



Faculty Student Teaching Handbook for Spring 2014



The Evergreen State College
Master in Teaching Program
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Contents

<i>Notes for the College Faculty - First Visit with Mentors and Teacher Candidates</i>	3
<i>Orienting the Teacher Candidate to the Assigned School</i>	5
<i>Role of the Mentor Teacher</i>	6
MENTOR TEACHERS AS COACHES	7
MENTOR TEACHERS AS EVALUATORS	9
MENTORS' ROLES IN THE TEACHER PERFORMANCE ASSESSMENT (edTPA)	10
<i>Role of the Teacher Candidate</i>	11
<i>Role of the Teacher Candidate as a Student</i>	11
<i>Role of Teacher Candidate as a Teacher</i>	12
<i>Role of the College Faculty</i>	13
<i>Lesson Plan Components</i>	15
<i>Withdrawing a Teacher Candidate from an Assignment</i>	16
<i>Teacher Candidate Procedure for Requesting Removal</i>	17
<i>Student Teaching Evaluation Conference Form</i>	18
<i>End of Quarter Evaluation Form</i>	19
<i>State of Washington Assessment of Teacher Candidates</i>	23
<i>Letter to Mentor Teacher regarding Teacher Performance Assessment</i>	24
STUDENT PERMISSION AND RELEASE FORM	26
<i>edTPA Score Descriptors</i>	28
<i>Alignment of Danielson Instructional Framework, OSPI/State Teacher Evaluation Criteria, and edTPA</i>	29

Notes for the College Faculty - First Visit with Mentors and Teacher Candidates

Candidates will give a Handbook to their mentor teachers before your visit. Be sure that both the candidate and mentor teacher have their handbooks with them for the Orientation Meeting. Take a business card with you and attach it to the mentor teacher's Handbook. Make sure that the candidate has provided the mentor with a copy of the appropriate *edTPA Handbook*.

- Emphasize collaborative relationship among mentor teacher, candidate, and college faculty and importance of notifying the candidate and you immediately if difficulties arise.
- Facilitate a discussion of the mentor's goals for the student teaching experience and the candidate's goals. Discuss ways to meet these goals, acceptable approaches to coaching, frequency and timing of coaching, and ways of providing and receiving feedback.
- Emphasize important role of the mentor in helping the candidate continue to develop effective classroom management skills. We need to emphasize that candidates have extensive field experiences in Year 1, that they have studied classroom management, AND that they are developing their skills during student teaching.
- Reach agreements about regular discussions concerning the candidate's goals, progress and areas that need improvement.
- Emphasize importance of being in communication with college faculty and/or placement officer.
- Help the mentor understand her/his role in regards to the Teacher Performance Assessment (*edTPA*) – use one-page handout to review roles.

Go over the quarter schedule. Start and end dates for the teacher candidate, as well as finding out their building schedule, school holidays and any other days off. Also check about days that it is not possible to visit, such as field trips or other district in-service days. Teacher candidates will be there from the beginning of the school year for 10 weeks. (This will be different for each school district).

Go over the Handbook

1. **Program's frameworks:** Democracy and Schooling; Social Justice and Multicultural Theory and Practice; and Developmentally and Socio-Culturally Appropriate Teaching and Learning.

2. **Roles and Expectations:**

Teacher Candidate

- Be on time and prepared to teach and learn. The *edTPA* is **NOT** an excuse for arriving late, leaving early, skipping days, or working on the *edTPA* portfolio during the school day.
- Follow MiT's policy about reporting expected abuse.
- No use of cell phones, Facebook, texting, etc., during the school day unless in an emergency. Follow school's guidelines about appropriate communication venues with students.
- Follow expectations about lesson plans and candidate involvement in planning, assessment, teaching, classroom management, etc. Check on how much in advance the mentor would like to have lesson plans to review.
- Follow expectations about regular consultations with mentor and responsiveness to mentor feedback.
- Note need to send out and collect permission slips for videotaping and collection of student work for *edTPA*.
- Find out if candidate needs additional permissions to take photos of students for portfolios.
- Discuss any extracurricular involvement candidate might like to be involved with as long as she/he has time enough to plan lessons and respond to student work.

Mentor Teacher

- Faculty should provide the mentor with the one-page summaries of *Mentor as Coach*; *Mentor as Evaluator*; and, *Mentor and the edTPA*. Use these to review expectations and also point out where more information can be found in the *Student Teaching Handbook*.
- Emphasize the need for immediate communication if serious difficulties arise during student teaching.
- Point out policy in the *Handbook* for withdrawing a candidate.
- Request that the mentor orient the teacher candidate to the school and communities being served.
- Ask that the mentor provide a desk or workspace for the teacher candidate and involve the candidate as a teacher from the first day of school.

College Faculty

- Faculty will visit the site 6 or 7 times during the quarter which will include: orientation, at least 4 observations, a mid-quarter and final three-way evaluation meeting. At some point during week 4 – 6, meet for a three-way mid-term conference to discuss strengths and things to work on during the last half of the quarter. Use the Rubric as the framework.
- Discuss a plan for the gradual assumption of teaching responsibilities. What will the teacher candidate do first, then next, paced across the quarter? When will the three weeks solo teaching or lead in co-teaching occur? What will candidates be responsible for teaching during their solo or lead period? It is best if the teacher is out of the room except during planned observation times, if they can. In elementary grades, the faculty must see candidate teach math, reading and writing.
- Withdrawing a teaching candidate from an assignment if necessary.
- Review the rubric domains and organization of over-all rubric.
- Provide Loren with all required documentation at end of quarter. Be sure to have both formative and summative acknowledgement pages signed by candidates and mentors.
- Provide Loren with a single, numeric value from the mentor and another from you that represents the candidate's achievement (required by The Professional Educators Standards Board). Currently, the scale is (1) Did not meet standard; (2) Approaching standard; (3) Met standard; and, (4) Exemplary. This is a new requirement that the college supervisor needs to discuss with the mentor at the initial 3-way meeting.

