Tulane University
Teacher Preparation and Certification Program
Residency Guide
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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 (TPCP). The university is not responsible for any misunderstandings of its requirements or provisions that might arise as a result of errors in the preparation of the publication. All partners in the clinical experience should also read and continue to refer to the Tulane TPCP Handbook. Residents are responsible for meeting with their advisers to ensure a successful and smooth transition into state teaching licensure.
(Updated August 2019)
Introduction

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 (TPCP)
To develop innovative, caring and knowledgeable educators who use an interdisciplinary approach to meet the needs of diverse learners
The Teacher Preparation and Certification Program (TPCP) aims to:
- promote sensitivity to learner variety and cultural differences
- model the application of best practices and educational research
- provide opportunities for candidates to practice, reflect, and grow in both college and field settings.

Both individual courses and the program as a whole are 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, 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.

Becoming a Tulane Teacher - The Core Principles

Teacher preparation at Tulane University focuses on producing beginning teachers and supporting experienced teachers, who are enthusiastic and who can instill in students a love of learning through their own examples as PK-12 teachers. A strong commitment to learning is a necessary foundation for self-evaluation and continuous professional learning, two hallmarks of education leaders. Tulane candidates are expected to be catalysts for social change and innovative leadership, directly impacting the lives of PK-12 students in a variety of ways, both in and out of the classroom.

The following measurable outcomes are used to create and revise curriculum, to develop and continually revise an assessment for improvement plan, and to guide continuing strategic planning for the program.

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<td>1a. Demonstrating Knowledge of Content and Pedagogy; 1b. Demonstrating Knowledge of Students; 1c. Setting Instructional Outcomes; 1d. Designing Coherent Instruction; 1e. Designing Student Assessments.</td>
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<th>Core Principle 5</th>
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<td>Candidates demonstrate a sensitivity to learner variety and cultural differences and use knowledge to raise the self-esteem and achievement of all learners regardless of their backgrounds, characteristics, and/or learning profiles.</td>
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What is the Year-long Residency?

In 2016, the Louisiana Board of Elementary and Secondary Education (BESE) adopted landmark regulations designed to provide teacher candidates with a full-year classroom residency alongside an experienced mentor teacher. Essentially, each first-year teacher will have a full year of authentic teaching and learning experiences before the first day of school. Teacher candidates admitted into programs in 2018-2019 will be 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 at: https://www.louisianabelieves.com/newsroom/news-releases/2016/10/12/bese-expands-full-year-classroom-residency-for-teachers

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.

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 I and Praxis II - content assessments
- Collecting two letters of recommendation that attest to candidates’ character, academic or employment history
- Composing a written essay that includes a level of commitment
- Passing a background check
- Successfully completing an Entrance Interview
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.

Licenses for Residency

Candidates may complete the yearlong residency as a practitioner resident or as a student teacher resident. The Louisiana Department of Education (LDE) only accepts online applications for certification. https://ldoe.force.com/s/login/?startURL=%2Fs%2F%3Ft%3D1524775170468

-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 the resident application and the professional conduct form. They will also submit Praxis scores to the LDE.

-Practitioner Residents that 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, ACT/SAT scores (if applicable), official transcripts, PL2 eligibility letter (provided by TPCP) and a professional conduct form.

Expectations for All Residents

Resident programming will include all of the duties and responsibilities of a lead teacher. At least one full academic year must be devoted to residency experience. Student teacher residents must spend a minimum of 80 percent of the residency schools site’s instruction time each week engaged in residency activities during both semesters. 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.

The candidate is expected to meet the instructional standards for a beginning teacher and will be evaluated four times using the observation and evaluation tool from the National Institute for Excellence in Training and TAP™: The System for Teacher and Student Advancement and the Best Practices Center.

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.”

Student teacher residents are expected to begin the academic year with PK-12 students. TPCP encourages student teacher residents to attend the same teacher professional development as their mentor teachers at 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.

**Responsibilities of All Residents**

Residents must make the transition from the familiar university classroom to new situations where they must 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.

Responsibilities to Tulane University and the Teaching Profession

The integrity of this program is based on the absolute honesty 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. Tulane’s Code of Academic Conduct for the School of Professional Advancement can be found https://sopa.tulane.edu/content/academic-policies-0.

