



# Residency Handbook 2023-2024

Tulane University  
Teacher Preparation and Certification  
Program

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The information in this publication is as accurate as possible at the time of publication. The provisions are subject to change without notice and do not constitute a contract with Tulane University Teacher Preparation and Certification Program (TCP). The university is not responsible for any misunderstandings of its requirements or provisions that might arise because of errors in the preparation of the publication. All partners in the clinical experience should also read and continue to refer to the Tulane TCP Residency Handbook. Residents are responsible for meeting with their advisers to ensure a successful and smooth transition into state teaching licensure (Updated July 2022).



### **Mission of Tulane University**

Tulane's purpose is to create, communicate, and conserve knowledge in order to enrich the capacity of individuals, organizations, and communities to think, to learn, and to act and lead with integrity and wisdom. Tulane pursues this mission by cultivating an environment that focuses on learning and the generation of new knowledge; by expecting and rewarding teaching and research of extraordinarily high quality and impact; and by fostering community-building initiatives as well as scientific, cultural, and social understanding that integrate with and strengthen learning and research. This mission is pursued in the context of the unique qualities of our location in New Orleans and our continual aspiration to be a truly distinctive international university. Tulane's mission statement is published on the university website at: <http://tulane.edu/about/leadership-and-administration/mission-statement>.

### **Mission of Tulane's School of Professional Advancement**

School of Professional Advancement (SoPA) offers high quality, distinctive undergraduate and graduate professional programs to a diverse student population in New Orleans and beyond. The school dates back to 1886, when it was founded as the outreach division of Tulane with a mission to offer courses to teachers. While the school's offerings have greatly expanded and changed over time, its focus on programs relevant to working adults has remained.

### **Mission of the Teacher Preparation and Certification Program (TCP)**

We prepare empathetic professional educators who continually develop the mindsets, knowledge, and skills necessary to empower all students to thrive.

### **Program Educational Outcomes for TCP**

Program Educational Outcomes articulate the ultimate aims of the teacher preparation program. Our program graduates exhibit the following traits:

- **Empathy** –
  - Perspective-taking in our interactions demonstrating deep cognitive and social-emotional empathy
- **Professionalism** –
  - Enacting our professional expertise intentionally and collaboratively
- **Continual development** –
  - Personifying lifelong learning to champion the advancement of students, families, schools, and communities
- **Commitment to long-term impact** –
  - Approaching our work as advocate-allies singularly-focused on empowering all students to thrive

### Program Learning Outcomes

Our teacher preparation program is anchored in various principles set forth in professional standards documents (e.g., the National Association for the Education of Young Children (NAEYC), the National Board for Professional Teaching Standards (NBPTS), CAEP Council for the Accreditation of Educator Preparation (CAEP), and various content specific organizations such as the National Council for the Teachers of English (NCTE). In August of 2005, the twelve certification programs offered at Tulane received state approval, and national accreditation was awarded by the Teacher Education Accreditation Council (TEAC) in April of 2011.

At the core of our curricular scope and sequence are four foundational Program Learning Outcomes (PLOs) which are based on the Model Core Teaching Standards and Learning Progressions for Teachers 1.0 developed by the Interstate Teacher Assessment and Support Consortium (InTASC).

- **The learner and the learning –**
  - Construct a learning environment that is developmentally appropriate for each individual student to thrive
- **Content –**
  - Apply pedagogical content knowledge to develop all students’ understandings and transfer of learning in real-world contexts
- **Instructional practice –**
  - Integrate effective assessment, planning, and instructional strategies in coordinated and engaging ways that result in growth of all learners
- **Professional responsibility –**
  - Contribute to the improvement of craft, self, and school community through ongoing professional learning, reflection, and ethical practice



### What is the Year-long Residency?

In 2016, the Louisiana Board of Elementary and Secondary Education (BESE) adopted regulations designed to provide teacher candidates with a full-year classroom residency under the supervision of an experienced mentor teacher. Essentially, each first-year teacher has a full year of authentic teaching and learning experiences. Teacher candidates admitted into programs in 2018-2019 were the first cohort to experience the required year-long residency and new competency-based curricula. The history and details of these regulations can be found [here](#).

There are two types of residency:

1. **Student Teacher Residency:** Resident is paired with an experienced, effective certified mentor teacher for the entire yearlong residency.
2. **Practitioner Residency:** Resident is a practicing classroom teacher (teacher of record) for a full school year with support and feedback from a school-based certified mentor teacher in the certification area.

According to Louisiana State Bulletin 996 Standards for Approval of Teacher and/or Educational Leader Preparation Programs, “a one-year residency shall take place in a public or approved non-public school in a classroom in the certification area. The residency shall include a combination of the following experiences:

- a. instructional goal setting and planning, including IEP and IAP review and implementation;
- b. classroom teaching;
- c. analysis of student assessment results, including formative and summative assessment data, student work samples, and observations of student class discussions;
- d. parent-teacher conferences and communication; and
- e. interactions and collaboration with other teachers.”

The teacher candidate shall be supervised in all residency experiences by a team comprised of a **school-based mentor teacher**, the **residency school site principal or designee**, and **program faculty member**. The supervision shall include, at minimum, **two formal observations** of teaching practice per semester, which shall include feedback on performance and analysis of formative and summative student achievement results and candidate performance data. Observations may be conducted by any member of the supervision team.

### Why is Residency Important?

Research and practice demonstrate that applied learning in context with the support of an experience mentor is the best way to prepare effective teachers. Residents benefit from these experiences in the following ways:

- **Apprenticeship:** Residency provides you with more in-depth experience in all aspects of instruction and the profession.
- **Mentoring:** Allows you to practice for a year under the guidance of an experienced mentor teacher.
- **Real-World:** Competency-based model that moves beyond coursework to application and experience
- **Network:** Supports you in building a network of colleagues and mentors to support you and your career path.