Orienting the Teacher Candidate to the Assigned School

Each teacher candidate needs to be provided an orientation to the assigned student teaching site by the mentor teacher at the beginning of the student teaching experience to become more familiar with his/her resources and responsibilities.

The following check list (✓) is suggested for assisting the mentor teacher in the orientation of the teacher candidate:

- ☐ School calendar during period of student teaching assignment: dates of open house, parent conferences, state testing, etc.
- ☐ School & classroom daily schedule
- ☐ Mentor teacher's daily/weekly teaching schedule
- ☐ School and classroom discipline, referral, attendance and tardy policies (view Student Handbook if available)
- ☐ School and classroom grading/assessment procedures
- ☐ List of student names
- ☐ Background information on students including information on cultural and linguistic backgrounds and specific needs and accommodations for students with IEP's and 504's.
- ☐ Parent permission for videotaping, collection of sample student work, field trips, etc.
- ☐ Emergency procedures (including how to summon office help quickly, fire, earthquake and lockdown procedures, blood spills)
- ☐ Review other faculty responsibilities (view Faculty Handbook if available)
- ☐ Teacher candidate's workspace (desk, cabinet, secure area for personal items, etc.)
- ☐ Access to computer, printing and copying
- ☐ Access to grading and attendance software and backup policies
- ☐ Access to supplies and other teaching materials
- ☐ Accessibility of student records
- ☐ After hours school and classroom admittance (keys?)
- ☐ Teacher candidate's relation with parents (e.g., introductory letter to parents, teacher candidate role during parent meetings)
- ☐ Tour of building
- ☐ Faculty lounge and restrooms, meal options
- ☐ Introduction to principal, faculty, and staff
- ☐ Introduction to library and learning resource center, guidance counseling area
- ☐ Faculty parking procedures
- ☐ Arrangements for regular sharing of teacher candidate's lesson planning with the mentor teacher
- ☐ Arrangements for the event of an illness/absence by the teacher candidate or mentor teacher.
- ☐ Arrangements for mentor teacher to provide routine, ongoing feedback after teacher candidate's teaching of a lesson or lessons.

Role of the Mentor Teacher

1. Become acquainted with the background of the teacher candidate.
2. Establish a welcoming and supportive relationship, including providing the teacher candidate with a desk or other personal work space.
3. Promote student and parent recognition of the teacher candidate as a “teacher.”
4. Meet with the college faculty during the first week of the assignment in order to:
 - participate in a discussion of the candidate’s and mentor’s goals, ways to meet the goals, acceptable approaches to coaching, frequency and timing of coaching, and ways of providing and receiving feedback.
 - discuss classroom management approaches and ways to support the candidate in developing effective classroom management skills.
 - address any questions regarding the use of the assessment rubrics and the *Teacher Performance Assessment (edTPA)*.
 - reach agreement on a tentative time-line for the teacher candidate’s transition to full-time solo student teaching for a minimum of three weeks or as lead teacher in co-teaching
 - share expectations and any concerns
 - set dates & times for the mid-term and final evaluation conferences.
5. Help orient the teacher candidate to the school.
6. Provide a gradual transition for the teacher candidate to increase teaching responsibility to the *minimum of three-weeks of solo full-time teaching or lead teacher in a co-teaching placement*.
7. Provide the teacher candidate opportunities to meet the expectations of the assessment rubrics, and *Teacher Performance Assessment (edTPA)*, including supporting the candidate in obtaining parental/guardian permission for videotaping and collection of student work.
8. Provide regular coaching and constructive feedback to the teacher candidate concerning her/his lesson planning, teaching, cultural competencies, and management, including written and verbal comments keyed to the *Student Teaching Rubric* (The Evergreen State College formative instrument).
9. Review and discuss the conceptual and developmental appropriateness of teacher candidate lesson plans prior to the candidate teaching.
10. Use professional judgment — in collaboration with the college faculty — to determine the appropriate balance between your time in/out of the classroom during the days the teacher candidate is responsible for planning and managing the learning activities in the classroom.
11. Collaborate with the college faculty in the continuing evaluation of the teacher candidate.
12. Alert the college faculty to circumstances that may be threatening the successful completion of the student teaching assignment *as soon as the concern arises*. If necessary, initiate the process for removing the candidate from the classroom (see page 21).
13. Provide for a substitute teacher when absent so that the teacher candidate is always under the supervision of a certified teacher. During the second student teaching experience, if the teacher candidate has a valid Intern Substitute Certificate (which requires the prior approval of the mentor teacher and college faculty), the mentor teacher has the option of allowing the teacher candidate to serve as the substitute teacher.
14. Write a narrative evaluation of the candidate based on the *Student Teaching Rubric* and give it to the college faculty at the final three-way evaluation conference.
15. Provide an outcome score that quantifies the teacher candidate’s success during student teaching (1 – did not meet standard, 2 – approached standard, 3 – met standard, 4 – exemplary). This assessment is required by the State of Washington.
16. Complete the *Mentor Teacher Assessment Survey* at the end of the quarter. This survey will be provided electronically.

