



**Memorandum of Understanding**

**Between**

**Residency Teacher Candidates**

**And**

**The College of Education & Partnership Schools**

The purpose of this Memorandum of Understanding is to clearly identify the professional dispositions and professional etiquette Teacher Candidates in Residency are to follow while in their yearlong Residency. Residency Teacher Candidates should be aware of the following related to completing his/her Residency successfully. Refer to the Residency Handbook for additional information.

**Conduct**

While completing the yearlong Residency, teacher candidates must conduct themselves in a professional manner. Upon entering the yearlong Residency, candidates agree to follow the rules of the school system as well as policies of the College of Education and the University of Memphis. Candidates should view this experience as an opportunity to learn from their mentor teacher and to demonstrate their teaching skills. Actions and words during the Residency should be carefully considered, as they will affect both the Residency evaluation and the written/verbal recommendations given for the teacher candidate by the mentor teacher, Residency I Practicum Coordinator, Residency II University Supervisor, school administrators, and the Office of School Based Clinical Practice. **Residency teacher candidates demonstrating performance, behaviors and/or dispositions unbefitting a University of Memphis teacher candidate will be subject to removal from their Residency placement and, if necessary, the Teacher Education Program at the University of Memphis.**

**Residency Placements**

Placements are made in conjunction with the school districts and identified partner schools. Candidates are not allowed to request or locate a Residency placement.

**Grade/Subject Preference:**

Residency candidates will be placed with a licensed and experienced Mentor Teacher (MT) in the appropriate licensure area and grade range. Candidates will not be allowed to request a specific grade level placement.

**Attendance**

Residency Teacher Candidates are required to be at their assigned school on the assigned days of the week. Every effort should be made to be at the school. It is vital the candidate contacts his/her MT and Residency Supervisor immediately, if an event occurs that will prevent them from being on time or absent. **Additionally, if you are absent and must quarantine due to COVID-19**

**health concerns, please report this absence immediately to the Student Health Center (901.678.2287) and to Dr.**

**Nichelle Robinson, Director of TECP,** **ncrbnson@memphis.edu.** Candidates who have absences that are not warranted and/or fail to contact their MT and Residency Supervisor will have their residency placement cancelled. Residency I candidates who have their placement cancelled will have to repeat Residency I Fall of the next academic year. Residency II candidates who have their residency cancelled will have to repeat both Residency I and II. Residency candidates are not necessarily afforded one repeat of a residency placement due to attendance, performance or other professional dispositional issues. Final decision will be determined by the Retention Committee.

**Seminars:**

Residency I Candidates must attend the Thursday seminars during the Residency I semester. Residency II seminars are scheduled after school hours on Tuesday or Thursdays. The seminars are designed to prepare the teacher candidate for his/her edTPA (Teacher Performance Assessment) Capstone Teaching Event that is completed during Residency II. Residency Seminars are mandatory and failure to attend the seminars will affect your performance and can lead to removal from the Residency placement.

**Make-up Day Policy for Residency I**

If a candidate misses a day in their assigned Residency school, the candidate must make up that missed day at the end of the placement. If a candidate misses up to 3 hours in a single day, they must make up a half of a day. Missing more than 3 hours in a single day will require a full makeup day.

It is possible that a candidate will have to extend their semester to make up all missed days. If this is the case, the candidate will receive an incomplete grade until the days are completed. Excessive absence (6 or more) in Residency I may result in the candidate being reinstated in Residency I the next academic year. Makeup days start the next school day after the placement ends and continue until all missed days are made up. All documentation must be turned in on the last day.

**Tardies/Leaving School Early:**

It is possible depending on practice of your MT, candidates will be expected to arrive at least 30 minutes early and leave at least 30 minutes beyond the dismissal time for teachers. Candidates should discuss with his/her MT the arrival and dismissal expectations.

**Lesson Plans**

Residency candidates will follow the adopted lesson plan format. Lesson plans must be submitted at least two (2) teaching days prior to the day the lesson will be taught in order to provide time for feedback and approval from the mentor teacher. Failure to turn in lesson plans to the MT at least two days before teaching the lessons in question will jeopardize the candidate’s continuance in his/her Residency. During Residency I all lesson plans should be fully developed (long version). During Residency II lesson plans should be fully developed (long version) until the MT and Residency II university supervisor agree the candidate can use the short version of lesson planning. Please note all lesson plans associated with the edTPA and formal evaluations must be fully developed (long version), including all materials and assessments.

**Social Media**

Candidates should refrain from posting comments about their Residency, pictures of MTs, students or events at their Residency School. In addition, candidates are cautioned to remove any inappropriate pictures or commentary on their personal social media sites. Candidates should make all social media accounts private during their Residency. Other postings on your social media sites (i.e. Facebook, Twitter, Instagram) deemed inappropriate or unprofessional can lead to a disqualification hearing and removal from the Residency.

**Outside Commitments**

The senior year clinical teaching residency requires time and commitment. We want you to share your best self with your mentor teacher and students every day that you are with them. In order to share your best self everyday and focus on the needs in your assigned classroom, you must show up Ready2Teach and learn. Balancing and managing your time effectively will assist you in accomplishing both of these goals.

**Professional Dress**

You are required to dress in professional attire. You must adhere to the dress code at your assigned school. You represent the University and your attire should not be too casual regardless of what the teachers in the school are allowed to wear.

**Professional Requirements for Yearlong Residency**

* Participate fully in assigned classroom under the direction of your MT. Be an active participant in the classroom. The Residency program is not an observation experience; it is a hands-on, actively participating experience. Candidates are encouraged to volunteer and express a desire to assist their MTs during Residency I. During Residency II candidates are expected to assume full teaching responsibilities (i.e. all planning).
* Demonstrate professional behavior, attitude & dress.
* Complete all tasks, assignments, and lessons in a timely manner. Late work will not be accepted.
* Collaborate with MT on all lessons/activities associated with course assignments and/or requests from PIM.
* Initiate conversations with MT and Residency Supervisor about your successes and issues that arise. Solicit advice is needed to be successful.
* Handle ALL confidential information (student records, etc.) in a professional manner. Do not SHARE information about the school, students, PIM, etc. privately or publicly with others (including other teacher candidates).
* Adhere to all deadlines related to Residency I and II.
* Attend all scheduled meetings during Residency I and II.
* When using information or materials whose sources are from published text, the Internet, or other educators, appropriate citations must be included in lesson plans, edTPA or other written materials produced during Residency I and II. Failure to include citations will result in a Retention Committee Hearing. Please note a candidate copying another person’s edTPA will be dismissed from the Teacher Education Program.
* If a candidate does not receive passing scores on two or three of the edTPA tasks on the first attempt, the candidate will be responsible for paying for the retake/rescoring fees directly to Pearson.





**Memorandum of Understanding**

**Between**

**Residency Teacher Candidates**

**And**

**The College of Education**

I understand I am a representative of the College of Education at the University of Memphis, a guest in my Residency school and expected to act in a professional manner at all times. I have read the Memorandum of Understanding and the Residency Handbook and I will adhere to the requirements identified therein.

Candidate (print name):

Signature:

Date: