I. Welcome

II. Host/Mentor Teachers -
   A. Mentor applications/interviews/year-long placements for 2016
   B. Building host teacher capacity
   C. Discussion of compensation model
      i. Year-long mentoring
      ii. ITC credit
         1. How is it working?
         2. Encourage sharing as appropriate
   D. Plan for providing feedback to mentor teachers

III. Partnership
   A. Writing contest? “The True Meaning of Partnership”
   B. Professional Learning
      i. What are your school’s strengths? Would you be willing to host a professional learning experience?
      ii. Please email Lisa Johnson (johnsonle@winthrop.edu) if you are requesting professional development from a WU faculty member; we are trying to standardize service to the Partnership versus paid consultation (difficult to do if we do not know what is occurring 😐)
   iii. Current opportunity - Cultivating Deep Learning and Independent Thought in Our Students: Practical Strategies for Integrating Critical Thinking into the Classroom (Monday, 9/28)
   C. Annual Plan Data
      i. Trends?
      ii. Suggestions for change to the plan structure/content?

IV. Curriculum
   A. 2015-2016 courses
      i. EDUC 200 – fall: 3 sections; spring: 10-11 sections
      ii. STAR Rotations (now just EDCO 201 and EDCO 202) – fall: 1 section; spring 9-10 sections
      iii. Junior year (for most programs)
         1. EDCO 305 (technology), EDCO 350 (climate), and content methods
         2. Working to have secondary candidates with same teacher all year
         3. Hope to have candidates in one placements for multiple courses
      iv. Year-long internship...feedback on start of 2015?
B.  edTPA  
   i.  Internship II candidates working this fall (7 Fridays back at WU at 12:30) – similar model for next spring?  
   ii.  Review mentor teacher overview  
   iii.  Upcoming trainings (9/22 and 9/24 from 4:30pm-8:30pm) (9/26 from 9:00am – 5:00pm) – we will notify specific mentors  

V.  Announcements/Updates  
   A.  Sara Workman – new Rex Institute Graduate Assistant (will be working on fall newsletter)  
   B.  School liaison pay will be determined by October 1 with pay occurring November 1 – December 15.  
   C.  Partnership Video for school/community use:  
      http://www2.winthrop.edu/rex/rex/network_about.html (see link in right panel);  
      other helpful videos on http://www2.winthrop.edu/rex/rex/downloads.html.  

VI.  Open Discussion  

VII.  Adjournment  

**Next Meeting Date: October 15**  
(see website for future dates, agendas, and minutes -  
http://www2.winthrop.edu/rex/rex/council.html)
Welcome Back!
Partnership Advisory Council ~ 09/04/15

• Sign in on the back table.
• Pick up your handouts and nametag.
• Grab a snack and a drink.
• Introduce (or re-introduce) yourself to the people around you.
• Read over the “edTPA and the Mentor Teacher’s Role” – make notes regarding content and clarity.
WEBSITE – the keeper of information!

http://www2.winthrop.edu/rex
Mentor Teacher Feedback Template

Sample Template for Mentor Feedback

This form is intended to provide feedback to mentor teachers associated with Winthrop University’s teacher education program for their professional growth after at least three semesters of data are available. The information includes an average quantitative rating and a summary of comments highlighting the teacher’s strengths as a mentor as well as suggestions for possible change.

Mentor Name:

Dates: 2012-2015

Average qualitative response across all available questions: 3.9

4=Strongly agree, 3=Agree, 2=Disagree, 1=Strongly Disagree

Highlights:
The mentor teacher impacted the field experience/internship by:

- Planning - long range and short range
- Willingness...
- A great example...
- Knowledge and experiences in...