MENTOR TEACHERS AS COACHES



Some mentor teachers have asked us to provide brief guidelines about our expectations for how we hope you will work with our candidates. We hope this summary will be helpful. The *MiT Student Teaching Handbook, Section 1* provides further details about the roles of the mentor.

This is your teacher candidate's second year in the MiT program. She/he spent the first year building knowledge and skills on campus *and* in a public school classroom. She/he can be expected to have a strong foundation in:

- Understanding the roles language, cultural background, and developmental stages play in K-12 students' engagement in school
- Planning lessons and assessments
- Creating lesson plans that are aligned with state standards and Common Core State Standards
- Using student data to help inform instruction

MiT teacher candidates also have a good foundation of knowledge about classroom management and responding to students' behaviors. However, depending on the decisions of the first year practicum classroom teacher, your candidate may not yet have had extensive opportunities to apply what she/he has learned.

The most important things you can do to help your candidate are: (i) be a warm demander for your candidate, (ii) collaborate with the candidate and faculty supervisor to support the candidate's development as a teacher, (iii) model effective practices, (iv) provide plenty of time for the candidate to learn from experience, and, (v) talk honestly with the candidate about strengths and areas for growth.

As a coach, we rely on you to:

- **Provide steadily increasing opportunities for the candidate to engage the students in setting classroom norms and expectations; assess students' knowledge and skills; plan for instruction and write lesson plans aligned with state expectations; engage students in learning opportunities; assess learning and reflect on ways to improve.**
- **Model practices for the candidate that you think result in student engagement and increased learning. It may be helpful to have explicit discussions about what you did while planning and teaching and why.**

- Regularly observe the candidate working with students and use the *MiT Student Teaching Rubric* on regular basis to provide feedback to the candidate about her/his development.
- Meet regularly with your candidate to answer questions, validate areas of strength, point out areas to improve, and help the candidate set goals for improvement. Ideally, the two of you would meet daily to debrief but at least three times a week would be helpful.
- Be very clear with the candidate about your expectations for student behavior and classroom management while remembering that *this is one skill that definitely needs classroom practice and coaching to develop competence.*
- Provide the candidate with opportunities to meet the requirements of the *MiT Student Teaching Rubric* and the state-required *Teacher Performance Assessment (edTPA)*.
- Help the candidate learn the culture and norms of your school, classroom, and the communities around the school.
- If difficulties arise, communicate those immediately to the candidate and the faculty supervisor and collaborate with them to develop an improvement plan and timeline.



MENTOR TEACHERS AS EVALUATORS

Mentors have asked us to provide a brief outline of expectations related to evaluating the candidate. A full description can be found in the *MiT Student Teaching Handbook, Sections 1 and 2*. We know you will want your candidate to be successful so we urge you to be honest about areas that need attention. Please talk to the college faculty supervisor right away if you need support in talking with the candidate.

- On a daily basis, review with the candidate what went well and point out one or two techniques, skills, or areas of knowledge to work on the next day.
- Carefully review the *MiT Student Teaching Rubric* in the *Student Teaching Handbook, Section 2*. In collaboration with your candidate, select a specific area each week to observe, notate on the rubric, and discuss.
- By the fifth week of the candidate's time with you, be prepared to meet with the candidate and college faculty to discuss areas of strength and areas for improvement using the *Student Teaching Rubric* and other observations you've made as a basis for the discussion.
- By the last week of the candidate's time with you, be prepared to meet with the candidate and college faculty to discuss the candidate's areas of strength and areas for improvement using the *Student Teaching Rubric* and other observations you've made as a basis for the discussion.
- You will also be asked to write a summative evaluation of the candidate's work based on the *Student Teaching Rubric*. This narrative evaluation and the marked *Student Teaching Rubric* are submitted to the college faculty at the final evaluation conference. The *Student Teaching Handbook, Section 1* provide information about the narrative evaluation.
- The Professional Educators Standards Board is now requiring that the mentor and college faculty provide a single numeric evaluation of the candidate's achievement during student teaching. At this time, the scale is (1) Did not meet standard; (2) Approaching standard (some reservations); (3) Met standard; and, (4) Exemplary. This is a new requirement that the college supervisor will discuss with you at your initial 3-way meeting.
- Though we do ask that you help the candidates plan opportunities to gather teaching and assessment information for the state-required *Teacher Performance Assessment (edTPA)*, you should *not* coach the candidate or provide feedback on the portfolio contents.
- The candidate may ask you for a letter of recommendation for her/his placement file. It's up to you whether or not you wish to agree to this request.

Danielson's Four Domains



MENTORS' ROLES IN THE TEACHER PERFORMANCE ASSESSMENT (edTPA)

All candidates for certification in Washington are required to successfully complete the edTPA, a portfolio-based assessment. Your candidate should provide you with a handbook outlining the expectations for your grade-level or content area. The requirements for the assessment and rubrics used to score the portfolio are in this handbook.

