher and supervisor commit a serious breach of professional responsibility and may be removed from residency and/or receive a failing grade for their residency semester. If more than two consecutive days are missed, candidates must provide a doctor's note upon their return.

Pre-Residency: Candidates will complete field hours and seminar. Candidates will arrange a set schedule with their mentor to complete their 50-hour field component. Candidates should attend district and school based in-service sessions which can count toward their field hour requirement. Candidates should plan to attend the first day of school. If the first day of school is ½ day, then candidates should plan to attend both the 1st and 2nd day of school.

Residency I: Candidates will complete field hours and classroom courses at ETSU; therefore, candidates will follow ETSU's calendar during Residency I. Candidates will arrange a set schedule with their mentor teachers to complete their 135-hour field component.

During Pre-residency and Residency I, students are encouraged to attend before and after school duties, faculty meetings, and other school events, which can count toward their field hour component.

Residency II: Candidates are required to observe the same daily schedule as set by the Board of Education for their mentor teacher. This includes attending school functions such as faculty meetings, homeroom activities, clubs, bus duties, in-service meetings, and PTSA. Candidates in Residency II also follow the school district's calendar for holiday and vacation days, NOT ETSU's schedule (except for seminar). In the event of a school closure due to weather or other circumstance, candidates should follow the policy of the school district. **During Residency II, there are NO excused absences. All candidate absences must be made up at the end of Residency II. The only events that should prevent candidates from reporting to their Residency II placement are the university approved events below. Since candidates are attending a university approved event, they are not required to make up these days.**

edTPA
½ day for edTPA Writing Camp 1
½ day for edTPA Writing Camp 2
1 day for edTPA Bootcamp
1 day for edTPA Upload Day

Graduation Events and Career Fairs
½ day for Graduation Celebration
1 day for Career Fairs (½ day for ETSU Career fair is included in this 1 day)

Make up Days

During Residency I, candidates will follow ETSU's calendar. Residency I candidates must schedule to make up absence(s) with their mentor teacher and university supervisor. Residency II candidates will have absences added to the end of the Residency II placement. Candidates must coordinate with and receive approval from mentor teachers and university supervisors to make up the missed day(s). Excessive absences due to illness or other extenuating circumstances may interfere with graduation and/or result in a candidate's removal from the residency placement. Candidates in Residency II follow the calendar of the school district rather than ETSU's calendar.

Late Arrivals/Early Dismissals

Candidates should not arrive late nor leave early. If for some reason there is an emergency and candidates are going to arrive late, they will need to email their mentor teacher, university supervisor and the school office before the school day begins. Arriving late and/or leaving school early without a valid or approved reason may result in removal from residency and/or a failing grade for Residency I and/or II. Please note that during Residency II, candidates are expected to arrive early and depart after established dismissal times.

Professional Development

If candidates wish to participate in a professional development activity outside of their school district during Residency II, candidates must complete a **Request for Approval of Professional Development** to receive approval from the Department Chair of their program of study and Office of Educator Preparation. **Request for Approval of Professional Development** must be submitted a minimum of two weeks in advance. Some programs may require candidates to share information from the professional development with other members of their program. ***See the Residency II Professional Development Request for Approval located in the Residency Candidate Resources section at the back of the Residency Handbook.**

Outside Commitments

Work or family/personal commitments cannot be excuses for failing to meet the commitments of Residency I and Residency II. If commitments become problematic in terms of attendance and performance, candidates will be given the choice of withdrawing from residency or making the personal adjustments necessary to give full attention to the

program. Candidates with family/personal commitments should make these commitments known to the Office of Educator Preparation as early as possible.

During Residency II, candidates' first priority is to successfully carry out student teaching responsibilities and assignments. Commitments other than student teaching during Residency II must take a secondary place. Candidates in Residency II are strongly encouraged not to work outside of school.

Athletic Coaching Positions During Residency II

Athletic coaching is a major time commitment that requires modification of the teaching schedule. It can also affect planning and preparation in ways that can negatively impact the success of classroom teaching. Residency candidates may not accept a coaching position during Residency II unless they have prior approval from their Department Chair or Program Coordinator. ***See the ETSU Residency Candidate Athletic Coaching Contract for Residency II located in the Residency Candidate Resources section at the back of the Residency Handbook.**

Guidelines for Substituting

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Pre-Residency and Residency I

Candidates are eligible to substitute during their Pre-residency and Residency I term as defined by ETSU. In order for residency candidates to become eligible for substitute teaching during Pre-residency and Residency I, they will need to complete substitute training offered through the school district where they are completing their residency year. Candidates may count substitute training toward their residency hours; however, candidates **may NOT count time substituting toward their required Pre-residency or Residency I hours.**

Residency II

Candidates are eligible to substitute up to 5 days during their Residency II term as defined by ETSU. Candidates are NOT allowed to substitute <u>before</u> 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. 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 Watermark.
4. Candidates are responsible for recording dates, locations, subject and/or grade level of their substitute experience on the Watermark time log.

**District substitute training during Residency II is considered an excused absence while candidates are attending the training. Candidates should attach training documentation to their Watermark account for their absence.

Additional Substituting Guidelines

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

*Candidates may be removed from eligibility for substitute teaching at any time, for any reason or for no reason, by the principal of the school, mentor teacher, and/or ETSU Supervisor, or seminar leader.

**Long-term substituting must receive prior approval through the Office of Educator Preparation.

***When substituting, the candidate is acting as a substitute for the school system rather than as a teacher candidate for ETSU. Candidates will abide by all policies, rules and regulations of the school system while performing the duties of a substitute teacher.

Residency Placements

Placements are made in partnership with the school districts and Clemmer College of Education and Human Development. Residency candidates are not allowed to request specific schools or mentor teachers. Candidates will be placed with licensed and experienced mentor teachers in the appropriate licensure area and grade ranges of their planned license. Candidates will not be allowed to request a specific grade level placement, nor will placements be made within a school or district where candidates have a family member present due to a potential conflict of interest.

If residency candidates, university supervisors, or mentor teachers have concerns about a placement, they should contact the Office of Educator Preparation to voice these concerns to the Director of Field Experience and Residency. A meeting will be scheduled with the Director of Field Experiences and Residency, Supervisor, Program Coordinator and/or Department Chair to discuss concerns and determine next steps. The Office of Educator Preparation is responsible for obtaining an alternate placement if necessary.

Opportunities at the School Site

The residency year affords candidates extended opportunities to learn from practice and observation (both theirs and those of other veteran teachers at their school). Candidates should take advantage of opportunities to broaden their views of teaching by seeing a variety of teaching styles and methods. The Office of Educator Preparation recommends that candidates spend some time observing or possibly working, perhaps on a limited basis, with other teachers in the building within a candidates' licensure area. For example, residency candidates working in elementary classrooms might spend some time visiting another classroom in the grade level they are working or in grades above or below where they are placed. Residency candidates in secondary classrooms might observe one or two other teachers within the department as well as outstanding teachers in other departments. **Candidates will need to obtain approval from their mentor teachers and university supervisors before scheduling these extended opportunities.**

Additionally, over the course of the semester, candidates should take advantage of professional development sessions offered by the school or district. Candidates should also take advantage of networking opportunities, finding ways to contribute to the life of the school community and, after checking with their mentor teachers, invite building administrators or other teachers to observe their teaching.

Working with Your Mentor Teacher(s)

Candidates' mentor teachers and university supervisors are jointly responsible for the evaluations during the residency year. While university supervisors will visit candidates regularly, mentor teachers are highly qualified and are the major source of information and modeling for candidates' professional development. Candidates and their mentor teachers should engage in daily informal conversations designed to assist and support. Candidates should also schedule lengthier conferences with their mentor teachers after observations that promote reflection and professional growth (See Candidate and Mentor Weekly Summary resource).

Adapting to the School Culture

Mentor teachers act as guides to the school's culture (e.g., values, assumptions, norms, and routines). Besides potentially setting candidates up to fail with students, violation of these norms and procedures, whether intentional or

not, can make acceptance into a school's culture difficult. Failure to accept the school's culture may be interpreted by the staff as a lack of professional attitude and demeanor.

It is possible that candidates may not philosophically accept certain aspects of a school's culture or sub-cultures. Remember that not all schools are alike. Use this insight for judging a potential match when searching for a teaching job. Residency candidates are guests of the school. Please avoid criticism of the school, the teachers, the students, and their parents. Candidates should learn and follow the rules, regulations and philosophy of the school. The classroom is the legal responsibility of the mentor teachers. Curriculum and/or policies are not things candidates can change simply because they do not approve.

Here are some general guidelines to ensure a smooth transition into the schools' culture:
● Be prompt, courteous, and dependable to both students and school staff. If candidates show staff and students respect and courtesy, they should respond in kind.
● Volunteer! Take the initiative. Candidates should ask how to be of help and get involved in the school. The students and staff will notice and respond to residency candidates as members of their community.
● Find out and follow school and district policies and calendars.
● Find out who support staff are (e.g., special education specialists, literacy specialists) and how to communicate most effectively with them.
● Find out where and when to eat, make phone calls, and perform other personal business.
● Determine copying and materials use policies: don't "give" work to secretaries or aides until you know this acceptable and standard practice. For candidates in high school and have student workers/aides, find out the expectations for delegating tasks to them and appropriate forms of feedback to provide them about their performance.

Knowing and Working with Students

The residency candidates' job is to get to know the students they are working with--learn their names, their needs, their quirks, and their prior experiences with the concepts that are being taught. Knowing students help to support their learning and development. Mentor teachers will help candidates learn students' names, and guide them in noticing and interpreting students' actions and interactions. Mentor teachers will help candidates access students' files and understand teachers' responsibilities in providing accommodations for students on IEP and 504 plans. Mentor teachers will also help candidates understand the overall student body and context at the school, as well as the school's climate. Some schools set improvement goals around school climate/community: Candidates should ask whether this is the case at the placement school and what theory of action and/or specific practices the school is pursuing to enhance school climate/community and students' experiences at school.
Student teaching brings candidates into close and extended contact with children and youth. While effective teaching is based on warm, mutually respectful relationships between teachers and students, a growing concern in our society about inappropriate and exploitative adult relationships with children places the relationship between teachers or residency candidates and children into close scrutiny by parents, colleagues, administrators, and even other children. The principal at the school may advise candidates of additional local school guidelines; do not hesitate to raise any concerns with university supervisors, mentor teachers, or the principal.

The following guidelines are suggested to protect residency candidates and students.

● Uphold obligations as a Mandatory Reporter.
● Adhere to professional ethics regarding the student-teacher relationship by not pandering to the affections of students. Candidates should be friendly and affirming without becoming a "buddy" to the students.
● Never permit students to discuss other teachers in front of you. Be ethical in discussions about the students and the school.

● Be aware that some styles of communication with students and parents (i.e., requiring eye contact, handshakes, use of first names) may be sensitive for cultural reasons. Some interactions could be misconstrued as offensive, inappropriate, or even confrontational.
● Avoid being alone with a student of either sex, if possible. When candidates need to meet individually with a student ensure that it is in sight of other adults.
● If candidates need to provide first aid or personal care to a student (i.e., a young student or a student with a disability), they need to be accompanied or seen by another staff member or adult, whenever possible.
● Do not administer any medications, including over-the-counter medications.
● Avoid transporting students in your car. Personal phone calls between students and residency candidates are also inappropriate.
● Avoid visiting or meeting students outside the school environment or after school hours unless it is part of an approved school activity or excursion, and a mentor teacher is present.
● Never use corporal punishment. Do not strike, restrain, push, or physically discipline a student.
● Avoid making physical contact with students in a way that might make them uncomfortable. Hugging a student or touching a student's face or head as a greeting or gesture of encouragement or familiarity may be misinterpreted. A handshake or an encouraging pat on the back, arm, or shoulder is generally acceptable as a sign of approval or support from the teacher. Teachers always need to be sensitive to children's individual reactions to being touched.
● Discourage affectionate touching from students as well, while acknowledging their kind intentions.
● Avoid providing personal phone numbers or emails. Do not friend students on Facebook or other sites. Do not email, telephone, or send phone messages to students for non-essential or personal purposes. Where any of these activities are essential, make sure that they occur with the knowledge and approval of the mentor teacher, principal, and the parents. Use official school email accounts or communication platforms and be professional in communication.
● Do not single out an individual student for preferential treatment, gifts, treats, etc.

Planning

Candidates should work with mentor teachers to understand the schools and districts' established curriculum, along with school-wide, department, or grade-level academic policies or practices, candidates will be expected to follow (e.g., late work policies, communication of standards and expectations, length of literacy block, etc.). Mentor teachers may also have routines around use of time, space, student behavioral expectations, etc. that candidates will need to work within or change intentionally and thoughtfully only after careful discussion with mentor teachers.

Candidates will engage in co-planning with a mentor teacher, and in some cases grade-level or course-level teacher teams. Some planning will be short-term (daily/weekly) and some will be longer-term (monthly). When candidates have the primary responsibility for teaching, they should prepare written lesson plans. When candidates are being observed by university supervisors, they must use the ETSU lesson plan format that was practiced in their teacher education courses, and when candidates are being observed by mentor teachers, the lesson plan format may be determined by the schools/departments or mentor teachers.

Planning involves preparing all instructional materials, knowing how to use technology efficiently, and reserving space or other material resources necessary for the lesson(s). Candidates should work with mentor teachers to find out what support materials or resources are available in departments/schools and how to access them (e.g., text sets, software available on classroom computers or school computer lab, supplementary curriculum materials, consumable lab materials, globes, microscopes, etc.). Candidates should learn how to make copies, what policies are in place about number of copies made, and use of copy machines, etc.

Mentor teachers will review all lesson plans carefully. "Winging it" is not acceptable. Candidates must submit lesson plans to mentor teachers and university supervisors a minimum of two days before teaching a lesson. Principals or other administrators may ask for a written lesson plans at any time.

