

Office of Educator Preparation Residency Year-Key Roles

Pre-Residency-50 hours (July-Aug)	
What are Residency Candidates doing?	What are mentor teachers doing?
<ul style="list-style-type: none"> • Check emails from faculty, mentors, departments, Office of Educator Preparation, other students, etc. daily and respond to emails in a timely manner. • Arrange a set schedule with mentors for the duration of pre-residency to complete 50 field hours (this does not include KAT/CAT/RITE candidates). Sign in/out of the school and log field hours weekly in LiveText. • Notify mentor teachers and university supervisors BEFORE missing dates that have been scheduled and stay the entire time. • Help teachers prepare for the first day of school. • Attend district and school wide in-service opportunities and faculty meetings if possible. • Attend the first full day of school. If the first day is a half-day then plan to attend the first and second day of school. • Actively observe teacher’s interaction with students. (Beginning of the year activities to build relationships with students.) • Actively observe teacher’s strategies for planning lessons, activities for instruction and classroom management. • Participate in grade level collaborative sessions if possible. • Become familiar with content you will be responsible for. (Ex. State standards, classroom curriculum, resources, etc.). • Complete EDA self-assessment in LiveText. 	<ul style="list-style-type: none"> • Check and approve candidates’ attendance weekly in LiveText. Report excessive absences, tardies or early dismissals to university supervisors and/or the Director of Field Experience and Residency. • Complete Mentor Teacher Information Form and Compensation Paperwork for ETSU. • Encourage residency candidates to participate in district and school wide in-service opportunities and faculty meetings. • Introduce candidates to other faculty members, support personnel, and administrators. • Plan for candidates to attend the first full day of school. If the first day of school is ½ day, then candidates should attend the first and second day of school. • Tour the school with candidates (staff work areas, adult restrooms, teacher’s lounge). • Provide copies of the faculty and student handbooks and highlight important information. • Designate a set time each week to meet with candidates to answer questions and share the “why” behind your decisions. • Focus on building a relationship with residency candidates as a co-teacher within the classroom. • Provide candidates with a list of things they can do when they are not interacting with students. • Model ways to communicate to parents and other professionals (i.e., text, phone calls, email).

Residency I- 135 hours (Aug.-Dec.)

What are Residency Candidates doing?	What are mentor teachers doing?
<ul style="list-style-type: none"> • Check emails from faculty, mentors, departments, Office of Educator Preparation, other students, etc. daily and respond to emails in a timely manner. • Follow ETSU’s calendar during the Residency I semester. • Arrange a set schedule with mentor teachers to complete 135 field hours throughout the entire semester. Sign in/out of the school and log field hours weekly in LiveText. Try to find time to complete hours during instructional and planning times. • Notify mentor teachers and university supervisors BEFORE missing dates that have been scheduled and stay the entire time. • Submit lesson plans at least 2 days prior to teaching the lesson. • Apply skills and knowledge connected with coursework through co-teaching both whole and small groups, classroom management, and other instructional strategies. (Candidates should be participating in some form of co-teaching each time they are in the classroom). Complete lesson plans and observations for mentor teachers and university supervisors. • Actively participate in the classroom with mentor teachers and students. (Do NOT work on other assignments, check emails, be on your phone, or study for exams.). • Begin edTPA Task 1. (Some programs will also complete edTPA Task 2) • Collaborate with mentor teachers about a conceptual topic to teach in January or early February for edTPA. 	<ul style="list-style-type: none"> • Check and approve candidates’ attendance weekly in LiveText. Report excessive absences, tardies or early dismissals to university supervisors. • Designate a set time each week to meet with candidates and reflect on their strengths and areas of refinement. (<i>Candidate and Mentor Reflective Discussion Summary</i> should be completed to document these meetings). • Review lesson plans before candidates teach any lesson. • Allow candidates to apply skills and knowledge connected with their coursework. Candidates should be engaged in some form of co-teaching each day they are in the classroom in a variety of groupings (whole group, small group, one-on-one) and content areas (if applicable). • Complete and/or upload 1 observation and evaluation in LiveText using the <i>Informal Teaching Evaluation and Rubric</i> and reflect with candidates afterwards. • Follow up with university supervisors during or after school visits to discuss candidates’ strengths, and areas of refinement (This can be in-person, via email, or zoom session). • Complete the <i>Residency Candidate Performance Checklist</i> for each university supervisors’ visit. • Provide feedback to university supervisors for the Educator Disposition Assessment completed at the end of the semester. • Support candidates edTPA work and allow them flexibility to complete filming or other requirements associated with the edTPA. • Model ways to communicate to parents and other professionals (i.e., text, phone calls, email).

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

What are Residency Candidates doing?	What are mentor teachers doing?
<ul style="list-style-type: none"> • Check emails from faculty, mentors, departments, Office of Educator Preparation, other students, etc. daily and respond to emails in a timely manner. • Follow the school district calendar. • Report to school when teachers report to work in January and work all day, every day until the last day of classes at ETSU. All absences must be made up at the end of the semester. • Daily arrival and departure times should be consistent with your mentor teacher. Sign in/out of the school and log field hours weekly in LiveText. • Notify mentor teachers and university supervisors BEFORE the intended absence or late arrival. Notification needs to happen before the school day starts. • Attend all events that are required of mentor teachers (Ex. Faculty meetings, before and after school duties, grade level programs, PTSA, etc.) • Complete lesson plans and observations from mentor teachers and university supervisors. • Actively participate in the classroom mentor teachers and students. Candidates should be doing some form of co-teaching every day. (This is not a time to work on other assignments (including edTPA), check emails, be on your phone, or study for exams.) • Candidates are not allowed to substitute teach unless they complete district substitute training and the Candidate to Substitute Contract. *See Substitute Guidelines in the Residency Handbook or online. • Complete Task 2 and/or Task 3 of edTPA. • Attend edTPA writing and bootcamp if provided by your program of study. • Complete EDA self-assessment. • Complete End of Program Survey 	<ul style="list-style-type: none"> • Check and approve candidates' attendance weekly in LiveText. Report excessive absences, tardies or early dismissals to university supervisors. • Include candidates during your planning session, PLC, IEP, data meetings, or collaborative work sessions. • Designate a set time each week to meet with candidates and reflect on their strengths and areas of refinement. (Candidate and Mentor Reflective Discussion Summary should be completed to document these meetings). • Complete and/or upload 1 observation and evaluation in LiveText using the Informal Teaching Evaluation and Rubric. Reflect with candidates afterwards. • Allow candidates to apply skills and knowledge connected with their coursework. Candidates should be teaching or co-teaching daily in a variety of groupings (whole group, small group, one-on-one) and content areas (if applicable). Residency II is the time for candidates to get as much teaching experience as possible. • Follow up with university supervisors during or after school visits to discuss candidates' strengths, and areas of refinement (This can be in-person, via email, or zoom session). • Complete Residency Candidate Performance Checklist for each supervisor visit. • Support candidates edTPA work and allow them flexibility to complete filming or other requirements associated with the edTPA. • Model ways to communicate to parents and other professionals (i.e., text, phone calls, email). • Complete Mentor Teacher Survey <p>**If you have a candidate for the second placement of Residency II, allow candidates time to build relationships with students, observe instructional routines, and then gradually increase teaching and co-teaching responsibilities. Complete and/or upload 1 observation and evaluation in LiveText using the Informal Teaching Evaluation and Rubric. Reflect with candidates afterwards.</p>