### Residency Requirements

Residents are expected to meet and maintain certain criteria for the yearlong experience. These include:

- Maintaining a minimum GPA of 3.0
- Successfully completing Praxis II Content Assessments
- Passing a background check
- Successfully completing the Gateway to Residency review
- Reading [Louisiana Mandatory Reporting Laws](#) about adults working with youth and completing [mandated reporter training](#) before your first school visit. (Submit certificate to your university supervisor.)
- Committing to remain as a resident teacher and pass the PLT (Principles of Learning and Teaching) PRAXIS during the residency second semester
- Committing to maintain academic and professional standards while in the residency, including earning a grade of A or B in the two residency courses (fall and spring) and receiving consistent positive results on professionalism rubrics completed by the mentor teacher and university professor.

*Note: Louisiana statute requires that the residency be completed in the state or states in which the educator preparation is authorized to operate. As a result, TPCP is only authorized in the state of Louisiana, and all residencies must be hosted within an authorized public or non-public approved school in the state of Louisiana.*

### Incident Reporting for Tulane Students / Teacher Candidates

[Louisiana Mandatory Reporting Laws](#) state that all adults working with youth are mandatory reporters. As stated above, all Tulane residents are expected to read the [Louisiana Mandatory Reporting Laws](#) about adults working with youth and are expected to complete [mandated reporter training](#) before the first school visit.

If a Tulane student observes something with a child that is concerning related to potential abuse or neglect, whether it is something a child says about their home life or something that is observed on site, the Tulane student should report this as soon as possible to their supervisor at the school site or non-profit program with whom they are working. If the supervisor is not available or is not the most

appropriate person to report to, the Tulane student should report to the Principal or Director, HR manager, or administrator at the site. Tulane students should also let their Tulane professor know about the incident and what steps were taken, in case further follow up is needed. Definitions of abuse or neglect by a parent or caretaker are stated [here](#), but when in doubt, it is best for students to err on the side of caution and report the incident to their supervisor. Once reported, the school-site administrator and Tulane professor will take the appropriate action steps if the reported behavior is unacceptable or seriously endangers a student.

### Licenses for Residency

As noted above, candidates may complete the yearlong residency as either a **practitioner resident** or as a **student teacher resident**.

-Student Teaching Residents may complete the one-year residency in a classroom in a public or approved non-public school in their content area with a teacher of record who holds a valid level 1, 2, 3 type A, or type B teaching certificate in the area for which the candidate is pursuing certification. The certificate is issued for one academic year and may be held for up to three years. TPCP will submit resident certificates for student teaching residents.

#### Candidates will be required to complete:

- resident application,
- professional conduct form, and
- submit Praxis scores to the LDE.

-Practitioner Residents who seek to teach full-time during the residency are required to hold a Practitioner License (PL2). The request for the practitioner license, as well as renewal of the license (if applicable), must be submitted directly to the LDE by the employing authority. The teacher is restricted to the specific grade level and content area as designated on the practitioner licenses.

#### Candidates will be required to submit:

- a PL2 application,
- Praxis scores,
- ACT/SAT scores (if applicable),
- official academic transcripts,
- PL2 eligibility letter (provided by TPCP),
- a professional conduct form,
- Social Security card,
- driver's license, and
- payment to LDE to process application

The Louisiana Department of Education (LDoE) only accepts [online applications for certification](#). Contact Richard Mihans, [rmihans@tulane.edu](mailto:rmihans@tulane.edu), for questions about applications for certification or PRAXIS support.

### Residency Activities

Resident programming carries with it all of the duties and responsibilities of a lead teacher even for those serving in the capacity of a student teacher. At least one full academic year must be devoted to residency experience. Student teacher residents must spend a **minimum of 80 percent** of their time each week engaged in **residency activities** during both semesters. Please note, per Bulletin 996, Section



328, G: “Holders of the resident teacher certificate may serve as a substitute teacher in their residency school system for up to **ten** days each semester. Such service shall not impede a Teacher Candidate's residency performance or ability to successfully complete the preparation program.” **Residency activities** include, but are not limited to, ALL of the following:

- a. district-level and school-level professional development;
- b. instructional goal setting and planning, including individual education plan (IEP) and individual accommodations plan (IAP) review and implementation;
- c. analysis of student assessment results, including formative and summative assessment data, student work samples, and observations of student class discussions;
- d. parent-teacher conferences and communication;
- e. interaction and collaborations with other teachers;
- f. professional workshops offered by local groups, such as the Stone Center at Tulane, the Audubon Institute, and the National World War II Museum.

Each candidate is expected to meet the instructional standards for a beginning teacher and is **evaluated four times** using the observation and evaluation tool from the **National Institute for Excellence in Training (NIET) and TAP™: The System for Teacher and Student Advancement and the Best Practices Center**. Our program is moving to the NIET Aspiring Teachers Rubric for AY 2022-2023 to ensure our teacher candidates are well prepared for the classroom.