Considerations:

- Difficult to get in contact with at times
- Hard finding time to plan
Winthrop University-School Partnership Network  
School-Based Reflection, Assessment, and Goals  
2014-2015 Summary Report  

Assessment Rating Scale: 1 – Difficulty  2 – Improving  3 – Acceptable  4 – Significant

Section 1 – Whole school community understanding of Partnership Network goals, initiatives, and opportunities: A shared understanding of and commitment to the Partnership Network is held by multiple stakeholders including school administration, teachers, staff, students, and parents/caregivers. School leaders are actively involved in Partnership initiatives and encourage the same from the teachers and staff. Pride in Partnership Network membership is shown through the school’s website, vision/mission, newsletters, PTO/SIC discussions, etc.

Assessment Rating – 2.67

Highlights:
- Partnership Network information shared through:
  - Honors/Achievement section on school website
  - Liaison, email, meetings
  - PTO/SIC discussions
  - School newsletter
  - Email blasts
  - Banner proudly hung in common area
  - School Improvement Plan
- Administration and mentor teachers successfully complete partnership requirements
- Staff completely willing to participate in professional development
- Support interns as junior faculty members
  - Serve as school volunteers
  - Committee of team teachers and interns
  - Present at Family Fun Night
  - Ensure stakeholders understand the commitment to the network and the importance of supporting teacher candidates
  - Relationships formed between mentors and TCs through frequent summer gathers and planning sessions
- Highlight mentor/teacher candidate success
  - School leaders actively involved in choosing mentors
  - Recognize mentors and interns for their co-teaching efforts to increase student achievement
- Created a Project Based Learning Initiative and Showcase
- Utilizing the “Lucy” camera
- School liaison and GT Teacher submitted manuscript for 2015 NNER journal
- Internship opportunity in the area of school administration
- Hosted a co-teaching session facilitated by Partnership staff and Winthrop faculty
- Inaugural hosting of Middle Level Junior Education experience
- Hiring interns as staff members

Goals/areas for growth:
- Include all teachers, parents and community members in Partnership initiatives
  - Share Partnership letter via QR code on all classroom newsletters
  - Include partnership info on school website and report activities and progress via school newsletters
  - More publicity of partnership information (presentation for PTO)
  - More opportunities to showcase partnership in the school building
  - Include partnership details in back to school meeting
  - Revise school’s vision and mission to align with Partnership expectations
  - Share commitment to the partnership as new administration comes in
  - Incorporate more of partnership’s goals and opportunities into our yearly planning, especially at the beginning of the year
- Small group instruction via differentiation (use teacher candidates to support efforts)
- Integration of technology
- More communication between school and Partnership
- Increase number of mentors/host teachers
- Identify areas of improvement and ask for help
- Get teachers involved in grant writing through the partnership
- Showcase mentors and interns with articles/pictures in the school newsletter and on website
- Be involved in PD workshops
- Introductions to team teaching and co-teaching techniques
- Inform new teachers of partnership details
- Formation of Teacher Support Teams
- Co-teaching and co-planning
- Schedule time during weekly meetings to discuss expectations and to survey faculty on their needs as members of the network

Section II - Participation in a collaborative learning environment: School faculty and staff establish an active learning/professional development climate within the Partnership Network. Utilizing the professional learning portal on the Partnership Network website, the school posts events at the school that others can attend. The school provides expertise as needed to other schools and to university instructors. The school liaison is a strong contributor to the Partnership Advisory Council and the school has a strong constituent at the annual Partnership Conference.

Assessment Rating – 2.5

Highlights:
- Attend and present at the Annual Partnership Conference
- Take advantage of professional development opportunities within the network
- Contributed to the newsletter
- School liaison an active part of the Partnership
- Project Based Learning training and presentations to local schools
- Training relevant to content and grade level
- Increased retention rate
- Principal offers incentives to teachers to attend the conference
- Provided sessions beneficial to interns
- Intern hired to be a teacher at the school for next academic year
- Students are aware of the Partnership because of large number of WU students in the building on a weekly basis
- Series of six writing PD activities were done
- Hosting co-teaching training
- Liaison participated in collaborative efforts at WU to develop the Education Core
- Involved in summer learning opportunities through Winthrop
- Partnership items turned in in a timely manner
- Provided information on all professional learning opportunities at Winthrop
- Hosted esteemed elementary math consultant
- Hosting training
- Co-teaching model lessons and Data Notebooks as formative assessment tool distributed to other schools
- Expectation Checklist for students based on feedback at meetings with Winthrop students and teachers
- Shared resources with another school in a different district (One School, One Book)