Mentor teachers will assist candidates in identifying appropriate concepts and objectives for the learning segment in the Teacher Performance Assessment (edTPA). See the edTPA Handbook for more information on identifying content for the edTPA learning segment.

In order for candidates to begin filming for edTPA, candidates must receive parental consent for their child to be included in the filming. If the parent does not provide consent for their child to be filmed, the child should remain in the classroom, but cannot be included in the filming. **A copy of the parental consent (both English and Spanish versions) for filming is included in the Residency Candidate Resources section at the back of the Residency Handbook.**

Candidates should learn as much as possible from mentor teachers about their systems to design coherent, engaging lessons and units of study that are responsive to students' needs and district curriculum.

Assessment

Assessing the quality of student work is a crucial part of a teacher's role as a professional. Not only is it important to evaluate students' work accurately, but it is also vital to offer students feedback so they can improve their academic skills and performance.

Candidates should spend time with mentor teachers discussing the types of assessments they use, other assessments which would be acceptable, and grading standards and procedures. Candidates should be prepared to evaluate student progress and be responsible for assessing the lessons that are taught. Candidates should collaborate with mentor teachers about standards-based assessments in order to identify the desired results necessary for student success. Candidates should also take time to discuss district benchmark assessments and/or state assessments and their role in preparing students for them and/or in proctoring high-stakes assessments.

Classroom Management

Classroom management may cause more frustration for residency candidates than any other aspect of teaching. At the very least, it will be challenging. Classroom management is mostly about being organized and developing engaging activities. Candidates should have a detailed plan of how students will express their learning and making this clear to students is key. In order to create an inclusive and productive classroom community, candidates should communicate to students that they know them as learners and they intend for all to be successful. Good management is active, and includes managing time, lessons, and materials.

In addition to careful lesson planning, task analysis, and observation of mentor teachers and others with sound management skills, the following ideas may help candidates to avoid some management problems when student teaching:
- Make few rules. The fewer the better. Candidates should be certain they can enforce the ones that are established, and be equally certain the rules are permissible in the school. Candidates should involve students in any "rulemaking" for the classrooms in aim to establish student responsibility for behavior in the class.
- Ensure the physical and emotional safety of all students within the classroom and school.
- Avoid threats.
- Be consistent. Show no favoritism to any student.
- Candidates should make decisions after they have gathered all the facts. Don't jump to conclusions.

- Management and discipline within the classroom are part of the candidate's responsibility. Avoid passing behavior concerns off to others.
- Candidates should have students address them by their surname (not first name, unless this is counter to the school's culture). This usually helps provide some "social distance;" it does not prevent students from feeling close to you.
- Candidates should be in the classroom several minutes before class begins and should not leave before the students do.
- Candidates should be friendly and fair, but FIRM. Candidates should use logical consequences and always follow through.
- Candidates should use person first language that places the focus on the person, not the disability. (Ex. "an individual with epilepsy" is a person-focused phrase, while "an epileptic person" is disability-focused.)
- Begin class promptly. Routine matters should be handled as quickly and unobtrusively as possible. Maximizing time-on-task is a major characteristic of classes that have few management problems. Insist that students be in the class promptly when the period begins and be prepared to begin working.
- Praise in public. Reprimand in private.
- Make learning exciting and enjoyable. Make classes ones which students want to attend. This can do more for promoting positive behavior than imposing strict rules.
- Always be prepared with something extra. When lessons run short, have something prepared which will be interesting. This may be a reading, a set of pictures, an intellectual riddle, or an interesting podcast.
- Avoid over-reacting and stay in control. Try not to take student behavior personally.
- Help each student, each day, achieve some degree of success (both you and the students need this). It is all too easy for some students to experience nothing but failure in school.
- Listen to students!
- Listen to students!

Troubleshooting and Communication

Candidates are assigned to experienced mentor teachers who are experienced, high-performing teachers. Candidates are the novice during their residency year. Although candidates may have excellent ideas of their own, they should avoid being presumptuous and playing the role of the expert. Candidates should present their ideas to mentor teachers, get feedback, and ask to try them out. Also, candidates should value suggestions given by mentor teachers and university supervisors; try them out and give themselves sufficient time in such attempts. Candidates should trust feedback from their mentor teachers and university supervisors. Their primary job is to help candidates to become the best teachers they can be during their time in residency. Residency candidates should not try to change practices and procedures within schools. Instead, they are in the school to learn from experienced professionals. If candidates become aware of certain undesirable practices, they should remember them as things to avoid when they have been given a contract to teach.

Teacher Professionalism

Professional Behavior

While completing the yearlong residency, candidates should assume the role of an adult professional-in-training and should conduct themselves in a professional manner. If candidates are unsure of appropriate professional behavior or encounters a problematic situation, candidates should consult their mentor teachers, university supervisors, or other school personnel as soon as possible for guidance and assistance.

In all actions and interactions, candidates should demonstrate the highest level of professionalism. Candidates should view this experience as a yearlong job interview as well as an opportunity to learn from their mentor teachers and to develop and demonstrate their teaching skills. Actions taken and words spoken during residency should be carefully considered, as they will affect both the candidates' residency evaluation and the written/verbal recommendations provided for candidates by mentor teachers, university supervisors, school administrators, and the Office of Educator Preparation.

Candidates agree to follow the rules of the school system as well as policies of Clemmer College of Education and Human Development and East Tennessee State University, including those pertaining to the professional dispositional skills located below.

Residency candidates' professional dispositions will be measured throughout the residency year on the *Educator Disposition Assessment (EDA)*. Candidates complete the EDA self-assessment at the beginning of Pre-residency, and then again at the end of Residency II. University supervisors complete the EDA at the end of Residency I and Residency II, using feedback from the *Residency Candidate Performance Checklist* complete by mentor teachers.

Mentor teachers can refer to the professional disposition skills below when completing the *Residency Candidate Performance Checklist* throughout Residency I and Residency II.

Professional Dispositions	Performance Expectations
Demonstrates Effective Oral Communication Skills	Candidates use professional language, grammar, and word choice and encourage participatory behaviors. All interactions are respectful, demonstrating sensitivity for the feelings and thoughts of others.
Demonstrates Effective Written Communication Skills	Candidates communicate respectfully with colleagues, parents/guardians, or with k-12 students (e.g., email, letters, assignments); that is, the text maintains a relatively formal tone/word choice and almost never includes errors in punctuation and usage.
Demonstrates Professionalism	Candidates arrive early and are prepared to contribute meaningfully to all teaching responsibilities and school-related commitments, and collaborative meetings. Candidates communicate in a timely and appropriate manner if an emergency arises. Candidates respond to email requests for information within 24 hours. All lesson plans are submitted at least 2 days in advance and evidenced as a solid first-attempt or revision. Candidate's dress is professional and models' appropriate attire for a safe and focused professional learning environment, and is in accordance with school policy.

Demonstrates a Positive and Enthusiastic Attitude	Candidates try new ideas and activities and actively seek solutions to problems without complaint. Candidates consistently accept responsibility for the outcomes of his/her actions, and is responsive to feedback. Candidates have a positive affect with students using verbal/nonverbal cues.
Demonstrates Preparedness in Teaching and Learning	Candidates consistently demonstrate drive, initiative, determination, and a commitment to hard work. Candidates show steady effort and a desire to produce high quality products or performance. Candidates treat setbacks as opportunities to learn. Candidates do not give up when things don't go as planned or when there is uncertainty about a task or situation; instead, candidates try again. Candidates are able to problem-solve and complete multiple complex tasks independently.
Exhibits an Appreciation of and Value for Cultural and Academic Diversity	Candidates embrace diversity through inclusive activities and behaviors and create a safe classroom with zero tolerance of negativity.
Collaborates Effectively with Stakeholders	Candidates are engaged and supportive colleagues. Candidates demonstrate flexibility and maintains a respectful tone during difficult situations and accepts decisions. Candidates proactively share teaching strategies through collaboration.
Demonstrates Self-Regulated Learner Behaviors and Takes Initiative	Candidates recognize their own weaknesses and actively seek solutions to problems before consulting with others. Researches and implements effective teaching styles.
Exhibits the Social and Emotional Intelligence to Promote Personal and Educational Goals/Stability	Candidates demonstrate appropriate maturity and self-regulation when discussing sensitive issues. Candidates are compassionate and empathetic social awareness. Candidates are sensitive to the school's policy on confidentiality as related to the children/schools/school districts in which they are placed. Candidates follow the school districts' policies on photographing or video recording students in the classroom, and understands that disclosing student information (e.g., academic progress, student records, private personal issues) violates the student's right to privacy.
Workplace Policies & Codes of Conduct	Candidates follow all state and local school/district policies that govern the ethical, moral and legal practices of teachers. Candidates request and review faculty and student handbooks (if available). Candidates follow district and school policies related to attendance, discipline, crisis management, emergency, and evacuation procedures, and mandatory reporting.
Social Media & Technology	Candidates manage social media presence and communication in a professional manner and refrain from posting residency materials, information, photos, or personal commentary on social networking sites. Candidates are comfortable learning new technologies and trouble-shooting technology breakdowns. The use of cell phones and other electronic devices not related to instruction is prohibited in the classroom.

***Residency Candidate Performance Checklist references dispositions from the Educational Disposition Assessment (EDA) instrument created by Watermark Insights, LLC.

Professionalism Concerns

If residency candidates are consistently not adhering to the residency handbook guidelines, university supervisors or mentor teachers should contact the Program Coordinator or Department Chair and the Director of Field Experience and Residency to schedule a meeting to discuss their concerns. If necessary, a Student Support Meeting with residency candidates will be scheduled to develop a *Student Support Plan* to improve their professional dispositions. A follow-up meeting to review candidates' progress should be held in two to four weeks. During the follow-up meeting, candidates' progress and/or additional concerns will be discussed, and a recommendation will be made for residency candidates to continue in their original placement, arrange an alternate placement, or be removed from the residency program. The Office of Educator Preparation is responsible for obtaining alternate placements if necessary.

In the event schools or school districts request for candidates to be removed from their placements due to poor performance or professional dispositions, a meeting will be scheduled with the Director of Field Experiences and Residency, university supervisor, program coordinator and/or department chair to discuss concerns and determine next steps. A request for removal from a residency placement by a school or school district may result in removal from the residency program and/or a failing grade for Residency I and or II.

*Residency candidates demonstrating inappropriate behaviors and/or dispositions will be subject to removal from residency placements and, if necessary, dismissal from the Educator Preparation Program at East Tennessee State University.

Residency Roles: Getting Off to the Right Start

During the residency year, university supervisors and mentor teachers encourage professional discussions to support residency candidates' growth and begin the candidates' self-reflection processes about teaching. Residency candidates, mentor teachers, and university supervisors are each important members of a professional group focused on student learning. This group will have productive discussions about teaching and learning. To make these conversations productive, it is important to honor the unique perspective of each of the members. All conversations should be honest and focused on student learning as well as moving residency candidates toward professional competence. Residency candidates are most successful when mentor teachers and university supervisors work collaboratively and give consistent messages to the candidates regarding strengths and professional needs. This group must develop and maintain continuous communication to ensure that residency candidates move toward professional competence.

<u>University Supervisor</u>

University supervisors may be full-time university faculty members, or adjunct faculty members with many years of teaching and/or school administrative experience. University supervisors fulfill the following responsibilities:

- ● Visit schools and facilitate conferences among the mentor teachers, supervisors, and residency candidates within the first two weeks of Residency I.
- ● Observe residency candidates at least three times during the semester and provide specific written feedback on each visit; additional visits may be scheduled, particularly if residency candidates need additional support. (One observation each semester must be the TEAM Evaluation.)
- ● Support residency candidates with edTPA (capstone project) within the acceptable guidelines of support.
- ● Hold final conferences with mentor teachers and residency candidates to ensure the Educator Disposition Assessment (EDA) is completed.
- ● Monitor residency candidates' attendance on Watermark.
- ● Facilitate communication between residency candidates and mentor teachers, and provide a direct line of communication between the Office of Educator Preparation and the schools in which residency candidates are completing student teaching.
- ● Work with the Office of Educator Preparation to help resolve any problems that may occur during the residency year that cannot be resolved between residency candidates and mentor teachers should they occur.
- ● Assist mentor teachers with other questions or challenges they may have.

<u>Mentor Teacher</u>

Mentor teachers must meet the following criteria: (1) have a minimum of three years' experience as a teacher, school services personnel, or instructional leader as applicable, (2) hold an active Tennessee license with an endorsement in the area or a closely related area where they will be supervising the candidate, (3) have an overall effectiveness of above expectations or significantly above expectations for the prior school year. In addition, mentor teachers must, (1) be recommended by principals or other appropriate supervisors, (2) be interested in working with residency candidates, (3) complete an appropriate orientation to serve as a mentor teacher, prior to or early in the mentoring experience, (4) be willing to provide feedback to the Office of Educator Preparation and Clemmer College of Education and Human Development faculty.

Mentor teachers are candidates daily and primary guides in learning to teach as mentors fulfill these core responsibilities:

- Participate in initial conferences with university supervisors and residency candidates.

- Orient residency candidates to the school, community and building culture, students, classroom routines, and policies, curriculum, and instruction and assessment practices.
- Model effective teaching practices and make their thinking transparent.
- Guide and support residency candidates in gradual assumption of teaching responsibilities and co-teaching.
- Participate in a co-teaching seminar offered by their district or Office of Educator Preparation.
- Regularly plan with, observe, and provide specific feedback to candidates, including daily informal conversations.
- Conduct observations each semester using the Informal Teaching Observation form.
- Meet bi-weekly for a more extended conferences in which they conduct long-term instructional planning and track progress with developmental goals and professional development.
- Support residency candidates with edTPA within acceptable guidelines of support.
- Participate in final conferences among mentor teachers, university supervisors, and residency candidates.
- Complete a Residency Candidate Performance Checklist for each supervisor visit.
- Engage in the Candidate and Mentor Weekly Discussion Summary weekly during Residency II.

