Field Placement Plan Clark College June 2024

1. In terms of school district personnel, with whom do you work most closely to place your candidates?

Our program works with district placement coordinators, usually within the human resources department. Depending on the district, our program also works with the professional learning specialist for placement. In a few cases, we have worked with building principals or other district administrators that serve on our advisory board to connect us with the appropriate person or office for placing student teachers. We are a new program and are developing these practices.

2. How do you typically communicate with district partners to place your candidates? What modalities? Standing meetings?

Our program uses email and phone call conversations. Our program faculty serve on district advisory committees. When possible, face to face meetings with coordinators is also used. Some districts restrict the direct communicating with building principals and or mentor teachers before placement. Our program follows all district rules regarding placement of student teachers. These practices are developing as we finish up our second year as a program.

3. What structures does your program have in place to scaffold candidate placements? For instance, trainings, Q&A sessions, resource documents, forms, etc.

Teacher candidates follow a progression of practicum experience leading up to their full-time student teaching residency. In their first year, they complete six hours of practicum during the first quarter, eight hours the second quarter, and ten hours the third quarter. In their second year, they complete 30 hours of practicum in the same place as their final placement. Each of these practicum experiences are connected to coursework and allow teacher candidates to experience diverse classroom settings, multiple age groups, and hands-on learning opportunities that provide scaffolded support leading up to their full-time student teaching residency.

Our program discusses placement at information sessions prior to enrollment in the program, initial orientation at program entry, and at residency orientation before the start of student teacher residency. Program faculty are also available for questions through the advising process. Teacher candidates complete a survey at initial program entry and before residency placement to inform teacher candidate preferences in school district, grade level and endorsement area. An intake form is used with districts to inform about teacher candidate's preferences. C:\Users\thaye\Downloads\Student Teacher Intake Sheet - Blank Form.pdf

Online resources on co-teaching are shared with mentor teachers and there is language in the program handbook/manual about placement for teacher candidates to refer to. A mentor teacher handbook and an online resource shell are also in the process of being created and implemented in the placement process.

4. How does your program identify qualified mentors and supervisors?

Mentors are recommended by building principals, our Professional Educators Advisory Board (PEAB), and through networking of program faculty. Our field supervisors are hired as adjunct faculty and go through the college's hiring process where their expertise and experience are evaluated. All mentor teachers go through a certification check to make sure they meet the standards recommended by PESB.

5. What role/responsibilities does each person fulfill in a candidate placement? (Mentor teacher, supervisor, principal, candidate, advisor, etc.)

- Mentor teacher – Set up an initial meeting with teacher candidate, work through resources in Canvas that outline expectations for the field experience, create a schedule with the teacher candidate, communicate regularly about planning responsibilities, support the teacher candidate with planning and instruction as the candidate begins to take more responsibility in the classroom, provide regular feedback, complete a formal observation, communicate with the college as needed.
- Field experience supervisor – Complete formal observations and evaluations, communicate with course instructor and BASTE department chair as needed, collaborate with mentor teacher and teacher candidates to resolve any difficult situations, support teacher candidates as needed
- Principal – Welcome teacher candidate as part of the school team, meet with teacher candidate and mentor teacher if needs arise regarding students
- Candidate – Complete all requirements of their residency as outlined in the BASTE program handbook, communicate regularly with mentor teacher, maintain a growth mindset and a willingness to accept feedback, give as much advance notice as possible when conflicts, sickness, or inclement weather prevents the candidate from complete responsibilities as agreed on, gradually take on more teaching responsibilities throughout the weeks until they oversee full days of instruction, maintain an enthusiastic disposition with students and staff
- Advisor – Meet with teacher candidates as needed to ensure program requirements are maintained

6. Are candidate preferences considered in the placement process? If so, how?

Yes. A survey is given to candidates in the middle of their first year in the program to see what their student teacher residency preferences are. The practicum experience each teacher candidate does in their first year of the program (total of 24 hours) is also considered so that teacher candidates are getting diverse placement experiences. When intake forms are submitted to the school districts, the candidate's preference is included. Every effort is made to fulfill the candidate's preference, but it is not guaranteed.

7. How are expectations communicated to each person involved in candidate placements? (Mentor teacher, supervisor, principal, candidate).

Each district signs a Student Teaching Agreement (MOU) with the college that spells out the rights and responsibilities of both entities. An orientation for teacher candidates is held prior to student teaching residency and each aspect of the teacher candidate's responsibilities is covered. Mentor teachers are also invited to this orientation. The program faculty associated with teaching field experience and seminar courses meet with mentor teachers and participation forms are signed. Principals are informed of placement in a placement email to the candidate, the mentor teacher, the principal, and the program placement coordinator. Informal welcomes and information are shared through this notification process.

8. How are evaluations conducted and collected over the course of the field experiences?

The Residency Supervisor conducts 6 Observations during Residency 1 and 2 (3 during each Residency) of each Teacher Candidate and uses the Formal Observation form (link here: https://docs.google.com/document/d/1oE0fplyZ7ph6QmSYz_oEyB1RgLbhV4fnO4fOJRNsC3w/edit?usp=sharing)

9. What opportunities exist for providing feedback before, during, and after the placement?

The Residency Supervisor conducts formal meetings with Mentor Teachers and Teacher Candidates at the beginning of each Residency and has on-going communication with Mentor Teachers throughout each Residency. Teacher Candidates submit Weekly Reflections to the Residency Supervisor that focus on the successes and challenges of each week. Teacher Candidates also provide details on the collaboration and support that they experience with the Mentor Teachers. (link to Reflection prompt here: https://docs.google.com/document/d/1ym5OLN43Z6vUYiIXjyYIujYO2b1idzMYh_0qzri6fLA/edit?usp=sharing

10. What are the communicated expectations for handling critical conversations within candidate placements? What preparation or training does each person receive prior to or during placements to scaffold critical conversations? What other support does the program provide related to critical conversations?

Open communication between Teacher Candidates, Mentor Teachers, and the Residency Supervisor is encouraged and supported throughout the Residency experiences. The Mentor Teachers are encouraged to utilize best practices for Mentors and are given information on how to do so using the BEST Mentor Standards for Washington State. (link here: https://docs.google.com/document/d/10CBFbC91jgTBC0AF0B84G_ii6owJSGmwtFSIWTXDFz8/edit?usp=sharing)