

College of Arts, Education, and Sciences
University of Louisiana Monroe

Resident and Mentor Handbook

**Undergraduate Residents, Mentors &
Supervisors**



Revised July 2017

This handbook was created, reviewed, revised, and approved through collaboration with faculty, field experience office, district partners, and local stakeholders.

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INTRODUCTION

This Handbook is a comprehensive resource for learning facilitators who are involved in Residency experiences at the undergraduate level at the University of Louisiana at Monroe. Overall expectations for Residents, classroom Mentors, supervising principals, and university supervisors are presented. Successfully meeting the most important challenge of implementing policies, guidelines, and procedures requires the cooperation of all participants in the field and clinical experience program. This cooperation helps maintain a viable teacher education program which provides diverse opportunities, experiences, and learning environments for facilitating Residents to become competent professionals.

Teacher Preparation Program Mission Statement Philosophy and Goals

The mission of the Teacher Preparation Program for undergraduate teacher education candidates in the College of Education and Human Development at the University of Louisiana at Monroe is:

- To provide a rigorous academic discipline within the arts and sciences tradition reflected and applied in interaction of professional and specialty studies and diverse clinical and field experiences;
- To instill within candidates those beliefs, dispositions, and abilities necessary to become facilitators of learning for all students;
- To maintain accreditation with the Council for the Accreditation of Educator Preparation.

Definition of Terms

Resident – The Resident is an individual in the undergraduate teacher preparation program.

Classroom Mentor – The Mentor is a fully certified teacher responsible for working daily to assist in developing the professional growth of the Resident through demonstration of and instruction in teaching skills and attitudes. The classroom Mentor works cooperatively with the University supervisor in continuing evaluation of the teacher candidate.

Faculty Supervisor(s) (Residency 1)- faculty members who are teaching courses during Residency 1. These faculty supervisors are responsible for course content instruction and evaluation (onsite) both formal and informal throughout Residency 1.

University Supervisor/University Mentor (Residency 2) – The University supervisor/Mentor represents the teacher candidate's academic area and is directly responsible for supervision and evaluation of the resident. Services provided by the University supervisor include observation of Residents, direct assistance to Residents, and collaboration classroom Mentors and principals.

Coordinator of Field Experiences & Teacher Candidacy – The Coordinator of Field Experiences is the University faculty member responsible for the administration and coordination of all phases of clinical and field experiences. The Coordinator provides for the University's supervision of the Resident and University supervisors.

Residency– That period of the teacher education program, organized and directed by the University, during which the Resident is placed in an accredited school under the direct supervision of a fully certified classroom teacher and University faculty member and or University Supervisor for a period of a full year of substantial, full-day teaching.

Site Coordinator- The Site Coordinator is the University faculty member who is the liaison between the university, district partners, and Resident. The site coordinator will gather data, facilitate relationships with partnering districts, and conduct site visits.

Eligibility Requirements for Residency

Residency 1 Requirements

- Admission to Teacher Ed
- You must have met all requirements for the Teacher Education Professional Program
- 2.5 or higher GPA
- The overall GPA is used to verify this requirement; for students whose overall GPA is below 2.5 because of courses not required in your education degree, an adjusted GPA can be calculated, but this is not done automatically (you must request that an adjusted GPA be considered)
- Attempt made on Praxis 2 exams prior to the start of Residency 1
- Completion of all coursework needed in order to graduate at the end of Residency 2 with no more than 1 course taken with Residency 2.

Requirements for Residency Semester 2

- Admission to Teacher Ed
- You must have met all requirements for the Teacher Education Professional Program
- 2.5 or higher GPA
- The overall GPA is used to verify this requirement; for students whose overall GPA is below 2.5 because of courses not required in your education degree, an adjusted GPA can be calculated, but this is not done automatically (you must request that an adjusted GPA be considered)
- Passing scores on ALL required parts of Praxis
- See the teachlouisiana website - https://www.teachlouisiana.net/pdf/CURRENT%20PRAXIS%20CHART_4_16_14.pdf – or contact the Coordinator of Field Experiences and Teacher Candidacy to find out what specific tests are required for your certification. See below for additional Praxis II information.
- If you have completed yearlong Residency semester 1, but have not passed all parts of Praxis 2, then you will not be allowed proceed to Residency semester 2. Once these are all passed, you can then finish your final semester. If your Mentor teacher is amenable and available to serve as your Mentor for your final semester, you may be placed there once you meet criteria. If not, another placement will be found for you by the field experience coordinator.
- No grade below “C” in any course counting toward the completion of the teacher education degree.
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- Complete all other course work required for graduation.

Because Residency /Residency semester 2 by itself is not full-time status for all majors, you may save one course to take this final semester. However, no more than one course is allowed during this final semester, and this course must be offered outside of the normal school day (i.e., after 3:00 p.m. or online)

All requirements for Residency semester 2 must be met and documentation provided to the Coordinator of Field Experiences and Teacher Candidacy BEFORE the first day of your Residency semester 2, which aligns with your placement district.

Non-Discrimination Policy

The University of Louisiana at Monroe is a public institution of higher education which seeks to offer quality academic and experiential opportunities to meet the various needs of students and employees in the university community. As stated annually in the Affirmative Action/Equal Opportunity Policy, The University of Louisiana at Monroe recognizes and accepts the responsibility of providing an environment free from discrimination for all students, faculty, and staff. The University reiterates its firm commitment to equal treatment for all people, including the disabled population. The University of Louisiana at Monroe firmly supports the national policy of Affirmative Action/Equal Employment opportunity as set forth in the University Affirmative Action Plan.

