

Residency Year-Roles and Responsibilities

Pre-Residency Responsibilities (50 hours during July & Aug.)	
Mentor Teacher	University Supervisor
<ul style="list-style-type: none"> • Check and approve candidates' attendance weekly in Student Learning & Licensure by Watermark. Report excessive absences, tardies, or early dismissals to university supervisors and/or the Director of Field Experience and Residency. • Complete a Residency Candidate Performance Checklist at the end of Pre-residency and share with their University Supervisor during the initial meeting with them at the end of August. • 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 and 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 with parents and other professionals (i.e., text, phone calls, email). 	<p>*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.</p> <ul style="list-style-type: none"> ▪ 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. ▪ Attend the University Supervisor Training in August. ▪ Attend the Candidate and Supervisor Meet and Greet in August.

Residency Year-Responsibilities and Roles

Residency I Responsibilities (135 hours during Aug.-Dec.)	
Mentor Teacher	University Supervisor
<ul style="list-style-type: none"> • Check and approve candidates' attendance weekly in Watermark. Report excessive absences, tardies or early dismissals to university supervisors. • Mentor teachers and candidates should designate a set time each month to meet and reflect on the candidates' strengths and areas of refinement. This should be documented in the <i>Candidate and Mentor Reflective Discussion Summary</i>. Candidates will upload the Summary into Student Learning & Licensure by Watermark. • 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). • Meet 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 one <i>Residency Candidate Performance Checklist</i> each month for Residency I and review with your residency candidate. Once the mentor and candidate has reviewed and signed, candidates will upload the checklist into Student Learning & Licensure by Watermark. • Support candidates with their edTPA by allowing them flexibility to complete filming or other requirements. • Model ways to communicate with parents and other professionals (i.e., text, phone calls, email). 	<ul style="list-style-type: none"> ▪ 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 <i>Student Learning & Licensure by Watermark</i> 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 Student Learning & Licensure by Watermark using the <i>Informal Teaching Evaluation and Rubric</i> and <i>TEAM Evaluation Rubric</i> (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 Candidate and Mentor Reflective Discussion Summary and the <i>Residency Candidate Performance Checklist</i> submitted by mentor teachers. Document this information on the monthly on the Candidate Performance Overview (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 is approved, evaluations, observations and summaries are completed.

Residency Year-Responsibilities and Roles

Residency II Responsibilities (Full-time student teaching Jan.-Apr./May)	
Mentor Teacher	University Supervisor
<ul style="list-style-type: none"> • 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 twice a month to document these meetings). Candidates will upload the completed documents in Student Learning & Licensure by Watermark. • Allow candidates to apply skills and knowledge connected with their coursework. Candidates should be teaching or co-teaching daily in a variety of groups (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 each month and review with candidate. The candidate will upload this document in Student Learning & Licensure by Watermark. • Support candidates with their edTPA by allowing them flexibility to complete filming or other requirements. • Model ways to communicate with parents and other professionals (i.e., text, phone calls, email). • Complete Mentor Teacher Survey (Will be sent via email). 	<ul style="list-style-type: none"> • Attend monthly supervisor meetings (January through May) • Schedule initial meetings with 2nd placement mentor teachers and residency candidates to review requirements and answer questions. • Check Watermark twice a month to ensure candidates are entering their attendance and mentor teachers are approving these hours weekly. 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 Student Learning & Licensure by 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 Candidate and Mentor Reflective Discussion Summary and the Residency Candidate Performance Checklist submitted by mentor teachers. Document this information on the monthly on the Candidate Performance Overview (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 Student Learning & Licensure by 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 <i>Watermark</i>. • Complete the Supervisor Survey on each mentor teacher.