Goals/areas for growth:
- Visit other professional development schools
  - Build strong relationships with other schools in the Partnership
  - Specific focus of interest in order to become more involved with other schools
- Understand and increase use professional learning portal
- Motivate teachers to work with teacher candidates
- Take advantage of professional development opportunities
- Work with WFIR to improve teacher created assessments and to help use data to drive instruction
- Communicate needs of the university, candidates, and host/mentor teachers
- Continue sessions on engagement and classroom management
• Stronger constituent at conference
  o Increase presenters and attendees
  o Each grade level team submit a proposal for the annual conference

• Facilitate a series of math workshops led by a WU professor
• Set clear expectations and a formal schedule for team planning and professional collaboration
• Liaison plan meetings as needed to keep participating Partnership teachers in the loop
• Invite Winthrop professors to conduct professional development on site
• Participation in Simplk12
• Create a professional development opportunity
• Increase number of stakeholders who will take advantage of opportunities associated with the Partnership
• Provide expertise as needed to other schools in the partnership and to university instructors
• Grant for STEM implementation
• Programming opportunities to share with Winthrop faculty
• Engage with Winthrop outside of hosting intern
• Develop technology assistance or partnership
• Have mentor and host teachers share positive experiences/personal accounts of working with teacher candidates

Section III - Dedication to teacher candidate development: Teacher candidate development is perceived as a responsibility of all faculty and staff, even those not formally identified as a host/mentor. The school environment is a welcoming space for teacher candidates to advance as future educators at various levels in their pre-service tenure. If hosting year-long interns (either for one semester or two), the school makes a commitment to their “junior faculty members” by making them part of the school community (names on doors, spirit wear, school email address, etc.).

Assessment Rating – 3.11

Highlights:
• Welcoming environment for interns – name outside classroom, school t-shirts, email addresses, mailboxes, own desk, photo included in yearbook
• Make interns part of school community
• Including interns in school events
• Welcome packet for interns
• Interns included in opening professional development
• Helping interns reach goals and be best teachers they can be
• Took interns zip-lining on first day to build sense of community
• Interns hired full time
• Interns attend extra-curricular events
• Interns regularly observed and provided with valuable feedback
• Interns participated in all aspects of teaching
• Joint orientation
• Videos on school’s YouTube channel feature interns
• Intern name included on all correspondence from mentor to parents
• Included in school email groups
• WU students provided with information on schedules, e-mails and student information
• Faculty, staff, parents and community given opportunity to interact with interns

Goals/areas for growth:
• Host more interns
• Recruit more hosts/mentors
• Survey outgoing teacher candidates for strategies that helped support their growth and implement suggested improvements
• Continue to support interns in all facets of school life
• Be more diligent in meeting with interns
• Welcome breakfast for interns and host students
• Place fewer students in one classroom
• Provide teacher candidate ample opportunity to meet with their students
• Increase teacher understanding of the benefits of the Partnership Network
• Reflecting with candidates on their instruction
- During first week of school, the school liaison will host orientations and tour for interns
- Recognize interns for their work in newsletters, pictures and features on morning news show
- Communicate benefits of hosting and mentoring
- School email address for interns
- Administrators will discuss benefits of teacher candidates being in classrooms as much as possible
- Interns participate in staff book study
- Better internet access for personal technology use
- Opportunity for new teachers to do mentor training
- Planning with co-teacher
- Gather specific data for candidates to help them develop clear goals
- Collaborate with Winthrop supervisors
- Create a culture of shared responsibility, not just among host/mentor teachers
- Training and support sessions for hosts
- Continue to expose TCs to a variety of teaching methods through observing other teachers
- Beginning mentor classes offered for new hires
- Ways to support STAR rotation students
- Informational meeting at the beginning of the year about what works and what doesn't for STAR and/or poverty course students
- Faculty and non-mentor teachers have a better understanding of the expectations of host teachers
- Conduct regular meetings with interns or teacher candidates
- Create larger presence for our interns throughout our school community
edTPA AND THE MENTOR TEACHER’S ROLE
Winthrop University