Residency Candidate

Once candidates receive confirmation of their residency placements, they should contact their mentor teachers by email to set up a time to become acquainted with the assigned schools, mentor teachers, and principals. It is likely that candidates will have questions, and the best assurances may be gained by visiting schools. On the candidates' first visit, they should stop by the office and introduce themselves to the principal and office staff. During this visit, candidates should collaborate with their mentor teachers and design a weekly schedule that they will follow throughout Pre-residency. This needs to be a set schedule that candidates maintain throughout Pre-residency. Candidates will also learn about courses they will be teaching, the textbooks they will use, and the content they will be expected to cover. If possible, candidates may wish to borrow copies of the texts, teacher's manuals, and course outlines. In addition, candidates should ask for copies of the school districts' teacher and student handbooks. These handbooks will describe school policies, daily schedules, records, reports, and the school calendar. Finally, candidates should let university supervisors know when they have contacted their mentor teachers.

Residency candidates typically begin Pre-residency by observing and helping in the general work of the classroom. This might include preparing resources, individual tutoring, grading, handling opening and closing activities, developing and presenting single lessons, working with smaller groups, and leading the class for short periods of time. During this time, residency candidates should be active participants in the classroom. The residency year is not the time to sit and observe.

Below are some typical responsibilities and duties candidates are expected to demonstrate during their residency year. These activities should build throughout Pre-residency, Residency I, and Residency II.
● Follow requirements of the residency seminar course.
● Follow the school and/or district curriculum.
● Plan and prepare all materials for daily lessons.
    o Consult and coordinate with mentor teachers and/or grade-level teams.
    o Follow requested lesson plan format (ETSU lesson plan is required for university supervisor observations and a mentor approved lesson plan can be used with observations completed by the mentor teacher).
    o Complete and submit written lesson plans a minimum of 2 days in advance ("winging it" is not acceptable).
● Teach in dynamic, engaging ways using sound principles of instruction.
● Operate instructional technology (e.g., document cameras, interactive whiteboards).
● Assess student learning (formatively and summatively).

- Administer state or district assessments according to standardized protocols, if appropriate.
- Grade student work in a timely manner.
- Maintain accurate student records (grades, attendance, etc.).
- Help students make up work and/or tests/exams.
- Attend staff meetings and other meetings, (e.g., grade-level team).
- Attend students' IEP meetings with their mentor teachers and other school faculty members.
- Answer email and voicemail daily.
- Provide supervisory support (e.g., hall, lunchroom, bus, playground, study hall duties).
- Attend parent/guardian-teacher conferences or meet with parents/guardians as requested and appropriate.
- Follow all school building and district policies (e.g., attendance, discipline, grading, communication, safety).

Additional Responsibilities
In addition to the above responsibilities, candidates are responsible for maintaining residency records including:
- Recording Attendance
    - Sign in electronically at the front office upon arrival and departure
    - Log attendance daily in Watermark
- Log daily activities in Watermark
- Engage in Candidate and Mentor Weekly Discussion Summaries weekly during Residency II
- Complete lesson plans for lessons taught and/or observed by mentor teachers and/or university supervisors
- Teacher Performance Assessment submission (edTPA)
- Observations by mentor teachers and university supervisors
- Any additional ideas, handouts, test samples, pictures, parent letters, etc.
- EDA self-assessment during Pre-residency and at the end of Residency II

*The Weekly Discussion Summary, lesson plan template, observation schedule, filming permissions, etc. can be found in the Residency Candidate Resources at the end of the Residency Handbook.

<u>**Co-Teaching**</u>

During the residency year, residency candidates should be considered a second teacher within the classroom and are encouraged to co-teach with their mentor teachers **each time they are in the classroom**. Co-teaching is defined as two teachers working together in a classroom with students; sharing the planning, organization, delivery, and assessment of instruction as well as the physical space. During the residency year, co-teaching provides benefits to not only mentor teachers and residency candidates, but also to the students in the classroom.

The benefits of co-teaching for mentor teachers includes a lower student-teacher ratio, successful project-based teaching, heightened productivity in the classroom, and improved morale. Moreover, this allows residency candidates to form strong partnerships with their mentor teachers, develop a deeper understanding of the curriculum through co-planning, increase their confidence and collaboration skills, improve classroom management, and provide more teaching time. The chart below provides co-teaching strategies and examples that can be used throughout the residency year.

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

Co-Teaching Strategies & Examples	
Strategy	Definition/Example
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. **Example:** One teacher can observe students for their understanding of directions while the other leads.
One Teach, One 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. **Example:** While one teacher has the instructional lead, the person assisting can be the "voice" for the students when they do not understand or are having difficulties.
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. **Example:** Both teachers are leading a question-and-answer discussion on specific current events and the impact they have on our economy.
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. **Example:** One teacher might lead a station where the students play a money math game, and the other teacher could have a mock store where the students purchase items and make change.
Supplemental Teaching	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended, or remediated. **Example:** One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.
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. **Example:** One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.
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.
**The strategies are not hierarchical-they can be used in any order and/or combined to best meet the needs of the students in the classroom	

CO-TEACHING APPROACHES

Teacher   Desk/Table   Student

ONE TEACH, ONE OBSERVE

ONE TEACH, ONE ASSIST

PARALLEL TEACHING

STATION TEACHING

ALTERNATIVE TEACHING

TEAMING
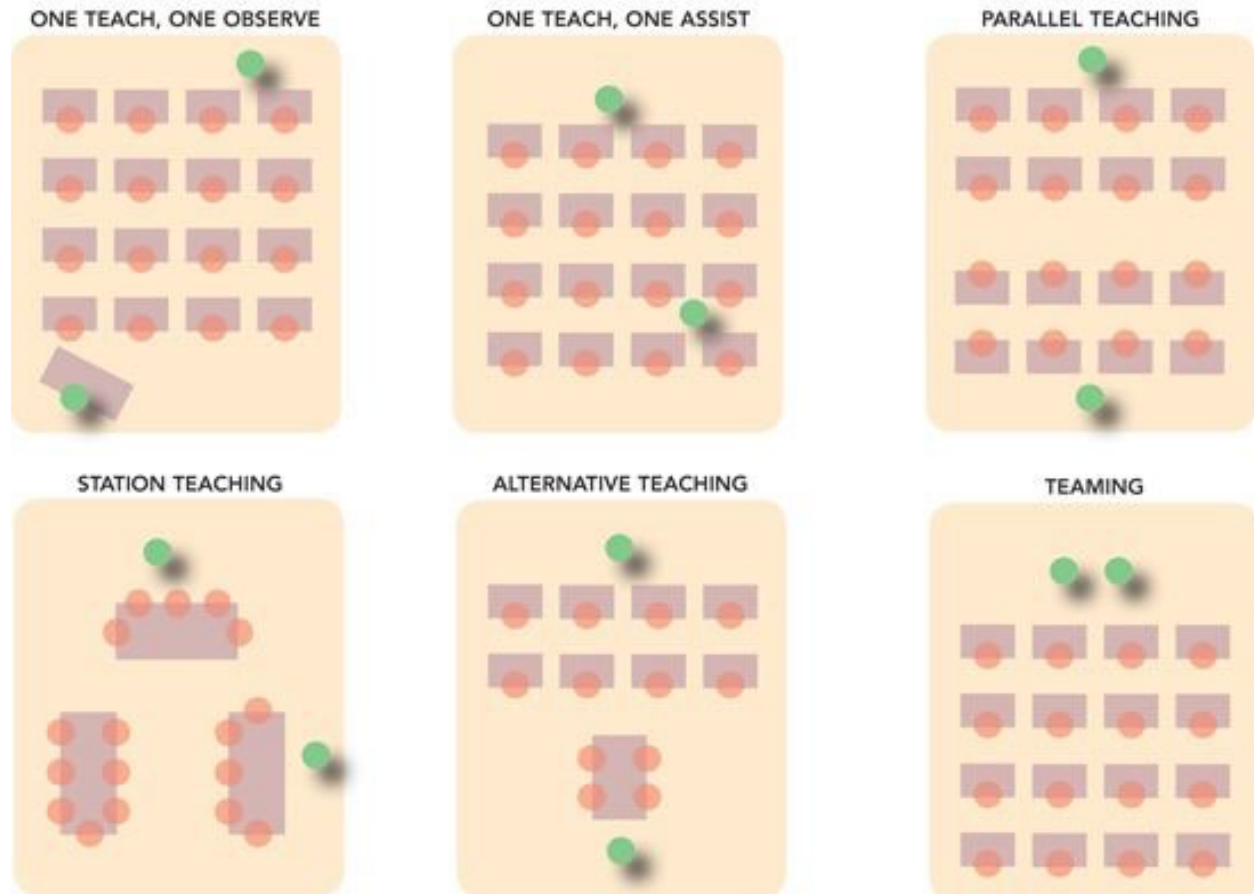
SOURCE: *Co-teaching: Concepts, Practices, and Logistics*, Marilyn Friend, Ph.D., August, 2006

Evaluation of Residency Candidate Performance

Just as residency candidates assesses students' performance based on achievement of goals, residency candidates will also be assessed. Residency candidates' mentor teachers and university supervisors collaboratively supervise residency candidates' development during the residency year.

Informal Meetings and Observations with Mentor Teacher

Residency candidates and their mentor teachers should meet informally during each visit to plan and debrief on how things are going. This is a good time for candidates to ask for specific feedback and suggestions for improvement from their mentor teachers as well as a time to problem solve issues and dilemmas that arise. *The Candidate and Mentor Teacher Reflective Discussion Summary* should be used to document these feedback sessions and candidates should attach these documents in Watermark for university supervisors to view.

Mentor teachers will conduct one informal observation during Residency I, and another informal observation during each placement of Residency II (see assessment schedule below). This is a formative assessment that should be used to recognize candidates' strengths and provide areas for refinement. Candidates are responsible for submitting lesson plans to their mentor teachers and university supervisors a minimum of 2 days in advance of their observation. **Candidates may use any lesson plan template that has been approved by their mentor teachers for observations completed by mentors, but are required to use the ETSU Lesson Plan for observations completed by university supervisors.**

Mentor teachers will also complete the *Residency Candidate Performance Checklist* for each supervisor visit. The *Residency Candidate Performance Checklist* assesses candidate's professional dispositions exhibited during their residency year. University supervisors will use the *Residency Candidate Performance Checklists* to complete the *Educator Disposition Assessments (EDA)* at the end of Residency I and Residency II.

Observations Visits by University Supervisor

University supervisors are advocates and liaisons between the university, residency candidates, and their mentor teachers. University supervisors will make at least 6 observational visits during the residency year to complete formative assessments. During Residency I, university supervisors will complete a lesson plan evaluation, two informal teaching observations, and 1 TEAM observation with each residency candidate they are supervising. During Residency II, university supervisors will complete a second lesson plan evaluation, two informal teaching observations, and 1 TEAM observation with each residency candidate they are supervising (see assessment schedule below). University supervisor visits will be scheduled in advance and supervisors will collaborate with candidates to schedule visits and share their expectations for pre- and/or post-conferences. **Candidates MUST use the ETSU lesson plan template for informal and TEAM observations completed by their university supervisors and submit lesson plans a minimum of 2 days before scheduled observations.**

University supervisors will use feedback from mentor teachers to complete the *Educator Disposition Assessment (EDA)* at the end of Residency I and Residency II.

Formative: Mentor and Supervisor Lesson Plan Evaluations
                     Supervisor TEAM Observations
                     Informal Teaching Evaluation

Summative: Teacher Performance Assessment (edTPA)
                  Educator Disposition Assessment (EDA)
Assessment of Program: End of Program Survey

Informal Teaching Observation

The Informal Teaching Observation is an informal, modified TEAM evaluation. Residency candidates will be observed and receive thorough feedback from their mentor teachers and university supervisors using this tool. Mentor teachers will use the Informal Teaching Observation tool to evaluate their candidates once during Residency I and twice during Residency II, and university supervisors will use the Informal Teaching Observation tool to evaluate candidates twice during Residency I and twice during Residency II. This assessment tool can be found in the resources section of the residency handbook and online on the Educator Preparation website.

The Tennessee Educator Acceleration Model (TEAM)

Residency candidates will be observed and receive thorough feedback using the TEAM evaluation model, a teacher evaluation tool used throughout districts in Tennessee. Candidates will be evaluated by their university supervisor using the TEAM evaluation model during Residency I and Residency II. This assessment tool can be found in the resources section of the residency handbook and online on our website.

The Educator Disposition Assessment (EDA)

Residency candidates' professional dispositions will be measured throughout the residency year. Candidates complete the EDA self-assessment at the beginning of Pre-residency, and then again at the end of Residency II. University supervisors complete the EDA at the end of Residency I and Residency II, using feedback from mentor teachers.

Surveys

At the end of the residency year, the Office of Educator Preparation will send out surveys to residency candidates, mentor teachers, and university supervisors.

- Residency candidates will be asked to complete the End of Program Survey to provide feedback on their mentor teachers, university supervisors, and the Office of Educator Preparation.
- Mentor teachers will be asked to complete the Mentor Teacher Survey to provide feedback on residency candidates, university supervisors, and the Office of Educator Preparation.
- University supervisors will be asked to complete the Supervisor Survey of Mentor Teachers to provide feedback on mentor teachers they worked with throughout the residency year.

