Dear (teacher’s name),

Thank you very much for agreeing to mentor an MiT teacher candidate! We appreciate your willingness to work with us to support the development of this next generation of teachers. The candidates, faculty, and staff value your knowledge and skills and look forward to working with you.

As you know, (candidate’s name) is entering her/his second quarter of student teaching. He/she successfully completed one quarter of student teaching at (name of school). When the (candidate name) and (her or his) college supervisor meet with you, there will be an opportunity to share and discuss your expectations and goals as well as (name’s) and the program’s.

You may have heard that the Legislature is now requiring that all teacher candidates successfully complete an assessment called the *Teacher Performance Assessment* as a condition for recommendation for Residency Certification.This assessment was created by Evaluation Systems of Pearson Education, Inc. in collaboration with state and national representatives and will be assessed by scorers trained by Pearson. (name), like all spring quarter teacher candidates in Washington, is required to participate in the field test of this instrument.

Mentor teachers are not expected to coach or prepare the candidates to successfully complete the assessment and should not become involved in the assessment process. However, the assessment requires the candidate to complete certain types of lessons, collect student work samples and video clips, and perform specific analyses that will need your cooperation. According to state requirements, all teacher candidates must:

* Design or adapt and implement a series of 3-5 connected lessons based on instructions for her/his particular endorsement area
* Create or adapt pre-, formative, and summative assessments to inform instruction and to assess students’ growth
* Address a key language demand in the content area, taking into consideration the needs of English Language Learners if present in the classroom
* Collect evidence of what the State calls “student voice”. That is, K12 students are expected to show in their own words that they know the instructional targets, their progress toward the targets, and their plans for next steps.
* Identify two focus students for feedback and reflections, one to have an identified learning need (e.g. ELL learner, student with IEP)
* Maintain daily notes about the effectiveness of their teaching
* Video-tape teaching sequences which means obtaining video permissions. Selected video segments will be included in the candidate’s portfolio but will be seen only be trained scorers. We have included the permission form for a parent or guardian to sign in this packet.
* Analyze and discuss in writing their teaching, student work, and areas for professional development.

If you have mentored one of our candidates who completed a *Positive Impact on Student Learning Project* while in your classroom, you will have a good idea of what is expected and the time that might be required. If you haven’t had that experience or you want to talk about the requirements and timeline, the college supervisor will be happy to work with you and (name) to help create a timeline for completing and submitting the project by the state-required deadline of May 15th. The supervisor will also be available to answer any questions you have about the assessment during your 3-way meeting.

If you have questions before meeting with the college supervisor and (name), please feel free to contact Sherry Walton ([waltonsl@evergreen.edu](mailto:waltonsl@evergreen.edu)), Director of Teacher Education or Maggie Foran, Assistant Director of Teacher Education ([formanm@evergreen.edu](mailto:formanm@evergreen.edu)).

Thank you again for your support!

Sincerely,

Loren Petty, Field Placement Officer