



Mentor Newsletter

November 2023

Office of Educator Preparation



In this Newsletter

- Residency I Reminders
- Important Dates & Reminders
- Co-Teaching Models & Strategies
- Substitute Teaching Guidelines
- Student Learning & Licensure by Watermark
- Mentor Teacher Information Form & Compensation Paperwork
- Communication
- edTPA Information

Residency I Reminders

- Mentor teachers should review and approve candidate hours on a weekly basis.

- **Mentor teachers should provide the ETSU supervisor with a completed Residency Candidate Performance Checklist which evaluates the candidate's professional dispositions each time the ETSU supervisor observes the residency candidate.**
 - **Candidates and mentor teachers should complete the Candidate and Mentor Teacher Reflective Discussion summary once a month during September, October, and November, and these summaries should be attached to Watermark, Student Learning and Licensure.**
 - When a residency candidate is being observed by either their mentor teacher 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 may use a mentor approved lesson plan for the observation completed by their mentor teacher.
 - 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.
 - The **Observation and Evaluation Schedule** is a helpful document to keep you up-to-date with observation and evaluation deadlines.
 - The **Residency Key Roles** document is a helpful resource that provides a brief description of residency candidate and mentor teacher expectations.
-

Important Dates & Reminders

November 30

- **Mandatory Residency II Meeting: Thursday, November 30, 2023 from 3:00 PM - 4:00 PM**

December 8, 2023: Last day of Residency I

- All candidates should continue in their Residency I placement through December 8 even if they have completed their 135 hours.
 - Minimum of 135 hours must be completed, entered in Watermark, Student Learning & Licensure and approved by their mentor teacher.
 - All Watermark, Student Learning & Licensure requirements should be completed (observations and evaluations, Residency Candidate Performance Checklist, Candidate and Mentor Reflective Discussion Summary).
-

Co-Teaching Models and Strategies

Co-Teaching is an Attitude... an attitude of sharing the classroom and students.

Co-Teachers must always be thinking-We are BOTH teaching!

One Teach, One Observe

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

One Teach, On Assist

This is an extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.

Parallel Teaching

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

Station Teaching

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

Team Teaching

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

Alternative Teaching (Differentiated)

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

Substitute Teaching Guidelines

- **During Residency I, residency candidates CAN be hired as a substitute teacher if they have completed the district substitute training and HR payment paperwork.**
- **Unless a residency candidate is being paid as a substitute teacher,**

candidates are **NOT** allowed to watch or monitor a classroom without another adult present (teacher, Instructional Assistant, substitute teacher). This is a liability issue. If the school is trying to utilize you in this capacity, please notify your ETSU Supervisor and the Office of Educator Preparation.

- **Residency Candidates that are in the RITE, CAT, or KAT programs will follow their specified guidelines.**

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

Student Learning & Licensure (SL&L) by Watermark

- **Mentor teachers should upload all completed observation information in Watermark, Student Learning & Licensure.**
- **Candidates should upload the Residency Candidate Performance Checklist, and the Candidate and Mentor Teacher Discussion Summary in Watermark, Student Learning & Licensure after you and your candidate have reviewed and signed the documents.** If you or your mentor teacher have questions about this, please contact the Office of Educator Preparation at 423-439-7597 or edprep@etsu.edu.
- All residency candidates should be logging their clinical hours on a weekly basis. Mentor teachers should review and approve these hours at the end of each week. Candidates should also follow the school protocol for signing in and out of the school each day. **If your candidate is absent or tardy, they should, at minimum, send one email copying the appropriate stakeholders (mentor teacher, ETSU supervisor, and principal) as soon as possible.**
- If any candidate or mentor teacher is having difficulty accessing Student Learning & Licensure, please contact the Office of Educator Preparation, edprep@etsu.edu or Dr. Tami Baker, bakert@etsu.edu at the ETRC immediately so the issue can be resolved.

Mentor Teacher Information Form and Compensation Paperwork

The **Mentor Teacher Information form** (linked below) is used to collect information for new mentors or information changes from returning mentors.

- https://etsuclemmer.iad1.qualtrics.com/jfe/form/SV_1RqEcXliqo0VvN4

The Office of Educator Preparation asks that you complete the updated **Mentor Teacher Information Form** for our records this year.

If you are a **new mentor teacher or if you have not completed paperwork after Spring 2021**, you will also need to complete the following processes to receive the stipend for serving as a mentor teacher. Mentors serving during the Fall semester need to have the following process completed **by November 30, 2023**, to receive payment late December:

Dynamic Forms Account Setup:

- All mentor teachers must have a Dynamic Forms account. This must be set-up in order to complete the Direct Deposit Authorization.
- Please use this link to create your account:
- <https://dynamicforms.ngwebsolutions.com/AccountManagement/CreateAccount.aspx>

Direct Deposit Authorization Form:

- Once the Dynamic Form Account has been created, use the Direct Deposit Authorization link below to submit your w9/direct deposit info:
- <https://www.etsu.edu/bf/redirects/df/vendors/payee.html>

****If you have or had a name or address change at any time since attending ETSU or during mentorship, you will need to complete and submit a **Personal Information Change Form**. This form will be provided by the Office of Educator Preparation via email.**

Communication

**Office of Educator Preparation
Warf Pickel, Room 305
Open Monday through Friday between 8:00 a.m. - 4:30 p.m.**

ETSU Residency Candidate website
<https://www.etsu.edu/coe/educator-preparation/residency/default.php>

edTPA Information

MENTOR TEACHERS & SUPERVISORS

CLEMMER COLLEGE OF EDUCATION & HUMAN DEVELOPMENT NOVEMBER NEWSLETTER

EDTPA: INFORMAL & FORMAL ASSESSMENTS

INFORMAL ASSESSMENT:

- Informal assessments allow the instructor to get a general idea of how the class/group as a whole is understanding the material.
- These are "informal" because they are not tied to an individual student.
- Examples include- hand signals, class discussions, and observation.
- Types: Informal/Formative & Informal/Summative



FORMAL ASSESSMENT:

- Formal assessments provide individual student data that can be shared with an administrator or family member.
- These are often linked with specific evaluation criteria (ex. a rubric or checklist).
- Examples include: exit slips, quizzes, chapter tests, and essays.
- Types: Formal/Formative & Formal/Summative



NEEDS:

- Assessment Modifications (align with the needs of the students in the videos and edTPA candidates' Context for Learning)
- Evaluative Criteria, align with standard, adhere to the edTPA rubrics.
- Assessments included in the learning segment should all be related to the central focus.
- Candidate describes how focus students will understand/use feedback related to the learning objectives.

IMPORTANT!

WHAT TO AVOID:



- Assessments that only require students to repeat back information or apply procedures without demonstrating an understanding of them.
- Instruction or assessment that focuses primarily on memorization or rote application of facts, skills, or procedures
- Lack of alignment between standards, objectives, learning tasks, and/or assessments and the central focus

EDTPA SCORERS ARE LOOKING FOR 2 THINGS:



- A variety of informal and formal assessments implemented throughout the learning segment.
- How the candidate uses the assessment data to inform instruction (i.e. formative assessment practices).

NOTES:



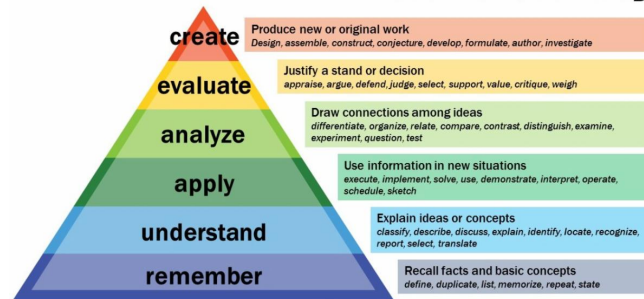
- Do not put explanations and rationale in lesson plans, as scorers are instructed to look to the commentary prompts for explanations of thinking and justification for plans.
- If necessary, students will include the assessment/materials in their Instructional Materials.

edTPA Lesson Plan Building

General Structure for edTPA Lesson plans:

- 3-5 Lesson Plans
- All lessons build on each other
- There is clear alignment

Bloom's Taxonomy



Your residency candidate should have already scheduled a time to meet with you to determine the topic their edTPA will focus on and the timeline for filming and completion.

Each program of study has their own timeline for completing the edTPA; therefore, your candidate's timeline may look differently than others.

Contact Us



Laura Click
Director of Field Experiences and Residency, Clemmer College of Education and Human



Amanda Black-Chandler
Placement Coordinator, Clemmer College of Education and Human Development
blackchandle@etsu.edu
(423) 439-4256

Development clicklm@etsu.edu
(423) 439-4200



Thomma Grindstaff
Certification Coordinator,
Clemmer College of
Education and Human
Development
grindstt@mail.etsu.edu
(423) 439-7562



Rebecca Champion
*Educator Preparation
Coordinator,*
of Education and Human
Development
championr@mail.etsu.edu
(423) 439-7597

Angela Shelton
edTPA Coordinator
Clemmer College of Education and Human Development
sheltonam1@etsu.edu
(423)794-7977



Cynthia Chambers
Associate Dean of Education Preparation ,
Clemmer College
chamberc@etsu.edu
(423)-439-7586



Clemmer College of Education and Human Development
Office of Educator Preparation
Warf Pickel Hall, Room 305
edprep@etsu.edu



[Unsubscribe mimspj@etsu.edu](mailto:mimspj@etsu.edu)

[Update Profile](#) | [Our Privacy Policy](#) | [Constant Contact Data Notice](#)

Sent by clicklm@etsu.edu powered by



Try email marketing for free today!