Mentor Teacher and University Supervisor Roles and Responsibilities

Pre-Residency Responsibilities (50 hours during July & Aug.)	
Mentor Teacher	University Supervisor
Check and approve candidates' attendance weekly in Watermark. Report excessive absences, tardies or early dismissals to university supervisors and/or the Director of Field Experience and Residency. - Complete Mentor Teacher Information Form & 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).**	***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.** - 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. - Sign and return the Travel Authorization form to the Office of Educator Preparation once the Placement Coordinator has emailed it to you.

Mentor Teacher and University Supervisor Roles and Responsibilities

Residency I Responsibilities (135 hours during Aug.-Dec.)	
Mentor Teacher	**University Supervisor**
Check and approve candidates' attendance weekly in Watermark. Report excessive absences, tardies or early dismissals to university supervisors. - Designate a set time each week to meet with candidates and reflect on their strengths and areas of refinement. (*Candidate and Mentor Reflective Discussion Summary* should be completed to document these meetings). - Review lesson plans before candidates teach any lesson. - Allow candidates to apply skills and knowledge connected with their coursework. Candidates should be engaged in some form of co-teaching each day they are in the classroom in a variety of groupings (whole group, small group, one-on-one) and content areas (if applicable). - Complete and/or upload 1 observation and evaluation in Watermark using the *Informal Teaching Evaluation and Rubric and r*eflect with candidates afterwards. - Follow up with university supervisors during or after school visits to discuss candidates' strengths, and areas of refinement (This can be in-person, via email, or zoom session). - Complete the *Residency Candidate Performance Checklist* for each university supervisors' visit. - Provide feedback to university supervisors for the Educator Disposition Assessment completed at the end of the semester. - Support candidates edTPA work and allow them flexibility to complete filming or other requirements associated with the edTPA. **Model ways to communicate to parents and other professionals (i.e., text, phone calls, email).**	- 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 Watermark 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 Watermark using the *Informal Teaching Evaluation and Rubric* and *TEAM Evaluation Rubric* (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 *Residency Candidate Performance Checklist* submitted by mentor teachers. (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 has been submitted and approved, all evaluations and observations have been completed, and all Performance Checklists and Reflective Summaries are in *Watermark*.

Mentor Teacher and University Supervisor Roles and Responsibilities

Residency II Responsibilities (Full-time student teaching Jan.-Apr./May)	
Mentor Teacher	**University Supervisor**
• **Check and approve candidates' attendance weekly in Watermark. Report excessive absences, tardies or early dismissals to university supervisors.** • Include candidates during your planning session, PLC, IEP, data meetings, or collaborative work sessions. • Designate a set time each week to meet with candidates and reflect on their strengths and areas of refinement. *(Candidate and Mentor Reflective Discussion Summary* should be completed to document these meetings). • Complete observation and evaluation in Watermark using the *Informal Teaching Evaluation and Rubric*. Attach any observational notes and feedback in Watermark. 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* BEFORE each supervisor visit and attach in Watermark. • 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	• Attend monthly supervisor meetings (August through December) • **Check Watermark 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 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 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 *Residency Candidate Performance Checklist* submitted by each mentor teacher. (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 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 *Watermark.* • Complete the Supervisor Survey on every mentor teacher that you have worked with this year.

If you have candidates during the second placement of Residency II, allow candidates time to build relationships with students, observe instructional routines, and then gradually increase teaching and co-teaching responsibilities. Complete and/or upload 1 observation and evaluation in Watermark using the *Informal Teaching Evaluation and Rubric*. Reflect with candidates afterwards.