The University of Louisiana at Monroe recognizes that members of the University Community (Students, Faculty, and Staff) represent different groups according to age, culture, ethnicity, gender, physical or mental ability, nationality, race, religion,

and sexual orientation. The university further recognizes that, in a pluralistic society such as ours, these differences must be recognized and respected by all who intend to be part of the university community. Faculty, staff, and students should be aware that any form of harassment and any form of discrimination against any group or individual is inconsistent with the policies of the university.

ULM/System Teacher Warranty

The University of Louisiana at Monroe and area school systems contract each year to provide a warranty for undergraduate teacher education and alternative certification program completers. The employing school system agrees to:

- Assign teachers in their major area of certification,
- Provide all state-mandated supports, including those for new teachers, and
- Restrict teaching loads and duties to those that are within state guidelines.

The University of Louisiana at Monroe, for its part, will assure that all candidates completing an approved teacher education program:

- Will demonstrate sufficient subject matter knowledge in all areas included on their teaching certificates;
- Can demonstrate success in accommodating students from diverse cultural, ethnic, international, and socioeconomic groups; and
- Are able to use telecommunications and information technologies as tools for learning.

The University further guarantees that any teacher so warranted will perform acceptably for a period of three years following the induction year (first year of teaching). Unacceptable performance will be defined as a final composite score of *Ineffective* on two consecutive annual evaluations as part of the Louisiana COMPASS evaluation system. Teachers not performing acceptably according to the criteria above will be provided one semester of undergraduate or graduate course work specifically designed to focus on area(s) of improvement needed by the teacher or a year-long intervention program through extended support from the College of Arts, Education and Sciences which shall be at the expense of The University of Louisiana at Monroe.

Co-Supervision in Content Areas of Residents

As needed Residents with majors and minors in content areas and Secondary Education are supervised jointly by faculty in the College of Arts, Education and Sciences. Supervisors from both areas schedule regular observations of these Residents in their respective areas. The assigned content area supervisor will contact the student to arrange for the observation. The Report of Teacher Candidate's Performance by Content Area Supervisor is filed in with the Coordinator of Field Experiences & Teacher Candidacy. A copy can be found in the Appendix.

PROFESSIONALISM

Sexual Misconduct Policy

Sexual misconduct will not be tolerated in any fashion. Confirmation of any type of sexual misconduct, in the professional setting, will result in dismissal from the College of Education and the Residency program. Sexual misconduct shall include, but not be limited to, unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when: Such conduct or communication has the purpose or effect of negatively impacting student well-being, substantially or unreasonably interfering with an individual's work performance or education, or creating an intimidating, hostile or offensive working or education environment.

Sexual misconduct may include, but is not limited to:

- Verbal harassment or abuse;

- Uninvited sexually suggestive gestures; and language
- Intentional brushing against a student's or an employee's body;
- Uninvited sexual teasing, jokes, remarks, or questions;
- Any sexually motivated unwelcome touching;
- Inappropriate communications via any form of social media

The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, the school administrator, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the School of Education Administration and Undergraduate Review Committee.

In determining whether alleged conduct constitutes sexual harassment, the School of Education Administration should consider the surrounding circumstances, the nature of the sexual advances, relationships between the parties involved and the context in which the alleged incidents occurred.

Social Media

Residents must not use any form of social media to contact students or parents while in Residency. All communication should be through or with the Mentor. Residents should be mindful of their social media postings and all postings should display a professional demeanor and appearance. When communicating on social media with peers, use the same professional tone as you would in your coursework correspondence.

Appropriate Dress for the Residents

The mode of dress is considerably more conservative on the public school campus than on the college campus. Certain styles of dress and accessories are considered inappropriate in a school building, and parishes and schools have specific dress codes for teachers and pupils.

Residents are expected to follow the same dress code teachers at the placement school are required to follow. You should become well-informed of the parish dress code policies on the first day you meet your classroom Mentor. It is not possible to describe exactly what the "well-dressed" teacher wears because of the various settings for placement. The first recommendation is to consult with your cooperating teacher for guidelines.

In all cases, Residents are well advised to be conservative in the choice of attire. Neat, clean, tailored, and well-fitting clothing will be appropriate in any situation. **Any type of dress or accessories that would be distracting to pupils or considered inappropriate by University or parish supervisory personnel should be avoided. Make sure to find and familiarize yourself with district guidelines and follow them.**

RESIDENCY POLICIES

Although Classroom Mentors assume the major responsibility for directing Residents in their work, Residents must assume certain responsibilities to receive full benefit from their experience. The policy statements and suggested procedures which follow should clarify many of the responsibilities of the teacher candidate.

Resident Placement

Supervised Resident teaching is offered in selected schools within partnering districts. Other area systems are involved as needed. Residency placements are made by the Coordinator of Field Experiences & Teacher Candidacy with consideration to students' previous field experiences and according to availability of Residency placement sites. The Coordinator of Field Experiences & Teacher Candidacy will make every effort to place Residents in specific schools when requested; however, if approval from the school is not received within a reasonable timeframe the Resident will be placed at another available school. Placements will not be changed after the classroom Mentor is notified of the placement. Residents are strongly discouraged from contacting schools themselves.