Teacher Performance Assessment (edTPA)

The capstone project for Residency I and II is the edTPA. This document will be uploaded to Watermark and scored by Pearson. It is residency candidates' responsibility to ensure this document is complete and ready to upload by the due date specified by Clemmer College of Education and Human Development. Any deviation from this date requires documentation of extenuating circumstances. The request must come in writing at least a week prior to the specified upload date and must be approved by the candidate's seminar leader, department chair, Associate Dean of Educator Preparation, and the edTPA Coordinator. Further, failure to upload on the specified dates may result in the loss of a letter grade, disqualification from participation in the Clemmer College of Education and Human Development Pinning Ceremony, and receiving of awards associated with edTPA performance. Candidates who have a disability that could impact their completion of the edTPA must share this information with their seminar leader by the second week of classes.

Candidates will be required to attend all edTPA support seminars. Failure to attend Residency I and II seminars will affect candidates' performance on the Teacher Performance Assessment and their overall grade for Residency I and II as well as ability to obtain licensure.

Candidates should be mindful that to become licensed, they need to reach Tennessee's current qualifying score. For candidates to demonstrate proficiency and readiness to teach, they should strive for a score of 45 with at least an average of 3 on each of the tasks. Although the college encourages the proficient score (45), it is the state qualifying score which needs to be met to be eligible for a Tennessee Teaching License.

If candidates do not meet Tennessee's Qualifying Score, then a Retake Committee will be convened to determine the best route for remediation, retake, and resubmission. The Retake Committee will be comprised of the individual candidate's supervisor, seminar leader, program coordinator or department chair, the Director of Field Experiences and Residency, and the edTPA Coordinator. The Retake Committee will recommend a course of action: graduation without licensure, an incomplete with a delayed graduation, or a complete repeat of the Residency II experience. This recommendation will be made after a close review of the score report, guidelines from SCALE, available resources, and the individual needs of the student.

In addition, Clemmer College of Education and Human Development requires that remediation is required for residency candidates who score under 2, including condition codes, on any of the 15 edTPA rubrics. Students wishing to appeal a Retake Decision must do so in writing within five school days of the date of the recommendation. Students should appeal in writing to the Office of the Dean. Although Clemmer College of Education and Human Development pays the fee to Pearson for candidates' initial edTPA, candidates should be aware that they will bear the financial burden of any future edTPA submissions to Pearson.

Assessment Schedule		
Residency Candidate	**University Supervisor**	**Mentor Teacher**
Pre-Residency		
EDA Self-Assessment Residency Field Placement Information		
Residency I		
Lesson Plans for each observation completed by your mentor teacher or university supervisor	Lesson Plan Evaluation	*The Candidate and Mentor Teacher Reflective Discussion Summary* (once a month in Residency I (September, October, and November)
	Informal Teaching Observation (2)	*Residency Candidate Performance Checklist* (required during each supervisor observation visit -3 times during Residency I)
	TEAM Evaluation	Informal Teaching Observation (1)
	Educator Disposition Assessment (EDA)	
Residency II		
Lesson Plans for each observation completed by your mentor teacher or university supervisor	Informal Teaching Observation (2) (One in 1st placement and one in 2nd placement)	Informal Teaching Observation and Rubric (2) (1 time with each residency candidate supported)
Submission of Teacher Performance Assessment (edTPA)	TEAM Evaluation	*The Candidate and Mentor Teacher Reflective Discussion Summary* twice a month during Residency II (January, February, March, and April).
Educator Disposition Self-Assessment (EDA)	Lesson Plan Evaluation	**Residency Candidate Performance Checklist** (Required for each Supervisor Visit- 3 times during Residency II)
	Educator Disposition Assessment (EDA)	
*End of Program Survey	*Supervisor Survey	*Mentor Teacher Survey

Recommendation for Tennessee Teacher Initial License

The Office of Educator Preparation processes all necessary paperwork for candidates who are applying for initial licensure, adding an endorsement to a Tennessee license, and for ETSU graduates seeking licensure in other states.

Educator preparation programs at East Tennessee State University are approved by the State of Tennessee for Tennessee teacher licensure. State licensure requirements can change without notice, and students who plan to teach in states other than Tennessee are responsible for monitoring licensure requirements in the states where they plan to teach.

Tennessee Requirements for an Initial Teaching License
- Completion of a state approved educator preparation program
- Qualifying scores on the required assessments
- Recommendation from the Certification Coordinator

Applying for an Initial License
- A Pre-licensing Form begins the sequence of information that leads to the licensure application. Information and a link to this form is emailed to educator preparation students in their final semester.
- The Certification Coordinator will obtain the candidate's ETSU transcript after the degree posts, which is usually 2-3 weeks after graduation. It will be submitted with the licensure recommendation.
- It is the candidate's responsibility to send all other college transcripts to the state of Tennessee. The issuing institution must send official transcripts to Educator.Licensure@tn.gov through an online clearinghouse, or mail them directly to the Office of Educator Licensure and Preparation at the address below.

> Office of Educator Licensure and Preparation
> Tennessee Department of Education
> Andrew Johnson Tower, 9th Floor
> 710 James Robertson Parkway
> Nashville, TN 37243

Electronic transcripts are not accepted from individuals through email. Hard-copy transcripts must be submitted in an envelope sealed by the issuing institution with no evidence of tampering. Please allow a minimum of two weeks from the date that official electronic transcripts are sent, and one month from the date that hard-copy official transcripts are sent, for transcripts to be attached and visible on the preparation tab of your account in TNCompass.

Original Praxis score reports are essential for ETSU and the State of Tennessee.

- Tennessee requires a full and correct Social Security number (SSN) in order to receive score reports and process educator certification applications. Failure to provide an SSN will delay processing of licensure applications.
- When registering for the Praxis exam, students should include their Social Security Number and request that scores are sent to ETSU (code 1198) and Tennessee Department of Education (state code 8190).

Clemmer College of Education and Human Development, Office of Educator Preparation will assemble required documentation and submit the transaction in TNCompass. At that time, an email providing information for entering a Personal Affirmation in TNCompass is sent to the licensure applicant. The transaction then enters the queue to be reviewed by a state licensure specialist.

RESIDENCY

CANDIDATE

RESOURCES

Clemmer College of Education and Human Development Administrative Office Directory

Central Offices	Administration	Location	Contact Information
Office of the Dean	Dr. Janna Scarborough *Dean of Clemmer College of Education and Human Development* Dr. Pamela Mims *Associate Dean for Research Grants* Dr. Cynthia Chambers *Associate Dean of Educator Preparation* Margie Naylor *Assistant to the Dean*	319 Warf-Pickel Hall 323 Warf-Pickel Hall 321 Warf-Pickel Hall 319 Warf-Pickel Hall	423-439-7616 423-439-7516 423-439-7586 423-439-7616
Student Advisement	Jessica Wang *Assistant Dean of Student Success and Access* Kimberly Ferrell *Executive Aide*	321 Warf-Pickel Hall 201 Warf Pickel Hall	423-439-7514 423-439-7626
Office of Educator Preparation edprep@etsu.edu	Laura Click *Director of Field Experiences and Residency* Amanda Chandler *Placement Coordinator* Thomma Grindstaff *Certification Coordinator* Rebecca Champion *Educator Preparation Coordinator*	314 Warf-Pickel Hall 305 Warf-Pickel Hall 305 Warf-Pickel Hall 305 Warf-Pickel Hall	423-439-4200 423-439-4256 423-439-7562 423-439-7597
Educational Technology Resources Center	Tami Baker *ETRC Coordinator* Nick Papworth *Technology Support Office Manager*	209L Warf-Pickel Hall	423- 439-7128
Student Support Services	Chris Strode *Associate Director, Student Support Services*	318 D.P. Culp Center	423-439-6451
Office of Disability Services	Mary Little *Director and ADA/504 Coordinator*	390 D.P. Culp Center	423-439-8346
Office of the Registrar		101 Burgin Dossett	423-439-6744 registra@etsu.edu
Division of Student Life and Enrollment		302 Burgin Dossett Hall	423-439-4210 studentlife@etsu.edu
Information Technology Services Help Desk		1st floor Sherrod Library	423-439-4648 itshelp@etsu.edu

Clemmer College of Education and Human Development Departments and Programs

Departments and Programs	Administration	Location	Contact Information
Counseling and Human Services	Dr. Phyllis Thompson *Interim Chair of the Department of Counseling and Human Services* Cassandra Pusateri *Director of Field Instruction Counseling and Human Services* Trish Lowe *Executive Aide*	303B Warf Pickel Hall	423-439-4135
Curriculum and Instruction	Dr. Jamie Price *Interim Chair of the Department of Curriculum and Instruction* Dr. Jamie Price *Elementary Education K-5 Program Coordinator* Megan Krupa *Secondary Education Program Coordinator*	401 Warf Pickel Hall	423-439-7587
Early Childhood Education	Dr. Pamela Evanshen *Chair of the Department of Early Childhood* Dr. Kathryn Sharp *Program Coordinator Early Childhood Education* Dr. Cathy Galyon *Program Coordinator Early Childhood Special Education* Nicky Ridley *Executive Aide*	209 Warf Pickel Hall	423-439-7669
Educational Foundations & Special Education	Dr. John Wheeler *Interim Chair of the Department of Educational Foundations and Special Education*	423 Warf Pickel Hall	423-439-7687

Educational Leadership & Policy Analysis	Dr. Pam Scott *Chair of the Department of Education Leadership and Analysis* Dr. Virginia Foley *Program Coordinator for Administrative Endorsement*	501 Warf Pickel Hall	423-439-4173
Sport, Exercise, Recreation and Kinesiology	Dr. Mike Ramsey *Chair of the Department of Sport, Exercise, Recreation, and Kinesiology* *Dr. Kason O'Neil* *Program Coordinator Physical Education K-12*	305 Mini Dome	423-439-4362

Clemmer College of Education and Human Development Field Supervisors

Departments and Programs	Supervisor
Curriculum and Instruction, Elementary Education K-5	Gale Collett Nychole Kirkland Shelley Martin Sally Piercy Susan Trent Cathy Pate Suellen Whitson Doris Willis
Curriculum and Instruction, Secondary Education	Jennifer Carter Liv Detwiler Kyle Evans Scott Honeycutt Megan Krupa Joe Moore April Street Michelle Treece Christian Zembower
Early Childhood Education	Kim Cassell Kathy Greer Kathryn Sharp Angela Shelton
Educational Foundations & Special Education	Kristi Calvin Jen Cook Cathy Galyon Kathy Greer Sara Beth Hitt Angela Livingston
Sport, Exercise, Recreation and Kinesiology	Amber Ringley
edTPA Coordinator	Angela Shelton

ETSU Residency Timeline	
December/January (Of Year Prior to entering residency)	- **Current Degree Works Audit needs to be signed by advisor** (must show courses student is currently enrolled in for semester at time of applying for Residency) - **Complete a list of field experience observation/clinical experience hours** (including each course, number of hours required in course, and where the hours were observed) - **Advisor Check-in:** Meet with advisor to make sure you are on track to enter residency.

January (Of Year Prior to entering residency)	- **January 1 Residency Application Opens (Fall)**
	   o Signed Degree works and Field experience list will be needed to complete application
	   o Code of Ethic/Memorandum of Understanding (Will be completed and signed within the residency application)

March 1st	- **Residency Application Closes (For Students beginning Pre-residency in July)**
April	- **Complete Residency Orientation**

May – July 1	- **Complete a Background Check Package**
	   o **VECHS Waiver Agreement and Statement Form** - Authorizes Clemmer College of Education and Human Development access to fingerprinting results from anyone requiring a background check through the college.
	   o **Noncriminal Justice Applicant's Privacy Rights Form** - Prevents Clemmer College of Education and Human Development from releasing background check history and/or information to any outside agencies.
	   o **ETSU Authorization for Background Check Entry Form**- Enforces background check guidelines from Tennessee Bureau of Investigation
	   o **Tennessee Bureau of Investigation Fingerprinting**
	   o Background Check paperwork must be completed within 1 week of background check fingerprinting date
	- **Obtain Professional Liability Insurance (see website)**

June/July	- **Receive placement confirmation for school and mentor teacher** - Placements are sent as they are received from each district.
July	- **Pre-Residency Meeting** - **All entering test scores (ACT, SAT, Praxis CORE) must be submitted prior to Beginning Pre-Residency which starts during Summer Term II** - **Pre-Residency Begins** and includes a 50-hour field component and additional coursework. - The start date for Pre-Residency varies by school system and is designed to put candidates into the school and classroom before the beginning of school in late July/early August. - **Must complete EDA Self-Assessment in Watermark.**
August	- **Residency I Begins** - Residency I candidates meet and work with their mentor teacher in partner school systems during the fall semester

	prior to Residency II. Residency I includes a 135-hour field component and additional coursework.
December	- **Residency II Meeting** - **All Residency I hours must be logged in Watermark and approved by Mentor Teacher** (due by last day of classes) - **Complete all required assessments in Watermark** - **All Praxis subject assessments must be submitted to Office of Educator Preparation via score report and as score recipient by the first day of RII**
January	- **Residency II Begins * First week in January** 　　o The Residency II semester must be a minimum of 15 full weeks of co-teaching and teaching. This semester must include a placement in at least two different settings. The amount of time spent in each setting will vary with the candidate's area of concentration.
March	- **Graduation and Certification Meeting** - **Residency II Placement Change** 　　o Date to be announced
April	- **Pre-licensing form sent out by ETSU Certification Office** - **EdTPA Finalized and Submitted** - **Watermark hours must be logged and approved by Mentor Teacher** (due by last day of classes) - **Complete all required assessments in Watermark**
May	- **Pinning Ceremony** - **Graduation** - **Certification Coordinator will apply for your teaching license after your degree is posted (2-3 weeks after graduation)** - **Complete the End of Program Survey**
June	- **Check email from Certification Office with licensure information from TN Compass- you will need to complete a Personal Affirmation to finalize the licensure application process**

Background Check Package

All graduate and undergraduate students who participate in an internship or residency placement, including job-embedded positions, are required to complete a new background check package, which consists of fingerprinting and required documentation. This background check package will be housed in the Office of Educator Preparation and on file with Tennessee Bureau of Investigations.