**Student teacher residents are expected to begin the academic year at the same time as their host schools begin serving PreK-12 students.** TPCP encourages student teacher residents to attend the same teacher professional development as their mentor teachers prior to the start of the year. Candidates can find the school's academic calendar on the school's website. **Student teacher residents end the academic year when students end the academic year.** TPCP encourages student teacher residents to complete the same end-of-year responsibilities during the teacher close-out week. **Practitioner residents will follow the academic calendars of their individual schools.**



## Roles and Responsibilities

### Roles and Responsibilities of All Residents

Residents must make the transition from the familiar university classroom to new situations where they make myriad teaching decisions, not just for one lesson but for the entire academic year. There are new obligations and responsibilities, but there are also new rewards. The following **list of expectations** will help the resident conceptualize this critical stage of professional development:

- Remember that the students in the classroom come first.
- Develop and carry out effective classroom routines.
- Plan units and daily lessons that meet local, state, and national standards.
- Adapt strategies and plans to meet the needs of diverse learners.
- Maintain accurate and complete records of student progress.
- Understand and adhere to school policy and expectations for faculty.
- Participate in activities outside the classroom.
- Provide meaningful feedback to students about their progress.
- Use student progress data to adapt and revise plans and teaching strategies.
- Strive to be a positive role model for students.
- Evaluate and reflect on teaching performance in a journal.
- Be open to suggestions for improvement from others.
- Communicate effectively with parents/caregivers.
- Maintain professional relationships with faculty, administrators, and support personnel.
- Be enthusiastic; demonstrate interest and concern for students in the classroom.

### Liability Coverage

**Student Teacher Residents** are responsible for having liability coverage for any litigation that may ensue. Joining a professional organization, such as [Louisiana Association of Educators \(LAE\)](#), [Associated Professional Educators of Educators \(A+PEL\)](#), or [National Education Association \(NEA\)](#), can assist in providing very affordable coverage. Residents who do not get student teaching liability insurance will not be covered/protected by Tulane University should they find themselves liable for any type of litigation.

### Responsibilities to Tulane University and the Teaching Profession

The integrity of this program is based on the integrity of the entire community in all academic endeavors. As part of the Tulane University community, students have certain responsibilities regarding work that forms the basis for the evaluation of their academic achievement. Students are expected to be familiar with these responsibilities at all times. Please consult the [Tulane's Code of Academic Conduct for the School of Professional Advancement](#) for further detail.

In addition, during the clinical experience, **TPCP students should:**

- Focus on continual self-analysis and professional development.
- Cooperate with both the mentor teacher and university supervisor.
- Take advantage of professional development activities at the school.
- Ask questions; seek assistance; elicit feedback; and follow suggestions.
- Maintain high standards of ethical professional behavior.
- Respect the privacy of students, teachers, and staff.
- Discuss all plans, changes, and procedures with the mentor teacher.
- Be proactive; anticipate ways in which to assist the mentor teacher.
- Take responsibility for making a positive difference in the profession.
- Set goals for future professional development.

### Residents' Professional Dispositions

Prospective teachers should be aware of the public's concerns about the quality and training of the nation's classroom teachers and the effects of poor and mediocre instruction on the achievement of PreK-12 students. Throughout their progress in Tulane's TPCP, candidates have encountered a wide range of standards governing the profession of teaching, many of which cover professional dispositions. Each candidate needs to consciously and continuously consider the ethical implications of classroom decisions.

One frequently cited formal code (included below) is the *Code of Ethics of the Education Profession* developed by the National Education Association (NEA) in 1975. The complete version can be obtained at [www.nea.org](http://www.nea.org).

1. All information received about students in the host class or school is to be kept confidential. If any student information is shared (e.g., as part of an assignment), names must be changed to protect confidentiality.
2. A resident should be more concerned with the pupils' achievement than with making impressions on the mentor teacher or university supervisor.
3. The resident should maintain the dignity necessary to gain the respect of his or her students and must be an example to students in every way— physically, mentally, emotionally, and ethically.
4. The resident should show enthusiasm for teaching and be sympathetic and courteous towards all students.
5. The resident must demonstrate multicultural sensitivity and strive to create a learning environment that celebrates diversity.
6. The resident must remember that every student is an individual with varying abilities, interests, and capacities for learning, and he or she must demonstrate that understanding in all interactions with students and parents.
7. The resident must be completely impartial when dealing with pupils and strive to be fair while addressing behaviors.
8. The resident should consider himself or herself to be a member of the host school's professional community, responsible for learning and following the policies and procedures. Disciplinary measures used by the student teacher should align to the standards of the mentor teacher.
9. The resident must recognize and respect the position of his or her mentor teacher and assume only the authority delegated by the mentor teacher. Although the candidate and the

mentor teacher will plan, teach, and evaluate as a team, final decisions regarding curriculum, assessment strategies, grading, and other professional concerns will be made by the host teacher.

### **Residents' Final Program Capstone Project**

At the end of the clinical assignment, residents participate in a capstone project, also known as the Gateway to Teaching. For this project, **residents must have artifacts from across their program experience ready for review a minimum of seven days prior to their final project date.** Faculty members review the portfolio and verify that teacher candidates have met all requirements. On the day of the Gateway to Teaching, candidates will be asked to reflect on their experiences as well as answer questions about their portfolio and provide artifacts which display knowledge of the **InTASC Model Core Teaching Standards** cited above and described in greater detail below:

#### **Standard 1: Learner Development**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#### **Standard 2: Learning Differences**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

#### **Standard 3: Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

#### **Standard 4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.

#### **Standard 5: Application of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

#### **Standard 6: Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

#### **Standard 7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

#### **Standard 8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### **Standard 9: Professional Learning & Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

### **Standard 10: Leadership & Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

### **Attendance Expectations of Residents**

Residents are expected to attend an initial onboarding event in spring (fall if planning to do a spring-to-fall residency) to receive information concerning residency expectations. They are also expected to communicate with their mentor teacher throughout the summer, before residency begins in the fall. Items to be addressed include:

- the course requirements and residency expectations,
- the school's visitor policy and location of school sign-in log,
- all paperwork related to residency (including background checks, vaccination/booster guidelines, mandatory reporter training),
- start date for professional development and ending date for academic year close out activities, and
- scheduling a brief tour of the school if applicable.

Once the residency placement begins, the Tulane student is expected to be at the host school/classroom at all regularly scheduled times. It is the responsibility of the resident to listen to news outlets when weather/storms are in the area that may lead to school closings.

