



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

Mentoring Your Residency Candidate

A Handbook for Mentor Teachers and University Supervisors

2024-2025



East Tennessee State University
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Introduction

Thank you for your willingness to mentor or supervise residency candidates at Clemmer College of Education and Human Development, ETSU. For those who are returning mentors or supervisors, we appreciate your dedication to our program, and we look forward to strengthening our relationship with you. For those serving as a mentor teacher or supervisor for the first time, we want to welcome you and assure you we are here to provide information and answer questions about our program and offer various levels of support throughout the year. We know that mentoring pre-service teachers can be a rewarding experience and a way to give back to the teaching profession. Mentor teachers and university supervisors are an integral part in the professional development of our pre-service teachers; therefore, you make a difference for many students in future classrooms.

This handbook is designed to help you work with residency candidates throughout their residency year. It addresses the topics below and compliments the Residency Handbook. To understand the expectations for residency candidates and mentor teachers or supervisors, please review BOTH handbooks. This handbook addresses the following topics:

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Qualifications

Mentor Teacher	University Supervisor
<p>Required Qualifications:</p> <ul style="list-style-type: none"> • Hold an active Tennessee license with an endorsement in the area or a closely related area where they will be supervising the candidate; • Have a level of overall effectiveness of above expectations or significantly above expectations for the prior school year; and • Have a minimum of three (3) years of experience as a teacher, school services personnel, or instructional leader as applicable <p>Desired Qualifications:</p> <ul style="list-style-type: none"> • Recommended by the principal or other appropriate district supervisor. • Demonstrated dispositions that support the development of teacher candidates, including: <ul style="list-style-type: none"> ○ Willingness and ability to assume the roles expected of a mentor, such as advocate, counselor, coach, and critic. ○ Willingness and ability to work as a team member to promote the development of a novice. • Interested in working with teacher candidates. <ul style="list-style-type: none"> ○ Understands and is committed to the co-teaching model for preparing beginning teachers • Willingness to attend mentor teacher orientation and/or training during the first few weeks of the mentoring experience • Willingness to provide feedback to the Office of Educator Preparation and university faculty • Proficient with technology to use Watermark platform and communicate with university supervisors and Office of Educator Preparation 	<p>Required Criteria:</p> <ul style="list-style-type: none"> • Must hold a master's degree (15+ years of teaching experience may be considered in lieu of master's degree). • Minimum of three years' experience teaching in a Pre-K-12 school setting. • Recommended by previous principal and/or district leaders. • TEAM Training Certified or willingness to obtain TEAM Training Certification <p>Other Qualifications to be considered:</p> <ul style="list-style-type: none"> • Documented years of professional teaching experience in the grade span or in content hired to supervise. • Experience as a school or district administrator. • A teaching license in the content area and/or grade span they will supervise. • Awards or special recognition for teaching. <p>**EPP and LEA collaboratively review university supervisor selection criteria.</p>

Professional Development Points for Clinical Mentors

Contact: Educator.Licensure@tn.gov

Educators serving as a clinical mentor for candidates completing an educator preparation program are eligible for an award of 20 professional development points (PDPs) for one academic year of service. To receive PDPs for service as a clinical mentor, educators must submit this completed and signed [form](#) in TNCompass.

Compensation Information and Procedures

Mentor Teachers

Once school districts confirm mentor teachers with the Office of Educator Preparation, mentor teachers will receive an email from our Placement Coordinator. This email will provide you with information about your residency candidate and mentor teacher training.

Mentor teachers need to complete the two action items below by the end of Pre-residency (third week in August).

1. Mentor Contact Information Form: Please complete this revised electronic form, which takes less than five minutes, to ensure we have your current contact information on file. (You will need your teaching license number for this form).

https://etsuclemmer.iad1.qualtrics.com/jfe/form/SV_0HTToksqAHKe3Q

2. Mentor Compensation Information: Mentors that complete the Mentor Teacher Compensation Account set up through ETSU will receive compensation for mentoring a residency candidate. (Payments will be sent at the end of the fall and spring semesters.)

Mentor Teacher Stipends	
Mentor in Pre-Residency/Residency I	\$150
Mentor in Residency II	\$100 per student

Compensation Procedures for Mentor Teachers

Please use steps A and B below to create your account in our online platform. Setting up this account allows you to make changes to your banking information and other compensation changes, if needed, later. Once the account is created, use the link in section B to complete the direct deposit authorization form. **You will need to have a completed W-9 and voided check ready to attach to this authorization.** We are encouraging mentor teachers to complete the compensation procedures below during the first few weeks of receiving their residency candidate, so the Office of Educator Preparation and Procurement will have time to process the paperwork. **Mentor Teachers should complete the compensation procedures no later than September 30, for the fall semester, and April 30, for the spring semester, or payments for December and May cannot be guaranteed.**

***If you would like to decline compensation, you do not need to complete the steps below, only email the Office of Educator Preparation at edprep@etsu.edu stating that you decline compensation.**

****Compensation paperwork only needs to be completed if you have never been a mentor teacher or if you have not completed paperwork after Spring 2021. Please contact the Office of Educator Preparation if you have questions.**

*****Previous mentor teachers with an address change, name change, or change in banking information need to contact the Office of Educator Preparation before completing additional paperwork.**

******University School mentor teachers do NOT need to complete the compensation procedures below. Instead, the Placement Coordinator will contact these mentors to sign the ETSU extra compensation form for payment.**

****If a mentor has had a name change or address change at any time since attending ETSU or during mentorship, they must complete and submit a [Personal Information Change Form](#). The Office of Educator Preparation will provide this documentation.**

A. Dynamic Forms Account setup:

1. **Create an account in our Dynamic Forms system by following this link:**
<https://dynamicforms.ngwebsolutions.com/AccountManagement/CreateAccount.aspx>
2. **Activate your account via the activation email sent to the email address that you used to create the account.**
(Save your username and password for future changes).

Now that you have created your account, use the information below to set up direct deposit.