After assignments are made, the Coordinator of Field Experiences & Teacher Candidacy may reassign or terminate a Resident under the following circumstances:

- Cooperating School Personnel requests termination of the student's assignment.
- It is determined that the presence of the Resident has become an impediment to the education of the students in the assigned Residency classroom.
- Professional or ethical concerns regarding the placement on the part of the Mentor or the candidate become evident. (See sexual misconduct policy and disposition rubric for expectations/guidelines)
- Other good cause is determined.

Criteria for Consideration of Requests to do Residency Outside Partnering Districts

- Student must meet catalog requirements for Residency.
- Student must have a 2.75 overall grade point average.
- Student must present a hardship case, including verification of circumstances.
- Secondary student shall not be assigned to school from which s/he has graduated.
- No student shall be placed under the supervision of a relative.
- Resident shall agree to pay mileage of university supervisor.
- Supervision shall be by regular ULM faculty from appropriate departments (i.e., Kinesiology major supervised by regular Kinesiology faculty member).
- Classroom Mentor shall be fully certified, recommended by Superintendent and/or Principal, completed Mentor training with additional trainings attended when matched, and approved by the Coordinator of Field Experiences & Teacher Candidacy
- There shall be a limit of three Residents per parish. If more than three Residents from one parish meet the criteria, selection of the three shall be made on the basis of the severity of the hardship involved.
- The Residents shall meet all requirements of the Residency semester (attendance at meetings on the ULM campus, etc.)

Selection of Classroom Mentors

A classroom teacher can serve as a supervisor of Residency if he/she has had *at least five years of successful teaching experience at the level or in the field of their supervisory assignment* and satisfies any one of the following conditions:

- Selected and approved by district personnel via district-specific criteria
- Must participate in Co-Teaching training
- Yearly participation in paired sessions and orientation when matched with a Resident.
- a valid Type A or Level 3 Louisiana certificate in the field of the supervisory assignment
- a valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and successful completion of the three-credit-hour course in the supervision of Residency

- a valid Type B or Level 2 Louisiana certificate in the field of the supervisory assignment and National Board certification

Attendance

The Louisiana BESE Board mandated that Residents must teach all day during their second semester, previously defined as student teaching. The law specifically states the following:

That the applicant shall have spent a minimum of 270 clock hours in Student Teaching with at least 180 of such hours spent in actual teaching. That the applicant shall have completed a substantial portion of his/her 180 hours of actual Student Teaching on an all-day basis.

In Residency 1- Residents will be present in the classroom 80% (elementary) & 60% (secondary) of the week. In Residency 2- Residents follow the same schedule as the Mentor teacher.

ULM requirements

Residency 1 (Elementary) - The Resident must spend a minimum of 80% of the teacher work week in their field placement. Residents will implement co-teaching practices throughout their time in the classroom. (Equivalent to 28 hours per week in a regular school week)

Residency 1 (Secondary)- The Resident must spend a minimum of 60% of the teacher work week in their field placement. Residents will implement co-teaching practices throughout their time in the classroom. (Equivalent to 21 hours per week in a regular school week)

Residency 2- The Resident will follow the schedule of the mentor teacher, following the mentor teacher schedule in full. (Minimum of 35 hours per week in a regular school week)

Over the course of both residency semesters, the University of Louisiana at Monroe requires more than minimum standards, and student are expected to remain in the placement for the full semester. In Residency 2, the Resident is expected to spend all day, and follow the schedule of the Mentor teacher, in the cooperating school. One or two weeks should be devoted to full-time (all-day) teaching or “solo-teaching”. Mentors are available with support given as needed during this time.

The Resident is to report at the designated time each day and is to remain at the school until the end of the school day for the full semester. The Resident will be expected to accompany/assist the classroom Mentor throughout the school day. These duties and responsibilities may include attendance at faculty and professional meetings considered a part of the classroom Mentor’s responsibilities. It is the responsibility of the classroom Mentor to supervise the Resident in all non-teaching activities, such as duty.

Calendar/Vacations

Students are expected to begin Residency 1 and Residency 2 in alignment with partnering districts calendar.

Students will have orientation meetings at ULM the first few days of classes according to the ULM calendar for the semester the Resident is enrolled for Residency 1 and Residency 2.

Family Responsibilities

Child care or family responsibilities should not affect the Residents’ daily arrival time or departure time or their responsibilities during the school day.

Absences

Residents are required to be in the assigned classroom from the first bell to the dismissal bell each day school is in session except when required to be on the ULM campus for Residency seminars, courses, or other required activities. Any time away from the classroom that is not a scheduled Residency activity is considered an absence and must be reported.

Absences must be kept to a minimum during residency. Any time missed must be made up. Absences from the classroom for scheduled Residency related activities (i.e., course, seminars, observations) are not considered absences. Absences from the classroom for activities related to assignments are considered an absence and must be reported. Any course taken in Residency 2 must take place after school hours or online.