**If the student teacher resident is unable to be at the school on a scheduled day, it is the responsibility of the resident to notify BOTH the mentor teacher, additional school personnel where indicated, AND the university supervisor of the course for which the placement has been assigned. Attendance at the placement site is considered a part of the mandatory class attendance policy.** Unforeseen changes in the school schedule may necessitate revisions in the resident's visits; adjustments made to the schedule must be agreed upon between the mentor teacher and the resident.

**Student teacher residents must ensure that the time log is completed (at least weekly) on the appropriate TPCP platform and that the midterm and final time logs are submitted to the university supervisor by the due dates provided in the course syllabus. The resident should keep one copy of the time log and submit one copy to the university supervisor.**

### **Professional Attire and Demeanor of Residents**

At minimum, residents should strictly adhere to dress code policies set by their individual schools. In addition, as representatives of Tulane University, the Teacher Preparation and Certification Program, and the teaching profession, **residents must adhere to a professional dress code** (no jeans, tank tops, midriff-baring tops, T-shirts, extreme mini-skirts, flip-flops, or other casual attire). What is appropriate dress for a college campus is not necessarily appropriate for a PreK-12 setting. Many schools have

prohibitions against clothing with advertising (or other inappropriate messages), distracting jewelry, body piercings and visible tattoos. If in doubt, the resident should check with the mentor teacher during the orientation or initial conferences. Even if other teachers in the placement school dress casually (e.g. jeans, T-shirts, etc.), the TPCP residents should adhere to the TPCP expectations.

All interactions with PreK-12 students, parents, support personnel, faculty in the host school, and peers should be collegial and should demonstrate effective communication skills. Residents should speak and write Standard English and work continuously to develop their professional vocabulary. Residents should also respect the privacy of their mentor teachers. The two will be working quite closely, but **residents and mentor teachers should keep the relationship professional** and only use their professional devices/ email accounts to communicate. TPCP teaching residents should also:

- arrive on-time,
- ask appropriate questions to gain clarity and understanding,
- participate in the activities of the host classroom/school as much as possible, and
- offer proactive assistance to the mentor teacher when appropriate.

TPCP residents should review the *NIET Aspiring Teachers Rubric*, the course syllabus, and the TPCP Professional Dispositions Rubric for additional information on the expectations for professional behavior. TPCP residents are also subject to the Tulane University Code of Student Conduct.

**Inappropriate or unprofessional behavior that negatively impacts PreK-12 students in the classroom can result in a teacher resident being removed from a school placement and dismissed from the Teacher Preparation & Certification Program.**

#### **Guidelines for TPCP Resident/ PreK-12 Student Interaction**

**Any TPCP resident working in a PreK-12 classroom is expected to maintain strict confidentiality of all personal information about individual PreK-12 students, PreK-12 teachers and staff, their families and all school records.** If a TPCP resident refers to a PreK-12 student, teacher or staff in a reflective journal or case study assignment, the reference should not include the PreK-12 individual's name or other personal identifying information. Teacher residents should not meet with an individual PreK-12 student without another adult present. While casual conversations (about weekend plans, summer vacations, favorite entertainers or TV shows, and so on) can help build positive relationships, the TPCP resident should always remember that he or she is in a professional environment.

Teacher residents are also asked to review their social networking sites and determine whether or not there is information that is unprofessional or inappropriate. **TPCP residents should NOT provide PreK-12 students access to their personal social networking sites and should not be "friends" of the students in their host classrooms.** While social networking sites can be an effective use of technology, residents must be cognizant of the differences between "public" information and "private" information.

TPCP residents should NOT take photographs of students unless it is for purposes of a class project and is approved by the mentor teacher. **TPCP residents should NEVER post photos of students on personal social media sites.**

#### **Changes of TPCP Resident Placement/ Withdrawal and Removal Policy**

The vast majority of TPCP placements are positive experiences for both the TPCP resident and the PreK-12 mentor teacher. However, in unusual situations, there is a need to change a resident's placement. This

will only be done after the university supervisor has communicated with both the resident and the PreK-12 mentor teacher and has made multiple attempts to resolve the problem. While every effort is made to match residents to appropriate mentor teachers, sometimes situations develop that cannot be resolved. If the unacceptable situation is caused by factors other than a resident's behavior, the resident will be given another placement and allowed to finish the residency requirements if time permits.

In some cases, the resident withdraws from the course which would necessitate withdrawal from the resident classroom placement as well. If a resident is in "good standing" and withdraws from a course and the co-requisite resident placement, that resident will be allowed to re-enroll in the course and resident placement at a later date.

If, after several documented coaching attempts, the teacher resident is still not meeting expectations, that resident can be removed from the resident placement setting. **Please note, extreme concerns noted by university supervisor or mentor teacher – as well as failing course grades – may cause TPCP to NOT recommend teacher residents for certification, even if all other coursework is complete. Teacher professionalism and dispositions will be held to a very high standard. Additionally, failure to maintain an education GPA of 3.0 or having received multiple unsatisfactory evaluations from PreK-12 mentor teachers or university supervisors can result in a resident being counseled out of or dismissed from the program.**

### Responsibilities of Tulane's Teacher Preparation and Certification Program

TPCP student teacher residents who are not full-time teaching practitioners can only be placed in school settings for which the university has a signed *Memorandum of Understanding*. The legal liabilities and responsibilities of the university and the host school are defined in this agreement.