*An Affirmation of Background Check will not be accepted.

Background Check Package documentation includes:

VECHS Waiver Agreement and Statement Form - Authorizes Clemmer College of Education and Human Development access to fingerprinting results from anyone requiring a background check through the college.
Noncriminal Justice Applicant's Privacy Rights Form - Prevents Clemmer College of Education and Human Development from releasing background check history and/or information to any outside agencies.
ETSU Authorization for Background Check Entry Form- Enforces background check guidelines from Tennessee Bureau of Investigation.

Please follow the directions when submitting these forms to the Office Educator Preparation **after fingerprinting has been completed**.

1). Print out and complete all three authorization forms linked above. (**Must have actual signature-no electronic signatures will be accepted.**)

2). Email the forms to the Office of Educator Preparation at: edprep@etsu.edu

Or place completed forms in a sealed envelope. Mail the sealed envelope to the following address:
     East Tennessee State University
     Clemmer College of Education and Human Development
     Office of Educator Preparation
     PO Box 70685
     Johnson City, TN 37614

     Or drop off in a sealed envelope to:

     East Tennessee State University
     Clemmer College of Education and Human Development
     Warf-Pickel Hall, room 305

*Any student arrested AFTER submitting a background check package (fingerprinting and paperwork) must notify the Director of Field Experience and Residency within 5 days or prior to entering a school setting. Failure to do so could result in dismissal from the program.

Fingerprinting Directions:

Follow the steps outlined below to complete the fingerprinting process:

1. Using your web browser, go to https://tn.ibtfingerprint.com/workflow/28TY72 and click "Schedule a New Appointment."
2. Enter Service Code 28TY72 (if applicable). Click Continue with Child-Related Worker Volunteer (Private) service code.
3. Enter ORI number TNCC90028 and select go. Then click yes to confirm that East Tennessee State University is correct.
4. You will have to read an acknowledgment/ release form. Check I agree and select go.
5. Enter a zip code to determine the closest fingerprinting location.
6. Click on the word "Schedule" across from the location you want, under the day you wish to be fingerprinted. If you want a date further in the future, select the Next Week>> link to display more dates.
7. Once you select the location/date combination, select the time for your appointment and select go.
8. Complete the demographic information page. Required fields are indicated by a red asterisk (*). When complete, select "Submit" Information.
9. Confirm the information. Follow the on-screen directions to make any necessary changes. Once you see the data is correct, select "Go."
10. If you are required to pay for your own fingerprinting, then you will be presented with payment options. Complete your payment process and select "Go."
11. Print your confirmation page.
12. Bring approved identification documents with you to the appointment. These approved document options are identified on your confirmation page of your appointment.
13. Arrive at the facility at your appointed date and time.
14. The Enrollment Officer at the site will check your ID, verify your information, verify or collect payment, capture your fingerprints, and submit your data.

**If you are an international student or non-Tennessee resident and need to complete fingerprinting, please come by the Office of Field Experiences and Residency to obtain appropriate paperwork. You may also call (423)439-7597.

Professional Liability Insurance

Proof of Insurance

ETSU requires residency candidates to obtain Professional Liability Insurance before entering residency. Liability insurance should be purchased after May 31st so coverage will remain in effect the duration of their residency year. Candidates should turn in proof of liability insurance (copy of card or receipt) to the Office of Educator Preparation by July 1st of their residency year. Proof of insurance can be submitted electronically to the Office of Educator Preparation at edprep@etsu.edu or bring a printed copy to the office in Warf Pickel Hall, Room 305. Proof of insurance must be on file in this office before you will be given your residency placement.

There are several ways to procure professional liability insurance:

I.   STEA - http://teateachers.org/student-tea-stea. - You may obtain STEA/NEA student insurance online. Coverage is from September 1 to August 1, however, if this is your first time purchasing, membership begins from the date of purchase. Cost is approximately $35.00. Purchasing STEA also provides you membership to NEA (National Education Associaton).

II.   Professional Educators of Tennessee - http://www.proedtn.org/?Students. Coverage begins immediately and lasts for 12 months; therefore, students need to purchase after May 31st so coverage will remain in effect the duration of the residency year. Cost is approximately $25.00.

III.   Forrest T. Jones - http://www.ftj.com/index.php - To be eligible, you must be a member of a participating organization. Some examples are National Art Education Association (NAEA), National Association for Music Education (NAfMe), and National Association for the Education of Young Children (NAEYC). A full list of participating organizations can be found on the website. Cost and coverage will vary by organization.

IV.   Rider on a homeowner's insurance policy – Check with the company that provides your homeowner's insurance to inquire about adding a Professional Liability Insurance rider. If you choose this option, verify that the coverage will be good for the entire Residency experience.

**Job-Embedded students must maintain liability insurance until they have completed their program.

**If you have another insurance option available, please check with the Office of Educator Preparation to ensure that is meets the requirements.

Watermark Information

A membership to Watermark will be provided to all residency candidates before entering pre-residency. Residency candidates will complete assessments, log residency hours, and attach documents to the shared space for candidate, mentor teacher, and supervisor.

Please use the following links to access Student Learning and Licensure by Watermark.

Student Login to SLL: https://sll.watermarkinsights.com

Reset Password: https://support.watermarkinsights.com/hc/en-us/articles/4414783596443-How-do-I-reset-my-Student-Learning-Licensure-password-

Navigation in SLL: https://support.watermarkinsights.com/hc/en-us/articles/4414759815579-Student-Navigation-Overview-Video

Submitting an Activity (Assessment): https://support.watermarkinsights.com/hc/en-us/articles/4414775179163-Submitting-an-Activity

Entering Time Log Data: https://support.watermarkinsights.com/hc/en-us/articles/4414775576475-Submitting-a-Time-Log-Entry

Memorandum of Understanding
Between
Residency Candidate
and
Clemmer College of Education and Human Development and Partner Schools

The purpose of this Memorandum of Understanding is to clearly identify the professional dispositions and behaviors that candidates are to exhibit in their yearlong residency.

Conduct

While completing the yearlong residency, candidates must conduct themselves in a professional manner. Upon entering the yearlong residency, candidates agree to follow the rules of the school system as well as policies of the Clemmer College of Education and Human Development and East Tennessee State University. Candidates should view this experience as an opportunity to learn from their mentor teacher(s) and to develop and demonstrate their teaching skills. Actions taken and words spoken during residency should be carefully considered, as they will affect both the residency evaluation and the written/verbal recommendations provided for the candidate by the mentor teacher, Residency I and II supervisors, school administrators, and the Office of Field Experiences and Residency.

Residency Placements

Placements are made in partnership with the school districts and Clemmer College of Education and Human Development. Residency candidates are not allowed to request a specific school or mentor teacher. Candidates will be placed with a licensed and experienced mentor teacher in the appropriate licensure area and grade ranges of their planned license. Candidates will not be allowed to request a specific grade level placement.

Attendance

Residency candidates are required to be at their assigned school on the assigned days of the week. It is vital that the candidate contact the mentor teacher and Residency I/Residency II supervisor immediately if an event occurs that will prevent the candidate from being on time or require the candidate to be absent. Candidates who have absences that are not warranted and/or fail to contact their mentor teacher and supervisor may be removed from their placement.

Make-up Days

During Residency I, candidates will follow ETSU's calendar. Residency I Candidates must schedule to make up absence(s) with the mentor teacher and the Supervisor. Residency II Candidates will have absences added to the end of the Residency II placement. Candidates must coordinate with and receive approval from the mentor teacher and the Residency II supervisor to make up the missed day(s). Excessive absences due to illness or other extenuating circumstances may interfere with graduation and/or result in a candidate's removal from the Residency placement. Candidates in Residency II follow the calendar of the School District rather than ETSU's calendar. (Ex: Fall and Spring breaks are based on the school calendar.)

Tardies and Leaving School Early

Residency II Candidates are expected to adhere to the school mandated arrival times required of the mentor teachers. Candidates must not be late nor leave early. Tardies and/or leaving the school early without a valid or approved reason may result in removal from Residency and/or a failing grade for Residency II. Please note that during Residency II, Candidates are expected to arrive early and depart after established dismissal times.

Seminars

All Residency candidates must attend any seminars scheduled during the semester. The seminars are designed to prepare the candidate for his/her Teacher Performance Assessment (edTPA) that is completed during Residency II. Failure to attend the Residency seminars will affect the candidate's performance on the Teacher Performance Assessment and will affect the Teacher Candidate's overall grade for Residency I and II. This could also impact their ability to obtain licensure.

Lesson Plans

All Residency candidates will follow the Clemmer College of Education and Human Development Lesson Plan Template from your program of study. Lesson plans must be submitted at least two (2) teaching days prior to the day the lesson will be taught in order to provide time for feedback and approval from the mentor teacher. Failure to turn in lesson plans to the mentor teacher at least two days before teaching the lesson in question can jeopardize the candidate's overall grade for Residency I and II and can result in the candidate not being able to complete the Residency II placement.

Teacher Performance Assessment

The capstone project for Residency I and II is the edTPA. This document will be uploaded to Watermark and scored by Pearson. It is the candidate's responsibility to ensure that this document is complete and ready to upload by the due date. The candidate will be required to attend all edTPA support seminars. Failure to attend the Residency I and II seminars will affect the candidate's performance on the Teacher Performance Assessment and their overall grade for Residency I and II; as well as, their ability to obtain licensure.

Outside Commitments

Candidates in Residency II are strongly encouraged not to work outside of school. Work or family/personal commitments cannot be excuses for failing to meet the commitments of Residency I and Residency II. If commitments become problematic in terms of attendance and performance, the Candidate will be given the choice of withdrawing from his/her residency or making the personal adjustments necessary to give full attention to the program. Candidates with family/personal commitments should make these commitments known to the Office of Field Experiences and Residency as early as possible.

Other Dispositions/Professional Behaviors

- Handle ALL confidential information (student records, etc.) in a professional manner. Do not share information about the school, students, mentor teacher, etc., privately or publicly with others.
- Refrain from posting residency materials, information, photos, or personal commentary on social networking sites.
- All students are expected to uphold the ETSU Honor Code. If you are not familiar with this statement and with the policy regarding plagiarism, you should review both these documents online or in a current catalog.
- The use of cell phones and other electronic devices not related to instruction is prohibited in the classroom

Residency candidates demonstrating inappropriate behaviors and/or dispositions will be subject to removal from their Residency placements and, if necessary, dismissal from the Educator Preparation Program at East Tennessee State University.

Principle I: Responsibility to the Profession

The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.

A. *The professional educator demonstrates responsibility to oneself as an ethical professional by:*
  1. Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct;
  2. Knowing and upholding the procedures, policies, laws and regulations relevant to professional practice regardless of personal views;
  3. Holding oneself responsible for ethical conduct;
  4. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and taking appropriate measures when personal or health-related issues may interfere with work-related duties;
  5. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community;
  6. Avoiding the use of one's position for personal gain and avoiding the appearance of impropriety; and
  7. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others.
B. *The professional educator fulfills the obligation to address and attempt to resolve ethical issues by:*

  1. Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization;
  2. Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;
  3. Neither discriminating nor retaliating against a person on the basis of having made an ethical complaint;
  4. Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate; and
  5. Cooperating fully during ethics investigations and proceedings.

C. *The professional educator promotes and advances the profession within and beyond the school community by:*
  1. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;
  2. Engaging in respectful discourse regarding issues that impact the profession;
  3. Enhancing one's professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations;
  4. Actively participating in educational and professional organizations and associations; and
  5. Advocating for adequate resources and facilities to ensure equitable opportunities for all students.

Principle II: Responsibility for Professional Competence

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

A. *The professional educator demonstrates commitment to high standards of practice through:*
1. Incorporating into one's practice state and national standards, including those specific to one's discipline;
2. Using the *Model Code of Educator Ethics* and other ethics codes unique to one's discipline to guide and frame educational decision-making;
3. Advocating for equitable educational opportunities for all students;
4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure, and training of one's position;
5. Reflecting upon and assessing one's professional skills, content knowledge, and competency on an ongoing basis; and
6. Committing to ongoing professional learning.

B. *The professional educator demonstrates responsible use of data, materials, research and assessment by*:
1. Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information;
2. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;
4. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;
5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one's research and practice, in accordance with district policy, state and federal laws; and
6. Using data, data sources, or findings accurately and reliably.

C. *The professional educator acts in the best interest of all students by:*
1. Increasing students' access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience.
2. Working to engage the school community to close achievement, opportunity, and attainment gaps; and
3. Protecting students from any practice that harms or has the potential to harm students.

Principle III: Responsibility to Students

The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety and well-being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

A. *The professional educator respects the rights and dignity of students by:*
1. Respecting students by taking into account their age, gender, culture, setting and socioeconomic context;
2. Interacting with students with transparency and in appropriate settings;
3. Communicating with students in a clear, respectful, and culturally sensitive manner;
4. Taking into account how appearance and dress can affect one's interactions and relationships with students;
5. Considering the implication of accepting gifts from or giving gifts to students;
6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind;
7. Avoiding multiple relationships with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness;

8. Acknowledging that there are no circumstances that allow for educators to engage in romantic or sexual relationships with students; and

9. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the educator's career. The professional educator ensures that the adult relationship was not started while the former student was in school.

B. *The professional educator demonstrates an ethic of care through:*
1. Seeking to understand students' educational, academic, personal and social needs as well as students' values, beliefs, and cultural background;

2. Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture; and

3. Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.

C. *The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:*
1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice;

2. Upholding parents'/guardians' legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student; and

3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

Principle IV: Responsibility to the School Community

The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.