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 Ethics

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 PK-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. Several examples are referenced in the TPCP Handbook, and each candidate needs consciously and continuously to 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. (For our purposes, a resident refers to all clinical residents, whether on the clinical or student teaching track.)

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, 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 judging their actions.
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 conform 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.

**Final Program Capstone Project**

At the end of the clinical assignment, residents must have their LiveText artifacts ready for review before their final project date (a minimum of 7 days prior). The faculty members will review their portfolio and verify that they have met the LiveText requirements. On the day of the capstone project, they will be asked to reflect on their TPCP experience as well as answer questions about their LiveText portfolio. These artifacts will display knowledge of the **InTASC Model Core Teaching Standards** as described 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

Residents are expected to attend an orientation in April and communicate with their mentor teacher throughout the summer. Items addressed at these meetings or during these discussions include: the course requirements and residency expectations; the school’s visitor policy and location of school sign-in log; 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, etc. that may lead to school closings. If the Tulane student is unable to be at the school on a scheduled day, it is the responsibility of the Tulane student to notify BOTH the mentor teacher AND the professor 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 candidate’s
visits: adjustments made to the schedule must be agreed upon between the mentor teacher and the candidate.

| The resident must ensure that the time log is completed (at least weekly) in LiveText and that the midterm and final time logs are submitted to the university instructor by the due dates provided in the course syllabus. The candidate should keep one copy of the time log and submit one copy to the university instructor. |

**Professional Dress and Demeanor**

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 PK-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 candidates should adhere to the TPCP expectations.

All interactions with PK-12 students, parents, support personnel, faculty in the host school, and peers should be collegial and should demonstrate effective communication skills. Candidates should speak and write Standard English and work continuously to develop their professional vocabulary. Candidates 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 own email accounts, phones (if necessary), etc.

TPCP teaching residents should arrive on-time, ask appropriate questions to avoid confusion, participate in the activities of the host classroom/school as much as possible and offer assistance to the mentor teacher when appropriate. TPCP residents should review the *NIET Professionalism Evaluation* and the course syllabus 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 PK-12 students in the classroom can result in a candidate being removed from a school placement and dismissed from the Teacher Preparation & Certification Program.

**Guidelines for TPCP Resident/ PK-12 Pupil Interaction**

Any TPCP candidate working in a PK-12 classroom is expected to maintain strict confidentiality of all personal information about individual PK-12 students, PK-12 teachers and staff, their families and all school records. If a TPCP candidate refers to a PK-12 student, teacher or staff in a reflective journal or case study assignment, the reference should not include the PK-12 individual’s name or other personal identifying information. Student teacher residents should not meet with an individual PK-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 candidate should always remember that he or she is not in a college environment.

Candidates are also asked to review their social networking sites and determine whether or not there is information that is unprofessional or inappropriate. TPCP candidates should NOT provide PK-12 students access to their personal social networking sites and should not be “friends” of the students in their field placement classrooms. While social networking sites can be an effective use of technology, candidates must be cognizant of the differences between “public” information and “private” information. TPCP student teaching 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 NOT post photos of students on personal social media sites.

Change of Placement/ Withdrawal and Removal Policy

The vast majority of TPCP field experience placements are positive experiences for both the TPCP candidate and the PK-12 mentor teacher. However, in unusual situations, there is a need to change a candidate’s placement. This will only be done after the university supervisor has communicated with both the candidate and the PK-12 mentor and has made multiple attempts to resolve the problem. While every effort is made to match candidates to appropriate mentor teachers, sometimes situations develop that cannot be resolved. If the unacceptable situation is caused by factors other than a candidate’s behavior, the candidate will be given another placement and allowed to finish the residency requirements if time permits. In some cases, the candidate withdraws from the course which would necessitate withdrawal from the field placement as well. If a candidate is in “good standing” and withdraws from a course and the co-requisite field experience, that candidate will be allowed to re-enroll in the course and field experience component at a later date. If, after several documented coaching attempts, the candidate is still not meeting expectations, that candidate can be removed from the field placement setting. Any unprofessional or unethical behavior that negatively impacts the well-being of the PK-12 students in the field placement is grounds for immediate removal.