### Roles and Responsibilities of University Supervisor

The **university supervisor** is the representative from the Tulane University Teacher Preparation and Certification Program. This is the professor of the course for which the placement is required. He or she will work with the school coordinator and mentor teacher throughout the semester and is responsible for:

- providing support in monitoring the progress of the student teacher resident or practitioner resident, including the implementation of the residency timeline.
- conducting bi-weekly seminars throughout the clinical experience. In addition to providing resources and sharing research and best practices, he or she facilitates a support network in which residents can discuss and reflect on their clinical teaching experiences.
- evaluating the resident's progress on all class/seminar assignments and verifying that each resident has demonstrated proficiency in the knowledge, skills, and dispositions expected of a beginning teacher.
- setting an initial meeting with the mentor teacher to ensure that the mentor teacher understands the university's requirements for documentation during the resident's residency.
- completing four observation and evaluation cycles (he or she will also ask the mentor teacher to co-observe and evaluate the teacher candidate twice over the course of the year).
- sending and gathering additional program information such as surveys, mentor teacher profiles, and so forth.



### **Roles and Responsibilities of the Host School and Mentor Teacher**

The participation of dedicated mentor teachers during the residency experience is critical for an effective teacher education program. Mentor teachers are school-based teacher educators that provide daily support and to residents. Mentor teachers must complete the Mentor Teacher Profile form sent electronically by the university supervisor. Mentor teachers:

- Are recommended by a school administrator,
- Work as a full-time teacher,
- Hold a Louisiana teaching license in the same area the teacher candidate is seeking,
- Have completed at least three years of effective classroom teacher, and
- Are required to submit a current Mentor Teacher Profile form to TPCP

### **Benefits of Mentoring**

Research studies have reported a wide range of benefits resulting from mentoring for pre-service and novice teachers. The relationships formed foster confidence and self-esteem and reduce their feelings of isolation, which can promote job satisfaction and retention (Darling-Hammond, 2003). Mentoring can also help to improve classroom management skills, the managing of daily and weekly workload, and can help new teachers socialize into the norms, and expectations of the profession (Hobson et al, 2009).

TPCP understands the increasing pressures on the teaching profession, including high-stakes accountability, ever-changing mandates, and an increased workload – and all without the deserved recognition. We want to ensure that the mentoring partnership is a reciprocal one with benefits for both the mentor teacher and the teacher resident.

There are many documented benefits of this partnership for the mentors as well. Mentor teachers have reported that: the experiences of this partnership encourage the mentor teacher to reflect on his/her own practice; they have felt reenergized as they learn ‘new ideas’ or gain ‘new perspectives’; they have felt validated that their practices align with those of university; and, they have experienced an increased collegiality (Davies et al., 1999; Hobson et al, 2009; Le Maister, & Pare, 2010). Furthermore, the mentor role brings with it recognition of the expertise of these teachers and provides opportunities to demonstrate leadership (Le Maister, & Pare, 2010). The school becomes a learning community where all parties understand that they bring something significant to the table.

TPCP regularly asks for the feedback of mentor teachers and provides opportunities to inform ongoing program design and execution. TPCP extends invitations to mentors to attend our program-sponsored workshops and educational events associated with our program and Tulane University.

### **Traits of an Effective Mentor**

TPCP believes that an effective mentor:

- Values the professional growth gained through serving as a mentor.
- Is a reflective practitioner who models best practices in professional decision-making
- Communicates effectively and is able to explain his/her rationale for classroom practices in terms which can be understood by a beginning professional.
- Is willing to share classroom responsibilities and allow the teacher resident opportunities to assume “teaching roles” in a protected environment OR supports a new teacher.
- Is proficient at both daily and long-term planning.

- Uses a variety of instructional and management strategies, including integrating technology, to meet the needs of all students.
- Is comfortable working with adults and values professional conversations.

### **Responsibilities of the Mentor Teacher**

At the April BESE meeting, the Board approved a waiver for the Mentor policy for the 2022-2023 school year. Mentor teacher waivers will be granted on a case-by-case basis through the application process established by the LDOE and at no fee. The waiver will be issued by the LDOE for educators highly recommended by the Mentor's principal and who possess one or more of the following qualifications:

1. Two years of Highly Effective Compass ratings;
2. National Board Certification;
3. Statewide or national distinction for excellence in teaching;
4. Experience as a TAP mentor, master teacher, executive master teacher, or certified TAP evaluator;
5. Content leader experience, as evidenced by participation in Content Leader training or redelivery of professional development; or
6. Master's or doctorate in education and exemplary experience hosting student teachers.

It is important that mentors actively provide guidance and support for the teacher residents, including the following:

- Introduce and explain the role of the TPCP resident to PreK-12 students
- Schedule time for professional discussions with TPCP resident
- Encourage the resident to ask questions and is receptive to their inquiries
- Encourage the resident to try new strategies/activities by being willing to try new things
- Model reflective practice and encourage the resident to practice reflective self-evaluation
- Provide effective feedback that is specific and constructive
- Share lesson and unit plans with the resident as appropriate and offer suggestions for activities
- Provide opportunities for the resident to design and conduct activities with both small groups and the whole class whenever possible
- Coach residents on the acquisition of teaching skills and dispositions
- Tailor intervention and provide support to resident
- Assist residents in actively practicing instructional delivery
- Participate in a brief training on how to use the NIET Aspiring Teachers (ATR) Instructional Rubric
- Evaluate the teacher candidate's planning, teaching, and professionalism using the NIET ATR Rubric
- Participate in a brief training on how to use the Educator Disposition Assessment (EDA) Rubric
- Evaluate the teacher candidate's dispositions and professionalism using the EDA Rubric
- Attend specified TPCP trainings and mentor teacher meetings

### TPCP Clinical Seminars for Residents

Throughout the semester, teacher residents and practitioner residents are expected to attend a series of seminars at which they will:

- report on their classroom experiences,
- give progress summaries on their projects,
- share concerns, and
- continue to polish professional skills through readings and focused discussions.