- Based on guidelines provided by Pearson, the company contracted by the state to develop and score the assessment, mentors *should not* be involved in the planning, assessment, teaching, data collection, or writing of the edTPA portfolio. They *should not* provide feedback on the process or content.
- Mentors should support the candidate in:
 - Distributing and collecting a permission slip from parents, guardians, or youth over 18 that allows the candidate to video tape lessons and collect samples of student work. Candidates have a permission slip to use and are aware that students without written permission should be outside of camera range when lessons are taped.
 - Scheduling time to enact the various phases of the assessment as specified in the handbook provided by the candidate: pre-assessment of students, teaching, videotaping, and post-assessment of students.
- Mentors should expect the candidates to complete any data-analysis and written responses on their own time. Candidates should not skip days, arrive late, leave early, or use school time for these activities.



Role of the Teacher Candidate

Note: The outlined expectations below are intended as a focusing guide for MiT program teacher candidates and are complementary to the requirements for successful completion of the student teaching assignment contained throughout both sections of this *Student Teaching Handbook*.

Role of the Teacher Candidate as a Student

1. Participate in a MiT program orientation and planning meeting for teacher candidates prior to the beginning of Fall Quarter student teaching in mid-August.
2. Take responsibility for meeting all expectations described in the Student Teaching Handbook, Section 1 and 2, and become familiar with the assessment rubrics included in Section 2 of the Handbook.
3. Become acquainted with the school principal and school program (see “Orienting the Teacher Candidate to the Assigned School”).
4. Arrange a meeting with the mentor teacher and college faculty before or during the first week of the student teaching assignment. As part of this meeting, agree on specific ways the mentor will help you develop your classroom management skills.
5. Attend afternoon/evening seminars as scheduled by the college faculty.
6. Turn in teaching schedules to the college faculty as often as needed to keep him/her informed.
7. Write lesson plans for all lessons taught using appropriate criteria and formats, evaluate each lesson, and provide the college faculty with evaluated plans on a weekly basis after use or on the schedule identified by the faculty (see “Lesson Plan Components”).
8. Submit written lesson plans or outlines to the mentor teacher no later than the Friday before the plans will be implemented. If outlines are submitted, they must be revised to meet required components (see “Lesson Plan Components”) before teaching the lesson(s). Include the mentors’ feedback in the revised plans.
9. Create and maintain a Student Teaching Portfolio of all teaching plans (see “Lesson Plan Components” and “The Student Teaching Portfolio”).
10. Assist in planning frequent (daily if possible) conferences with the mentor teacher and assist in scheduling meetings with the college faculty at the student teaching site.
11. Produce a videotape of your own teaching by mid-quarter with an accompanying critique of the lesson following the guidelines specified by the college faculty.
12. Take and pass Washington’s required *Teacher Performance Assessment* (edTPA) during the fall quarter student teaching placement. If the assessment is not successfully passed, take and pass Washington’s required *Teacher Performance Assessment* (edTPA) during the spring quarter student teaching placement.
13. Complete required program assessments at the end of each quarter.
14. Complete required faculty and self-evaluation narrative assessments.

Role of Teacher Candidate as a Teacher

1. Participate in the school activities that are expected of a teacher. This includes being on site for at least the full teacher contract day (usually 30 minutes before and after school start/finish times), as well as attending staff meetings, committee meetings, and special school events.
2. Notify the school, the mentor teacher, and the college faculty the night before an absence. Provide lesson plans for the mentor teacher if you are to be teaching.
3. Become familiar with the school's program, resources, and materials including uses of technology (*see "Orienting the Teacher Candidate to the Assigned School"*).
4. Assist the mentor teacher in fulfilling routine duties.
5. Determine the family, community, linguistic, and cultural contexts of your students. Use the information to involve families and students in planning and implementing culturally and linguistically appropriate learning experiences.
6. Plan, enact, and assess developmentally appropriate activities for children consistent with the course of study provided by the school district, Washington State Standards and the CCSS.
7. Provide permission letters for parents or guardians to video-tape students and to collect student work for the edTPA. Collect the letters and ensure that only authorized students are included on videos and in student work collections.
8. Meet with the mentor teacher to establish a plan for the gradual assumption of teaching responsibilities and for the return of classes to the teacher toward the close of the assigned placement (see "A Developmental Approach to Becoming a Teacher").
9. Collaborate and consult with the mentor teacher to obtain clearance for proposed lessons and activities.
10. For any assigned teaching, provide the mentor teacher with lesson plans prior to teaching so that a substitute teacher or the mentor teacher could, if necessary, enact the lesson plans. Use the mentor's feedback to revise the plans before implementing.
11. Invite the mentor teacher to observe specific lessons on a regular basis for critical evaluation and feedback.
12. Invite the principal to observe during the quarter.
13. Critically evaluate classroom activities with the mentor teacher on a daily basis and with the college faculty after his/her classroom observations.
14. Hold in strict confidence information about children and youth and their families recorded in cumulative records or obtained from other sources.
15. Use materials belonging to the school or the mentor teacher with care, making sure that all such materials are returned promptly.
16. Maintain ethical and professional relationships with pupils, staff, and parents.
17. Maintain appropriate standards of dress and grooming.
18. Avoid using the phone, texting, or social media such as Facebook for personal reasons during the school day.

