June 10, 2013

Dear ,

Thank you very much for agreeing to mentor (Student teacher name) ! 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, your candidate is entering the first of two quarters of student teaching, having successfully completed her/his first year of coursework and practicum placements. When the candidate and college supervisor meet with you, there will be an opportunity to share and discuss student teaching expectations and goals.

You may have heard that the Legislature is now requiring that all teacher candidates complete an assessment called the *Teacher Performance Assessment (edTPA)* 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. Your candidate, like all 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 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. According to the assessment 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. These lessons can certainly be part of a larger unit.
* Create or adapt pre-, formative, and summative assessments to inform instruction and to assess students’ growth.
* Address key language demands in the content area, taking into consideration the needs of English Language Learners if present in the classroom.
* Collect evidence of what is called “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 resources and plans for next steps.
* Identify two or three 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 unless the school or district can provide us with evidence that this type of permission has been obtained by the school. Selected video segments will be included in the candidate’s portfolio but will be seen only be trained scorers. In case you need to send home video permission letters, we have included the permission form for a parent or guardian to sign in this packet.

*Candidates must provide the MiT Program with the originals of these permission forms. No K-12 students should be included in videos without signed permission.*

* 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 to help create a timeline for completing and submitting the project by the state-required deadline. When we mailed this letter, the deadline had not been specified. However, the college supervisor should know the deadline by the time she/he meets with you and your teacher candidate. The supervisor will also be available to answer any other questions you have about the assessment during your 3-way meeting.

Please be assured that we expect your candidate to be in your classroom planning, conferring with you, working with students, and completing other school and student-related responsibilities from the time you arrive in the morning until you have completed your work in the afternoon. Further, the candidate should not use teaching or in-school planning time to complete any analysis of the work she/he collected. If these situations arise, please contact the college supervisor or me immediately.

If you have questions before meeting with the college supervisor and your candidate, please feel free to contact Sherry Walton (waltonsl@evergreen.edu), Director of Teacher Education, Loren Petty, Field Placement Officer (pettyl@evergreen.edu), or Maggie Foran, Assistant Director of Teacher Education (formanm@evergreen.edu).

Thank you again for your support!

Sincerely,

Loren Petty

Education Field Placement

and Community Relations Officer

360.867.6573

cc: (principal)