Failure to maintain an education GPA of 3.0 or multiple unsatisfactory evaluations from PK-12 mentor teachers or university supervisors can result in a resident being counseled out or dismissed from the program.

Responsibilities of Tulane’s Teacher Preparation Program

Legal responsibilities

TPCP 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 or clinical 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 candidates can discuss and reflect on their clinical teaching experiences.

- periodically checking LiveText, evaluating the candidate’s progress on the data-driven instruction project, and verifying that each candidate 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 candidate’s residency.

- completing four observation and evaluation cycles (he or she will ask the mentor teacher to observe and evaluate the teacher candidate’s professionalism throughout the year).

- distributing and collecting Professionalism Evaluations.

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

**Qualifications of the Mentor Teacher**
The participation of dedicated mentor teachers during the residency experience is critical for an effective teacher education program. Mentor teachers are truly school-based teacher educators. Mentor teachers must complete the Mentor Teacher Profile Form sent electronically by the program’s director.

Mentor teachers are recommended by a school administrator. They should be full-time teachers, who hold a Louisiana teaching license that matches their teaching assignment and have at least three years of effective classroom experience. They must submit a current mentor teacher profile form to TPCP.

**Benefits of Mentoring**

Research studies have reported a wide range of benefits of mentoring for pre-service and beginning 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, all without the deserved recognition. We want to ensure that the mentoring partnership is a reciprocal one with benefits for both the mentor and the clinical student. There are many documented benefits of this partnership for the mentor as well. Mentor teachers have reported that the questions asked in this partnership encourage the mentor teacher to reflect on his/her own practice, that they have felt reenergized, learning ‘new ideas’ or ‘new perspectives’, have felt validated that their practices align with the university’s, and have experienced an increased collegiality (Davies et al., 1999; Hobson et al, 2009; Le Maister, & Pare, 2010). Furthermore, the role brings with it recognition of the expertise of the mentors 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 also extends invitations to mentors to our program-sponsored workshops and to educational events associated with our program and Tulane University.

Traits of an Effective Mentor

TPCP believes that a 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 student teacher 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

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

- Prioritize essential skills
- Coach on acquisition of skills
- Focus on real-time teaching practice
- Tailor intervention and support
- Assist with active practice
- Attend trainings
- Attend mentor teacher meetings
- Introduce the TPCP resident to students and explain the role
- Schedule time for professional discussions with TPCP resident
- Encourage the candidate to ask questions and be receptive to their questions
- Encourage the candidate to try new strategies/activities by being willing to try new things
- Model reflective practice and encourage the candidate to practice reflective self-evaluation
- Provide effective feedback—be precise and specific when offering comments
- 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

**Understanding Residents’ Expectations**

Although the clinical experience is intense and challenging, understanding the roles and responsibilities of the various participants can alleviate some of the anxiety and, hopefully, help ensure an enriching experience for all involved.

**Clinical Seminar**

Throughout the semester, student teaching and clinical residents are expected to attend a series of seminars at which they will share concerns, report on their classroom experiences, give progress summaries on their projects, 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 differentiation, children with special needs, communicating with parents, meaningful assessment, reflective decision-making, and integrating technology, among others. This seminar is a support network as well as a focused reflection experience that supplements and enriches the classroom component of the final clinical. Many residents experience high levels of stress and anxiety during the final clinical. This seminar will enable candidates to evaluate their progress more accurately, which helps in maintaining a positive attitude and developing social and emotional learning.

**Clinical Experience Hours and Schedule**

As stated on page four of this guide, resident programming will include all of the duties and responsibilities of a lead teacher. At least one full academic year must be devoted to residency experience. Student teacher residents must spend a minimum of 80 percent of the residency schools site’s instruction time each week engaged in residency activities during both semesters. Residency activities include, but are not limited to, ALL of the following:

- district-level and school-level professional development;
- instructional goal-setting and planning, including individual education plan (IEP) and individual accommodations plan (IAP) review and implementation;
- analysis of student assessment results, including formative and summative assessment data, student work samples, and observations of student class discussions;
- 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.

In addition, attendance at seminars and the completion of the course’s final project are mandatory components of both resident student teaching and the clinical residency.

