

Field Placement Plan
School of Education, Seattle Pacific University
Spring 2022

Mandate

PESB approved teacher preparation program providers, including alternative route, traditional route, and Plan 1 and Plan 2 CTE teacher programs, must develop a plan describing how the program(s) will partner with school districts for field placement of teacher candidates. The school districts in the plan may be either in the general geographic region of the program or interested in partnering with the program. This is described in [RCW 28B.10.033](#). The program must:

- Develop the plan in collaboration with school districts desiring to partner with the programs;
- Consider field placement of student teachers targeting [high-need subject areas](#) (e.g., special education or English language learner) and high need geographic areas (e.g., Title I and rural schools), and incorporate in the plan as appropriate for the program and districts;
- Consider highly effective mentors, evidenced by those who have received at least a level 3 on criteria 3 and 6 of their comprehensive performance evaluation), and those who have received or are receiving professional development in mentoring skills; incorporate in the plan as appropriate for the program and districts.

Context

SPU has a large teacher education program with students enrolled in the UG (Undergraduate) program, the AMAT (Accelerated Masters of Teaching) program, the ARC (Alternative Routes to Certification), and the MAT (Master of Teaching) program. The large bulk of our school-based placements take place in the Seattle Public School District. We also work with a variety of local districts neighboring Seattle and around the state for our online students. For the purposes of this field placement plan, we identify the Seattle School District (SPS) as our primary district, as approximately 50 of our candidates are placed in SPS for student teaching. We identify all other districts as secondary districts.

Primary Partner District: Seattle Public Schools

Secondary Partner Districts: Lake Washington, Tacoma, Kent, Renton, Auburn, Edmonds, Northshore, Shoreline, Issaquah, and Bellevue School District

- We are committed to equipping our teacher candidates to serve in the context of urban schools with a rich diversity of students and the presence of Title 1 schools.
- Our candidates are split between 35% elementary and 65% secondary placements.

- We support the following endorsement areas: Bilingual Education, Biology, Chemistry, Choral Music, Earth and Space Science, Elementary Education, English / Language Arts, English Language Learners, Environmental and Sustainability Education, Family / Consumer Science, General Music, Health / Fitness, History, Instrumental Music, Library Media, Middle-Level Humanities, Middle-Level Mathematics, Middle-Level Science, Physics, Reading, Social Studies, Special Education, Theatre Arts, Visual Arts, World Language (Spanish, French, German, Russian, Chinese, Latin)
- Our placement process in partner districts currently involves the following steps:
 - 1) Suggested mentors are provided when possible to HR, but in many instances no specific mentor is requested by the teacher candidate.
 - 2) HR reviews suggested mentors in relation to those approved by school principals based on a holistic evaluation of teacher quality.
 - 3) Our placement team finalizes the placement for the student after a successful matching interview or reaches out to new potential mentors if a placement is not possible with the first requested mentor.

Field Placement Plan

To meet the requirements for Field Placement plans set out in House Bill 1139, we have divided this plan into a two-year process:

For Year 1 (2019-20, 2021-22, 2023-24...), we will:

- Review the last two years of internship placements in relation to high demand areas (special education, ELL, STEM, Title 1). We will evaluate our placement practices in light of PESB criteria.
- Review the last two years data of our annual mentor and supervisor evaluations for overall mentor and supervisor effectiveness.
- Review the above field placement data and our drafted field placement plan in light of PESB criteria. We will be looking at the following questions as we review the data: As we move forward, how can we best support high quality internships in high need areas? How do we determine mentor teacher quality? What trends emerge regarding perceived mentor effectiveness, and what adjustments can we make to our own mentor development in light of those themes?
- Reach out to Recruitment, Onboarding and Retention Manager of our primary district partner Seattle Public Schools to discuss placement needs and ways of supporting high demand areas in SPS. We will make sure they are aware of the PESB criteria around field placement plans and invite input on how mentor teachers are selected, including the role of TPEP scores in mentor selection. We will also invite districts to clarify high demand areas and needs for student teachers. We will focus on the underlying questions: How can we best support high quality internships in high need areas? How does the district determine mentor teacher quality?

- We will continue to provide professional development through mentor trainings in multiple formats offered 3 times a year along with regular newsletters and the resource page on our website.

<https://wiki.spu.edu/display/SMTR/SOE+Mentor+Teacher+Resources>

- We will include the following in our placement request letter:

Mentor teachers must meet the following criteria:

- *Mentors should have a current WA state teaching certificate*
- *Mentors must have at least three years of experience in the role they are supervising.*
- *Mentors should be highly effective as evidenced by the mentors having received level 3 or above on both criteria 3 (recognizing individual student learning needs and developing strategies to address those needs) and criteria 6 (using multiple student data elements to modify instruction and improve student learning) on their most recent comprehensive performance evaluation under RCW 28A.405.100.*
- *Mentors should also have received or be concurrently receiving professional development in mentoring skills.*

For Year 2 (2020-21, 2022-23, 2024-25...), we will:

- Review the most recent year of student teaching placements in relation to high demand areas (special education, ELL, STEM, Title 1) that was not reviewed in previous analysis.
- Placement director will set goal to reach out to the HR directors of our secondary districts either by written communication, phone or virtual communication, or in person. We will make sure they are aware of the PESB criteria around field placement plans and invite input on how mentor teachers are selected, including the role of TPEP scores in mentor selection. We will also invite districts to clarify high demand areas and needs for student teachers. We will focus on the underlying questions: How can we best support high quality internships in high need areas? How does the district determine mentor teacher quality?
- We will continue to provide professional development through mentor trainings in multiple formats offered 3 times a year along with regular newsletters and the resource page on our website.

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