

# Mentor Newsletter

February 2024

Office of Educator Preparation

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## Mentor & Student Spotlight

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Brinnan Wilson, ECED KAT Candidate at Johnson Elementary with mentor Heather Dockery, planned and implemented a unit on how we use our five senses to learn about the world around us. Infusing language and literacy skills in each learning experience, Brinnan's Kindergarteners created a class book titled, "What Do You Hear?" This was such a popular addition to the classroom library that one student spent the weekend creating his own book, "Beach Day" to bring back to school to share with his classmates. Way to go Miss Wilson for inspiring young authors!

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## Mentor & Student Spotlight

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Lakyn James, ECED Candidate in 1st grade at Fairmont Elementary with mentor Haley White, planned an engaging learning segment on producers and consumers. The children were tasked with producing their own trail mix, determining a class business, and creating a commercial to advertise their product to consumers. The language and literacy skills included in this segment sparked such interest with the children, that they went home and shared what they were learning with family members.

One parent emailed, "...whatever you guys are doing this week has gotten [student name] so excited for school. She has chosen every outfit specifically for what the plan for the day is and has talked non-stop about goods, consumers, etc. Thank you for making school fun!" We are so proud of Lakyn for implementing such exciting learning experiences!

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## Mentor & Student Spotlight

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Ms. Rosebaum's teacher candidate is Kayla Rupe. Ms. Rosenbaum and Kayla are teaching 1st grade at Bluff City Elementary School. The students are studying measurement in centimeters and Kayla developed an excellent lesson in measurement while tying in a big motivator for my students... the Super Bowl! The students measured items with cubes and cube sticks, then made a headband to divide them into teams- the KC Chiefs and the SF 49ers. Kayla then played a game with them to see which team won! Ms. Rosebaum said it was a wonderful lesson, and the students absolutely loved it!

## Upcoming Dates

- **Residency II Switch date-March 4:** Candidates will move to their second placement mentor teacher. (This may be different for music students, PE, RITE Candidates, KAT Candidates, or other candidates with special circumstances)
- **Certification and Graduation Zoom Meeting: Thursday, March 7, 2024 from 3:30-4:30: (Meeting for candidates ONLY)** Candidates will need to be excused from all duties to attend this meeting.
- **ETSU Office of Educator Preparation Career Fair - April 15 1pm-4pm** (Candidates are excused half-day from their placement if they are

attending this event)

- **Last Day of Residency II: April 26** (Candidates are required to make up all absences during Residency II after this date.)
  - **Sevierville Cohort Pinning Ceremony:** ETSU Sevierville Campus, Tuesday, April 30, 2024 at 6pm.
  - **Main Campus Pinning Ceremony:** DP Culp Center, Martha Street Auditorium, Thursday, May 2, 2024 at 6pm.
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## edTPA Newsletter

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# Assessment Task 3: Assessing Student Learning

February 2024 edTPA Newsletter

## Analyzing Student Learning

1. Assessment
  - a. One assessment that is given to the whole class as an individual assessment. This assessment needs to align with the central focus and one or more objectives.
  - b. The assessment needs to show evidence of student learning based on evaluation criteria and allow students to demonstrate their understanding/thinking.
2. Evaluative criteria
  - a. "align with the objectives of the learning segment;
  - b. measure the outcomes of your learning segment as related to the central focus;
  - c. address the elements of the subject-specific emphasis as defined in your edTPA handbook."
3. Select focus students
  - a. Showcase students of different levels
  - b. Candidates demonstrate their skill at analyzing patterns of learning for individual students
4. Qualitative and quantitative summaries of whole class performance
  - a. Analyzes patterns of learning that align with evaluation criteria
  - b. Address strengths and areas to strengthen



## TIPS

TIP: Answer Task 3 Assessment Commentary Prompt 1 FIRST!

TIP: Skip ahead and answer Task 3 Assessment Commentary Prompt 4 NEXT. Prompts 1 and 4 connect!

TIP: Then respond to prompts 2 and 3.