As stated in the course syllabus, the course objectives are drawn from a variety of national standards documents (located in the TPCP Handbook) and the TPCP’s conceptual framework. After completion of this final clinical experience, candidates will be able to:

- Incorporate principles of child and adolescent psychology into planning, instruction, and interactions with students.
- Effectively plan and apply a variety of research-based teaching strategies to meet the needs of diverse learners with differing intellectual, social, and personal needs.
- Develop and implement effective research-based methods for classroom management.
- Develop and implement interdisciplinary lesson and unit plans that integrate technology.
- Develop and implement an assessment system based on best practice.
- Exhibit the characteristics of an emerging educational leader and reflective practitioner.
- Articulate the connections between a personal philosophy of teaching and ethical classroom practice which supports equity and high levels of achievement for all students.
- Demonstrate high levels of mastery in appropriate content area(s).

The mastery of these broad objectives depends on the knowledge, professional dispositions, and skills of the candidates. The student teaching or clinical experience will provide a number of opportunities to assess these factors. Evaluation procedures are explained at the first meeting of the semester with the mentor teacher, the university supervisor, and the clinical student.

**Planning and Curriculum**

It is imperative that the mentor teacher set a regular meeting time with the student teacher or intern to discuss unit and lesson plans, assessments, management strategies, grading, and the results of your informal and formal observations. Mentor teachers should expect to see detailed, effective lesson plans with clear activities that enable students to master the learning objectives. Although candidates have been taught the *Understanding by Design framework* for effective unit and lesson design, they will need continuing support and coaching as they grapple with the day-to-day issues of implementing and refining their plans. No student teacher or intern should be allowed to teach without detailed lesson plans. At the beginning of the clinical assignment, the mentor teacher will probably need to provide a good deal of direction and advice on the candidate’s lesson plans. Often, sharing previous plans will provide a good model to aid the candidate with pacing and materials selection. As the candidate gains confidence and experience in planning and instruction, the mentor will be able to allow more independent planning by the candidate.

The mentor teacher should make sure that the student teacher or clinical resident has been given a copy of the district’s curriculum guide as well as a teacher’s edition of the textbook(s) used in
classes. Residents are well aware of the national content standards specified by groups such as the National Association for the Education of Young Children, the National Council for the Teaching of Mathematics, and the National Council of the Teachers of English. They have also received training in Louisiana’s Common Core State Content Standards and the state reading standards. However, they will need practice in translating district standards into unit and daily objectives. Candidates have seen sample assessments from standardized tests, such as LEAP, but they will need additional practice in developing activities and assessments that address skills critical for success on these high-stakes tests.

**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 student. The focus should be on jointly analyzing the candidate’s classroom practice to determine ways to refine and improve any ineffective practices. The goal is to enable the student teacher or clinical resident to become more effective with all PK-12 students. Free and open communication between the mentor and the clinical teacher candidate is essential for his or her development.

The university professor 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) Instructional Rubric also known as the TAP™ Instructional Rubric, which is aligned with the state’s new COMPASS evaluation system for PK-12 teachers. It is a formative assessment designed to provide feedback to the residents so that any weak or under-developed areas of practice may be addressed and strengthened. After these lessons, there will be a three-way meeting with the mentor teacher, the instructor, and the candidate. Throughout the year, the mentor teacher is responsible for sharing and analyzing formative and summative student achievement results.

Near midterm, the mentor teacher will be asked to evaluate the teacher candidate’s professionalism using the TPCP Professionalism Rubric. Please note that TPCP values transparency in this process, therefore, all parties (mentor, candidate, and university supervisor) will have access to the scores and comments on these evaluations. Any competency areas that do not meet the 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 candidate’s refinement area. The mentor teacher should assist the candidate in improving on this refinement area leading up to this observation.
Final Evaluation

At the end of the residency, the university supervisor will conduct a final clinical observation of the clinical student. After this observation is complete, the clinical teacher candidate, mentor teacher and university supervisor hold another three-way conference. Each completes the Professionalism Rubric for the clinical teacher candidate and shares results during the conference. The evaluation of the candidate’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.

LiveText Requirements

TPCP uses LiveText, 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. LiveText accounts allow students to collect, organize, and easily access projects, assignments, and assessments. Students can supplement artifacts with multimedia and other documents. LiveText also has sharing capabilities that may be used for prospective employment. During the clinical experience, residents should continuously evaluate LiveText 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, LiveText documents will be evaluated to determine the candidate’s eligibility for recommendation to the state for licensure.