A. *The professional educator promotes effective and appropriate relationships with parents/guardians by:*
1. Communicating with parents/guardians in a timely and respectful manner that represents the students' best interests;

2. Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community;

3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and

4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.

B. *The professional educator promotes effective and appropriate relationships with colleagues by:*
1. Respecting colleagues as fellow professionals and maintaining civility when differences arise;
2. Resolving conflicts, whenever possible, privately and respectfully and in accordance with district policy;
3. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;
4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;
5. Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum;
6. Ensuring that educators who are assigned to participate as mentors for new educators, cooperating teachers, or other teacher leadership positions are prepared and supervised to assume these roles;

7. Ensuring that educators are assigned to positions in accordance with their educational credentials, preparation, and experience in order to maximize students' opportunities and achievement; and
8. Working to ensure a workplace environment that is free from harassment.

C. *The professional educator promotes effective and appropriate relationships with the community and other stakeholders by*:
1. Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families;
2. Collaborating with community agencies, organizations, and individuals in order to advance students' best interests without regard to personal reward or remuneration; and
3. Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications.

D. *The professional educator promotes effective and appropriate relationships with employers by:*
1. Using property, facilities, materials, and resources in accordance with local policies and state and federal laws;
2. Respecting intellectual property ownership rights (e.g. original lesson plans, district level curricula, syllabi, gradebooks, etc.) when sharing materials;
3. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession; and
4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

E. *The professional educator understands the problematic nature of multiple relationships by*:

1. Considering the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students' learning and well-being or diminish educator effectiveness;
2. Considering the risks and benefits of a professional relationship with someone with whom the educator has had a past personal relationship and vice versa;
3. Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student teachers, colleagues, and supervisors; and
4. Ensuring that professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning, and well-being.

Principle V: Responsible and Ethical Use of Technology

The professional educator considers the impact of consuming, creating, distributing and communicating information through <u>all</u> technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

A. *The professional educator uses technology in a responsible manner by:*
1. Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology on one's interactions with students, colleagues, and the general public;
2. Staying abreast of current trends and uses of school technology;
3. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members;
4. Knowing how to access, document and use proprietary materials and understanding how to recognize and prevent plagiarism by students and educators;
5. Understanding and abiding by the district's policy on the use of technology and communication;

6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws and should consider the implications of sharing sensitive information electronically either via professional or personal devices/accounts; and

7. Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.

B. *The professional educator ensures students' safety and well-being when using technology by:*
   1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms;
   2. Respecting the privacy of students' presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the student or others; and
   3. Monitoring to the extent practical and appropriately reporting information concerning possible cyber bullying incidents and their potential impact on the student learning environment.

C. *The professional educator maintains confidentiality in the use of technology by:*
   1. Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology;
   2. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records; and
   3. Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.

D. *The professional educator promotes the appropriate use of technology in educational settings by:*
   1. Advocating for equal access to technology for all students, especially those historically underserved**;**
   2. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and
   3. Promoting technological applications (a) that are appropriate for students' individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.

Model Code of Ethics for Educators (MCEE). National Association for State Directors of Teacher Education and Certification. (2018, August 8). Retrieved from https://www.nasdtec.net/page/MCEE_Doc

CLEMMER COLLEGE *of*
EDUCATION *and*
HUMAN DEVELOPMENT
EAST TENNESSEE STATE UNIVERSITY

<u>**Expectations of Professional Performance**</u>

In addition to adhering to the Model Code of Ethics for Educators, residency candidates must assume a high level of ethics and professionalism to guide candidates in discharging their responsibilities and duties. Candidates should conduct oneself accordingly, with special attention directed to the following relationships:

The Students
1. Accept students for who they are as individual human beings of worth, with purposes, interests, and needs.
2. Earn students' respect through genuine interest in them and their activities.
3. Refrain from disclosing information about students obtained during residency.
4. Foster critical thinking among students by examining facts and opinions on issues without imposing personal opinions.
5. Utilize all available evaluative techniques in assessing student learning and to assist students in making judgments about their own development.
6. Establish only mature, professional relationships with students.

The Mentor Teacher
1. Accept mentor teachers as professionals giving their time and energy to help new teachers.
2. Respect mentor teachers' program, goals, and practices, by striving to understand and support them.
3. Avoid emphasizing differences in philosophy and practices with mentor teachers.
4. Secure approval of the mentor teacher in advance of implementing candidate plans and experimentation.
5. Initiate suggestions for self-improvement during evaluation sessions with mentor teachers.
6. Keep mentor teachers informed of any personal or professional concerns that might affect the students, faculty, and school or university's relationships with the students, faculty, and school.
7. Cooperate with mentor teachers on all activities arranged for my professional growth.

The School and Community
1. Study and support school policies.
2. Discuss school matters only with persons (principals and other administrators) responsible for formulating and implementing school policies.
3. Avoid violation of community morals.
4. Refrain from unjustified or casual criticism of the school and community.
5. Follow school rules and expectations for professional conduct and dress.
6. Avoid use of alcohol and drugs prior to contact in a professional role with students, parents, or others.

The University Supervisor
1. Accept university supervisors as East Tennessee State University faculty members concerned with assisting candidates to have a successful apprenticeship teaching experience.
2. Seek supervisors' suggestions for improving learning situations for students and for implementing candidates' activities in the school and community.
3. Arrange and confirm a schedule that plans for personal conferences with university supervisors.
4. Call, e-mail, or write university supervisors with respect to weekly schedule of candidates activities in school and community.
5. Consider all conferences with university supervisors as professional and confidential.

The Residency Seminar Instructor

1. Accept seminar leaders as East Tennessee State University faculty members concerned with assisting candidates to have a successful apprenticeship teaching experience.
2. Consider all conferences with seminar leaders as professional and confidential.
3. View the seminar as an opportunity to share and learn from peers in other school settings.
4. Recognize the expertise of seminar leaders in the development, analysis, and evaluation of the edTPA.

The Profession

1. Study toward understanding the role of a teacher within the school, the community, and the profession.
2. Exhibit confidence and pride in the profession.
3. Look upon the profession as a service to humankind.
4. Encourage students to consider seriously the opportunities and responsibilities of the profession.
5. Contribute whenever possible to student learning experiences in the school, to the school program, and faculty planning for school improvement.
6. Become an active member in appropriate professional organizations.
7. Regularly read, study, and reflect upon the literature and research pertaining to education for maximum professional improvement.

All candidates are expected to uphold the ETSU Honor code. If you are not familiar with this statement and with the policy regarding plagiarism, you should review both these documents online and in a current catalog.

ETSU Code of Professional and Ethical Behaviors

By becoming a member of the campus community, students agree to live by the standards of the honor code and thereby pledge the following:
"I pledge to act with honesty, integrity, and civility in all matters."

-Honor Code and Pledge

Mandatory Reporting

All members of the university community are responsible for compliance with Tennessee laws on mandatory reporting of child abuse and child sexual abuse. Go to the Tennessee Department of Children's Services website to find out more information on how to identify and report child abuse and child sexual abuse. Please go to the following website to find detailed information from the Tennessee Department of Children's Services on how to identify and report child abuse and child sexual abuse: http://www.tn.gov/youth/childsafety.htm

University students placed in school districts should proactively ask the school site for the school's procedures for mandatory reporting and adhere to those reporting structures when possible.
View full Mandatory Reporting protocol here.

The following is a summary of key provisions of Tennessee law on mandatory reporting of child abuse and child sexual abuse.

Who Must Report

Tennessee law mandates reporting by **any person** who has knowledge of physical or mental harm to a child if: (1) the nature of the harm reasonably indicates it was caused by brutality, abuse, or neglect; or (2) on the basis of available information, the harm reasonably appears to have been caused by brutality, abuse, or neglect.

Tennessee law also mandates reporting by **any person** who knows or has reasonable cause to suspect that a child has been sexually abused, regardless of whether it appears the child has sustained an injury as a result of the abuse. The Tennessee mandatory reporting laws define a child as a person under 18 years of age.

How to Report

External Steps for Reporting

Call 911 if the situation is a life-threatening emergency. In other cases, a report of child abuse or child sexual abuse must be made immediately to one of the following four authorities:

- The Tennessee Department of Children's Services (reports can be made by calling the Central Intake Child Abuse Hotline at 1-877-237-0004);
- The sheriff of the county where the child resides;
- The chief law enforcement official of the city where the child resides; or
- A judge having juvenile jurisdiction over the child.

Please note that University police departments are not included in the list of authorities. Reporting to University police, a supervisor, or any other University official or employee does not satisfy and individual's duty to report child abuse or child sexual abuse to one of the authorities listed above.

Internal Steps for Informing

The following steps should be followed internally to keep all parties abreast of the reporting status:

- The university student should inform their immediate *University supervisor* or *department chair* of the intended report.
- The *university supervisor* or *department chair* should inform the Office of Educator Preparation of the intended report.
- The Office of Educator Preparation should inform the Associate Dean of Educator Preparation of the intended report.
- The Mandatory Reporting Team will determine next steps regarding any change in the student's placement given the context of the report.
- **Should the student need assistance in making the report, the student will work directly with the Mandatory Reporting Team.**

OFFICE OF EDUCATOR PREPARATION

P.O. Box 70685

Johnson City, TN 37614

Dear Parent/Guardian,

I am a teacher candidate from East Tennessee State University. I will be working in your child's classroom as part of my residency requirement. I am excited to have the opportunity to apply the skills and knowledge I have learned in my coursework at ETSU in this classroom.

During this semester, I will need opportunities to record lessons with students as part of the requirements to obtain teacher licensure. These recordings will only be used to evaluate my teaching and will not be shared in any other capacity. While the video recording will involve both the teacher and various students, the primary focus is on teacher instruction, not on the students in the class.

In order to complete these assignments, I need your permission to video in your child's classroom. By signing below, you give your permission for these recordings.

Sincerely,

_____

ETSU Residency Candidate

_____   _____

Student's Name   School

_____   _____

Parent Signature   Date

OFFICE OF EDUCATOR PREPARATION
P.O. Box 70685
Johnson City, TN 37614

Estimados Padres/Tutores,

Soy estudiante de pedagogía en East Tennessee State University. Estaré trabajando en el salón de clase de su hijo(a) como parte de los requisitos de grado para obtener mi licencia de maestro(a). Me alegra poder tener la oportunidad de poner en práctica las habilidades y el conocimiento que he adquirido durante mis estudios en ETSU en este salón de clase.

Durante este semestre, tengo que grabar lecciones con los estudiantes como parte de los requisitos para obtener mi licencia para enseñar. Estas grabaciones se usarán exclusivamente para evaluar mis habilidades como maestro(a) y no se compartirán fuera de este salón de clase. Aunque la grabación involucrará tanto al maestro como a varios estudiantes, se centrará en la enseñanza y no en los estudiantes.

Para poder llevar a cabo estas grabaciones, le pido su permiso para grabar en el salón de clase de su hijo(a). Al firmar abajo, usted da su consentimiento para que se hagan dichas grabaciones.

Atentamente,

_____

Estudiante de pedagogía de ETSU

_____   _____

Nombre de estudiante (hijo/a)   Nombre de la a escuela

_____   _____

Firma de los padres/tutores   Fecha

Clemmer College of Education and Human Development, Office of Educator Preparation
Residency II Professional Development Request for Approval

Teachers who participate in effective professional development and implement research-based strategies in their classroom have stronger teaching practices, which can be linked to higher student achievement. As an educator preparation program, we encourage Residency candidates to participate in effective professional development (Darling-Hammond, 2017).

Candidates who would like to attend a professional development event during Residency II must complete a Professional Development Request for Approval form. The professional development event during Residency II will be considered if 1) a completed Professional Development Request for Approval is completed with all required signatures, and 2) it has been turned in to the Office of Educator Preparation a minimum of 2 weeks in advance. If the event is approved, candidates will be excused for the day(s) they attended the professional development event; however, days missed for travel will not be excused and will need to be made up.

Name_____ E#_____

ETSU email: _____Program of Study_____

Title of professional development event_____

Date(s) of professional development event_____ Location _____

Describe why you would like to attend this professional development event. Please be specific and thorough in your explanation. Indicate how this professional development aligns with your program of study and how you plan to share the new information you have learned. You may attach an additional sheet if needed.

_____

_____

_____

_____

_____

After attending the professional development event, the candidate agrees to:
   a. Attach a copy of the agenda from the professional development event in Watermark.
   b. Complete a reflection of the professional development event, which includes how you will use content from this event with students you are currently teaching or will be teaching in the future.

_____   _____
Mentor Teacher   Date   ETSU Supervisor   Date

_____   _____
Department Chair   Date   Director of Field Experiences and Residency   Date

Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute.

CLEMMER COLLEGE of EDUCATION and HUMAN DEVELOPMENT
EAST TENNESSEE STATE UNIVERSITY

CLEMMER COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

RESIDENCY CANDIDATE ATHLETIC COACHING CONTRACT for RESIDENCY II

I, _____, have been offered an athletic coaching contract beginning on _____
       (Candidate's name)   (Date)

in the sport of _____ with _____, and am eligible to coach with
                 (sport)   (School District)

approval by my mentor teacher, ETSU supervisor, seminar leader, and coaching supervisor.

According to Tennessee State Board Policy, candidates in a student teaching clinical practice shall complete at least fifteen (15) weeks of full-time student teaching during one (1) semester in order to be recommended for licensure. The candidates first priority is to successfully carry out student teaching responsibilities and assignments. This includes remaining in their placement for the full school day and attending any before or after school responsibilities with their mentor teacher. Commitments other than student teaching during Residency II must take a secondary place.