This document was adapted from and includes complete sections from Teachers Who Support Teacher Candidates prepared by SCALE (Stanford Center for Assessment, Learning, & Equity) and made available to Colleges of Education by American Association of Colleges of Education. Copyright 2015 for edTPA materials and logos is held by the Board of Trustees of the Leland Stanford Junior University. The formatting has been altered to allow for Winthrop specific information.

General Introduction to edTPA

There is a nationwide effort to ensure that beginning teachers are truly prepared to teach effectively. In many states, this initiative includes the adoption of edTPA, which requires candidates to demonstrate the knowledge and skills required to help all students learn in real classrooms. edTPA is not simply about theory as it requires teacher candidates to demonstrate what they can and will do on the job, translating into practice what research has shown to improve learning. edTPA is intended to be used as a summative assessment at the end of an educator preparation program and to support state and national program accreditation by providing evidence for program completion or teacher licensure decisions.

As a P–12 teacher who mentors teacher candidates in their clinical experiences, you will see how edTPA creates a rigorous and meaningful experience for aspiring teachers and students. Teacher candidates will develop lesson plans and deliver instruction consistent with your school’s standards and curricula. edTPA will provide a vehicle for all teacher candidates to document five priority areas for effective instruction.

edTPA Focuses on Areas Critical to Effective Instruction

<table>
<thead>
<tr>
<th>Teaching Area</th>
<th>Candidate Classroom Materials (Artifacts) Reviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>Lesson plans, instructional materials, student assignments, assessments, commentary justifying how plans meet student learning needs</td>
</tr>
<tr>
<td>Instruction</td>
<td>Unedited video clips, commentary analyzing student engagement in learning</td>
</tr>
<tr>
<td>Assessment</td>
<td>Samples of student work, feedback to focus students, commentary analyzing student learning and justifying next steps for teaching</td>
</tr>
<tr>
<td>Analysis of Teaching</td>
<td>Planning, Instruction, and Assessment commentaries as noted above</td>
</tr>
<tr>
<td>Academic Language</td>
<td>Unedited video clips and/or student work samples, Planning and Assessment commentaries</td>
</tr>
</tbody>
</table>

The Mentor Teacher’s Role

As a mentor teacher, your role will be the same as always—offering support for excellent teaching. Teacher candidates may need your input about the context and background of their students early in the process so that they can learn to plan instruction based on specific student strengths and needs. Also, you may find that candidates want to spend more time reflecting on their instruction and lessons in preparation for the written commentaries they must submit.

Your collaboration as a mentor and facilitator will be critical to the overall experience and success of your teacher candidate. In return, edTPA will foster professional dialogue that will enhance the mutual benefits for both veteran teachers and teacher candidates. Although many program activities and experiences provide acceptable forms of support for candidates within the edTPA process, other activities are not acceptable within a summative assessment process that is intended to determine whether each candidate individually demonstrates readiness for an initial license. This document clarifies acceptable forms of support for candidates during the edTPA process and those that are unacceptable.

<table>
<thead>
<tr>
<th>Acceptable Forms of Candidate Support within the edTPA Process</th>
<th>Unacceptable Forms of Candidate Support within the edTPA Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing candidates with access to handbooks and other explanatory materials about edTPA and expectations for candidate performance on the assessment</td>
<td>Editing a candidate’s official materials prior to submission</td>
</tr>
<tr>
<td>Explaining edTPA tasks and scoring rubrics and guiding discussions about them</td>
<td>Offering critique of candidate responses that provides specific, alternative responses, prior to submission for official scoring</td>
</tr>
<tr>
<td>Providing and discussing support documents such as Making Good Choices about what lessons or examples to use within the assessment responses</td>
<td></td>
</tr>
<tr>
<td>Discussing samples of previously completed edTPA portfolio materials (where appropriate permissions have been granted)</td>
<td></td>
</tr>
</tbody>
</table>
### Acceptable Forms of Candidate Support within the edTPA Process