Residents must retain copies of all observation reports, but only the final summative evaluations (self-evaluations and those completed by the mentor teacher and the university supervisor) will be submitted to LiveText.

Residents are responsible for including the following items into LiveText:

- Data-Driven Instruction Inquiry Project
- Lesson Plan, NIET Rubric, and Reflection of a Learning Cycle (one recording)
- Final Philosophy of Education
- Self-Evaluation of Professionalism Rubric
- Evaluation of TPCP
- Capstone Project
- Weekly Residency Hours

The following items will also be added into LiveText by the professor and/or the mentor teacher:

- All Rubrics (completed by the university supervisor and the mentor teacher)
- Capstone Project Rubric (completed by the university supervisor)
- Mentor teacher will approve the classroom hours that the student has recorded

Students will complete their final self-evaluation. The mentor teacher’s evaluation of the clinical teacher candidate should be entered into LiveText and verified by the TPCP Assessment and Accreditation Coordinator. For more information regarding this electronic
portfolio, please visit https://www.livetext.com/ or contact our Assessment and Accreditation Coordinator.

The clinical teacher candidate 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 LiveText e-Folio.

At the end of the year, TPCP will ask residents to complete an evaluation/reflection on their experience with the mentor teacher.

**LiveText Weekly Attendance**

For the student teaching residency, mentor teachers are expected to review the candidate’s weekly attendance Time Log on the right side of the LiveText screen. Residents enter their own hours. To approve the student’s entries, the mentor teacher checks the box next to the entry and clicks Approve Hours. Details can be found in Appendix A.

**Dealing with Concerns**

TPCP clinical students 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 teacher candidate. 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 dealing with any issue concerning a TPCP candidate or a placement is to address it immediately before small issues develop into major problems. If a candidate performs at the unsatisfactory level at any point during the final clinical experience, please use the following steps:

- Identify the specific problem area(s). Discuss with the candidate and the university supervisor in a three-way conference.
- Create an action plan with specific steps for alleviating the deficiencies with the candidate and the university supervisor.
- If necessary, revise the candidate’s teaching schedule to allow additional time to focus on improvement in the refinement area(s).
- Increase informal observations of the candidate and provide extra written and oral feedback, including specific suggestions for improvement.
- Use additional video-taping to help develop the candidate’s awareness and reflection.
Working together, the mentor teacher and the university supervisor have a responsibility to make sure that the candidate understands the expectations and has access to appropriate support and coaching. After intensive coaching and support, if it still appears that a candidate 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 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 Professionalism 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 start the yearlong residency. Please note that the residency and practitioner licenses are only renewable for two academic years after the initial license/certificate. Candidates can only work with their licenses (residency or practitioner) for a total of three years.

If a mentor teacher has a concern about a university supervisor (e.g., not scheduling or communicating regularly), the best approach for dealing with any issue is to address it immediately 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 call the TPCP Director at 504-865-5351.

**Program Completion**

Upon completion of the program, a holistic evaluation of the teacher candidate’s eligibility for initial licensure shall be made collaboratively by Tulane’s Teacher Preparation and Certification Program and the mentor teacher. Once recommended for licensure, candidates will then schedule an appointment with TPCP’s Assessment and Accreditation Coordinator to apply for initial licensure through the Louisiana Department of Education’s online system. [https://ldoe.force.com/s/login/?startURL=%2Fs%2F%3Ft%3D1524775170468](https://ldoe.force.com/s/login/?startURL=%2Fs%2F%3Ft%3D1524775170468)

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

- Official copy of Tulane transcripts (to include final grades in residency)
- Official Praxis report
Fall 2019/Spring 2020 Calendar

Beginning-of-the-Semester Tasks
- Attend Residency Orientation April 15th
- Exchange contact information with Mentor/Resident
- Enroll in SOPA by July 1st
- Resident Handbook Check in LiveText by August 1st
- Ensure correct course is scheduled by August 16th
- Ensure enrollment in LiveText