Unexcused absences are not permitted. The Resident may be excused from Residency duties only for the following reasons:

- University required activities
- Individually arranged interviews for job placements (these should be limited in number, only in Residency 2)
- Emergencies such as personal illness, death or illness in the immediate family
- Official closing of cooperating school for an emergency

The Resident should know the cooperating school's policy for emergencies or illness and comply with it. The classroom Mentor, faculty/University Supervisor and the Coordinator of Field Experiences and Teacher Candidacy must be notified via an agreed upon method (email, phone, text, etc.) immediately of absences. First notify the classroom Mentor, and then email the Coordinator of Field Experiences and Teacher Candidacy. If the university supervisor has a scheduled visit to the teacher candidate's school that day, you must also notify the university supervisor.

Any time away from the classroom (excused or unexcused) that is not a scheduled Residency activity is considered an absence and must be reported. A Report of Absence form must be completed by the teacher candidate, signed by the Mentor, and submitted with the weekly activity log for the week of the absence. They will be required to report to the Coordinator of Field Experiences & Teacher Candidacy to discuss any absences in excess of five days. Residents will be required to make up any unexcused absences via professional development activities per their Supervisor and the Coordinator of Field Experiences. Excessive absences may prohibit student from graduating.

Substitute Teaching and Early Release in Residency

Some school districts allow Residents to serve as substitute teachers within the school campus and/or classroom they are placed for a set number of days per semester. This allows the Resident to be compensated as a substitute teacher when their Mentor (or another teacher on campus) is out. ULM allows this practice for up to 5 days per semester. Residents may substitute for their Mentor or another teacher on campus for a maximum of 5 days and be compensated for those days. More than 5 days per semester is not allowed as this may have a negative impact on the Residency experience. Residents should check with their district to see the policy and process of obtaining substitute-teaching capabilities.

For Residents in their final semester (Residency 2), early release of up to 2 weeks prior to the end of the semester is allowed if requirements are met as follows:

- A full-time substitute or teaching position is offered to the Resident with documentation provided to the Field Experience Coordinator
- All required coursework including field experience hours is complete and graded indicating passing grades
- A letter of recommendation from the Mentor teacher indicating preparedness for early release to a teaching position is submitted to the Field Experience Coordinator
- A letter of recommendation from the university supervisor indicating preparedness for early release to a teaching position is submitted to the Field Experience Coordinator

Working During Residency

Since Residency is considered a full-time responsibility, employment during Residency is discouraged. If a Resident is employed prior to the Residency semester, he/she is encouraged to discontinue or cut back on hours of employment. Priorities or focus on activities outside of the Residency experience can adversely affect classroom preparation and teaching and subsequently Residency evaluations and recommendations.

Grading

The evaluation of the Resident is a shared responsibility involving the Classroom Mentor, the University Supervisor, and the Coordinator of Field Experiences and Teacher Candidacy. Though each of these individuals is expected to make a contribution to the evaluation of Residency performance, it is the Coordinator of Field Experiences and Teacher Candidacy who is charged by the university with final authority and responsibility for assigning the grade. Assessments of Residents are based upon standards for both pedagogy and content knowledge, and use a rubric with columns to indicate “highly effective,” “effective proficient,” “effective emerging,” and “ineffective” performance. To successfully complete Residency, Residents must demonstrate effectiveness on the Final Assessment completed in LiveText by both the classroom Mentor and the university supervisor.

Judgment as to the effectiveness of the Resident is based on formative and summative evaluations, which are completed by both the Classroom Mentor and the University Supervisor. The University Supervisor recommends the final grade for the Residency course with input from the Classroom Mentor. The final grade for the Resident will include the following areas of evaluation and will be weighted according to the percentages indicated below.

A. PERFORMANCE - 75%

The Resident is evaluated on his/her professionalism and practical application in the classroom of educational theory and knowledge. It is expected that Residents maintain professional ethics and integrity.

Formative evaluation includes:

- Informal Observation of Lesson Rubric (completed three times during the semester by university supervisor and three times by the classroom Mentor)
- Professionalism included on Informal Observation of Lesson Rubric (completed at each informal observation by university supervisor and classroom Mentor)

Summative evaluation includes:

- Resident Final Assessment (completed at the end of the semester by the university supervisor and the classroom Mentor)
- Candidate Disposition (completed by Mentor and US at the end of the semester)

B. PROGRAM REQUIREMENTS - 25%

The Resident is evaluated on meeting the following program requirements:

Moodle Assignments

Assignments for the semester are completed and submitted into Moodle. All assignments must be submitted in order to earn a passing grade for Residency. See the assignment schedule and the Moodle course for specific information regarding these assignments.

LiveText

LiveText submissions are due on the dates indicated. ALL LiveText submissions are required. Any submissions not turned in will result in an “Incomplete” for the semester grade.

Course work & Participation

Coursework points are earned based on attendance and completion of reflection activities. Resident must be present at the seminar and complete all reflection assignments to earn attendance and participation points. Attendance points cannot be “made-up” regardless of whether attendance is excused or unexcused.

Descriptions of Performance for Each Recommended Grade Level

An individual who earns an A:

- exceeds expectations and performed with extreme skill
- is capable of functioning effectively and **independently** as an entry level professional person.
- has demonstrated **outstanding** knowledge, skills and attitudes relevant to a wide variety of professional responsibilities and relationships.
- has demonstrated a **high level** of self-motivation, ability to learn and interest in his/her professional development.

A person who receives an A can be recommended with **slight if any, reservation**.

