

Fall 2025 Residency I Program Mid-Semester Student & Mentor Check-In Summary

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During the Fall 2025 Residency I semester, I was able to successfully conduct mid-semester check-ins with **17 out of 25 Student Residents and their Experienced Mentor Teachers (EMTs)** prior to the conclusion of the term. These check-ins provided valuable insight into the implementation of the residency model, the effectiveness of mentor/resident partnerships, resident growth and preparedness, and areas of program strength and improvement.

Overall Program Status

The Fall 2025 Residency Program is functioning positively at the clinical placement level. The majority of Experienced Mentor Teachers (EMTs) report strong working relationships with residents, effective classroom integration, and steady professional growth. Many EMTs have prior experience with residents and capstone students, which has contributed to overall program stability and successful implementation of the residency model. Residents consistently reported feeling supported by their EMTs and, in most cases, by the university.

Program Strengths

- **Strong Mentor–Resident Relationships:** Most EMTs indicated that placements are going well with strong collaboration, positive rapport, and a desire to continue hosting residents in future semesters.
- **Resident Growth and Professional Readiness:** Residents are gaining confidence in instruction, classroom leadership, and instructional effectiveness. Some are preparing for full lead-teaching responsibilities.
- **Effective Use of Program Tools:** EMTs found the Roles and Responsibilities form, Residency Calendar, and 32-week schedule helpful for clarifying expectations and supporting daily implementation.

University Supervisor Support & Feedback

Walkthroughs and POP cycles are occurring as scheduled; however, consistent post-evaluation feedback conferencing is limited. Several EMTs reported uncertainty

regarding University Supervisor roles and expressed a need for clearer feedback communication.

Major Challenges and Areas for Growth

- **EdTPA & SL&L Training:** The most consistent concern is the lack of clarity regarding EdTPA and SL&L expectations, including submission requirements.
- **Communication & Expectation Clarity:** Some EMTs experienced delayed placement confirmations from their administration.
- **Coursework–Placement Alignment:** Some MLED residents reported misalignment between coursework and classroom practice.

Overall Program Outlook

The Fall 2025 Residency Program reflects strong instructional partnerships, positive mentor engagement, and developing resident professionalism. With targeted improvements in EdTPA training, University Supervisor feedback, and faculty communication.