B. Direct Deposit Authorization Form (You will need a voided check and a copy of this completed W-9 to upload to the direct deposit authorization form). **Link to W-9 Form:** <https://www.irs.gov/pub/irs-pdf/fw9.pdf>

1. Use the following link and scroll down to the bottom of the page to submit your W-9 and set up your direct deposit. When asked, "Who asked you to complete this form," please list Chelsey Mitchell.
2. <https://dynamicforms.ngwebsolutions.com/Submit/Start/871acdee-1fe2-4940-acf0-f8d51a3e1137?SSO=N>

Compensation Information and Procedures

University Supervisors

Once you have been hired as a university supervisor, you will need to contact the Office of Educator Preparation in Warf Pickel Hall, Room 305 or 423-439-7597. The Placement Coordinator, Chelsey Mitchell, mitchellcb@etsu.edu will provide you with compensation information for travel and other requirements necessary to enter the field as a university supervisor.

Contact Information

The Office of Educator Preparation keeps contact information on file for all supervisors so they can be reached when out in the field. Please submit your address and current cell phone number to the Office of Educator Preparation either by phone 423-439-4597, email, edprep@etsu.edu, or in person.

Travel Authorization

University Supervisors must submit their travel claims once a month to be reimbursed for travel. A new travel claim must be downloaded each month to ensure the correct calculations are used for reimbursement. Forms can be accessed by using the following ETSU Accounts Payable Website: <https://www.etsu.edu/bf/ap/>

All travel information must be typed directly into the form so the correct calculations can be made for reimbursement, and the exact address of the starting and ending points must be used on the travel claim. Supervisors who do not have an office at ETSU will use their home address as the “place left”. Supervisors that have an office at ETSU must list the campus address as “place left” if the distance to the destination is closer than the home address. Handwritten or electronic signature will be accepted on the Travel Claim. Typed Signature will not be accepted. Additional guidance for travel authorization can be found in the resources section of this handbook.

TEAM Certification

University supervisors must complete TEAM Training and Certification before they can begin observing and evaluating residency candidates. Supervisors will use the link below to register for TEAM training. If TEAM training was completed the previous year, supervisors will only need to complete recertification. For supervisors who did not complete TEAM training during the previous year, they will need to complete the **Initial Teacher Evaluator Certification**. Once TEAM training is complete, supervisors need to email the certificate of completion to the Office of Educator Preparation, edprep@etsu.edu.

TEAM Link: <https://team-tn.org/schedule/>

Auto Accident Reporting Instructions

ETSU has auto accident instructions that must be kept in your car when traveling. Please contact the Placement Coordinator in the Office of Educator Preparation to obtain a copy of this document or refer to the resources section in the back of this handbook.

Watermark Student Learning & Licensure Information:

Student Learning & Licensure is an internet-based subscription service that allows residency candidates, instructors, mentor teachers, and supervisors 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 (reflection summaries, performance checklist, etc.) related to the candidates' residency placement. Candidates will also log their residency hours in *Student Learning & Licensure* so their mentor teachers can approve, and university supervisors can monitor. Mentor teachers need to check *Student Learning & Licensure* weekly to confirm candidates are logging their hours and approve their hours. This ensures residency candidates are adhering to their set schedule as well as arriving and departing school on time.

Clemmer College of Education and Human Development Residency Overview

Mentor Teachers and Supervisors

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. Candidates cannot bank hours during Pre-residency for Residency I.

Residency I

Residency I candidates continue to work with their mentor teacher in partnering school systems during the fall semester before Residency II. The Residency I semester 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 will 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 university 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. 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 co-teaching in the classroom, and one period per day should be reserved for preparation and collaboration with their 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. Candidates must complete substitute training during Pre-residency and will substitute for their mentor teacher any time during Residency II. After edTPA filming is complete, candidates can substitute** up to 5 days outside of their placement with permission from their mentor teacher and university supervisor (See Candidate to Substitute Agreement).

Clemmer College of Education and Human Development Residency Overview

Mentor Teachers and Supervisors

Licensure Guidelines Residency II Semester

Each clinical practice shall provide candidates with 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. Candidates' first placement is where most of the time will be spent and where the edTPA will be completed.

Early Childhood- PreK-3

- Candidates seeking an Early Childhood license will teach in both a PreK or Kindergarten setting and a 1-3 grade classroom. The second placement will be the shorter of the two placements and candidates will move to this placement around the middle of March.

Elementary K-5 and ESL Dual License Pathway or Elementary K-5 with ESL Add-on Pathway

- Candidates seeking an Elementary education license will teach in both a K-2 and 3-5 setting whenever possible. The second placement will be the shorter of the two placements and candidates will move to this placement around the middle of March.
- Candidates placed in a departmentalized placement should rotate with the students in their classroom to ensure they are getting experience in both an ELA and math classroom.
- Candidates who choose an ESL option will complete their ESL clinical practice embedded within the two K-5 placements during the Residency II semester.

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. The second placement will be the shorter of the two placements and candidates will move to this placement around the middle of March.

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. The second placement will be the shorter of the two placements and candidates will move to this placement around the middle of March.

K-12 Areas: Art, Music, and Physical Education

- Candidates must complete Residency II in both an elementary and a secondary placement. The second placement will be the shorter of the two placements and candidates will move to this placement around the middle of March.

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.

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.

Watermark: Procedures and Requirements

Please follow the instructions below to access your Watermark account:

Accessing Watermark Student Learning & Licensure Login:

1. You should receive an email from Watermark to begin the login process (In some instances it may go to your spam or junk folder). If you do not receive an email, you can use the following link to login to Watermark: [Mentor Login to SLL](#)
2. Use your school email address as your username, and you will receive a prompt to create a password.

Once you access Watermark you will need to work with your candidate to complete the following Pre-residency requirements:

1. Approve your candidate's logged hours weekly.
2. Provide your candidate with information to complete the Residency Placement Information Document by August 25, 2023. (Students will upload this document in Watermark)

We have also included some links to helpful instructions and videos below:

- [Field Experience Mentor Guide](#)
- [Approving or Rejecting Student Time Log Entries \(Video\)](#)
- [Reset Password](#)

If you have trouble logging into Watermark or any additional questions, please email the Office of Educator Preparation at edprep@etsu.edu