Athletic coaching has traditionally been a way for future teacher educators to build rapport and relationships, as well as gain professional experience within the local school system. Residency candidates may find athletic coaching to be a major time commitment, one that sometimes requires modification of the teaching schedule. It can also affect planning and preparation in ways that can negatively impact the success of classroom teaching. Residency candidates may not accept a coaching position during Residency II unless they have prior approval from their Department Chair or Program Coordinator, seminar leader, mentor teacher and coaching supervisor.

If a candidate is approved to complete athletic coaching during Residency II, their coaching commitments cannot be excuses for failing to meet the commitments of Residency II. If coaching commitments become problematic in terms of attendance and performance, the mentor teacher should contact the ETSU supervisor immediately and the candidate will be given a choice of withdrawing from his/her residency or making the adjustments necessary to give full attention to the program. To ensure a candidate's success, we ask that the residency candidate and coaching staff adhere to the guidelines below:

a. Residency II placement is the residency candidates first priority.
b. Residency candidates should remain in their placement for the full school day. Candidates should not leave their placement early for daily practices or scheduled games.
c. If for some reason the residency candidate is in a critical role and needs to leave early for an event, prior approval from their mentor teacher and ETSU supervisor must be given. Time missed during Residency II will also need to be made up.

Candidates should initial by each of the following points to acknowledge reading them.

_____ I acknowledge that I am prepared to accept the responsibility of serving as an athletic coach and freely choose to serve in this capacity.
_____ I also acknowledge that once I agree to be an athletic coach, I am acting as an athletic coach with the district who I have a signed coaching contract rather than as a teacher candidate for East Tennessee State University.
_____ I will abide by all policies, rules and regulations of the school system I hold a coaching contract with while performing the duties of an athletic coach.
_____ I will not let athletic coaching interfere with my attendance in my residency placement and ETSU seminar courses, or with the completion of assigned work related to my placement or coursework.
_____ I acknowledge I may be given a choice of ending my coaching responsibilities or withdrawing from Residency II at any time if athletic coaching begins to interfere with my commitments and requirements of Residency II.
_____ I agree to **comply with Titles VI and VII of the Civil Rights Act of 1964, title IX of the Education Amendments of 172, Section 504 of the Rehabilitation Act of 197, and the related regulations of each. As such, I will not discriminate against any individual because of race, religion, creed, color, gender, age, handicap or national origin. Nor ETSU or placement district is responsible for personal injury or property damage or loss except that resulting from its own negligence or those within its control or employ.**

Residency candidate must attach the practice and game schedule along with the head coach's name and contact information to this contract.

By signing this document, you acknowledge that you agree to the ETSU Residency Candidate Athletic Coaching Agreement during Residency II.

_____   _____   _____
Student Signature   E#   Date

In addition to this contract acknowledgement, you must also obtain approval from your mentor teacher, coaching supervisor, ETSU supervisor and seminar leader. Once all signatures have been obtained, please make a copy of this agreement for your records and email this original document to your ETSU supervisor and upload in to Watermark.

_____   _____   _____   _____
Mentor Signature   Date   Coaching Supervisor Signature   Date

_____   _____   _____   _____
ETSU Supervisor Signature   Date   Seminar Leader Signature   Date

PARTNERING SCHOOL DISTRICT and

ETSU, CLEMMER COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

CANDIDATE TO SUBSTITUTE CONTRACT

I, _____ , acknowledge that I have completed substitute training on _____ with
        (Student Name)   (Date)
_____ and am eligible to Substitute teach with approval by my mentor teacher, principal, ETSU
       (School District)
Supervisor and seminar leader.

Candidate is allowed to substitute for no more than five (5) days during the Residency II term as defined by ETSU. Candidates are allowed to substitute in three settings, but the preference must be in the following order:

    a. Classroom of mentor teacher
    b. Another classroom in the school they are assigned-requires mentor teacher and ETSU supervisor approval.
    c. A classroom in another school-requires advance notice and must be approved by mentor teacher and ETSU supervisor.

Initial by each of the following points to acknowledge reading them.

_____ I also acknowledge that I am prepared to accept the responsibility of serving as a substitute teacher and freely choose to serve in this capacity.

_____ I also acknowledge that once I agree to be a substitute, I am acting as a substitute with the placement district rather than as a teacher candidate for East Tennessee State University (ETSU).

_____ I will abide by all policies, rules and regulations of the school system while performing the duties of substitute teacher.

_____ I will not let substituting in my placement district interfere with my attendance in ETSU courses or with completion of assigned work in or related to those courses.

_____ I am responsible for recording dates, locations, licensure area, and grade level of my substitute experience on the Watermark time log.

_____ I acknowledge that I am only allowed to substitute after I have completed the edTPA filming in Residency II.

_____ I may be removed from eligibility for substitute teaching at any time, for any reason or for no reason, by the principal of the school, in which I am completing Residency II, or by my ETSU supervisor or seminar leader.

_____ I agree to *comply with Titles VI and VII of the Civil Rights Act of 1964, title IX of the Education Amendments of 172, Section 504 of the Rehabilitation Act of 197, and the related regulations of each. As such, I will not discriminate against any individual because of race, religion, creed, color, gender, age, handicap or national origin. Nor ETSU or placement district is responsible for personal injury or property damage or loss except that resulting from its own negligence or those within its control or employ.*

When you substitute, you should ask the school administrator to provide a teacher in the school, in addition to your mentor, to serve as support and a contact for assistance if needed during a substitute teaching assignment. By signing this document, you acknowledge that you agree to the candidate to substitute contract.

_____   _____   _____
Student Signature   E#   Date

In addition to substitute training and contract acknowledgement, you must also obtain approval from your mentor teacher, principal from your placement school, and ETSU supervisor and seminar leader. Once all signatures have been obtained, please make a copy of this agreement for your records and email this original document to your ETSU supervisor and upload in to Watermark.

_____   _____
Mentor Signature   Date   Principal Signature   Date

_____   _____
Supervisor Signature   Date   Seminar Leader Signature   Date

Candidate and Mentor Reflective Discussion Summary

In order to support professional growth of residency candidates, opportunities for frequent and ongoing reflection between mentors and candidates are necessary and expected. Mentor teachers and candidates should set aside a scheduled time to reflect on the candidate's progress while identifying their strengths and an area of refinement to focus on. These discussions are also an excellent time to provide candidates with strategies that will offer support and foster success.

This *Candidate and Mentor Reflective Discussion Summary* should be used to record strengths and refinements mentioned during these reflective discussions and should be signed and added as an attachment to Watermark for the university supervisors to review.

To show evidence of these discussions throughout the residency year, we are asking for these reflective conversations to be documented on this format at least <u>once a month</u> during Residency I (September, October, and November). These reflective conversations should be documented at least <u>twice a month</u> during Residency II (January, February March, and April).

Reflective Discussion Summary for the month of: _____

Strengths

Area of Refinement

Strategies for Improvement

Residency Candidate Signature: _____ Date: _____

Mentor Teacher Signature: _____ Date: _____

Residency Candidate Performance Checklist*

Please complete and attach to Watermark before each supervisor visit 3 times each semester.

Name of Mentor: _____ Date: _____

Name of Residency Candidate: _____ Program: _____

Please check the level at which your Teacher Candidate performs	*Meets Expectations*	*Developing*	*Needs Improvement*
Demonstrates Effective Oral Communication Skills			
Professional language, grammar, and word choice			
Encourages participatory behaviors			
Demonstrates Effective Written Communication Skills			
Communicates respectfully and positively			
Precise spelling and grammar			
Demonstrates Professionalism			
Responds promptly to communication and submits all assignments			
Exhibits punctuality and attendance			
Maintains ethical standards of practice			
Collaborative group member who participates in productive outcomes			
Keeps inappropriate personal life issues out of the classroom			
Demonstrates a Positive and Enthusiastic Attitude			
Actively seeks solutions to problems without complaint			
Tries new ideas and activities			
Positive affect with student using verbal/nonverbal cues			
Demonstrates Preparedness in Teaching and Learning			
Accepts constructive feedback with implementation			
Learns and adjusts from experience and reflection			
Arrives prepared with needed materials			
Alters lesson in progress when needed			
Exhibits an Appreciation of and Value for Cultural and Academic Diversity			
Embraces diversity through inclusive activities and behaviors			
Creates safe classroom with zero tolerance of negativity			
Collaborates Effectively with Stakeholders			
Demonstrates flexibility			
Maintains a respectful tone at all times.			
Proactively shares teaching strategies through collaboration			

Demonstrates Self-Regulated Learner Behaviors/Takes Initiative			
Recognizes weakness and seeks solutions before asking for support			
Researches and implements effective teaching styles			
Exhibits the Social and Emotional Intelligence to Promote Personal and Educational Goals/Stability			
Demonstrates maturity and self-regulation			
Demonstrates perseverance and resilience (grit)			
Demonstrates a sensitivity to feelings of others.			

*Residency Candidate Performance Checklist references dispositions from the Educational Disposition Assessment (EDA) instrument created by Watermark Insights, LLC.

Additional Comments:

Mentor Signature_____Candidate Signature_____

Office of Educator Preparation
Residency Year-Key Roles

Pre-Residency-50 hours (July-Aug)	
What are Residency Candidates doing?	**What are mentor teachers doing?**
• **Check emails from faculty, mentors, departments, Office of Educator Preparation, other students, etc. daily and respond to emails in a timely manner.** • Arrange a set schedule with mentors for the duration of pre-residency to complete 50 field hours (this does not include KAT/CAT/RITE candidates). Sign in/out of the school and log field hours weekly in Watermark. • Notify mentor teachers and university supervisors BEFORE missing dates that have been scheduled and stay the entire time. • Help teachers prepare for the first day of school. • Attend district and school wide in-service opportunities and faculty meetings if possible. • Attend the first full day of school. If the first day is a half-day then plan to attend the first and second day of school. • Actively observe teacher's interaction with students. (Beginning of the year activities to build relationships with students.) • Actively observe teacher's strategies for planning lessons, activities for instruction and classroom management. • Participate in grade level collaborative sessions if possible. • Become familiar with content you will be responsible for. (Ex. State standards, classroom curriculum, resources, etc.). • Complete EDA self-assessment in Watermark.	• **Check and approve candidates' attendance weekly in Watermark. Report excessive absences, tardies or early dismissals to university supervisors and/or the Director of Field Experience and Residency.** • Complete Mentor Teacher InformationForm & Compensation Paperwork for ETSU. • Encourage residency candidates to participate in district and school wide in-service opportunities and faculty meetings. • Introduce candidates to other faculty members, support personnel, and administrators. • Plan for candidates to attend the first full day of school. If the first day of school is ½ day, then candidates should attend the first and second day of school. • Tour the school with candidates (staff work areas, adult restrooms, teacher's lounge). • Provide copies of the faculty and student handbooks and highlight important information. • Designate a set time each week to meet with candidates to answer questions and share the "why" behind your decisions. • Focus on building a relationship with residency candidates as a co-teacher within the classroom. • Provide candidates with a list of things they can do when they are not interacting with students. • **Model ways to communicate to parents and other professionals (i.e., text, phone calls, email).**

Residency I- 135 hours (Aug.-Dec.)	
What are Residency Candidates doing?	**What are mentor teachers doing?**
• **Check emails from faculty, mentors, departments, Office of Educator Preparation, other students, etc. daily and respond to emails in a timely manner.** • Follow ETSU's calendar during the Residency I semester. • Arrange a set schedule with mentor teachers to complete 135 field hours **throughout the entire semester**. Sign in/out of the school and log field hours weekly in Watermark. Try to find time to complete hours during instructional and planning times. • Notify mentor teachers and university supervisors BEFORE missing dates that have been scheduled and stay the entire time. • Submit lesson plans at least 2 days prior to teaching the lesson. • Apply skills and knowledge connected with coursework through co-teaching both whole and small groups, classroom management, and other instructional strategies. (Candidates should be participating in some form of co-teaching each time they are in the classroom). Complete lesson plans and observations for mentor teachers and university supervisors. • Actively participate in the classroom with mentor teachers and students. (Do NOT work on other assignments, check emails, be on your phone, or study for exams.). • Begin edTPA Task 1. (Some programs will also complete edTPA Task 2) • Collaborate with mentor teachers about a conceptual topic to teach in January or early February for edTPA.	• **Check and approve candidates' attendance weekly in Watermark. Report excessive absences, tardies or early dismissals to university supervisors.** • Designate a set time each week to meet with candidates and reflect on their strengths and areas of refinement. (*Candidate and Mentor Reflective Discussion Summary* should be completed to document these meetings). • Review lesson plans before candidates teach any lesson. • Allow candidates to apply skills and knowledge connected with their coursework. Candidates should be engaged in some form of co-teaching each day they are in the classroom in a variety of groupings (whole group, small group, one-on-one) and content areas (if applicable). • Complete and/or upload 1 observation and evaluation in Watermark using the *Informal Teaching Evaluation and Rubric and r*eflect with candidates afterwards. • Follow up with university supervisors during or after school visits to discuss candidates' strengths, and areas of refinement (This can be in-person, via email, or zoom session). • Complete the *Residency Candidate Performance Checklist* for each university supervisors' visit. • Provide feedback to university supervisors for the Educator Disposition Assessment completed at the end of the semester. • Support candidates edTPA work and allow them flexibility to complete filming or other requirements associated with the edTPA. • **Model ways to communicate to parents and other professionals (i.e., text, phone calls, email).**

Residency 2- Full Time Student Teaching (Jan.- Apr./May)

What are Residency Candidates doing?	What are mentor teachers doing?
Check emails from faculty, mentors, departments, Office of Educator Preparation, other students, etc. daily and respond to emails in a timely manner. - Follow the school district calendar. - Report to school when teachers report to work in January 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. - Daily arrival and departure times should be consistent with your mentor teacher. Sign in/out of the school and log field hours weekly in WAtermark. - Notify mentor teachers and university supervisors BEFORE the intended absence or late arrival. Notification needs to happen before the school day starts. - Attend all events that are required of mentor teachers (Ex. Faculty meetings, before and after school duties, grade level programs, PTSA, etc.) - Complete lesson plans and observations from mentor teachers and university supervisors. - Actively participate in the classroom mentor teachers and students. Candidates should be doing some form of co-teaching every day. (This is not a time to work on other assignments (including edTPA), check emails, be on your phone, or study for exams.). - Candidates are not allowed to substitute teach unless they complete district substitute training and the *Candidate to Substitute Contract*. *See Substitute Guidelines in the Residency Handbook or online. - Complete Task 2 and/or Task 3 of edTPA. - Attend edTPA writing and bootcamp if provided by your program of study. - Complete EDA self-assessment. - Complete End of Program Survey	**Check and approve candidates' attendance weekly in Watermark. Report excessive absences, tardies or early dismissals to university supervisors.** - Include candidates during your planning session, PLC, IEP, data meetings, or collaborative work sessions. - Designate a set time each week to meet with candidates and reflect on their strengths and areas of refinement. *(Candidate and Mentor Reflective Discussion Summary* should be completed to document these meetings). - Complete and/or upload 1 observation and evaluation in Watermark using the *Informal Teaching Evaluation and Rubric*. Reflect with candidates afterwards. - Allow candidates to apply skills and knowledge connected with their coursework. Candidates should be teaching or co-teaching daily 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. - Follow up with university supervisors during or after school visits to discuss candidates' strengths, and areas of refinement (This can be in-person, via email, or zoom session). - Complete *Residency Candidate Performance Checklist* for each supervisor visit. - Support candidates edTPA work and allow them flexibility to complete filming or other requirements associated with the edTPA. **Model ways to communicate to parents and other professionals (i.e., text, phone calls, email).** - Complete Mentor Teacher Survey ****If you have a candidate for the second placement of Residency II**, allow candidates time to build relationships with students, observe instructional routines, and then gradually increase teaching and co-teaching responsibilities. Complete and/or upload 1 observation and evaluation in Watermark using the *Informal Teaching Evaluation and Rubric*. Reflect with candidates afterwards.