The schedule for these seminars will be published each semester in the course syllabus. Student attendance at these seminars is mandatory. Topics include, among others:

- Building community outside the classroom
- Creating safe classrooms
- Trauma-informed teaching and learning
- Professional development
- Teaching rights and responsibilities
- Data analysis
- Philosophy of teaching

This seminar is a support network as well as a focused reflection experience that supplements and enriches the classroom component of the final clinical experience. Many residents experience high levels of stress and anxiety during the final clinical experience. This seminar enables candidates to evaluate their progress in real time, which helps with norming the teaching experience, in maintaining a positive attitude, and in enhancing social and emotional learning.

### Evaluating Residents

Evaluations of the residents' knowledge, skills, and dispositions will occur throughout the yearlong clinical experience. The mentor teacher is expected to provide ongoing critiques of plans, instructional techniques, and classroom management skills, and to engage in continuous communication with the resident. The focus should be on jointly analyzing the resident's classroom practice to determine ways to refine and improve any ineffective practices. The goal is to enable the student teacher resident or practitioner resident to become more effective with all PreK-12 students. **Free and open communication between the mentor and the resident is essential for his or her development.**

The **university supervisor will complete four formal instructional evaluations** throughout the clinical experience with a comprehensive system for evaluating teachers. TPCP has adopted the National Institute for Excellence in Teaching (NIET) Aspiring Teachers Rubric which is aligned with both the TAP™ Instructional Rubric and the state's COMPASS evaluation system for PreK-12 teachers. It is a formative assessment designed to provide feedback to residents so that any weak or under-developed areas of practice may be addressed and strengthened. Throughout the year, the university supervisor is responsible for sharing and analyzing formative and summative student achievement results with both the resident and mentor teacher.

**The mentor teacher will complete two formal instructional evaluations using the NIET ATR rubric.** One evaluation will occur during Residency I. The second formal evaluation will occur during Residency II. **Please note that TPCP values transparency in this process, therefore, all parties (mentor, resident, and university supervisor) will meet and discuss the scores and provide comments on these evaluations.**

Any competency areas that do not meet acceptable levels of proficiency for beginning teachers will be addressed in a written prescriptive plan, which will be a primary focus of the remaining time in the clinical experience.

The university supervisor will conduct a focused observation during the second half of the semester to evaluate the resident's refinement area. The mentor teacher should assist the resident in improving on this refinement area leading up to this third observation.

### Final Evaluation

At the end of the residency, the university supervisor conducts the fourth and final clinical observation of the resident. After this observation is complete, the resident, mentor teacher and university supervisor hold another three-way conference. Each completes the NIET ATR for the resident and shares results during the conference. The evaluation of the resident's classroom skills becomes a major component of the final grade. **The university supervisor assigns the final grade, but the mentor teacher and resident have input throughout the process.**

### Recommendation for Licensure

As an alternative teacher preparation program, TPCP is subject to Louisiana code governing teacher preparation programs. Specifically, Title 28, Bulletin 996. Under Chapter 7, Subchapter C, Section 745 discusses the responsibilities of the preparation provider and residency school site in assessing and documenting evidence of the resident's teaching competency during the yearlong residency. The relevant section regarding recommendation for licensure is included below:

E. The preparation provider shall assess and document evidence of residents' teaching competency for all candidates completing one-year residencies.

- Assessments of teaching competency shall be jointly administered by the preparation provider and the residency school site principal or designee.
- Assessments of teaching competency shall include, but are not limited to, the following:
  - observations that occur during the residency year; and
  - measures of teacher candidates' impact on all students' learning, which may include student learning targets.
- Upon completion of the program, a holistic evaluation of the teacher candidate's eligibility for initial licensure shall be made collaboratively by preparation provider faculty, the residency school site principal or designee, and mentor teacher."

If during the holistic evaluation, a resident is deemed not ready for licensure then the resident will be notified in person and in writing by the evaluation committee. For more, see the section on Addressing Concerns below.

### Assessment Requirements

TPCP uses Canvas, an electronic management and assessment system that collects evidence of the quality of our academic programs, improves teaching and learning, and helps our program to meet state and national accreditation standards. The regular student accounts allow students to collect, organize,

and easily access projects, assignments, and assessments through Canvas. Students can supplement artifacts with multimedia and other documents.

During the clinical experience, residents should continuously evaluate Canvas artifacts. Candidates choose the one unit that best showcases their teaching knowledge and skills. The culminating portfolio demonstrates the candidate's proficiency in the required knowledge, skills, and dispositions expected of a beginning teacher. After the completion of the clinical residency, Canvas documents will be evaluated to determine the candidate's eligibility for recommendation to the state for licensure.

All observation reports (self-evaluations and those completed by the mentor teacher and the university supervisor) will be submitted to Canvas. However, residents may choose to retain copies of all reports for their own records.

Residents are responsible for adding the following items in Canvas over the course of each academic year:

- Weekly Residency Hours
- Learning Cycle data - Recorded Observation, Lesson Plan, NIET ATR Rubric, and Reflection (2 each semester)
- Professional Disposition data – completion of Professional Disposition rubric (1 per semester)
- Collaborating with Families Plan
- Data Analysis Project (DAP)
- Capstone Project - InTASC Portfolio and Presentation
- Evaluation of TPCP

**The following items will also be added into Canvas by the university supervisor:**

- All NIET ATR Rubrics (completed by the university supervisor and the mentor teacher)
- All EDA Professional Disposition Rubrics (completed by the university supervisor and the mentor teacher)
- Gateway to Teaching/ Capstone Project Rubric (completed by the university supervisor)
- The approved classroom hours that the student has recorded and the mentor teacher has verified

Residents will complete a final self- evaluation and evaluation of the mentor teacher. **The mentor teacher's evaluation of the resident and the resident's evaluation of the mentor teacher will be entered into Canvas and verified by the university supervisor.** For more information regarding this electronic portfolio, contact TPCP's University Supervisor for Residency.