Watermark Requirements	
Mentor Teacher	University Supervisor
<ul style="list-style-type: none"> • Mentor teachers need to check Watermark WEEKLY to confirm candidates are logging their hours and to approve the hours. *Contact the university supervisor with any attendance concerns. • Residency Candidates will attach the completed Candidate and Mentor Reflective Discussion Summary once a month in Residency I (September, October, and November) and twice a month during Residency II (January, February, March, and April). • Residency candidates will attach the completed Residency Candidate Performance Checklist (required during each supervisor observation visit (3 times during RI and 3 times during RII)). 	<ul style="list-style-type: none"> • Supervisors must check Watermark every two weeks to confirm candidates are logging in their hours and mentor teachers are approving these hours weekly. **If there are attendance concerns or if candidates miss 5 or more days during RII, contact the Office of Educator Preparation. • Complete the Informal Teaching Observation and Rubric (2 times during Residency I and 2 times during Residency II (1 time in each placement)). • Complete the CAEP Lesson Plan Rubric and TEAM Evaluation each semester (1 time during Residency I and 1 time during Residency II) • Complete the Educator Disposition Assessment (EDA) once at the end of RI and once at the end of RII (Use the Residency Candidate Performance Checklist completed by mentor teacher for support). • Check to see that mentor teachers are completing all Watermark requirements in a timely manner and that residency candidates have completed the EDA self-assessment during pre-residency and at the end of RII.
<p>**Please contact the Office of Educator Preparation if <i>Student Learning & License by Watermark</i> requirements are not being met in a timely manner.</p>	

Getting Off to the Right Start

The initial weeks of residency can play a critical role in the success of residency candidates. The detailed suggestions below compliment and expand on concepts presented in the Residency Handbook. Residency candidates have more successful experiences during their residency year when mentor teachers and university supervisors work collaboratively and deliver consistent feedback to the candidates regarding areas of strength and refinement.

Residency candidates are guests of the school and need time to become familiar with both the instructional and non-instructional aspects of the school. The Residency Handbook provides candidates with suggestions for the first few weeks of their residency placement, and the list below provides additional suggestions to help ensure candidates are comfortable in the school setting during this time.

****Because university supervisors follow the ETSU calendar, they will not begin their role as supervisor until the end of August when Residency I begins. Candidates will receive support from their program of study and the Office of Educator Preparation during this time. While you are working with candidates during pre-residency, please use this time to introduce and orient candidates to the district, school and classroom using the suggestions below:***

Mentor Teachers

Get acquainted with residency candidates and create an atmosphere in which candidates have a sense of belonging

- Establish a supportive climate of acceptance, enthusiasm, and open communication with residency candidates to ensure a positive relationship and successful experience.
 - Think of residency candidates as novice professional colleagues or co-teachers rather than teachers' aides.
 - Exchange contact information and your teaching schedule (also provide this information to the university supervisor).
 - Provide residency candidates with a workspace, if possible.
 - Provide residency candidates with curriculum guides, teacher's editions of textbooks, access to gradebook, and if available, a lesson plan book.
 - Agree on a procedure for contacting you and providing lesson plans if candidates are sick and unable to report to school.
 - Establish a time for informal daily conferences and provide oral feedback as needed on professionalism, instructional skills, classroom management, communication skills, content knowledge, methodology, and rapport with students.
 - Establish a time each week to meet for more in-depth conferences with the candidate, making use of written and verbal feedback.
- (See the Candidate and Mentor Reflective Discussion Summary)**
- Encourage residency candidates' self-evaluation and reflection.
 - Communicate frequently before problems escalate and work with residency candidates to remedy problems promptly. Notify university supervisors as soon as possible with concerns that do not improve.
 - Become familiar with the Residency Handbook and discuss expectations around professionalism, referring to **the Residency Candidate Performance Checklist** and Residency Handbook.

Orient residency candidates to school, community, and building culture

- Introduce residency candidates to staff, building administrators, library media specialists, counselors, specialists, secretaries, custodians, and others in the building. Generate the necessary faculty cooperation for school-wide acceptance of residency candidates.
- Provide a map and tour of the building and school's website, particularly where to find calendars, schedules, policies, and contact information.
- Explain norms and procedures re: parking, sign in/out, reporting sickness, teacher arrival and departure times, professional attire, where to eat/store food, acceptable times or places to make personal calls or conduct personal business.
- Explain any staff activities or special events residency candidates should participate in or attend. Mark important dates for faculty meetings, bus duty, school wide programs, etc.

- Provide information about the building’s culture (and sub-cultures), the school’s mission/vision statements, and if appropriate the school’s improvement plan.
- Help residency candidates develop a positive perception of the profession, a commitment to teaching, and a realistic concept of the total responsibilities of the teacher.
- Review building safety policies, including evacuation and lock-down procedures, and any policies regarding administering medication to students.
- Explain academic and student behavior policies, and provide Faculty and/or Student Handbooks, if available.
- Discuss what your expectations and limits are, e.g., can the residency candidate decide final grades, choose the curriculum, or design and implement classroom management systems?
- Explain how to make copies, reserve space (e.g., library media lab) or request special materials.

Prepare students for the residency candidates’ arrival and guide the residency candidate in getting to know students

- Introduce residency candidates as a co-teacher: welcome them, acknowledge accomplishments publicly, and show confidence. Students should perceive residency candidates as a co-teacher in the classroom.
- Send a note to families letting them know you will have a residency candidate co-teaching with you.
- Provide class rosters and help residency candidates learn to pronounce students’ names accurately. Encourage residency candidates to learn all students’ names as soon as possible.
- Discuss information about your students, in particular, guide residency candidates to know students who have been identified with specific needs (ILP, IEP, or 504 plans) and assist residency candidates in providing appropriate accommodations and support to meet students’ needs.
- Guide residency candidates in noticing and interpreting students’ actions/interactions.

Explain classroom routines and policies, curriculum, instruction and assessment practices

- Explain routines, procedures, and expectations for student behavior.
- Explain academic policies, e.g., grading policy, returning papers, accepting late work, routines for starting the day/class period, etc.
- Provide support in using instructional technology (e.g., document camera or interactive whiteboard).
- Discuss curriculum guide (standards/benchmarks) and provide information on concepts students have been introduced to or are working on.
- Discuss decision making processes and alternatives as they relate to planning, implementing instruction, and managing the classroom. How do you plan (long-term, weekly, and daily)? How do you determine the big picture or essential questions you want students to know/do? How do you break that down into weekly or daily objectives? How do you align tasks and assessments with them?
- Discuss how you break down instructional tasks so lessons flow. How do you anticipate students’ responses? How do you prepare materials/resources for a lesson, etc.?
- Discuss your assessment practices: How do you know what your students have learned? What are you looking for, listening for? How do you give effective feedback to students? How do you design summative assessments? What is a fair grade? How do you manage your electronic grade book? Explain to the residency candidate that “fair is not always equal”.
 - Model effective teaching techniques and behaviors: accommodations for learners, classroom management techniques, professional behavior.
- Provide opportunities for residency candidates to observe varied teaching styles and methods.
- Work with residency candidates using the co-teaching models (Co-teaching models are provided in the Mentor Teacher/University Supervisor Handbook and the Residency Handbook).
- Plan a progression of experiences that will ease residency candidates from small group teaching to assuming responsibility for designing instruction for the entire class.
 - Explain how you maintain student records, attendance, grades, behavioral notes, and communication with parents or others about students.