- Engaging candidates in formative experiences aligned with edTPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work)
- Using rubric constructs or rubric language to evaluate and debrief observations made by mentor teachers as part of clinical experiences
- Asking probing questions about candidates’ draft edTPA responses or videorecordings, without providing direct edits of the candidate’s writing or providing candidates with specific answers to edTPA prompts
- Arranging technical assistance for the video portion of the assessment

### Unacceptable Forms of Candidate Support within the edTPA Process

- Instructing candidates on which video clips to select for submission
- Uploading candidate edTPA responses (written responses or videotape entries) on public access social media websites

### Videorecording Requirement

Videorecording is a new requirement for teacher candidates and they are cautioned to protect privacy and confidentiality. The video clips will be submitted for scoring purposes and Winthrop-based training based on the permissions given by candidates.

Teacher candidates are expected to follow their cooperating school’s policies and protocols for obtaining the necessary parental/guardian permission, or to place those students without permission off-camera. Winthrop has provided a release form for the teacher candidate to use. Mentor teachers are encouraged to help the intern videotape the learning segments selected by the Intern. The Intern has been encouraged to video significantly more classroom practice than required for the assessment.

The video submitted by each teacher candidate will not contain the candidate’s name, the names of the cooperating teacher, school or district, or the last names of the students. Each teacher candidate must agree in advance that the video cannot be shared, posted publicly, or used for any other purpose without additional permission.

### Winthrop’s Timeline

Winthrop University began piloting the edTPA assessment in the Physical Education program in 2012. The Middle level education began to require edTPA of all candidates in 2013 and all teacher education programs began full implementation of the assessment in Fall 2015. Although not consequential for state licensure in South Carolina, there are clear national trends toward the use of such assessments and many neighboring states have already implemented a teacher performance assessment such as edTPA.

Winthrop will use the 2015-2016 and 2016-2017 academic years to further align the expectations of edTPA across the entire preparation program. While in this early stage Winthrop will use trained local scorers to evaluate candidate submissions and send a few portfolios for national scoring to evaluate understanding of the expectations while making program improvements. The local evaluators will include teacher education faculty and K-12 teachers. To find out how to get involved in national scoring of edTPA visit [http://scoreedtpa.pearson.com/](http://scoreedtpa.pearson.com/).

### What about the Internship Work Sample (IWS) and Other Assessments

For the many returning mentor teachers and alums of Winthrop, the edTPA may remind you of the IWS. The edTPA will replace the use of the IWS and although similar there are some distinct differences. One very obvious difference is the requirement to submit video and student work samples to provide evidence. Further, the expectations for reflection and analysis are more focused on evidence from student or candidate performance and must be tied to research. Finally, the edTPA expectations are similar across programs but the assessment and expectations are indeed content specific. Therefore two students within a single school may have slightly different expectations in the assessment. Mentor teachers are not expected to know these differences, but are encouraged to read the handbook being used by the teacher candidate. A few similarities with the IWS include a continued emphasis on differentiating instruction to meet the needs of the students in the target class, a selection of a theme around which a candidate will teach 3 to 5 lessons (possibly not a full unit), and the need to make clear connections between the student learning objectives, state standards, assessments, and instruction choices.

The edTPA will only be one assessment used to evaluate candidate performance and the role of the mentor as guide to help foster candidate development will not change. In addition, the edTPA will not change the Teacher Education Program’s focus on co-teaching as a way to better support candidate development while providing the richest environment for student learning. Teacher candidates will need to be responsible for the primary planning and instruction during the series of lessons used in the edTPA. The lessons included in the edTPA should be considered a solo teaching experience. The mentor teacher should feel free to be present and helping with the videorecording is highly encouraged.