An individual who earns a B:

- meets expectations and performs well
- will need **occasional assistance** in order to function as an entry-level professional person.
- has demonstrated a **good base** of knowledge, skills and attitudes relevant to professional roles responsibilities and relationships.
- has demonstrated an **adequate level** of self-motivation, ability to learn and interest in his/her professional development.

A person who receives a B can be recommended **with confidence** for a position after noting strengths and weaknesses.

An individual who earns a C:

- is learning and working towards independence but still needs some assistance or support
- will need **considerable assistance** in order to function effectively as an entry-level professional person.
- has demonstrated **adequate knowledge, skill and attitudes** in some relevant professional areas, and is **making progress** in developing a good base level in other relevant areas.
- has demonstrated a **need for more** initiative and/or guidance in his/her learning and continued professional development.

A person who receives a C can be recommended **with reservations**.

An individual who earns a D:

- needs to learn and still requires a great deal of support
- may **fall short of overall effectiveness** as a professional person, even with extensive assistance.
- has demonstrated **limited knowledge, skills and attitudes** relevant to the field and has demonstrated **little progress** in developing an adequate level of functioning necessary to assuming professional responsibilities.
- has demonstrated characteristics that **may preclude success** in working effectively with children and others.

A person who receives a D may or may not be recommended with **serious reservations**.

An individual who earns an F:

- has **inadequate knowledge, skills and attitudes** to function as a professional person.
- has **not demonstrated sufficient knowledge, skills or attitudes** for an entry level professional.
- has demonstrated characteristics that **could be detrimental** to children and/or others.

A person who receives an F **cannot be recommended** for a position working professionally with children and/or others.

Resident Activity Logs

Clock hours should be recorded daily on the Resident Activity Log and the logs must be submitted weekly in LiveText. Faculty will check these monthly. Mentors should initial these weekly as well.

Hours may be logged in five categories:

(A) **Participation:** Assisting the teacher in any phase of duty except direct teaching. For example, a Resident may perform routine housekeeping tasks, stand duty with the classroom Mentor, assist students in the class, and attend after-school meetings and activities. University sponsored meeting which require the student's attendance may be counted as participation. This is not to exceed 8 hours per day without permission from the Coordinator of Field Experiences and does not include extracurricular activities such as ball games or overnight field trips.

(B) **Observation:** Watching a teaching-learning situation.

- (1) Observations must be done with a previously established purpose and, when possible, with a follow-up session. Areas for observation include the assigned Residency class (first few weeks only), other classes, and related areas and activities. Secondary majors with a minor should schedule several observations in their minor teaching field. Three to five outside observations with input from supervisors as to classrooms/teachers are required.
- (2) The Resident should observe the classroom Mentor and students and become thoroughly acquainted with materials, equipment, and school policies. It is recommended that these activities be carried out during the first two weeks of the semester.

(C) **Teaching:** Assuming the responsibility of planning and instructing. There should be a gradual build-up of teaching experiences that culminates with one or two weeks of full-time (all-day) teaching (solo week). The all-day period must have five consecutive school days, but the entire period may or may not be consecutive. All-day teaching should not be left until the very end of the semester in case an emergency arises. For all time logged in Teaching, lesson plans should be submitted in the Professional Binder.

(D) **Conference:** Meetings with the classroom Mentor, cooperating principal, university supervisor, or the Coordinator of Field Experiences & Teacher Candidacy.

(E) **Other:** Any time that does not specifically fall into another category may be recorded here

Liability Insurance Requirement for Residents

All Residents are required to secure professional liability insurance. This type of insurance coverage may be obtained through a variety of sources, including your personal insurance company. Insurance may be provided through membership in the National Education Association (NEA), American Federation of Teachers (AFT), or Associated Professional Educators of Louisiana (A+PEL).

Lesson Plans

Residents are required to have a written plan for each lesson taught. These plans must be written in detail and approved several days in advance by the classroom Mentor or co-planned with Mentor. The required ULM lesson plan template is provided in Moodle. Lesson plans are to be kept in the Professional Binder which should always be available. Additional information about ULM lesson plan requirements can be found in the Appendix.

The Professional Binder

Residents in Residency 1 and Residency 2 are to keep readily available in the classroom a "Professional Binder" containing all lesson plans and other required items as indicated in various assignments. Classroom Mentors and University supervisors will inspect these notebooks regularly to determine whether Residents are accomplishing the objectives of keeping such records. The logs and lesson plans should be kept up-to-date by the Resident. Resident should bring their professional binder to monthly seminars and education courses for review.

LiveText Submissions

Residents are to submit artifacts, surveys, and other materials to their LiveText accounts throughout the semester as required. All assignments in LiveText have specific due dates. Late submissions must be submitted in time to be graded by the last day of classes each semester and will not receive full credit. Students who have not submitted all assignments will receive a grade of "I" for the course.

Procedures to Apply for a Second Residency Experience

A Resident who fails or is directed to withdraw from Residency must file a written request to the Undergraduate Review Committee for a second Residency experience. This request must be approved by the Undergraduate Review Committee, the Coordinator of Field Experiences & Teacher Candidacy, and the Dean of the College of Arts, Education, and Sciences prior to the submission of an application. A student may not attempt Residency a third time.