Getting residency candidate involved in classroom life and routines

- Involve residency candidates in co-planning and reviewing/providing feedback on student work. Provide help during planning sessions and allow residency candidates to employ individual methods of their choosing within the existing framework of the classroom.
- Have residency candidates interact with students (one-on one, small group, and whole class).
- Have residency candidates observe and record your procedures and methods of handling routine matters, procedures, and seating arrangements designed to prevent management problems. Discuss with residency candidates what they observed. Share your thoughts about effective management strategies with your residency candidate.
- Involve residency candidates early in routine matters: taking attendance, distributing books, returning assignments, etc. Some teaching duties should be assigned within a day or two of arrival.
- Involve residency candidates in all non-classroom duties, e.g., monitor halls, lunchroom, study hall, bus duty, etc.
- Involve residency candidates in any meetings you typically attend (e.g., staff or grade-level team), including any ILP, IEP, or 504 meetings.

Getting Off to the Right Start

University Supervisors

Get acquainted with your residency candidates and mentor teachers

- Schedule an introductory meeting with each residency candidate and their mentor teacher before or during the first or second week of Residency I. During this introductory meeting, review all expectations and responsibilities by going over the evaluation instruments and answering any questions.
- Exchange schedules and contact information with residency candidates and mentor teachers. Establish guidelines on how and when candidates should contact you.
- Establish and maintain communication between residency candidates and mentors.
- Discuss your role as an advocate, mentor and supervisor for residency candidates. Sometimes candidates are intimidated knowing that supervisors will be completing observations and evaluations. Explaining that your role is to support and help residency candidates improve and grow as educators can alleviate those fears.
- Spend some time getting to know your candidates. What is their background, their interests, and immediate concerns?
- Share your approach to school visits. What can candidates expect on your visits? What do they need to prepare? How should lesson plans be provided to you? What format for observations will you follow? Letting residency candidates know your observations will be scheduled may help eliminate stress they may be feeling.
- Review the Observation and Evaluation Schedule.
- Guide candidates to the *Residency Handbook* as a resource.

Explain policies, curriculum, instruction, feedback, and assessment practices

- Provide an example by modeling behaviors of support, interest, and concern for the residency candidate's professional growth and development.
- Help mentor teachers in guiding residency candidates through a successful and rewarding teaching experience.
- Act as a resource and an instructional guide by recommending strategies, techniques, books, videos, journal articles, and other resources that may assist residency candidates in their practice.
- Assist residency candidates in gaining meaningful school-wide experiences during Residency II. (This could include additional observations in other classrooms, in-service training, professional development, etc.)
- Visit residency candidates in the classroom for observations and feedback according to the **Observation and Evaluation Schedule** for Residency I and Residency II. An **Informal Teaching Evaluation Rubric** or **TEAM Evaluation Rubric** is completed during each visit and included in *Student Learning & Licensure by Watermark*.
- Confer and provide feedback to residency candidates following each observation. University supervisors share observational notes with residency candidates and mentor teachers through *Student Learning & Licensure by Watermark*.
- Confer with mentor teachers during each visit to receive progress reports (Candidate and Mentor Reflective Discussion Summary and Residency Candidate Performance Checklist completed by mentor teachers).
- Encourage residency candidates to question their behaviors and those of the students in the classroom.
 - Aid residency candidates in gaining self-confidence and provide sympathetic understanding and professional coaching to help alleviate the tensions that often accompany residency placement.
 - Work closely with the Director of Field Experiences and Residency and the Office of Educator Preparation to maintain good public relations and communications with all personnel involved in the residency program.
- If a situation demands additional visits, the university supervisor is responsible for informing candidates and arranging the additional visits.
- In collaboration with mentors and residency candidates, complete a Student Support Plan if a situation warrants, and provide candidates with additional guidance and support to improve the situation.

Residency Year-Roles and Responsibilities

Pre-Residency Responsibilities (50 hours during July & Aug.)	
Mentor Teacher	University Supervisor
<ul style="list-style-type: none"> • Check and approve candidates' attendance weekly in Student Learning & Licensure by Watermark. Report excessive absences, tardies, or early dismissals to university supervisors and/or the Director of Field Experience and Residency. • Complete a Residency Candidate Performance Checklist at the end of Pre-residency and share with their University Supervisor during the initial meeting with them at the end of August. • Complete Mentor Teacher Information Form & Compensation Paperwork for ETSU. • Encourage residency candidates to participate in district and school wide in-service opportunities and faculty meetings and 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 with parents and other professionals (i.e., text, phone calls, email). 	<p>*Because university supervisors following the ETSU calendar, they will not begin their supervisor role until Residency I begins at the end of August. Candidates will receive support from their program of study and the Office of Educator Preparation during this time.</p> <ul style="list-style-type: none"> ▪ Attend the pre-residency meeting for residency candidates, if possible, if unable to attend, watch the video recording of the meeting. ▪ Attend mentor teacher training, if possible, if unable to attend, watch the video recording of the meeting. ▪ Complete TEAM Training and submit your certification to the Office of Educator Preparation. ▪ Attend the University Supervisor Training in August. ▪ Attend the Candidate and Supervisor Meet and Greet in August.