The practitioner resident may also ask his/her mentor teacher to sign off on a variety of documentation forms (such as clock hours spent teaching, observing, preparing, and participating in professional development activities) and may request a letter of reference to include in his/her Canvas portfolio.

### **Weekly Attendance**

For the student teaching residency, **mentor teachers are expected to review the resident's weekly attendance time log.** Residents enter their own hours in Canvas after verification of the hours from the mentor teacher.

## Addressing Concerns

TPCP residents should familiarize themselves with the course requirements and ask clarifying questions. They should also review the partnering school's handbook/ school policies and regulations. While serious problems during the clinical experience are relatively rare, on occasion, the mentor teacher may have concerns about a Tulane TPCP resident. These concerns may vary, but could include:

- being unprepared to teach
- unexcused absences
- unprofessional behavior (inappropriate dress or communication, lack of cooperation)
- poor quality of work
- problems with relationships (students, colleagues, others)

The best approach for addressing any issue concerning a TPCP resident or a placement is to address it immediately and directly before small issues develop into major problems. If a resident performs at the unsatisfactory level at any point during the clinical experience, please use the following steps:

- Identify the specific problem area(s) and discuss it with the resident first.
- If the problem persists, he or she should discuss it with the resident and the university supervisor in a three-way conference.
- Create an action plan with specific steps for alleviating the deficiencies with the resident and the university supervisor.
- If necessary, revise the resident's teaching schedule to allow additional time to focus on improvement in the refinement area(s).
- Increase informal observations of the resident and provide extra written and oral feedback, including specific suggestions for improvement.
- Use additional recordings to help develop the resident's awareness and reflection.

Working together, **the mentor teacher and the university supervisor have a responsibility to make sure that the resident understands the expectations and has access to appropriate support and coaching.**

After intensive coaching and support, if it still appears that a resident may receive a rating of "unsatisfactory" in one of the core skill areas, the mentor teacher should do the following:

- Keep a log of dates and problem situations.
- Keep the university supervisor involved in ongoing documentation and monitoring.
- Keep notes from conferences, both formal and informal.
- Keep copies of written feedback, signed and dated by the mentor teacher and the resident.
- Keep copies of any feedback provided to the resident by other professional staff.

At Tulane, a final grade of "A" or "B" is required (among other benchmarks) in order for the candidate to be recommended for licensure. The program's goal is to prepare highly qualified beginning teachers. While other factors are part of the final grade (such as seminar attendance and participation), **the majority of the final grade is directly linked to the student's performance and professionalism during the clinical phase.** Residents will be evaluated on the NIET Aspiring Teachers Rubric. An overall category rating of *Unsatisfactory* in either 'Growing and Developing Professionally' or in 'Reflecting on Teaching' may lead to an unacceptable grade.

**If a mentor teacher has any questions, he or she should discuss concerns with the university supervisor.** If a student fails a semester, he or she can reapply the following semester to embark on a

new yearlong residency. Please note that the student teacher residency and practitioner residency licenses are only renewable for two academic years after the initial license/certificate. Candidates can only work with a provisional license (student teacher residency or practitioner residency) for a total of three years. If the provisional license expires (i.e., the candidate has completed three years of teaching, with a LA Provisional Teaching License and has not completed the requirements associated with program completion for LA Teacher Certification), then the candidate must work with their school's leadership division in order to request a continuation in their program of study while continuing to teach at their school site with the LA Provisional License.

If a mentor teacher has a concern about a university supervisor (e.g., not scheduling or communicating regularly, providing inappropriate support), the best approach for dealing with any issue is to address it immediately and directly before small issues develop into major problems. A mentor teacher should discuss the problem with the university supervisor first. If the problem persists, he or she should contact the Program Director, Kelly McClure ([kmccclure1@tulane.edu](mailto:kmccclure1@tulane.edu)).

If a resident has a concern about his or her mentor teacher, the best approach is to directly speak to the mentor and be explicit about the concern. If the concern is not resolved, then the resident should speak with the university supervisor. After the resident and supervisor discuss the issue and the resident still feels the situation is not resolved, the next step is discussing the issue with the mentor, university supervisor, and resident. If the resident's concern still exists, or feels an outside, objective perspective is justified, she or he may complete the [TPCP Reporting Form](#) which is addressed to the Program Director, Kelly McClure ([kmccclure1@tulane.edu](mailto:kmccclure1@tulane.edu)).

If the resident has a concern about his or her university supervisor, the first step is to directly speak to the supervisor and express the issue. If the resident is unable to resolve the issue with the university supervisor, or feels it is appropriate and necessary to speak with someone else in the program, he or she may contact the Program Director, Kelly McClure ([kmccclure1@tulane.edu](mailto:kmccclure1@tulane.edu)) and/or complete the [TPCP Reporting Form](#).

### **Program Completion**

Upon completion of the program, a holistic evaluation of the resident's eligibility, and ultimate recommendation, for initial licensure shall be made collaboratively by Tulane's Teacher Preparation and Certification Program and the candidate's residential mentor teacher. Once recommended for licensure, residents will then schedule an appointment with TPCP's Certification Coordinator, Dr. Richard Mihans ([rmihans@tulane.edu](mailto:rmihans@tulane.edu)), to apply for initial licensure through the [Louisiana Department of Education's online system](#).

Candidates will provide the following documents during their license application meeting:

- Official copy of Tulane transcripts (to include final grades in residency)
- Official copies of all transcripts leading to bachelor's level or advanced degree level(s)
- Official documentation (screenshots) of payment to Louisiana Department of Education's online certification processing system
- Official Praxis reports

## Resident Calendar

At the beginning of the semester, the university supervisor will meet with residents about important tasks and dates related to placement, paperwork, and supervision. Below are tasks that will allow residents to begin their placement informed and with ease and confidence. Residents should check in with their university supervisor during the first week of class and ask about the tasks listed below.