Role of the College Faculty

1. Become acquainted with the background of the teacher candidate he or she is supervising.
2. Become acquainted with the school principal and school program of the teacher candidate he or she is supervising. **Request an appointment with the principal** to discuss expectations for the teacher candidate and to provide her/him with the information folder prepared by the field placement officer.
3. Participate in a faculty-designed orientation and planning meeting for teacher candidates prior to the beginning of Fall Quarter student teaching. As part of the orientation, review all guidelines and requirements for state certification.
4. Visit the student teaching site to:
 - (a) convene a meeting with the mentor teacher by the end of the first week of the student teaching assignment in order to:
 - (1) facilitate a discussion of the candidate's and mentor's goals, ways to meet the goals, acceptable approaches to coaching, frequency and timing of coaching, and ways of providing and receiving feedback.
 - (2) emphasize the mentor teacher's role in helping the candidate learn effective classroom management strategies.
 - (3) reinforce the importance of communicating any concerns to the college faculty.
 - (4) **provide an overview of the student teaching assessment rubrics, the state definition of "student voice", and the expectations of the Teacher Performance Assessment (edTPA).**
 - (5) determine how the teacher candidate's time will tentatively be allocated.
 - (6) respond to any concerns that may arise.
 - (b) supervise the teacher candidate for at least one entire instructional period at each of four observations.
 - (c) arrange for additional observations if the candidate experiences difficulties in any arena of teaching.
 - (d) provide the teacher candidate with concrete pedagogical recommendations through conferences following each observation.
 - (e) collaborate with the mentor teacher, using the *MiT Student Teaching Assessment Rubric* as a foundation, to formatively and summatively evaluate the teacher candidate, including conducting the following meetings with the teacher candidate present:
 - (1) a non-binding, mid-assignment evaluation of the teacher candidate and
 - (2) a final assessment of the teacher candidate's performance.**Each of these should be signed by all parties and returned to the field placement officer.**
5. Visit the student teaching site during the quarter for:
 - a) an introductory meeting during week one (see items 2 & 4a above)
 - b) a minimum of 4 full lesson observations followed by post conference debriefing with the teacher candidate and, as necessary, with the mentor teacher (see items 4b, 4c, and 4d above)
 - c) two evaluation meetings: mid-term & final (see item 4e above)
6. Conduct weekly field seminars with assigned teacher candidates.
7. Meet with all college faculty supervisors in regular faculty seminars.
8. Write a warning letter to the teacher candidate after the mid-term evaluation if a candidate's *MiT Student Teaching Rubric* ratings reveal significant weaknesses. The letter will state what disposition(s), knowledge, and/or skill(s) the candidate must improve in order to continue in the student teaching placement, offer specific suggestions, and provide an explicit timeline for improvement. If this letter is written to the candidate in fall quarter of student teaching, the letter will include a statement that when the disposition, knowledge, or skill reaches standard, the candidate **may not** return to unacceptable practices from that point forward, including during winter quarter and in the second quarter of student teaching. A reoccurrence of the identified weakness will be grounds for dismissal from the program. Further, the letter will indicate that the candidate is expected to use part of the interim winter quarter to strengthen questionable areas. The faculty will agree to review these letters at the beginning of winter and spring quarters and to enforce consequences of not maintaining growth or acceptable maintenance in the target areas, i.e., dismissal from

the program. A copy of the letter will be provided to the certification officer and kept on-file through the next accreditation cycle.

9. Carefully follow the procedure for withdrawing a teacher candidate should the need arise (see page 21).
10. Submit an official narrative evaluation for each teacher candidate.
11. Participate, if possible, in training to score *Teacher Performance Assessments (edTPA)* and score assigned assessments in a timely way.
12. Submit an “End of the Quarter Rubric Rating Form” (based on the MiT Student Teaching Rubric) and the “Student Teaching Evaluation Form” (with signatures documenting completion of student teaching) for each teacher candidate to the placement officer.
13. Ensure that each candidate has completed the ***Standard V Survey*** at the end of fall and spring quarters and ***the End of Program Survey*** at the end of spring quarter before submitting the evaluation.
14. Provide an outcome score that quantifies the teacher candidate’s success during student teaching (1 – did not meet standard, 2 – approached standard, 3 – met standard, 4 – exemplary). This assessment is required by the State of Washington.

Lesson Plan Components

Although the teacher candidate is given the opportunity to select and refine his/her own lesson plan format, or use the format preferred by the mentor teacher or school, there are several components that need to be included in all student teaching lesson plans. These “minimum components” are outlined below. Including these required components helps ensure that the teacher candidate has not missed any of the planning “basics”. The criteria for assessing the adequacy of lesson planning can be found on the *MiT Assessment Rubric* (see Components 1a – 1f and 4a and 4b).

1. Clearly state what you are trying to accomplish with your lesson. In the language of the student teaching rubric this means to list your “**important concept(s) and learning activities/learning tasks.**”
2. Identify how you will involve the students’ family and community backgrounds/funds of knowledge in the lesson.
3. Identify the **CCSS and Washington State Standards** most central to this lesson’s outcomes. *Provide differentiated targets, if appropriate, for students with special needs, including students for whom English is a second language. Clearly indicate how you will support the development of academic language in the context of your lesson.*
4. State the plan for **pre-assessing** students’ knowledge and abilities in relation to the lesson outcome.
5. Describe the (socio-culturally and developmentally appropriate) **student learning tasks/activities** to be used in this lesson to meet the stated goals, targets, etc.
6. Specify the **instructional resources** needed for the student learning activities.
7. Specify the **teaching procedures and scaffolding** that will be used to achieve the lesson’s intended outcome. Note that this requires information that is in addition to the student learning tasks. For example, depending on the particular lesson, it may be important to specify: what the teacher will say to introduce the lesson and/or connect it with prior learning, how long each part of the lesson will last, the planned core questions the teacher will ask, and/or the strategy for moving smoothly from one phase of the lesson to the next.
8. Describe the **formative and/or summative assessment** procedures that will be used to gather feedback on student learning during and at the conclusion of the lesson.
9. Describe how you will collect evidence of “**student voice.**”
10. Include a **post-lesson reflection based on assessment information**, sharing your perceptions about the lesson’s effectiveness and suggestions about how the lesson might be improved “the next time.”