Residency Year-Responsibilities and Roles

Residency I Responsibilities (135 hours during Aug.-Dec.)	
Mentor Teacher	University Supervisor
<ul style="list-style-type: none"> • Check and approve candidates' attendance weekly in Watermark. Report excessive absences, tardies or early dismissals to university supervisors. • Mentor teachers and candidates should designate a set time each month to meet and reflect on the candidates' strengths and areas of refinement. This should be documented in the <i>Candidate and Mentor Reflective Discussion Summary</i>. Candidates will upload the Summary into Student Learning & Licensure by Watermark. • 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). • Meet 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 one <i>Residency Candidate Performance Checklist</i> each month for Residency I and review with your residency candidate. Once the mentor and candidate has reviewed and signed, candidates will upload the checklist into Student Learning & Licensure by Watermark. • Support candidates with their edTPA by allowing them flexibility to complete filming or other requirements. • Model ways to communicate with parents and other professionals (i.e., text, phone calls, email). 	<ul style="list-style-type: none"> ▪ Review the Residency Handbook and Mentor Teacher/University Supervisor Handbook. ▪ Attend monthly supervisor meetings (August through December) ▪ Schedule initial meetings with mentor teachers and residency candidates to review requirements and answer questions. ▪ Check <i>Student Learning & Licensure by Watermark</i> twice a month to ensure candidates are entering their attendance and that mentor teachers are approving these hours on a weekly basis. Report any attendance issues to the Program Coordinator and/or Department Chair and Director of Field Experience and Residency. ▪ Submit travel claims to the Placement Coordinator by the end of the first full week of each month. ▪ Complete 1 Lesson Plan evaluation during Residency I and check with mentor teachers to ensure candidates are submitting lesson plans at least 2 days in advance. ▪ Complete and/or upload observations and evaluations in Student Learning & Licensure by Watermark using the <i>Informal Teaching Evaluation and Rubric</i> and <i>TEAM Evaluation Rubric</i> (See Observation and Evaluation Schedule). Reflect with candidates after each observation. ▪ Follow up with mentor teachers during or after school visits to discuss candidates' strengths, and areas of refinement (This can be in-person, via email, or zoom session). ▪ Check and Review the Candidate and Mentor Reflective Discussion Summary and the <i>Residency Candidate Performance Checklist</i> submitted by mentor teachers. Document this information on the monthly on the Candidate Performance Overview (Report any disposition issues to the Program Coordinator and/or Department Chair and the Director of Field Experience and Residency). ▪ Complete the Educator Disposition Assessment at the End of the Semester using feedback from the Residency Candidate Performance Checklist completed by mentor teachers. ▪ Review Watermark at the end of the semester to ensure all attendance is approved, evaluations, observations and summaries are completed.

Residency Year-Responsibilities and Roles

Residency II Responsibilities (Full-time student teaching Jan.-Apr./May)	
Mentor Teacher	University Supervisor
<ul style="list-style-type: none"> • 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 twice a month to document these meetings). Candidates will upload the completed documents in Student Learning & Licensure by Watermark. • Allow candidates to apply skills and knowledge connected with their coursework. Candidates should be teaching or co-teaching daily in a variety of groups (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 each month and review with candidate. The candidate will upload this document in Student Learning & Licensure by Watermark. • Support candidates with their edTPA by allowing them flexibility to complete filming or other requirements. • Model ways to communicate with parents and other professionals (i.e., text, phone calls, email). • Complete Mentor Teacher Survey (Will be sent via email). 	<ul style="list-style-type: none"> • Attend monthly supervisor meetings (January through May) • Schedule initial meetings with 2nd placement mentor teachers and residency candidates to review requirements and answer questions. • Check Watermark twice a month to ensure candidates are entering their attendance and mentor teachers are approving these hours weekly. Report any attendance issues to the Program Coordinator and/or Department Chair and Director of Field Experience and Residency. • Submit travel claims by the end of the first full week each month. • Complete 1 Lesson Plan evaluation during Residency II and check with mentor teachers to ensure candidates are submitting lesson plans at least 2 days in advance. • Complete and/or upload observations and evaluations in Student Learning & Licensure by Watermark using the Informal Teaching Evaluation and Rubric and TEAM Evaluation Rubric (See Observation and Evaluation Schedule). Reflect with candidates afterward each observation. • Follow up with each mentor teacher during or after school visits to discuss candidates' strengths, and areas of refinement (This can be in-person, via email, or zoom session). • Check and Review the Candidate and Mentor Reflective Discussion Summary and the Residency Candidate Performance Checklist submitted by mentor teachers. Document this information on the monthly on the Candidate Performance Overview (Report any disposition issues to the Program Coordinator and/or Department Chair and the Director of Field Experience and Residency). • Complete the Educator Disposition Assessment at the End of the Semester using feedback from the Residency Candidate Performance Checklists completed by mentor teachers. • Review Student Learning & Licensure by Watermark at the end of the semester to ensure all attendance has been submitted and approved, all evaluations and observations have been completed, and all Performance Checklists and Reflective Summaries are in <i>Watermark</i>. • Complete the Supervisor Survey on each mentor teacher.

Residency Candidate Requirements: Attendance, Make-Up Days, and Daily Schedule

Mentor Teachers and University Supervisors

Dates of Attendance

A typical residency year begins during Pre-residency, which starts the first day of summer term II and ends on the last day of classes during your Residency II semester. Candidates may not begin their residency experience after the start 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.

Candidates will be given a lanyard at the beginning of Pre-residency and should wear the lanyard with their ETSU photo ID each day they are at their placement.

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 must 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 Student Learning & Licensure by 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. 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 in Residency II, 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 complete all Pre-Residency Requirements 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 but not required 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 circumstances, candidates should follow the school district's policy. **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 their mentor teacher and university supervisor to make up for 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 there is an emergency and candidates will 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 follow the required arrival and departure time of their mentor teacher.

Residency Candidate Injury Protocol

In the event residency candidates are injured while at their placement school, the candidate needs to seek care from the school nurse (if available) and follow the school protocol for injuries. This includes completing an accident report for the school and/or district within the time frame required by the school.

In addition to following the protocol for the school and/or school district, the candidate should follow the ETSU protocol for any accidents that occur at their residency placement (See steps below).

Step 1: ETSU colleges and departments are required to complete the [ETSU Illness/Injury Report Form](#) for incidents (i.e., minor injuries involving first aid, near miss events, etc.) involving employees, students and guests when Public Safety is not called.