RESPONSIBILITIES OF RESIDENTS AND SUPERVISORS

Responsibilities of Residents

Teaching is a profession, and as a profession, it has definite requirements and demanded levels of attainment. The Residency experience gives the teacher-in-preparation opportunities to acquire and demonstrate professional qualifications. The Residency experience begins when the Resident registers at the University for the appropriate Residency "course." At this point, the prospective teacher must assume and fulfill certain general responsibilities, which are suggested below:

1. The Resident is expected to behave in a professional ethical manner at all times. Online ethics training must be completed by week 2 in Residency 1, record of this must be kept in Professional Binder.
2. The Resident will adhere to all policies and regulations of the cooperating school and the university.
3. The Resident shall attend all of the Residency meetings as scheduled.
4. The Resident is expected to demonstrate mastery of content for the certification levels by passing Praxis 2 and PLT prior to Residency 2. Scores and sub scores must be submitted to Assessment Coordinator.
5. The Resident shall provide the University supervisor a complete schedule of classes. It is necessary that the various members of the supervisory staff be able to reach the Resident quickly for notification of placement interviews, change of cooperating school plans, and other professional matters.
6. The Residents must follow ULM attendance policy for Residency 1 (80% of week in Elementary, 60% of week Secondary) and Residency 2 (full time), either teaching or engaged in planned observations, until the end of the semester. Where the University holiday schedule and that of the cooperating school do not agree, the Resident shall meet the attendance requirements of the cooperating school.
7. The Resident shall provide time beyond the scheduled Residency block for necessary conferences with the classroom Mentor and the university supervisor.
8. The Resident shall be responsible for preparing daily lesson plans which meet ULM standards.

Responsibilities of the Classroom Supervisor/Mentor

The classroom Mentor is responsible for showing the Resident how to put into practice the principles of teaching which the Resident has already learned. The classroom Mentor initiates the Resident into the practical work of teaching in such a manner as to help the Resident avoid the mistakes beginning teachers are prone to make. Among the responsibilities, the classroom Mentor is to give such assistance to the Resident and exercise such supervision as to assure that the students' learning will be enhanced as a result of their having a teacher candidate. The classroom Mentor should also:

1. Observe each Resident teach two times in Residency 1 and at least three times in Residency 2, keeping in mind that three observations is a minimum and a fourth should be included when necessary. Preconferencing and postconferencing are required for all formal observations.
2. Interpret to the Resident the school's philosophy and policies, along with any special rules and regulations that may be in effect.

3. Help the Resident to understand the operation of the school program as a whole and know the role s/he is to play in it.
4. Insure the safety and welfare of students by reporting any observed concerns to the Site Coordinator or the Field Experience Coordinator.
5. Inform the Resident on such matters as the faculty lounge, the cafeteria, special rooms, and school equipment with special reference to the conditions under which the Resident is to use them.
6. Inform the Resident of the library facilities and encourage the use of technology teaching.
7. Arrange conferences with the Resident as needed to plan for teaching and to discuss problems that arise.
8. Maintain membership in appropriate professional organizations and make the Resident aware of the benefits to be realized from such affiliations.
9. Convey to Resident by example an attitude of understanding and empathy with all students.
10. In working with the teacher candidate, the competent classroom Mentor:
 - A. Is available for consultation and moral support when needed.
 - B. Helps the Resident set goals and formulate educational philosophy.
 - C. Co-plan with Resident.
 - D. Originates and suggests new ideas without dominating the teacher candidate's thoughts and actions.
 - E. Establishes a feeling of security on the part of the Resident by clarifying responsibilities throughout the Residency period.
 - F. Offers continuous, specific, and constructive criticism in a sympathetic manner.
 - G. Helps the Resident develop understanding of personal strengths and weaknesses in an attempt to build a healthy self-concept.
 - H. Invites the Resident to participate in the professional activities of the faculty.
 - I. Shows willingness to consider new and different techniques in an open-minded manner.
11. In helping the Resident to make the transition from Resident to teacher, the competent classroom Mentor:
 - A. Gradually allows the Resident to accept increasing responsibility until full teaching responsibility is assumed. (This is readily accommodated through the utilization of co-teaching strategies.)
 - B. Enhances the status of the Resident in the eyes of students and develops co-teaching communication that facilitates a smoothly run co-taught classroom.
 - C. Helps the Resident understand teaching in relation to the entire school program.
 - D. Assists the Resident in recognizing theories in such fields as child development, psychological principles, and curriculum changes.
12. In allowing the Resident to observe personal characteristics and traits which are worthy of emulation, the competent classroom Mentor:

- A. Sets a good example for the Resident in personal appearance, grooming, speech, appropriate mannerisms, ethical behavior, and a professional demeanor.
- B. Makes rational judgments, takes appropriate actions, and accepts responsibility for the consequences.
- C. Knows own strengths and weaknesses and accepts self.
- D. Reflects a positive professional attitude and a real liking and respect for teaching.
- E. Exhibits interest in continuous self-improvement and educational advancement.
- F. Reflects maturity, enthusiasm, and interest.

