# CLEMMER COLLEGE *of* EDUCATION *and* HUMAN DEVELOPMENT
## EAST TENNESSEE STATE UNIVERSITY

# ETSU Residency Candidate Newsletter
## December 2024
## Office of Educator Preparation



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# Upcoming Dates

- **Graduation and Certification Virtual Meeting for Residency II Candidates, Thursday, March 6 from 3:30-4:30. During this meeting you will receive information about the process of obtaining your teaching license that occurs after graduation.**

- **edTPA Writing Camp and Boot Camp Dates are scheduled by Program of Study. Please refer to the PowerPoint in the Residency II meeting and/or your program of study for your specific dates. (Candidates are excused from their placements for the sessions.)**

- **Residency II Switch date-March 3: Candidates will move to their second placement mentor teacher. (This may be different for music students, RITE Candidates, KAT Candidates, or other candidates with special circumstances)**

- **ETSU Office of Educator Preparation Career Fair - April 7, 1-4pm (Candidates are excused half-day from their placement if they are attending this event)**

- **Last Day of Residency II: May 2 (Candidates are required to make up all absences during Residency II after this date.)**

# Reminders

During the Residency II Semester (Spring 2024) Candidates should return to their placement when teachers return to school. If the first day is an administrative day for teachers, candidates must also report to school that day. This semester is the full-time student teaching semester for candidates. They will report to school all day, every day until their last day, May 2, 2025. Candidates are also required to attend all teacher before and after school duties. (ex. bus duty, faculty meetings, school programs, etc.) **All absences must be made up at the end of the semester.**

# Residency II Key Roles & Reminders

- **Residency candidates should remember to check their emails daily and respond to emails in a timely manner.**

- Candidates will follow the school district calendar during Residency II NOT the ETSU calendar.

- Daily arrival and departure times should be consistent with your mentor teacher. Sign in/out of the school and log field hours weekly in SL&L by Watermark. Remind your mentor teacher to approve your hours each week.

- Notify your mentor teacher and ETSU supervisor if you are going to be absent or late. **At minimum, send one email copying the appropriate stakeholders** (mentor teacher, ETSU supervisor, and principal/ secretary) as soon as possible. **This needs to happen before your school day starts.**

- Attend all events that are required of your mentor teacher (Ex. Faculty meetings, before and after school duties, grade level programs, PTSA, etc.)

- Participate with your mentor teacher in planning sessions, PLC, IEP, data meetings, or collaborative work sessions.

- Actively participating in the classroom with mentor teacher and students. (This is not a time to work on other assignments, check emails, or work on edTPA.)

- Designate a set time each week to meet with your mentor and reflect on 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.)

- Your mentor teacher should complete and upload 1 Informal Teaching Observation into SL&L by Watermark. There should be time designated after the observation to meet with your mentor teacher to reflect and set goals based on the lesson you taught.

- 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 you to get as much teaching experience as possible.

- When candidates are being observed by either their mentor teacher or their ETSU supervisor, lesson plans should be submitted to both the mentor teacher and ETSU supervisor a **minimum of 2 days in advance** so mentor teachers can review the standards and objectives that are

being taught. Candidates can use a mentor approved lesson plan for the observation completed by the mentor teacher.

## Residency Spotlight



Mentor teacher, Jamie Milam, and Residency Candidate, Madison Tester's, 1st grade class recently learned how to organize and show data on a bar graph. Mrs. Milam and Ms. Tester each taught a small group as students rotated through stations.
Here Ms. Tester is working with a group as they discussed options for graphing their skittles. Ms. Tester also asked advancing questions to help students organize their information.

## Residency Spotlight



Mentor teacher, Dawn Webb, and Residency Candidate, Keanna Edwards, recently team taught their students about identifying run-on sentences and how to use correct capitalization, punctuation, and grammar. Mrs. Edwards used the text topic "Castles in the Middle Ages" to encourage groups to find mistakes. The students worked in large group, small groups, and individually.

# Student Learning & Licensure by Watermark Requirements

**Candidates should remind mentor teachers to upload all observations that are completed during Residency II on SL&L by Watermark.**

Candidates are responsible for uploading residency candidate performance checklists and mentor and residency reflective discussion summaries.

Candidates should be logging their clinical hours on a daily basis. Your mentor teacher should review and approve these hours at the end of each week. You should also follow the school protocol for signing in and out of the school each day. **If you will be absent or tardy, you 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 SL&L by Watermark, please contact the Office of Educator Preparation at edprep@etsu.edu, or Dr. Tami Baker, bakert@etsu.edu, at the ETRC immediately so the issue can be resolved.

# edTPA Newsletter

## What is Task 1?

### What should a candidate include in Task 1?

### Standard/Standards:

- As a student begins working on their edTPA, they need to know what standard/standards their edTPA will focus on.

### Context for Learning (CFL):

Explain the features of the placement school and classroom.
- At the end of CFL, candidates need to specify the number of students who have learning difficulties and the supports/modifications that will be used for them. This applies to students who have:
- IEP's/504 plans (classification/needs),
- specific language needs,
- other learning needs (example: struggling readers).

### Lesson Plans:

- There is not an official edTPA lesson plan template.
- Need to support the students who have supports/modifications
- Adhere to standard/standards, associated learning objectives, informal and formal assessments, instructional & learning tasks, instructional resources and materials.
- One lesson plan per lesson during edTPA learning segment
- No more than 4 pages per lesson plan
- Do not have explanations/rationalizations (this is in Planning Commentary)

### Instructional Materials:

- Candidates upload KEY instructional materials (not all).

### Assessments:

- In this section, candidates must share ALL examples of informal and formal assessments planned. There is no page limit here!

Once the candidate has their CFL, Instructional Materials, and Lesson Plans formed, they will move onto their Planning Commentary.

### Planning Commentary

Candidates need to explain and reflect on their learning segments. Need to pay close attention to:
- Central focus
- Objectives
- Differentiation
- Rationale
- Academic Language
- Follow rubric
- Make sure it does not exceed page length
- Use concrete examples
- If used, provide references at the end (will not count against page length)
- Justify choices

## Residency II Substitute Teaching Guidelines

During Residency II, candidates are allowed to substitute in two settings, but must follow the guidelines below:

1. In the event a mentor teacher is absent, residency candidates will be paid to substitute for their mentor teacher without restrictions.

2. Residency candidates can substitute in other classrooms within their placement school after their edTPA filming is complete and they have obtained approval from their mentor teacher and ETSU supervisor. Candidates are limited to 5 days of substitute teaching in other classrooms.

**For residency candidates to substitute teach in other classrooms during Residency II, they will need to complete the following protocol:**

   1. Complete the Candidate to Substitute Agreement which requires approval signatures from their mentor teacher, school principal, ETSU supervisor, and ETSU seminar leader.

   2. After the agreement is complete with signatures, the candidate should email the contract to their ETSU supervisor and upload it into Watermark, Student Learning & Licensure.

   3. Candidates are responsible for recording dates, locations, subject and/or grade level of their substitute experience on the Watermark time log.

*Candidates may be removed from eligibility for substitute teaching at any time, for any reason or for no reason, by the principal of the school, mentor teacher, and/or ETSU Supervisor, or seminar leader.

**Long-term substituting must receive prior approval through the Office of Educator Preparation.

***When substituting, the candidate is acting as a substitute for the school system rather than as a teacher candidate for ETSU. Candidates will abide by all policies, rules and regulations of the school system while performing the duties of a substitute teacher.

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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