Step 2: The report must then be faxed to Public Safety (423-439-5805) within 24 hours of the event. Public Safety is required to scan all the completed forms and send them to listserv: injuryreports@listserv.etsu.edu Employees who have received a work-related illness or injury must contact Corvel (State of Tennessee Workers' Compensation Program) at (866) 245-8588 with their immediate Supervisor prior to seeking medical treatment unless the illness/injury is life-threatening. For more information regarding Worker's Compensation, please contact Human Resources

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 at least two weeks in advance.** Some programs may require candidates to share information from the professional development event with other members of their program. ***See the Residency II Professional Development Request for Approval that is 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' 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.**

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 in the department and outstanding teachers in other departments. **Candidates will need to obtain approval from their mentor teachers and university supervisors before scheduling these extended opportunities.**

- K-5 candidates placed in a departmentalized grade, should obtain experiences in both math and ELA. During Residency II, it is recommended that candidates follow one class to an ELA and Math classroom to obtain these experiences.

Additionally, over the course of the year, candidates are encouraged to 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.

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. *Additional information in resources section.

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.

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 because 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 has 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 the next steps regarding any change in the student's placement given the context of the report.
- Should the student need help making the report, they will work directly with the Mandatory Reporting Team.

Supporting Residency Candidates with Professionalism and the Educator Disposition Assessment (EDA)

Mentor Teachers and University Supervisors

While completing the year-long residency, candidates should be an adult professional-in-training and should behave professionally. If candidates are unsure of appropriate professional behavior or encounter 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 and an opportunity to learn from their mentor teachers and 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 school system rules and policies of Clemmer College of Education and Human Development and East Tennessee State University, including those pertaining to the professional dispositional skills 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*** completed 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. The 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 are responsive to feedback. Candidates have a positive effect 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 can 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 maintain a respectful tone during difficult situations and accept 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.**

Sharing Responsibilities: Mentor Teacher and Residency Candidate Co-Teaching

Mentor Teacher

During the residency year, residency candidates should be considered a co-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, and the physical space. During the residency year, co-teaching provides benefits to mentor teachers and residency candidates and to the classroom students.

Planning

While Planning, mentor teachers and residency candidates will share:

- What content to teach
- What co-teaching strategies to use
- Who will lead various parts of the lesson
- How to assess student learning
- Materials and resources

Instruction

While Co-Teaching, mentor teachers and residency candidates will:

- Share leadership in the classroom
- Work with all students
- Use a variety of co-teaching approaches
- Be seen as equal partners
- Manage the classroom together
- Make changes as needed during a lesson

Assessment

- While Co-Assessing, mentor teachers and residency candidates will:
- Both participate in the assessment of the students
- Share the workload of daily grading
- Provide formative and summative assessment of students
- Jointly determine grades

The benefits of co-teaching for mentor teachers include 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.

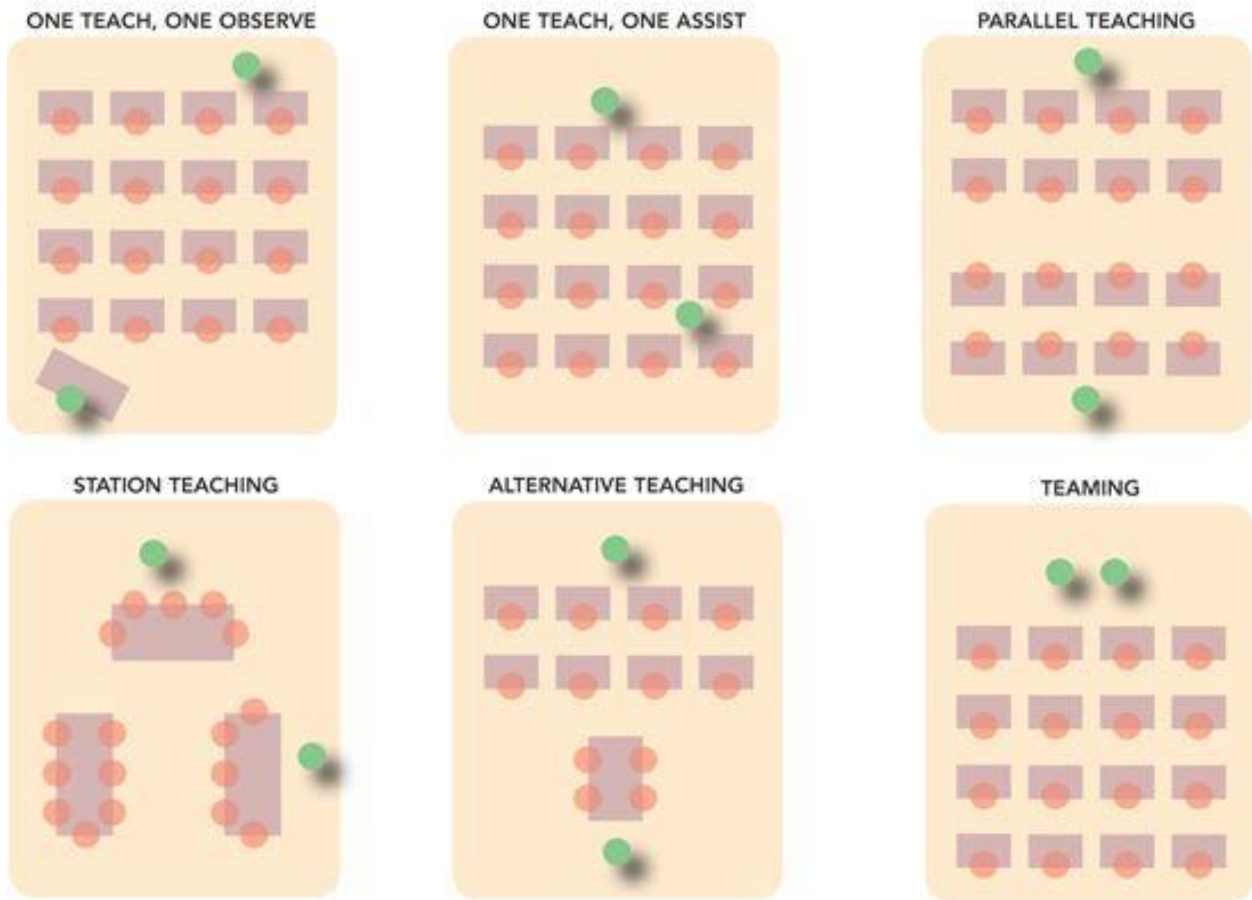
Sharing Responsibilities: Mentor Teacher and Residency Candidate Co-Teaching

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 the 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 rotates or spends 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