Responsibilities of the ULM Faculty (Residency 1) University Supervisor (Residency 2)

1. Participate in joint and individual conferences with the Resident and the classroom Mentor.
2. Observe each Resident teach at least two times in Residency 1 and at least three times in Residency 2, keeping in mind that three observations is a minimum and a fourth should be included when necessary. Preconferencing and postconferencing are required for all formal observations.
3. Plan scheduled visits with the Resident and/or classroom Mentor with at least a 5-business day notice for formal observations/evaluations. Hold pre-conference for formal observations. (May be completed over the phone)
4. Complete the written evaluations after observing the Resident and share with the teacher candidate. All post conference must be held within 48 hours of observed lesson. (May be completed over the phone)
5. Observe a Resident at least the length of one full lesson each observation.
6. Be familiar with policies of the cooperating school and its school activities and interpret Residency policies to interested persons.
7. Be available for special conferences or visits requested by either the Resident or the classroom Mentor.
8. Be available to recommend teaching materials or to suggest various teaching techniques to be used by the teacher candidate.
9. Establish good public relations with the cooperative schools and its administrative staff.
10. Serve as a liaison between the University and the supervising school and its staff; stay in touch with Site Coordinator as situations arise.
11. Know the names of supervising principals, classroom Mentors, and Residents.
12. See that the necessary forms are completed and turned in by the Resident and the classroom Mentor.
13. Turn in the evaluation visitation form for each Resident at the end of each month and complete the forms online in LiveText.
14. Make recommendations to the Coordinator of Field Experiences & Teacher Candidacy concerning prospective classroom Mentors.
15. Develop meaningful ways to help the Resident develop skills in all areas of teaching; i.e. video-taping, analysis of plans, etc.

Responsibilities of the Coordinator of Field Experiences & Teacher Candidacy

The Coordinator of Field Experiences is responsible for administering and supervising the field experience program. Responsibilities include:

1. Maintain relationships with Partner Districts by communicating with district liaison (or their representatives), school principals, and recommended teachers.
2. Work with Partner Districts to select classroom Mentors at all levels and disciplines and orient them to the Residency program.
3. Insure Residents are matched in their respective content areas.
4. Determine each Resident applicant's grade point average, course requirements and overall eligibility for Residency.
5. Notify Resident applicants of their eligibility for Residency.
6. Coordinate the Residency program with the University supervisors and classroom Mentors. Maintain student records and placement information.
7. Provide supervision of Residents when indicated.
8. Assign final grades for Residency upon recommendation of the classroom Mentor and university supervisor.
9. Coordinate and facilitate seminars for Residents at scheduled intervals throughout the semester with Site Coordinator, Faculty members, and University Supervisors.
10. Prepare Resident calendar.

SUGGESTED SCHEDULE FOR RESIDENCY

One of the most commonly asked questions during the Residency experience has to do with the timing of the teacher candidate's teaching responsibilities. The Resident should assume and release teaching responsibilities in a planned, gradual manner. The classroom Mentor and Resident are strongly encouraged to develop a Teaching Plan. This plan will provide a "road map" for the Resident to follow during his/her Residency semester. It is a specific, week-by-week timeline that indicates the teaching duties to be assumed by the Resident during Residency experience (class periods/lessons the Resident will be leading that count for direct teaching hours).

- The plan should be developed jointly by the Resident and the classroom Mentor during the first two weeks of the Residency assignment (or before). Students with two placements should complete the second half of the plan within the first two weeks of the second placement.
- The plan should be submitted to the university faculty/supervisor during the first visit (or before).
- Plans are not set in stone but are intended as a guide in order to ensure Residents get the required teaching time. They may be amended during the semester if the need arises.
- The following suggestions are recommended by ULM. Each of the areas may be compressed or extended according to the readiness of the particular teacher candidate.

Suggested Calendar for Residents with One Placement

Residents should be given exposure to a variety of activities that will help prepare them for their own classroom. Some of those should include:

- Submitting to the ULM instructor a schedule of the next week's activities (co-teaching, co-planning, ULM course planning hour, etc.) on Friday.
- Creating Interactive Boards/Display (creating and displaying a minimum of one and not more than two throughout the semester. Preferably, the boards are directly related to content that is being taught in the classroom or one of the two the lesson units that are course requirements.
- The resident will participate in Instructional goal setting and planning with Mentor.
- Participate in Parent/Teacher conferences with Mentor.
- Co-teaching a variety of content.* This may be a challenge in some settings and we can work with you to develop creative solutions.
- Co-planning a variety of lessons.
- Planning and teaching lessons for which the Resident is the lead teacher, and you co-teach with them. This should start small and work up to more complex lessons and longer time frames; See sample below:

** Note: Unlike student teaching, the co-teaching model stresses the involvement of the Resident from day one. As there is a full year of this time, there should be gradual increase of responsibilities over the year, not the rapid pace of student teaching.*

Sample Introductory Schedule for Residency 1

Week 1-2

- 30 min. lesson once a week- co-planned with you and they lead the lesson and you co-teach. Co-teaching and co-planning with you should be on going throughout the semester with one-teach/one-assist & one-teach/one observe used predominantly during this time.

Week 3-4

- 45 to 60 min. lesson once a week co-planned with you and you co-teach. Other teaching strategies can start to be used.

Week 5-6

- 30 to 60 min. lesson twice a week (one independently planned and one co-planned)

Week 7-8

- Teach a unit consisting of 5 to 7 lessons that form a unit. ** They will need you to let them know a topic that fits into your teaching schedule.

Weeks 9-16

- Teach (with co-planning/co-teaching strategies) no more than 5 lessons a week as lead. Continue using all strategies for remainder of semester

Sample Introductory Schedule for Residency 2

Week 1-2

- Resident plans with Mentor and assumes full responsibility for teaching at least two class periods (secondary) or subjects (elementary). If the Mentor has one preparation, the Resident observes Mentor teaching same content in other class(es) before teaching the during the assigned class periods. May continue to team teach in other classes.

