

Mentor Newsletter

February 2023

Office of Educator Preparation



In this Newsletter

- Reminders
- Upcoming Dates
- edTPA Information
- Residency II Requirements
- Residency II Substitute Teaching Guidelines
- Co-Teaching Models & Strategies
- LiveText
- Mentor Teacher Information Form & Compensation Paperwork
- Communication

Reminders

- Twice a month, mentors and candidates should meet to discuss the candidate's strengths and areas of refinement. **The Candidate and Mentor Reflective Discussion Summary** should be completed and attached in LiveText to document these meetings.
- In order to provide input on your candidate's professional dispositions, **mentors should complete and attach the Residency Candidate Performance Checklist in LiveText before each supervisor visit.** The

candidate's supervisor should also check in with you regarding the candidate's performance.

- Mentors should approve hours in LiveText on a weekly basis. Report excessive absences, tardies or early dismissal to the candidates' ETSU supervisor.
- **By this point in Residency II, candidates should be fully immersed in planning, teaching and experiencing expectations required of a classroom teacher.** Candidates should be teaching or co-teaching regularly in a variety of groupings (whole group, small group, one-on-one) and content areas (if applicable). Residency II is the time for candidates to get as much teaching experience as possible.
- Other than filming, residency candidates should **NOT** be working on their edTPA during Residency II. Candidates should be assuming the role of the classroom teacher throughout the day. **Residency II is NOT the time for students to be sitting and working while their mentor is teaching.**
- **Any document you have completed on your candidate needs to be attached in LiveText, this includes the Informal Teaching Observation, Residency Candidate Performance Checklist, Candidate and Mentor Teacher Discuss Summary, etc.**

Upcoming Dates

- Residency candidates will switch to their second placement on March 13th (Second placement dates may look different for music, elementary education, KAT, CAT, and RITE candidates). **Mentors need to approve all hours in Livetext before candidates transition to their next placement.**
- **ETSU Office of Educator Preparation Career Fair - Tuesday, April 11, 2023 1-4pm** (students are excused from their placement for 1/2 day if they are attending this event)
- **Last Day of Residency II: April 28, 2023** (Students are required to make up all absences during Residency II after this date.)







edTPA Information

Candidate supports Below you will find some acceptable ways to support your candidate as they are completing their edTPA:

- Please note that as candidates are in their placements, they should not be working on their edTPA.
- All work on edTPA besides filming should be completed outside of candidates' placement





Acceptable Supports

Cooperating teachers working with candidates going through edTPA® are encouraged to support candidates as they always would, though edTPA® offers unique opportunities for support:

	Discuss edTPA® tasks and scoring rubrics		Use rubric constructs or rubric language to evaluate and debrief observations made by cooperating teachers as part of the clinical supervision process
	Discuss samples of previously completed edTPA® portfolio materials (with permissions granted)		Ask probing questions about candidates' draft edTPA® responses or video recordings, without directly editing the writing or providing specific answers to edTPA® prompts
	Discuss support documents (such as Making Good Choices) about lessons or examples to use within the assessment		Arrange technical assistance for the video portion of the assessment

Unacceptable Supports

Because edTPA® is a summative assessment typically tied to licensure or program completion, certain forms of support are not allowed, such as:

	Don't edit a candidate's official materials prior to submission		Don't instruct candidates on which video clips to select for submission
	Don't offer critiques of candidate responses that provide specific, alternative responses, prior to submission for official scoring		Don't upload candidate edTPA® responses (written responses or videotape entries) on public access social media websites

Residency II Requirements

- Candidates are required to attend faculty meetings, IEP meetings, PLC meetings, data meetings, etc.
- **If a candidate is going to be absent or tardy, they should, at minimum, send one email copying the appropriate stakeholders** (mentor teacher, ETSU supervisor, and principal/secretary) as soon as possible.
- When a residency candidate is being observed by either you or their ETSU supervisor, the candidate should submit their lesson plan to you and their ETSU supervisor a **minimum of 2 days in advance** so you can review the standards and objectives they are planning to teach. Candidates can use a mentor approved lesson plan for the observation completed by the mentor teacher.