### Beginning-of-the-Semester Tasks

- Enroll in SOPA by July 1<sup>st</sup>. Contact Program Manager, Claudine Davis (cdavis57@tulane.edu) for support and ensure correct residency course is scheduled
- Attend Residency Orientation - "Mentor Mingle"
- Exchange contact information with Mentor/Resident - when possible, make the connection before the semester begins
- Read and sign Residency Handbook
- Review Tulane's [academic calendar](#)
- Review the hosting school's academic calendar\* - when possible, review the school's calendar before the semester begins

\*Remember that **student teaching residents** are expected to follow the academic calendar of the schools in which they serve.

### Residency Course Enrollment

In addition to the beginning-of-semester tasks, residents should confirm with their university supervisor or TPCP that they are enrolled in the course aligned with their certification. Check with TPCP or the university supervisor to confirm the location, day, and time of the course. Some classes may be virtual, and others may be in-person.

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\*Mentoring image retrieved from <https://chronicle.umbmentoring.org/canadian-study-highlights-importance-of-quality-mentor-mentee-relationships/>

\*Lesson planning image retrieved from: <http://blog.edmentum.com/5-lesson-planning-tips-help-you-reclaim-your-weekend>

#### Appendix A: Tulane Personnel - Residency

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Kelly McClure Phone: 504.259.2548 Email: <a href="mailto:kmclure1@tulane.edu">kmclure1@tulane.edu</a>	<b>Program Director of PreK-12 Education</b> Professor of Practice

**Appendix B: Residency Calendar**

<b>Timeline</b>	<b>Topic</b>	<b>Attendees</b>
April (date and time TBD)	<ul style="list-style-type: none"> <li>Residency Orientation</li> </ul>	Residents and University Supervisors
Before Summer Break	<ul style="list-style-type: none"> <li>Introductions and preparing for the upcoming school year</li> </ul>	Residents and Mentors via phone, meeting, or video chat
End of School Site’s Summer Break	<ul style="list-style-type: none"> <li>Preparation and expectations for the upcoming school year</li> </ul>	Residents and Mentors via phone, meeting, or video chat
First day of School Site’s Professional Development and Academic Year – usually August	<ul style="list-style-type: none"> <li>Begin residency</li> </ul>	Residents
End of August/ beginning of September (date and time TBD)	<ul style="list-style-type: none"> <li>Begin Tulane seminar course</li> <li>Three-way, check-in meeting</li> </ul>	Residents, Mentors, and University Supervisors
September (date and time TBD)	<ul style="list-style-type: none"> <li>Residency Orientation - “Mentor Mingle”</li> </ul>	Residents, Mentors, and University Supervisors
Before the mid-term	<ul style="list-style-type: none"> <li>Learning Cycle I (University Supervisor and Mentor)</li> </ul>	Mentor Teachers, University Supervisors, Residents
After the mid-term	<ul style="list-style-type: none"> <li>Professional Disposition rubric (University Supervisor and Mentor)</li> <li>Learning Cycle II (University Supervisor and Mentor)</li> </ul>	Mentors, University Supervisors, Residents
January (date and time TBD)	<ul style="list-style-type: none"> <li>1:1 Mentor/ University Supervisor check ins</li> </ul>	Mentors and University Supervisors
Completed before the mid-term	<ul style="list-style-type: none"> <li>Learning Cycle III (University Supervisor and Mentor Teacher)</li> </ul>	Residents, University Supervisors, Mentors
Completed by the end of April (date and time TBD)	<ul style="list-style-type: none"> <li>Professional Disposition rubric (University Supervisor and Mentor)</li> <li>Learning Cycle IV (University Supervisor and Mentor)</li> </ul>	Residents, University Supervisors, Mentors
April (date and time TBD)	<ul style="list-style-type: none"> <li>Three-way meeting to determine certification recommendation</li> </ul>	Residents, Mentors, and University Supervisors
May (date and time TBD)	<ul style="list-style-type: none"> <li>Satisfaction surveys</li> </ul>	Residents, Mentors, and University Supervisors

	<ul style="list-style-type: none"><li>• Presentations &amp; Celebration</li><li>• SoPA Certificate Ceremony</li></ul>	
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## Appendix C: Definition of Terms for Residency

**Mentor Teacher** - certified, experienced, full-time teacher that supports, guides and contributes to the evaluation of the student teacher resident or practitioner resident.

**Practitioner Resident** – a Tulane teacher candidate completing residency and is also the teacher of record. A practitioner resident must hold a Practitioner License (PL2). The request for the practitioner license as well as renewal of the license (if applicable) must be submitted directly to the LDE by the employing authority. The teacher is restricted to the specific grade level and content area as designated on the practitioner licenses.

**Residency School Site** – the school that hosts the student teacher or practitioner resident during the yearlong residency.

**School Coordinator** – a school staff person who works with the TPCP faculty/staff to identify mentor teachers and coordinate resident placements.

**Student Teacher Resident** – a Tulane teacher candidate completing residency as a student teacher. The student teacher resident is not left alone in the classroom. The mentor teacher or another school staff person is always present in the classroom with the student teacher resident.

**Teacher Candidate** – a Tulane student seeking a degree or certification in the TPCP.

**University Supervisor** – a Tulane faculty or adjunct professor that provides supervision, conducts observations, and completes evaluations with student teacher and practitioner residents. The university supervisor consistently communicates with the mentor teacher and student teacher resident or practitioner resident. This is the professor of the course for which the placement is required.