Required Fall 2019/Spring 2020 Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Meeting times</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6912 and 6913: Residency Student Teaching PK-3</td>
<td>Tuesdays 6:00pm-8:00pm</td>
</tr>
<tr>
<td>EDUC 6914 and 6915: Practitioner Residency PK-3</td>
<td>Tuesdays 5:00pm-7:30pm</td>
</tr>
<tr>
<td>EDUC 6916 and 6917: Residency Student Teaching 6-12</td>
<td>Tuesdays 6:00pm-8:30pm</td>
</tr>
<tr>
<td>EDUC 6918 and 6919: Practitioner Residency 6-12</td>
<td>Tuesdays 5:00pm-7:00pm</td>
</tr>
</tbody>
</table>

Tulane University 2019-2020 Academic Calendar

*Please note that student teaching residents are expected to follow the academic calendar of the PK-12 school. [https://registrar.tulane.edu/academic-calendar?field_cal_semester_tid=1&field_cal_academic_year_tid=3791](https://registrar.tulane.edu/academic-calendar?field_cal_semester_tid=1&field_cal_academic_year_tid=3791)

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/26/2019</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>9/2/2019</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>10/9/2019</td>
<td>Yom Kipper/Holiday</td>
</tr>
<tr>
<td>10/10/2019-10/13/2019</td>
<td>Fall Break</td>
</tr>
<tr>
<td>11/27/2019-12/1/2019</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>12/6/2019</td>
<td>Last Day of Class</td>
</tr>
<tr>
<td>12/7/2019-12/8/2019</td>
<td>Study Period</td>
</tr>
<tr>
<td>12/9/2019-12/17/2019</td>
<td>Exam Period</td>
</tr>
<tr>
<td>1/13/2020</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>1/20/2020</td>
<td>Martin Luther King, Jr. Day Holiday</td>
</tr>
<tr>
<td>2/24/2020-2/25/2020</td>
<td>Mardi Gras Break</td>
</tr>
<tr>
<td>4/5/2020-4/13/2020</td>
<td>Easter/Spring Break</td>
</tr>
<tr>
<td>4/28/2020</td>
<td>Last Day of Class</td>
</tr>
<tr>
<td>4/29/2020-4/30/2020</td>
<td>Study Period</td>
</tr>
<tr>
<td>5/1/2020-5/9/2020</td>
<td>Exam Period</td>
</tr>
<tr>
<td>5/16/2020</td>
<td>Commencement</td>
</tr>
</tbody>
</table>
# Professional Development Calendar

<table>
<thead>
<tr>
<th>Date &amp; Attendees</th>
<th>Attendees</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 15, 2019; 6:00pm</td>
<td>Residents and Mentor Teachers</td>
<td>Residency Orientation</td>
</tr>
<tr>
<td>Beginning of Summer Break</td>
<td>Residents and Mentors via phone, meeting, or video chat</td>
<td>Introductions and preparing for the upcoming school year</td>
</tr>
<tr>
<td>End of Summer Break</td>
<td>Residents and Mentors via phone, meeting, or video chat</td>
<td>Preparation and expectations for the upcoming school year</td>
</tr>
<tr>
<td>September 17, 2019</td>
<td>Residents, Mentors, and Faculty at Tulane</td>
<td>Mentor Mingle Observations and Academic Feedback</td>
</tr>
<tr>
<td>Completed in September</td>
<td>Residents and Mentors</td>
<td>Evaluation of resident professionalism</td>
</tr>
<tr>
<td>January 2020</td>
<td>Mentors and Faculty and Students</td>
<td>Mentor Check In</td>
</tr>
<tr>
<td>May 5, 2020 5:00pm</td>
<td>Residents and Mentors</td>
<td>Presentations &amp; Celebration</td>
</tr>
</tbody>
</table>

Please note: TPCP will host Professional Development events throughout the year that will be optional, but all are welcome to attend.
References


*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: LiveText by Watermark

As leaders in the field of education, our faculty must engage in ongoing program improvement processes that express their commitment to providing the finest professional preparation available in the state and the nation. Program assessment is very important to achieve goals and ensure that students leave the institution with the knowledge and skills required to be successful in the 21st century. For these efforts, TPCP has adopted LiveText by Watermark, an assessment system that has been adopted by over 500 universities across the country. It is a valuable technology tool that provides students with a powerful way to access, assess, and document their own efforts. There are a number of benefits for students, which include:

- Unlimited File Storage Capabilities
- Tools for Enhanced Organization and Productivity
- Access to Digital Resources and Course Management Tools
- Development of Personalized e-Portfolios

Student Registration Instructions

1. Go to www.livetext.com
2. Click the Select This Option button under Register Membership. The registration form opens below.
3. STEP 1: Select the radio button for Student.
4. STEP 2: Enter the 16 character key code that was provided to you.
5. STEP 3: Register Your Student Membership. Please complete your profile to the best of your ability. Name, Date of Birth, and Institution and Personal Email Addresses are required fields.
6. STEP 4: Create Your LiveText Membership Account. You will be prompted to create a unique username and password. When creating a username, the name will be compared to all LiveText users. If you receive the message “Username is already taken”, you will have to modify your username.
7. Select a security question from the dropdown menu. This may be used in the username/password recovery process.
8. Select the Terms of Service check box and Click the Register My Membership Account button to complete the registration process.
9. Account Activation completed. After successfully completing the registration process, LiveText will display this screen with your newly created username and password. Your login information will also be sent to the personal email address provided during account registration.
LIVETEXT INSTRUCTIONS

To access your Field Experience activities in LiveText, you will first need to retrieve the message sent to your school/district email address. The message should read:

“Dear YOUR NAME,

Thank you for agreeing to be a field experience mentor. You have been added to a list of available mentors and will be notified when a placement is made. During this placement, assessments and other activities will be managed through an online application called LiveText.
To log in, go to www.livetext.com and enter the following username and password:

    Username: [YOUR USERNAME]
    Password: [YOUR PASSWORD]

Thank you for the contributions you will make to your mentee's professional development.”

Visit the website www.livetext.com and log in with the username and password provided to you. You will be asked to select a security question. This is in case you ever forget your username and/or password and need helping logging in. Your LiveText username will never change, but you have the OPTION to change the password by:
1. Clicking My Account in the upper right corner
2. Clicking Change Password. You will be asked to enter the old password first, then to enter and confirm the new password.

Under the Placements tab you will see all students assigned to you. Basic details about the placement will appear below the student’s name. Click the “View Placement Details” button to see all activities associated with this placement. You may also click Begin Assessment or Continue Assessment to go directly to your assessment.
You will be directed to a page called **View Placement**. From this page, you can access all the key activities for your Field Experience Placement.

1. Basic details about the placement will display to the left.

2. To view and enter demographic information about the site, click **View Demographics**.
   a. **Site Demographics** may already have been added by the college or university.
   b. Click in the boxes next to each category in “Classroom Demographics” and “Staff Demographics” and type in a number.
3. To write an email to the student, Supervisor, or both click the corresponding email icon or link.
4. To fill out your assessment rubric(s), click on the Begin Assessment or Continue Assessment link.
   a. Click the cells to highlight the level of performance achieved in each area.
   b. Add comments to any row of the rubric by clicking the Add Comment icon and typing in the text box.
   c. Add comments for the entire assessment using the text box at the top of the rubric.
5. To upload attachments to the shared workspace, click Add Attachments. Attachments can be LiveText documents or files.
6. You may view the student’s Time Log on the right side of the screen. Hours are entered by the student. To approve the student’s entries, check the box next to the entry and click Approve Hours.
Appendix B: Personnel for Residency

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shannon L. Blady, PhD</td>
<td>Director and Professor of Practice (<a href="mailto:sblady@tulane.edu">sblady@tulane.edu</a>)</td>
</tr>
<tr>
<td>Roddrick Jones, PhD</td>
<td>Assessment and Accreditation Coordinator (<a href="mailto:rjones27@tulane.edu">rjones27@tulane.edu</a>)</td>
</tr>
<tr>
<td>Richard Mihans, PhD</td>
<td>Professor of Practice (<a href="mailto:rmihans@tulane.edu">rmihans@tulane.edu</a>)</td>
</tr>
<tr>
<td>Brooke Grant, PhD</td>
<td>Professor of Practice (<a href="mailto:bgrant1@tulane.edu">bgrant1@tulane.edu</a>)</td>
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</tbody>
</table>