Residency II Substitute Teaching Guidelines

Candidates are eligible to substitute up to 5 days during their Residency II placement AFTER they have completed their edTPA filming if they have met the substitute teaching requirements (see below).

In order for residency candidates to become eligible for substitute teaching during Residency II, they will need to complete the following protocol:

1. Candidate will need to attend substitute training offered through the school district where they are completing their residency.
2. Once training is complete, the candidate will need to complete the **Candidate to Substitute Agreement** which requires approval signatures from their mentor teacher, school principal, ETSU supervisor, and ETSU seminar leader.
3. After the agreement is complete with signatures, the candidate should email the contract to their ETSU supervisor and upload into LiveText.
4. Candidates are responsible for recording dates, locations, subject and/or grade level of their substitute experience on the LiveText time log.

Candidates are allowed to substitute in three settings, but the preference must be in the following order:

1. Classroom of mentor teacher
2. Another classroom in the school they are assigned-this requires mentor teacher and ETSU supervisor approval
3. A classroom in another school within the district- this requires advance notice and must be approved by the mentor teacher and ETSU supervisor

**** Residency Candidates are NOT allowed to watch or monitor a classroom without another adult present if they are not a hired substitute. This is a liability issue.**

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

Co-Teaching Models and Strategies

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

One Teach, One Observe

One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus on the observation – where the teacher doing the observation is observing specific behaviors.

One Teach, 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.

Parallel Teaching

Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.

Station Teaching

The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.

Team Teaching

Well planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

Alternative Teaching (Differentiated)

Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the avenue for getting there is different.

LiveText

LiveText is a shared space between you, your residency candidate, and their ETSU supervisor. LiveText is used to log hours, and store evaluations, observations, and other documents relevant to the student's performance.

If you are having trouble with LiveText in any capacity, please contact the Office of Educator Preparation at edprep@etsu.edu , or our Placement Coordinator, Amanda Chandler at blackchandle@etsu.edu or 423-439-7597.

Mentor Teacher Information Form and Compensation Paperwork

The Office of Educator Preparation asks that ALL mentor teachers complete the following **Mentor Teacher Information Form** if you have not already completed one this year.

Mentor Teacher Information Form :

Please complete this revised 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_bluISQNQc3Ci7DE

Mentor teachers will receive compensation of \$100 for mentoring a residency candidate during Residency II. Please follow the steps below if you wish to receive compensation for being a mentor teacher.

*****If you would like to decline compensation, you do not need to complete the steps below.**

Dynamic Forms Account Setup:

1. Create an account in our Dynamic Forms system by following this link: <https://dynamicforms.ngwebsolutions.com/account/createaccount>
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.

Direct Deposit Authorization Form:

(You will need a voided check and a copy of the this completed W-9 Form to upload to the direct deposit authorization form. If you do not have an E# or cannot remember it leave that place blank.)

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.
2. When asked, "Who asked you to complete this form," please list my name, Amanda Black-Chandler.

<https://dynamicforms.ngwebsolutions.com/Submit/Start/871acdee-1fe2-4940-acf0-f8d51a3e1137?SSO=N>

****If you have or had a name or address change at any time since attending ETSU or previously mentoring a student, you will need to complete and submit a **Personal Information Change Form**. This form will be provided by the Office of Educator Preparation via email. Please contact Amanda Black-Chandler at 423-439-7597 or blackchandle@etsu.edu**

Communication

Office of Educator Prepatation

- Warf Pickle, room 305

- Open Monday through Friday from 8:00-4:30 p.m.

ETSU Mentor Teacher website

- <https://www.etsu.edu/coe/educator-preparation/residency/mentors.php>

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