## Use of Assessment to Inform Instruction

1. Explains how candidate plans to move forward to support students
  - a. Place emphasis on focus students and whole class
2. Highlight what students did well and what students need to improve on



## Feedback

1. Feedback for focus student(s)
  - a. Should be clear, detailed, and based on objectives
  - b. "Can be written on work samples, provided orally within video work samples, or provided in separate video or audio files, as long as it is the actual feedback given directly to the focus students."
  - c. Highlight what students did well and what they need to work on
  - d. Explain how the focus student(s) will understand and use the feedback. Also, explain how the feedback will help student(s) in future learning



## Analyzing Students' Academic Language Understanding and Use

1. Explains how academic language was used by students
  - a. This can be showcased by using video and/or student work samples
  - b. Video can be an additional video or video from Task 2
  - c. Student work samples from Task 3

"Making Good Choices." edTPA, <https://www.edtpa.com/Content/Docs/edTPAMGC.pdf>. Accessed 12 February 2024.

## Residency II Key Roles & Reminders

- All residency **candidates should be logging their clinical hours on a weekly basis, and mentors 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. **Report excessive absences, tardies or early dismissal to their ETSU supervisor.**
- **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.

- Mentor teachers should include their residency candidate during your planning session, PLC, IEP, data meetings, or collaborative work sessions.
- Mentors should designate a set time each week to meet with their candidate a set time each week to meet with your candidate and reflect on their strengths and areas of refinement. (Candidate and Mentor Reflective Discussion Summary should be completed and uploaded to SL&L by Watermark a minimum of two times each month to document these meetings.)
- Mentors should complete and upload 1 observation and evaluation into SL&L by Watermark. Reflect with candidate afterwards.
- Mentors should allow candidates opportunities to apply skills and knowledge connected with their coursework. Students 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.
- When a residency candidate is being observed by either their mentor teacher or their ETSU supervisor, the candidate should submit their lesson plan a **minimum of 2 days in advance** so the plans can be reviewed prior to the lesson. Candidates can use a mentor approved lesson plan for the observation completed by the mentor teacher.
- Each time the ETSU supervisor observes the Residency Candidate, they should also check in with mentors regarding the candidate's performance, and **you should provide the supervisor with a completed Residency Candidate Performance Checklist which evaluates the candidate's professional dispositions.**
- Support candidates edTPA work by allowing them flexibility to complete filming or other requirements associated with the edTPA.
- The **Observation and Evaluation Schedule** is a helpful document to keep up-to-date with observation and evaluation deadlines.

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## Student Learning & Licensure by Watermark

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- **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 candidates 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 daily 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.

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## Co-Teaching Models and Strategies

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**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.

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## **Mentor Teacher Information Form & Compensation Paperwork**

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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\\_eCIuJpLSdxhFUmG](https://etsuclemmer.iad1.qualtrics.com/jfe/form/SV_eCIuJpLSdxhFUmG)

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

Once you have completed the Mentor Teacher Information Form, you will receive an email regarding Mentor Teacher Compensation. Complete both items no later than March 31, 2024, so our office can process your information to prepare for payments in mid-May.

**\*IF YOU COMPLETED THIS IN THE FALL YOU DO NOT HAVE TO COMPLETE THIS AGAIN.**

### **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 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 can be obtained from the Office of Educator Preparation at [edprep@etsu.edu](mailto:edprep@etsu.edu).**

# Residency II Substitute Teaching Guidelines

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- Candidates are eligible to substitute up to 5 days during their Residency II term as defined by ETSU.
- Candidates are NOT allowed to substitute before they have completed TPA filming in Residency II.

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

1. Candidates should have attended substitute training offered through the school district where they are completing their residency.
2. Candidates 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 SL&L by Watermark.
4. Candidates are responsible for recording dates, locations, subject and/or grade level of their substitute experience on the SL&L by Watermark 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 be pulled to watch or monitor a classroom without another adult present (teacher, Instructional Assistant, substitute teacher). 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.

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## Contact Us

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