Observation and Evaluation Schedule				
Residency I				
**Required initial visit for Residency Candidate, University Supervisor and Mentor Teacher prior to 1st Observation if not completed during Pre-residency. ** (In-person or Zoom)				
		Residency Candidate	**Supervisor**	**Mentor Teacher**
Complete and upload in Watermark SLL by **September 30**	**Teaching Lesson 1**	1.) Submit mentor teacher approved lesson plan for mentor teacher and university supervisor to review to review (minimum 2 days prior to lesson) 2.) Teach lesson for mentor teacher	**No Supervisor Site Visit for Teaching Lesson 1**	1.) Review lesson plan for content before candidate teachers lesson. 2.) Observe Teaching Lesson and complete **Informal Teaching Evaluation** in Watermark SSL 3.) Provide coaching feedback with candidate on lesson plan and instruction
Complete and upload in Watermark SLL by **September 30**	**Teaching Lesson 2**	1.) Submit ETSU lesson plan for mentor teacher and university supervisor to review (minimum 2 days priorto lesson) 2.) Teach lesson during supervisor visit	1.) Observe Teaching Lesson and complete an **Informal Teaching Evaluation** located in assessments in Watermark SLL & include any notes taken as an attachment. 2.) Provide coaching feedback to candidate on lesson plan and instruction using CAEP Lesson Plan Rubric & Informal Teaching Evaluation Rubric 3.) Check in with mentor about residency candidate performance	1.) Review lesson plan for content before candidateteaches lesson. 2.) Complete **Residency Candidate Performance Checklist** and attach to Watermark SLL before university supervisor visit. 3.) Meet with supervisor about residency candidate performance
Complete and upload in Watermark SLL by **October 30**	**Teaching Lesson 3**	1.) Submit ETSU lesson plan for mentor teacher to review (minimum 2 daysprior to lesson) 2.) Attach lesson plan into Watermark SLL (minimum 2 days prior to lesson) 3.) Teach lesson during supervisor visit	1.) Complete **CAEP Lesson Plan Rubric** located in assessments in Watermark SLL 2.) Observe Teaching Lesson and complete **TEAM Rubric** located in assessments in Watermark SLL 3.) Provide coaching feedback tocandidate on lesson plan and instruction using CAEP Lesson Plan Rubric and TEAM Rubric 4.) Check with mentor about residency candidate performance	1.) Review lesson plan for content before candidate teachers lesson. 2.) Complete **Residency Candidate Performance Checklist** and attach to Watermark SLL before university supervisor visit.
Complete and upload in Watermark SLL by **November 30**	**Teaching Lesson 4**	1.) Submit ETSU lesson plan for mentor teacher and university supervisor to review (minimum 2 days prior to lesson) 2.) Teach lesson during Supervisor visit	1.) Observe Teaching Lesson and complete an **Informal Teaching Evaluation** located in assessments in Watermark SLL & include any notes taken as an attachment in Watermark SLL. 2.) Provide coaching feedback to candidate on lesson plan and instruction using CAEP Lesson Plan Rubric & Informal Teaching Evaluation Rubric 3.) Check in with mentor about residency candidate performance	1.) Review lesson plan for content before candidateteaches lesson. 2.) Complete **Residency Candidate Performance Checklist** and attach to Watermark SLL before university supervisor visit.
Completed by	**Final Assessment**	1.) Meet with Supervisor (in-person or zoom)	1.) Meet with residency candidate(in-person, or Zoom) 2.) **Complete Educator**	1.) Provides feedback to university supervisor for

December 15		2.) Complete **EDA Self-assessment** in Watermark SLL.	**Disposition Assessment (EDA)** in Watermark SLL with candidate	Educator Disposition Assessment (EDA)
	Survey			1.) Complete Mentor Teacher Survey via email (For mentor teachers with off schedule Residency II candidates only).

Observation and Evaluation Schedule				
Residency II				
Required initial visit for Residency Candidate, University Supervisor and Mentor Teacher prior to 1st Observation Visit. ** **(For off-schedule students completing Residency II only.) (In-person or Zoom)				
		Residency Candidate	**Supervisor**	**Mentor Teacher**
Complete and upload in Watermark SLL by **January 31**	**Teaching Lesson 1**	1.) Submit mentor teacher lesson plan for mentor teacher and university supervisor to review to review (minimum 2 daysprior to lesson) 2.) Teach lesson for mentor teacher	**No Supervisor Site Visit for Teaching Lesson 1**	1.) Review lesson plan for content before candidateteaches less on. 2.) Observe Teaching Lesson and complete **Informal Teaching Evaluation** in Watermark SLL 3.) Provide coaching feedback with candidate on lesson plan and instruction
Complete and upload in Watermark SLL by **February 15**	**Teaching Lesson 2**	1.) Submit ETSU lesson plan for mentor teacher and university supervisor to review (minimum 2 days priorto lesson) 2.) Teach lesson during supervisor visit	1.) Observe Teaching Lesson and complete an **Informal Teaching Evaluation** located in assessments in Watermark SLL & include any notes taken as an attachment. 2.) Provide coaching feedback to candidate on lesson plan and instruction using CAEP Lesson Plan Rubric & Informal Teaching Evaluation Rubric 3.) Check in with mentor about residency candidate performance	1.) Review lesson plan for content before candidateteaches lesson. 2.) Complete **Residency Candidate Performance Checklist** and attach to Watermark SLL before university supervisor visit. 3.) Meet with supervisor about residency candidate performance
Complete and upload in Watermark SLL by **March 13**	**Teaching Lesson 3**	1.) Submit ETSU lesson plan for mentor teacher to review (minimum 2 daysprior to lesson) 2.) Attach lesson plan into Watermark SLL (minimum 2 days prior to lesson) 3.) Teach lesson during supervisor visit	1.) Complete **CAEP Lesson Plan Rubric** located in assessments in Watermark SLL 2.) Observe Teaching Lesson and complete **TEAM Rubric** located in assessments in Watermark SLL 3.) Provide coaching feedback tocandidate on lesson plan and instruction using CAEP Lesson Plan Rubric and TEAM Rubric 4.) Check with mentor about residency candidate performance	1.) Review lesson plan for content before candidateteaches lesson. 2.) Complete **Residency Candidate Performance Checklist** and attach to Watermark SLL before university supervisor visit.
March 4	**Placement Switch for Most Licensure Areas**			
Complete and upload in Watermark SLL by **April 14**	**Teaching Lesson 4**	1.) Submit mentor teacher approved lesson plan for mentor teacher to review (minimum 2 days prior to lesson) 2.) Teach lesson for mentor teacher	**No Supervisor Site Visit for Teaching Lesson 4**	1.) Review lesson plan before candidate teaches lesson. 2.) Observe Teaching Lesson and complete **Informal Teaching Evaluation** located in Watermark SLL & include any notes taken as an attachment 3.) Provide coaching feedback with candidate on lesson plan and instruction
Complete and upload in Watermark SLL by **April 28**	**Teaching Lesson 5**	1.) Submit ETSU lesson plan for mentor teacher and university supervisor to review (minimum 2 days prior to lesson)	1.) Observe Teaching Lesson and complete an **Informal Teaching Evaluation** located in assessments in Watermark SLL & include any notes taken as an attachment in Watermark SLL.	1.) Review lesson plan for content before candidateteaches lesson. 2.) Complete **Residency Candidate Performance Checklist** and attach to

		2.) Teach lesson during Supervisor visit	2.) Provide coaching feedback to candidate on lesson plan and instruction using CAEP Lesson Plan Rubric & Informal Teaching Evaluation Rubric 3.) Check in with mentor about residency candidate performance	Watermark SLL before university supervisor visit.
Completed by **Last Day of Classes (April 28)**	**Final Assessment**	1.) Meet with Supervisor (in-person or zoom) 2.) Complete **EDA Self-assessment** in Watermark SLL.	1.) Meet with residency candidate(in-person, or Zoom) 2.) **Complete Educator Disposition Assessment (EDA)** in Watermark SLL with candidate	1.) Provides feedback to university supervisor for Educator Disposition Assessment (EDA)
	Survey	1.) Complete End of Program Survey via email	1.) Complete Supervisor Survey of Mentor Teachers via email	1.) Complete Mentor Teacher Survey via email

Informal Teaching Evaluation

Residency Candidate_____Date_____ Lesson #_____

School_____Grade_____ Content_____

Designing and Planning Instruction	Score
Instructional Plans (IP)	
Student Work (SW)	
Assessment (AS)	
Learning Environment	**Score**
Expectations (EX)	
Managing Student Behavior (MSB)	
Environment (ENV)	
Respectful Culture (RC)	
Instruction	**Score**
Standards and Objectives (SO)	
Motivating Students (MS)	
Presenting Instructional Content (PIC)	
Lesson Structure and Pacing (LSP)	
Activities and Materials (ACT)	
Questioning (QU)	
Academic Feedback (FEED)	
Grouping Students (GRP)	
Teacher Content Knowledge (TCK)	
Teacher Knowledge of Students (TKS)	
Thinking (TH)	
Problem Solving (PS)	

Goals for Future Observations

Reinforcement objective:

Refinement Objective:

EdTPA

Supervisors may discuss how this observation aligns with the edTPA effective teaching cycle (planning, instruction, assessment, academic language, subject-specific emphasis).

Observer Signature_____   Date_____
Residency Candidate Signature_____   Date_____

Office of Educator Preparation
Residency Field Placement Information

The purpose of this document is to help you collect important information about the school/district where you are placed for residency, your mentor teacher, and experiences during your Pre-residency field requirement. You should collect the required information on this form during Pre-residency and attach in Watermark before the end of Pre-residency. You should also keep this completed form to reference throughout your residency year.

Candidate Information

Residency candidate's name:	
Residency candidate's E-number:	
Residency candidate's email address:	

Mentor Teacher Information

Mentor teacher's name:	
Grade level:	
Mentor teacher's email address:	
Mentor teacher's planning time:	
Describe planning time for your mentor teacher (e.g., mentor teacher plans alone, meets with others on the grade level team to plan, etc.)	
What day of the week and time will you meet with your mentor each week to discuss the week, plan for the upcoming week(s), sign off on attendance, and complete reflections from the Office of Education Preparation?	
What day of the week and time are faculty meetings scheduled for teachers at your placement school?	
List the additional duties your mentor teacher is required to complete (e.g., bus duty, hall duty, etc.) and how often?	

What is the daily schedule for your mentor teacher? Complete the table below, adding new rows as needed.

Time Period *Example: 7:45-8:30*	Event *Example: Students arrive, morning work, attendance, lunch count*

General School Information

School district:	
School name:	
School phone number:	
Principal's name:	
Principal's email address:	
Assistant or Associate Principal's name:	
Assistant or Associate Principal's email address:	
Arrival time for teachers:	
Departure time for teachers:	

Placement Information

According to your placement school, what are the policies for residency candidates regarding the following:

Event	Policy
Dress code:	
Entering the building:	
Front office sign in/sign out procedures:	

Notification of absences:	
Arriving late/leaving early:	
Who is the contact person for mandatory reporting at your school?	
Reporting an injury at school:	

According to the Residency Handbook, what are the policies for candidates regarding the following:

Event	Policy
Setting a schedule:	
Absences:	
Late arrival and leaving early:	
Dress code:	
Cell phone usage:	
Social media policy:	
ETSU injury policy:	

Please indicate any of the events below you were able to attend during Pre-residency

Event	Attended	Date and Time
Before school classroom setup		
Back to school night		
District and/or school in-service		
District and/or school led professional development		
Faculty Meeting		
Other:		

After completion, please obtain the required signatures and attach in Watermark before the end of Pre-residency (August 25, 2023).

_____   _____   _____

Candidate name *printed*   Candidate signature   Date

_____   _____

Mentor signature   Date