

MENTORING AN EVERGREEN STATE COLLEGE TEACHER CANDIDATE

We hope this brief Q/A sheet will encourage you to work with one of our teacher candidates (student teachers). If you have any questions, please contact us at 360-867-6573.

Question: What are the benefits of welcoming a teacher candidate into my classroom?

Answer: There are many benefits! Perhaps most importantly, your students will benefit from having two adults working with them to support their learning. Our candidates have a good understanding of the Common Core State Standards, Washington's Learning Standards, and the TPEP. Each candidate has worked in a year-long practicum setting and has experiences with lesson planning and implementation.

If you have accepted one of our candidates as a first year practicum student, you will have the advantage of knowing the candidate quite well before student teaching begins. The candidate will know your routines, expectations, and mentoring style. You will know the candidate's strengths and areas for growth.

A final benefit is that you may have the opportunity to gather evidence for Criterion 8 of the TPEP as you help an aspiring teacher gain knowledge and skills related to improving student learning and collaborating with other teachers.

Question: How long will the teacher candidate be in my classroom?

Answer: Evergreen teacher candidates work in one school during the fall and in a different school in the spring. In the fall, teacher candidates are available to help you plan and to participate in in-service activities before school begins. Once the school year starts, your teacher candidate will be with you for 10 weeks. Spring teacher candidates often begin working with their mentors before the spring placement and work full time in the classroom for 10 weeks.

Question: How much time will mentoring take? What am I expected to do?

Answer: Mentoring does take time. The mentor is expected to introduce the teacher candidate to colleagues and students; review the candidate's lesson plans and make suggestions for improvement; observe the candidate teaching and provide regular feedback; meet with the candidate and the college supervisor at least three times during the quarter to discuss the candidate's progress; and evaluate the candidate's work using Evergreen's Student Teaching Rubric. The mentor also completes a final written evaluation of the candidate's work based on the MiT Student Teaching Rubric.

Question: What is the Teacher Performance Assessment (*edTPA*) and what are my responsibilities in regards to it?

Answer: You may have heard that the Legislature now requires that all teacher candidates complete an assessment called the Teacher Performance

Assessment (*edTPA*) as a condition for recommendation for program completion and recommendations for Residency Certification. This assessment was created by Evaluation Systems of Pearson Education, Inc. in collaboration with state and national representatives and is assessed by scorers trained by Pearson. Mentor teachers are not expected to coach or prepare the candidates to successfully complete the assessment and should not become involved in the written aspects of the *edTPA* assessment process of their candidate. 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.

Question: Do I have to leave my classroom?

Answer: It depends! If you choose to follow the more traditional model, we ask that you allow your teacher candidate to do all the planning, teaching, and managing of the classroom for a minimum of three weeks.

During that time, you remain in the building, observe and provide feedback to the candidate two or three times, and have the opportunity to focus on future planning or professional development. If you have chosen the co-teaching model and have participated in the training, you do not leave the classroom, but you do cede the leadership in planning, teaching, and management to the candidate for a minimum of three weeks.

Question: What are the responsibilities of a teacher candidate?

Answer: The teacher candidate's primary responsibilities are to support the learning of students and develop the knowledge and skills necessary to be recommended for Residency Certification. This includes: i) collaborating with the teacher mentor to develop and implement student-centered learning opportunities that meet state and district standards; ii) working with the mentor to improve the candidate's abilities to apply appropriate classroom and behavior management strategies; and, iii) seeking to participate in the life of the school as much as possible. In addition to meeting expectations of the mentor teacher, the teacher candidate must fulfill lesson-planning and assessment requirements of the MiT program.

Mentor teachers tell us that our candidates are well prepared, responsible, and a significant asset in the classroom. Their presence allows you to more effectively reach more of your students. From our side – we need your experience, knowledge, and skills to help prepare the next generation of teachers.

Thank you for considering welcoming an Evergreen State College MiT Teacher Candidate into your classroom!

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