Week 2-4

- Resident, during this two-week period, continues to increase teaching responsibility by adding one additional class period each week. Mentor provides detailed feedback as well as suggestions for the Resident based on second observation. May continue to team teach in other classes.
- During this time, the University Supervisor with input from the Mentor will complete and submit all mid-term evaluations to the Coordinator of Field Experiences & Teacher Candidacy.

Weeks 5-9

- Resident gradually increases responsibilities until assuming responsibility for the entire workday including planning, teaching all classes, and selecting or creating materials including evaluation and handling all normal teaching responsibilities for a period of five consecutive school days (solo week). The Mentor may provide suggestions, some resources, and help with CCSS alignment, etc.
- The Classroom Mentor is encouraged to videotape one or more lessons for discussion with the Resident in conjunction with the third observation and the supervisor if possible. Supervisors can help with this. These videos may be used for the Showcase Portfolio.

Weeks 10-11

- Resident continues to teach and co-teach, working to reach the required 180 hours of direct teaching, as needed.

Week 12

- The University Supervisor, and Classroom Mentor, will complete the final evaluations.

Week 13-15

- Resident should follow up with the Coordinator of Student Teaching to ensure all items needed for completion of student teaching and certification paperwork have been submitted.
- University Supervisor and Classroom Mentor should ensure all LiveText items are evaluated and final grade paperwork submitted to the Coordinator of Student Teaching by Wednesday of this week.

Week 16

- Resident grades must be entered into in Banner by the Coordinator of Field Experiences & Teacher Candidacy by 3:00 on Monday of this week.
- Graduation ceremony on Saturday of this week.

Please see Appendix- Co-Teaching Guide for further detail.

NOTE: It is important for secondary Residents to be able to teach all students before the solo week.

Solo Week Lesson Plans for Elementary teachers – When writing lesson plans for the solo week, core subjects need to be as complete as possible, but the same detail is not required for others such as art or physical education lessons.

If the Unit needs to be moved up to work with your schedule, that is fine as long as the Resident is given at least 4 weeks to complete their planning, writing, and preparation.

The rest of the semester could follow the same type of format but include another week of teaching a unit before the end of the semester.

Additional Expectations for Residents:

- Attending professional development and additional school-based activities.
- Grading student work and understanding data interpretation
- Overseeing student activities
- Participation in communication activities with other teachers, administrators, and parents

- Keeping Records (including a collection of lessons plans, observation notes, evaluation forms, etc.)
- Guiding small group work that includes center activities when possible.
- Learning about SLTs and how they are used. The Resident is expected to interview you.
- Learning about the Mentor’s own Professional Growth Plan. The Resident will interview you.
- Participating in Professional Development activities outside of the school.

Accommodations to Facilitate a Successful Resident Experience:

- Providing a designated **hour window for ULM course assignments** during the Resident’s day at school during Residency 1. This can be scheduled at any point within the school day. Residents still have content to cover in their ULM course work. During this hour the Resident will focus on ULM assignments and will not be participating in your classroom activities. The day scheduled for coming to the ULM campus to meet with instructors will count as their hour for that day. The Resident is expected to remain on the K-12 school campus for this on-site hour and can be varied throughout the week. The scheduling of the daily hour is determined jointly by the Mentor and the Resident.
- Allowing release time to come to campus during the week, as needed for coursework. This will be set by university faculty who are teaching the courses that coincide with Residency and will vary by student.
- Evaluating teaching performance. A total of four formal evaluations must be conducted—two by ULM instructors that will be announced and planned—and two from the Mentor during Residency 1. If there are two or more Residents at the same site, it is recommended that Mentor teachers complete one observation of the Resident placed in another Mentor’s class. For Residency 2, a total of 3 formal observations are to be conducted by the Mentor. The University Supervisor will conduct 3 as well.

NOTE: It is important for secondary Residents to be able to teach all students before the solo week.

REQUIREMENTS FOR COMPLETION OF RESIDENCY

Residency 1 (Elementary) - The Resident must spend a minimum of 80% of the teacher work week in their field placement. Residents will implement co-teaching practices throughout their time in the classroom. (Equivalent to 28 hours per week in a regular school week)

Residency 1 (Secondary)- The Resident must spend a minimum of 60% of the teacher work week in their field placement. Residents will implement co-teaching practices throughout their time in the classroom. (Equivalent to 21 hours per week in a regular school week)

Residency 2- The Resident will follow the schedule of the mentor teacher, following the mentor teacher schedule in full. (Minimum of 35 hours per week in a regular school week)

Complete and submit all assigned activities described in coursework.

Attend and participate in scheduled classes and seminars during the residency.

Complete all rubric-evaluated LiveText requirements with a minimum rating of “Emerging Effective” (an average score of 2 or higher on the associated rubric). These requirements include all coursework assignments AND dispositions (evaluated by faculty, university supervisor, and Mentor).

By the end of the residency, Residents demonstrate acceptable teaching performance as evidenced by acceptable ratings (2 or higher) on each domain included on the Evaluation of Performance rubric and receive a positive recommendation by the university supervisor and the classroom Mentor on the Final Grade Recommendation form.