Withdrawing a Teacher Candidate from an Assignment

When the college faculty, mentor teacher, and/or principal request the removal of a teacher candidate from a student teaching experience, the following procedure is to be followed. The intent of this procedure is to ensure fairness to all concerned while minimizing disruption in the student teaching setting. For questions or concerns regarding civil rights or non-discrimination policies, please see the following:

<http://www.evergreen.edu/policies/policy/nondiscriminationpolicyandprocedure>

1. After conferring with the MiT director, the college faculty meets with the mentor teacher, the principal, and the teacher candidate to understand/share clearly the reason for the request to withdraw the candidate prior to the conclusion of the allocated time.
2. Unless the withdrawal is being requested for a situation beyond the teacher candidate's control, all parties involved will determine the merits of attempting a trial resolution. If there is agreement to a trial period, a reasonable amount of time will be given for that strategy to be enacted within the original specified dates for the student teaching assignment.
3. If a resolution of the problem is not possible, the teacher candidate is removed from the assignment under the coordination of the placement officer and the designated school district administrator responsible for student teaching assignments.
4. All final recommendations for withdrawal from student teaching are articulated in writing by the college faculty, with a rationale based either on inappropriate teaching (and in reference to the student teaching assessment rubric) or on the conditions beyond the teacher candidate's control that are responsible for the withdrawal, and transmitted to the teacher candidate, the placement officer, and the MiT director.
5. The MiT faculty team in consultation with the placement officer and MiT director will determine the future status of the teacher candidate for continuing in student teaching and in the MiT program.

Teacher Candidate Procedure for Requesting Removal From a Student Teaching Placement

If a teacher candidate seeks to be removed from a student teaching placement prior to the start of the placement or during the placement, the procedures below are followed. Teacher candidates are not authorized to initiate placement changes with either the placement officer or public school personnel. For questions or concerns regarding civil rights or non-discrimination policies, please see the following:

<http://www.evergreen.edu/policies/policy/nondiscriminationpolicyandprocedure>

1. Request a meeting with the college faculty to outline the reason(s) for the request.
2. If the college faculty determines that the request lacks professional merit, the teacher candidate's student teaching placement remains unchanged.
3. If the college faculty is unable to resolve the basis for the reason for the request and determines that the reason is worthy of further consideration, the college faculty schedules a meeting with the MiT director and placement officer for deliberations upon the request.
4. The MiT director in consultation with the college faculty (and the faculty team if possible) and the placement officer makes the final decision on the action to be taken on the teacher candidate's request.
5. If the MiT director determines that the request lacks professional merit, the teacher candidate's student teaching placement remains unchanged.
6. If the MiT director determines that request should be honored and the current placement is underway, the steps are followed for "*Withdrawing a Teacher Candidate from an Assignment during the Student Teaching Placement.*" If consensus is reached with the mentor teacher and principal, the placement officer will cancel the placement and seek a new placement. This process may necessitate an extension of the student teaching placement beyond the normal calendar schedule.
7. If the MiT director determines that the request should be honored and the current placement has not started, the placement officer will cancel the placement and seek a new placement. This process may necessitate an extension of the student teaching placement beyond the normal calendar schedule.

Note: A teacher candidate who rejects the decision of the MiT Program and refuses to accept the student teaching placement provided by the college will be dismissed from the program. If a teacher candidate wishes to appeal the outcome of this decision, she/he must submit a written request to appeal to the MiT director, as described in the *Guidebook - Policies, Procedures and Resources*.

Student Teaching Evaluation Conference Form

mid-term _____
final _____

PERFORMANCE ASSESSMENT OF TEACHER CANDIDATE

(name of teacher candidate)

for the time period _____ through _____
(starting date) (ending date)

in the _____ grade(s)/classroom(s) of _____

mentor teacher in the subject area(s)

of

The signatures below of the mentor teacher and the college faculty indicate completion of the evaluation of the teacher candidate based on the *Student Teaching Assessment Rubric*. The signature of the teacher candidate indicates that he or she was present and participated in the evaluation with the mentor teacher and the college faculty.

For the mid-term evaluation performance, areas needing attention or improvement have been noted and shared with the teacher candidate. For the final evaluation, any written concerns by the mentor teacher and/or the college faculty regarding the teacher candidate not meeting minimum expectations for the student teaching assignment are attached.

Mentor teacher: _____ Date: _____

College faculty: _____ Date: _____

Teacher candidate: _____ Date: _____

Note to college faculty: At the completion of the student teaching experience, please return this completed and signed form, along with one completed copy of the *End of Quarter Evaluation Form* to the placement officer.