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

Sharing Responsibilities: Mentor Teacher and Residency Candidate Co-Teaching

TQE Strategies (2005) along with Adaptations from Murawski & Dieker (2004)

If one teacher is leading instruction...	The other can be doing this...
	<p>Observing: Student understanding and/or questions (through body language, facial expressions, etc.); Specific types of questions asked by instructing teacher; Specific student interactions and behaviors; Teacher movement; Specific teacher behaviors. Specific student or group behaviors;</p>
	<p>Charting: Where questions are directed within the classroom; Gender of responders; On-task/off-task behavior; Teacher wait time; Specific teacher behaviors or movements; Specific student or group behaviors</p>
	<p>Circulating: Checking for comprehension; Using proximity control for behavior management; Providing one-on-one support as needed; Collecting and reviewing last night's homework; Introducing a social or study skill; Taking roll; Reviewing directions; Modeling first problem on the assignment; Writing down instructions on board; Repeating or clarifying any difficult concepts; Passing out papers/materials; Giving instructions orally; Facilitating a silent activity; Introducing a new concept to the whole group; or asking clarifying questions.</p>

If one teacher is...	The other can be doing this...
Reading a test aloud to a group of students	Proctoring a test silently with a group of students
Explaining a new concept through discussion	Introducing a new concept through role play or modeling;
Provide enriching or extended activities on a concept already discussed in class	Re-teach or review and old concept with students who did not understand it
Provide enriching or extended activities related to items on a test	Re-teach or review those concepts or questions that were missed on an exam with those students who missed those questions on the exam
Predicting what will happen next (in book or text) by brainstorming with a group of students using visuals	Predicting what will happen next (in a book or text) by showing objects that have already been introduced in the story and using them to predict what happens next
Re-teaching or pre-teaching with a small group	Monitoring large group as they work on practice materials
Facilitating sustained silent reading	Reading aloud quietly with a small group
Lecturing	Modeling note taking on the board/overhead/smartboard
Running last minute copies or errands	Reviewing homework; providing a study or test-taking strategy
Prepping half of the class for one side of a debate	Prepping the other half of the class for the opposing side of the debate
Checking for understanding (reviewing a chapter, etc.) by leading a discussion with half of the class	Checking of understanding (reviewing a chapter, etc.) by leading a discussion with half of the class
Facilitating a station or group	Facilitating a station or group

Co-Teaching enables both teachers to engage with students and their learning.

Observations and Conferences: Providing Formative Feedback

Expectations for Frequency and Format of Observations and Conferences

Just as residency candidates assess students' performance based on achievement of goals, residency candidates will also be assessed. Mentor teachers and university supervisors collaboratively supervise residency candidates' development during the residency year. Observations and conference cycles drive residency candidates' learning throughout the semester.

Mentor Teachers

Mentor teachers observe and confer with their candidate daily throughout the residency year. This is a good time for candidates to ask for specific feedback and suggestions for improvement from their mentor teachers and a time to solve issues and dilemmas that arise.

- Mentors should provide candidates with written notes from informal observations.
 - Notes help residency candidates keep thinking about feedback, as they don't hear it all in the conversation.
- Mentor teachers provide guidance through modeling and daily discussions of teaching and student learning.
 - Make your thinking transparent: Sharing reasons behind your teaching choices and actions will help residency candidates understand the work of teaching.
 - Reassure residency candidates that you are available for help, especially during the early weeks.
 - Maintain clear and open channels of communication; let university supervisors know if communication is breaking down.

Mentor teachers should observe and confer informally at least once a week. Residency candidates and mentor teachers should also schedule lengthier conferences once a month during Residency I and twice a month during Residency II that promote reflection and professional growth. These conferences and feedback sessions should be documented on the ***Candidate and Mentor Reflective Discussion Summary*** and attached in ***Student Learning & Licensure by Watermark*** for university supervisors to view.

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

Observations and Conferences: Providing Formative Feedback

University Supervisors

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.

- o Multiple observations should not occur on the same day.
- o Additional observations may be necessary, particularly if residency candidates are not making adequate progress.
- o Following each observation, provide oral and written feedback to residency candidates and mentor teachers. These evaluation rubrics and feedback should be included in ***Student Learning & Licensure by Watermark***.
- o Expect to visit residency candidate's classroom once a month.

During Residency I, university supervisors will evaluate one lesson plan using the ETSU lesson plan rubric, and complete two informal teaching observations using the ***Informal Teaching Evaluation Rubric***, and 1 TEAM observation using the ***TEAM Evaluation Rubric*** for each candidate they are supervising. During Residency II, university supervisors will complete a second lesson plan evaluation, two informal teaching observations using the ***Informal Teaching Evaluation Rubric***, and 1 TEAM observation using the ***TEAM Evaluation Rubric*** with each candidate they are supervising (see assessment schedule below).

University supervisors' 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 Teaching Evaluations and TEAM Evaluations completed by their university supervisors and submit lesson plans a minimum of 2 days before scheduled observations.**

If residency candidates are not making adequate progress, alert the Program Coordinator and/or Department Chair. In some cases, more extensive written documentation of weekly observations or conferences may be requested, or a Developmental Plan may be required. Care should be taken to provide an accurate and specific description of the residency candidate's competencies in evaluations, as these will become a part of the candidate's file.

Observations and Conferences: Providing Formative Feedback

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 university supervisor	Lesson Plan Evaluation	The Candidate and Mentor Teacher Reflective Discussion Summary (once a month in Residency I (September, October, and November) Candidates will upload this in Student Learning & Licensure by Watermark.
	Informal Teaching Observation (2)	Residency Candidate Performance Checklist (once a month) Candidates will upload this in Student Learning & Licensure by Watermark.
	TEAM Evaluation	
	Educator Disposition Assessment (EDA)	
Residency II		
Lesson Plans for each observation completed by university supervisors	Informal Teaching Observation (2) (One in 1 st placement and one in 2 nd placement)	The Candidate and Mentor Teacher Reflective Discussion Summary twice a month during Residency II (January, February, March, and April). Candidates will upload this in Student Learning & Licensure by Watermark.
Submission of Teacher Performance Assessment (edTPA)	TEAM Evaluation	Residency Candidate Performance Checklist (Once a month) Candidates will upload this in Student Learning & Licensure by Watermark.
Educator Disposition Self-Assessment (EDA)	Lesson Plan Evaluation	
	Educator Disposition Assessment (EDA)	
*End of Program Survey	*Supervisor Survey	*Mentor Teacher Survey

Supporting Residency Candidates with the edTPA

Mentor Teacher and University Supervisor

The capstone project for Residency I and II is the edTPA. The edTPA is a nationally available, subject-specific performance assessment designed to assess candidates seeking initial licensure. Modeled after the National Board for Professional Teaching Standards assessments for experienced teachers, the edTPA provides a valid and reliable classroom-based assessment of a teacher candidate prior to licensure. Through edTPA, teacher candidates demonstrate the knowledge, skills, and abilities needed to meet the needs of Tennessee’s diverse pre-K-12 learners.