End of Quarter Evaluation Form

The Evergreen State College Master in Teaching Program

(name of teacher candidate with quarter and year)

1 = inappropriate, 2 = emerging, 3 = clearly developing, 4 = skilled/experienced

Domain 1: Planning and Preparation

Score	Elements	Score	Elements
	1a: Demonstrating Knowledge of Content and Pedagogy		1d: Demonstrating Knowledge of Resources
_____	Knowledge of content and the structure of the discipline	_____	Resources for professional development
_____	Knowledge of prerequisite relationships	_____	Resources for student learning
_____	Knowledge of content-related pedagogy		
_____	Knowledge of multi-cultural, anti-bias curriculum planning		
	1b: Demonstrating Knowledge of Students		1e: Designing Coherent Instruction
_____	Knowledge of characteristics of age group	_____	Engagement and alignment
_____	Knowledge of students' skills and approaches to learning	_____	Instructional materials, resources, and technology
_____	Knowledge of students' interests, cultural heritages, and status	_____	Instructional groupings
_____	Knowledge of language demands and resources	_____	Lesson and unit structure
_____	Knowledge of language genres	_____	Supporting academic language development
_____	Identifying vocabulary		
	1c: Setting Instructional Outcomes		1f: Designing Student Assessments
_____	Expectations and value	_____	Alignment: Assessment of Washington State Standards and Common Core State Standards
_____	WA State Standards & CCSS	_____	Criteria
_____	Clarity	_____	Use for planning
_____	Differentiation/Diverse students		
_____	Balance		

Domain 2: The Classroom Environment

Score	Elements		Score	Elements
	2a: Creating an Environment of Respect and Rapport			2d: Managing Student Behavior
_____	Democratic classroom management system		_____	Expectations for student conduct
_____	Candidate interaction with students, both verbal and action		_____	Monitoring student behavior
_____	Student interactions with other students		_____	Response to student misbehavior
	2b: Establishing a Culture for Learning			2e: Organizing Physical Space
_____	Importance of content and learning: Orientation to learning		_____	Safety and accessibility
_____	Expectations for learning and achievement		_____	Arrangement of furniture and use of physical resources
	2c: Managing Classroom Procedures and Environment			
_____	Performance of classroom routines			
_____	Management of instructional groups			
_____	Management of transitions			
_____	Management of materials and supplies			

Domain 3: Instruction

Score	Elements		Score	Elements
	3a: Communicating with Students			3d: Using Assessment in Instruction
_____	Expectations for learning		_____	Assessment criteria
_____	Directions for activities		_____	Monitoring student learning
_____	Explanation of content		_____	Feedback to students
_____	Use of oral and written language		_____	Student self assessment and monitoring of progress
_____	Academic language development			
	3b: Use of Questioning and Discussion Techniques			3e: Demonstrating Flexibility and Responsiveness
_____	Quality of questions/prompts		_____	Lesson adjustment
_____	Discussion techniques		_____	Response to students
_____	Student participation		_____	Persistence
	3c: Engaging Students in Learning			
_____	Activities and assignments			
_____	Grouping of students			
_____	Instructional materials, resources, and uses of technology			
_____	Structure and pacing			

Domain 4: Professional Responsibilities

Score	Elements		Score	Elements
	4a: Reflecting on Teaching			4d: Participating in the Professional Community
_____	Accuracy		_____	Relationships with colleagues
_____	Effectiveness with diverse students		_____	Involvement in a culture of professional inquiry
_____	Use in future teaching		_____	Service to the school
	4b: Maintaining Accurate Records			4e: Growing and Developing Professionally
_____	Student completion of assignments		_____	Enhancement of content knowledge and pedagogical skill
_____	Student progress in learning		_____	Receptivity to feedback from colleagues
_____	Non-instructional records		_____	Reflects in writing on own cultural Encapsulation
	4c: Communicating with Families			4f: Showing Professionalism
_____	Information about the instructional program		_____	Integrity and ethical conduct
_____	Information about individual students		_____	Service to students and advocacy
_____	Engagement of families in the instructional program		_____	Professional decision-making
_____	Culturally appropriate communication		_____	Compliance with school and district regulations

The “Student Teaching Assessment Rubric” is based on *The Framework of Teaching Evaluation Instrument*, 2013 by Charlotte Danielson. Permission granted by author to modify for use by the Master in Teaching Program at The Evergreen State College.

(faculty signature and date)

State of Washington Assessment of Teacher Candidates

The State of Washington now requires that all teacher candidates complete the *Teacher Performance Assessment (edTPA)*, an external assessment of candidates' teaching skills. Candidates must meet standard on this assessment in order to be recommended for Residency Certification. The assessment includes video clips, lesson plans, formative and summative assessment data, and an analysis and reflections about how the candidate used assessment information and knowledge of the students' linguistic and cultural backgrounds to shape instruction. Some of the specific requirements of the assessment are based on the endorsement area(s) in which the candidate is seeking certification. Therefore, each candidate will provide the building principal and mentor teacher with a paper copy of the rubrics and guidelines for the portfolio for their specific endorsement area. The rubrics and guidelines are intended to keep the mentor and principal informed about the standards Washington State expects the candidate to meet. The mentor will not be evaluating the *edTPA* portfolio but does need to work with the candidate to obtain permissions for the required videotaping and collection of student work samples.

Letter to Mentor Teacher regarding Teacher Performance Assessment

Dear Mentor Teacher,

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, 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 faculty meet with you, there will be an opportunity to share and discuss expectations and goals.

You may have heard that the Legislature is now requiring that all teacher candidates successfully 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 complete this assessment.

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 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 by 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.
- 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. At this time, the deadline has 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 questions you have about the assessment during your 3-way meeting.

Please be assured that we expect your candidate to be in your classroom for 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 faculty or me immediately.