The edTPA is:

- a multiple measure assessment that examines lesson plans, videos of teaching, teaching artifacts (handouts slides, etc.), student work samples, narrative explanations/rationales, and reflections as evidence of candidate preparedness;
- focused on student learning and principles from research and theory; and
- designed to be educative for candidates, preparation programs, and policy makers

The state of Tennessee is committed to ensuring that novice teachers are prepared to meet the diverse needs of Tennessee students. Performance-based assessments, such as the edTPA, are designed to engage teacher candidates in demonstrating their understanding of teaching and student learning in authentic ways. The edTPA has replaced the Professional Learning and Teaching (PLT) exam for most endorsement areas and is a licensure requirement. Candidates enrolled in traditional educator preparation programs are required to have qualifying edTPA scores prior to licensure.

Residency candidates complete the edTPA during their residency year. Supporting candidates as they prepare to become licensed educators is a collaborative effort that involves multiple stakeholders. Candidates work with their mentor teachers, university supervisors, and EPP faculty to determine a schedule for completion that is appropriate for the classroom and meets the necessary deadlines. 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.

Main components of the edTPA Portfolio	
Planning	Lesson plans, instructional materials, student assignments, assessments, commentary that justifies how plans meet student learning needs
Instruction	Unedited video clips, commentary that analyzes student engagement in learning
Assessment	Samples of student work, feedback to identified focus students, commentary that analyzes student learning and justifies next steps for teaching
Analysis of teaching	Planning, instruction, and assessment commentaries
Academic language	Unedited video clips and/student work samples, planning and assessment commentaries

*Residency candidates are also required to attend all edTPA support seminars at ETSU. Failure to attend Residency I and II Seminars will affect candidates’ performance on the Teacher Performance Assessment, their overall grade for Residency I and II, and ability to obtain licensure.

****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. Students will provide parental consent (both English and Spanish versions) for filming.

Mentor Teacher Support

The primary role of mentors remains the same as candidates complete their edTPA—support residency candidates during their residency year as they strengthen clinical skills needed to become an effective teacher. Receiving mentor feedback and engaging in professional dialogue with an experienced educator can be beneficial to residency candidates as they complete each of the edTPA tasks. Mentors should openly discuss any edTPA related expectations and questions with residency candidates and university supervisors early in the clinical experience. Mentor teachers should get acquainted with the edTPA through meetings and documents provided by the edTPA Coordinator.

Mentor teachers should know that:

- Collecting all consent forms before the video recording is very important. Clinical mentors can help distribute and collect these forms before the teacher candidate’s scheduled video recordings. For more information on the value of videotaped lessons, review the AACTE PK-12 Cooperating Teacher Privacy and Classroom Video Recordings document.
- If a student does not have permission to appear in the video, the residency candidates must ensure that the student is not visible yet is still able to receive instruction. Mentor teachers can help determine the best ways to accommodate these needs.
- Residency candidates will have a timeline for portfolio completion. Candidates should work with mentor teachers to develop a planning and teaching schedule based on the needs of the class and the various edTPA related expectations and due dates.
- Residency candidates need to teach 3-5 consecutive lessons as a part of the assessment. It is important that they work with their mentor teachers to determine how to fit this appropriately into the class schedule and meet the dates set by their EPP for edTPA submission.

Building Administrator Support

Placing candidates with effective mentor teachers in Tennessee schools is one significant way that school districts support the work of EPPs in building Tennessee’s teacher pipeline. District and building administrators should know that:

- The videotaped lesson and student work samples are two major components in the candidates’ edTPA portfolio that require parent permissions. All consent forms must be collected before a candidate records video of her/his teaching. For more information on the value of videotaped lessons, review the AACTE PK-12 Administrators Privacy and Classroom Video Recording document.
- Districts should communicate with partner EPPs to review any existing district-based permission/consent forms to determine whether they are adequate or must be amended to meet district or school requirements.
- EPPs can also provide additional information about supporting candidates in following all security requirements.

For additional information regarding edTPA Permissions, Confidentiality, and Data Security

https://www.tn.gov/content/dam/tn/education/licensure/edprep/edTPA_Info_for_Districts_508CR.pdf

Guidelines for Substitute Teaching During Residency

Mentor Teacher and University Supervisor

District Substitute Training is a requirement for all residency candidates. Substitute training and other requirements will be provided by the district and completed during Pre-residency. Candidates may count district substitute training toward their residency hours; however, candidates **may NOT count time substituting toward their required Pre-residency or Residency I hours.**

Pre-Residency and Residency I

During Pre-residency and Residency I, candidates are allowed to complete substitute teaching whenever they are available and accept a position. This is considered a part-time job for candidates, and they are unable to count the hours paid for substitute teaching toward their residency hours.

Residency II

During Residency II, candidates are allowed to substitute in two settings, but must follow the guidelines below:

1. In the event a mentor teacher is absent, candidates will be paid to substitute for their mentor teacher without restrictions.
2. Residency candidates can substitute in other classrooms within their placement school after their edTPA filming is complete and they have obtained approval from their mentor teacher and ETSU supervisor. Candidates are limited to 5 days of substitute teaching in other classrooms.

For residency candidates to substitute teach in other classrooms during Residency II, they will need to complete the following protocol:

1. Complete the Candidate to Substitute Agreement (in the supervisor resources section) which requires approval signatures from their mentor teacher, school principal, ETSU supervisor, and ETSU seminar leader.
2. After the agreement is complete with signatures, the candidate should email the contract to their ETSU supervisor and upload it into Watermark, Student Learning & Licensure.
3. Candidates are responsible for recording dates, locations, subject and/or grade level of their substitute experience on the Watermark time log.

*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.