If you have questions before meeting with the college faculty 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

**Teacher Performance Assessment (edTPA)
State of Washington**

STUDENT PERMISSION AND RELEASE FORM

(To be completed by the parents /legal guardians of minor students involved in this project, or by students who are 18 or more years of age involved in this project)

Dear Parent/Guardian:

I am a student teacher in your child's classroom. I am required as a candidate for teacher certification to participate in the assessment of teacher candidates. This assessment is being conducted by Evaluation Systems of Pearson Education, Inc. in collaboration with state and national representatives, including representatives from Washington. The primary purpose is to develop a nationally available assessment of teaching that can measure and lead to the improvement of the performance of teacher candidates.

The assessment requires that I include short video recordings of lessons taught in your child's class in my assessment portfolio. Although the video recordings involve both the teacher and students, the primary focus will be on my instruction. During the taping, your child may appear on the video recordings. I must also submit samples of student work as evidence of my teaching practices, which may include some of your child's work. In addition to submitting a portfolio of my work to Pearson, which includes the video clips and student work, I will also provide copies of my portfolio to the Master in Teaching Program (MiT) at The Evergreen State College. The teacher education faculty at Evergreen will review my materials as a way to verify and/or improve instruction in MiT.

No student's last name will appear on any materials that are submitted. The attached form will be used to document your permission for these activities. Please sign and return the form by the end of this week.

Thank you for your help.

Sincerely,

(teacher candidate signature)

PERMISSION SLIP - PARENT OR LEGAL GUARDIAN

Student Name: _____ School/Teacher _____

Your Address: _____

I am the parent/legal guardian of the child named above. I have received and read your letter regarding a teacher assessment in Washington schools and agree to the following: (Please check the appropriate box below.)

☐ I DO give permission for you to include my child's image on video recordings as he/she participates in a class at _____ conducted by _____
(name of school) (name of teacher candidate)

and/or to reproduce materials that my child may produce as part of classroom activities. No last names will appear on any materials submitted by the teacher candidate.

☐ I DO NOT give permission to you to video record my child or reproduce materials that my child may produce as part of classroom activities.

Signature of Parent or Legal Guardian: _____ Date: _____

PERMISSION SLIP – STUDENT 18 OR OLDER

Student Name: _____ School/Teacher _____

Your Address: _____

I am the student named above. I have read and understood your attached letter about the teacher assessment in Washington schools. I understand that my performance is not being evaluated by this project and that my last name will not appear on any materials that may be submitted. I agree to the following: (Please check the appropriate box below.)

☐ I DO give permission for you to include my image on video recordings as I participate in this class at _____ conducted by _____
(name of school) (name of teacher candidate)

and/or to reproduce materials that I may produce as part of classroom activities.

☐ I DO NOT give permission for you to video record me or to reproduce materials that I may produce as part of classroom activities.

Signature of Student: _____ Date: _____

edTPA Score Descriptors

Score/Rubric	Descriptor
1	Planning: Planning for Subject-Specific Understandings
2	Planning: Planning to Support Varied Student Learning Needs
3	Analyzing Teaching: Using Knowledge of Students to Inform Teaching and Learning
4	Academic Language: Identifying and Supporting Language Demands
5	Planning: Planning Assessments to Monitor and Support Student Learning
6	Instruction: Learning Environment
7	Instruction: Engaging Students in Learning
8	Instruction: Deepening Student Learning
9	Instruction: Subject-Specific Pedagogy: Using Representations
10	Analyzing Teaching: Analyzing Teaching Effectiveness
11	Assessment: Analysis of Student Learning
12	Assessment: Providing Feedback to Guide Learning
13	Assessment: Student Use of Feedback
14	Academic Language: Analyzing Students' Language Use and Subject-Specific Learning
15	Analyzing Teaching: Using Assessment to Inform Instruction
16	Student Voice: Eliciting Student Understanding of Learning Targets
17	Student Voice: Supporting Student Use of Resources to Learn and Monitor Their Own Progress
18	Student Voice: Reflecting on Student-Voice Evidence to Improve Instruction

Alignment of Danielson Instructional Framework, OSPI/State Teacher Evaluation Criteria, and *edTPA*

OSPI/State Criteria	Danielson Components	<i>edTPA</i> Scores
1. Centering instruction on high expectations for learning	2b: Establishing a culture for learning 3a: Communicating with students 3c: Engaging students in learning	7, 8 1, 4, 7, 8, 9, 16 8
2. Demonstrating effective teaching practices	3b: Using questioning /prompts and discussion 4a: Reflecting on teaching	7, 8 10, 11, 14, 15, 18
3. Recognizing individual student learning needs and developing strategies to address those needs	1b: Demonstrating knowledge of students 3e: Demonstrating flexibility and responsiveness	2, 3, 4 6, 7
4. Providing clear and intentional focus on subject matter content and curriculum	1a: Demonstrating knowledge of content and pedagogy 1c: Setting instructional outcomes 1d: Demonstrating knowledge of resources 1e: Designing coherent instruction	1, 2, 3, 4 1, 2, 3, 5 1, 2, 4
5. Fostering and managing a safe, positive learning environment	2a: Creating an environment of respect and rapport 2c: Managing classroom procedures 2d: Managing student behavior 2e: Organizing physical space	6 6
6. Using multiple student data elements to modify instruction and improve student learning	1f: Designing student assessments 3d: Using assessment in instruction 4b: Maintaining accurate records	5, 15 11, 12, 13, 17
7. Communicating and collaborating with parents and school community	4c: Communicating with families	
8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning	4d: Participating in a professional community 4e: Growing and developing professionally 4f: Showing professionalism	