



Teacher Education Field Placement Plan AY24.25

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

Most districts we work directly with HR Internship Coordinators with a few exceptions where our point of contact are school principals.

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

Every district has their own procedures for placing candidates. Many are moving towards "applications" that candidates need to complete and submit to be considered. Internships are becoming very district HR- centric with little input from EPP's.

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

Both EDLS and MIT have a number of scaffolds in place for candidate success in the field. Candidates spend over 200 hours in the field prior to full-time internships with specific internship orientations taking place throughout the program. We have a detailed Field Handbook for both programs that includes expectations, procedures and necessary forms to help both candidates and mentor teachers with questions they may have. Also, candidates and mentor teachers meet their SU Field Coach in Semester 1 of our programs who serve as another program support.

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

Qualified mentor teachers are increasingly identified by district HR as the internship process becomes more centralized. We also connect directly with principals to identify those teachers with 5 years or more experience that would be suitable mentor teachers.

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

From our Teacher Education Field Handbook:

The Role of the Teacher Candidate

You have prepared yourself well for the teaching internship, but we also know you are thinking about a myriad of things as you begin to work with your mentor teacher. Here are the expectations of a successful internship:

1. Approach the internship with an inquiry and asset-based mindset. See every experience as a learning opportunity.
2. Practice consistent communication with your mentor teacher and field coach.
3. Collaborate with your mentor teacher to take your lead from your mentor teacher to learn about the students' and the community's funds of knowledge. Planning, instruction and assessment, family communication/relationship building.
4. Take the initiative to try new strategies, approaches and practices in the pursuit of developing your identity as a teacher for anti-racism and social justice.
5. Act as if you are a novice teacher at your internship school. This professional role includes:
 - a. be open to feedback
 - b. take on the responsibilities of a teacher
 - c. your speech and appearance should match or exceed that of the school culture.
 - d. notify the mentor teacher by calling the school prior to the beginning of the school day if illness or emergency prevents your attendance. Also notify your field coach
 - e. take the initiative to develop a plan with the mentor teacher and field coach for any time missed during the internship
6. teach using the co-teaching model and complete all assignments listed.
7. meet the expectations described in Internship Requirements.

The Role of the Mentor Teacher

Your mentor teacher is an experienced classroom teacher who has made a commitment to work with you to help you grow your practice and become an excellent first-year teacher. Here are the expectations for taking on such an important responsibility:

1. Support TCs in developing a context for learning in your classroom, school, district and community.

2. Support relationship building opportunities between students and their families with TCs.
3. Provide a space for TCs to take initiative in planning, instruction and anything else that supports learning.
4. Provide regular, constructive and specific feedback based on the program competencies and internship assessment tool.
5. Facilitate a reflective practice where teacher candidates can come to you with questions, ideas, hopes and goals.
6. Provide models of effective teaching practices.
7. Demonstrate the professional demeanor appropriate for your school.
8. Provide feedback on your performance based on assessment instruments.
9. Recommend a final grade in consultation with your field coach.

The Role of the Field Coach

Your field coach will further the development of your teaching practices in the field in a number of ways. Field coaches are experienced educators who have taken on training and prepared to work with candidates to provide a guided internship experience. They are here to share their expertise with you and collaborate with you to problem solve. Field coaches serve as an extension of the MIT program during your Spring teaching internship and begin developing a relationship with you beginning in the Fall quarter. They have a strong understanding of the MIT program competencies and can help highlight connections between theory and practice. During your internship, your field coach will provide personalized formative support based on a variety of circumstances. Because they work so closely with you during your teaching internship, field coaches have a better understanding of your individual experience and have the ability to adapt to meet your professional growth needs. At the end of the Spring internship, field coaches will collaborate with your mentor teacher to develop a summative evaluation. After your internship is concluded, your field coach will continue to serve in an important role as an important reference for your job search because they can speak to your proficiency in planning, instruction, etc.

Responsibilities include:

1. Meet with both candidate and mentor teacher during the Fall quarter to review roles and expectations throughout field experiences.
2. Consult and support candidates in the Winter quarter about 5120/5130 Unit Assignment.
3. Provide an orientation session with candidate and mentor for the full Block III internship during Block II.
4. Provide assistance to you and your mentor teacher as needed.
5. When special problems arise, facilitate the resolution of problems that may involve conferences or an assistance plan developed in cooperation with the mentor teacher or other appropriate people.

6. Observe your performance and provide feedback to you and the mentor teacher based on program competencies.

7. Determine the final grade for the internship in consultation with the mentor teacher.

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

Candidates complete a Field Experience Profile (FEP) that is submitted to the Field Office prior to the beginning of their program of study. It includes location preferences, transportation situation, and grade level interests. The Field Office makes every effort to accommodate teacher candidates, but our first priority is ensuring that candidates are matched with a strong mentor teacher for their field experiences and internship.

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

The Field Office communicates information in numerous ways to candidates, mentor teachers and field coaches. Emails are sent regularly to all containing important information and documents (sometimes repeatedly to ensure everyone has multiple opportunities to review). Prior to each field experience, the Field Office will conduct orientations with candidates, faculty and field coaches to ensure an understanding of the objectives of the field experience, including connections to assignments, potential observations, needs of the mentor teacher, ect. Field coaches are the program's liaison between school administrators, mentor teachers and candidates. Field coaches meet with mentor teachers in the first quarter of each program to establish important lines of communication as the candidates begins to spend more time with their mentor teacher leading up to the full-time internship with field coaches c present for a minimum 4 formal observations. Field coaches and the Field Office meet multiple times each quarter to engage in PD and learning best practices along with providing updates from our partner schools and districts.

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

Feedback opportunities throughout the program include:

Mentor Teachers - MT's are asked to provide both formal and informal feedback to the program and candidates in each of the 3 quarters they are working with candidates. Early assessments ar formally submitted through a Qualtrics survey that examines professional competencies and readiness with MT's collaborating with field coaches for formal assessments during the internship quarter.

Field Coaches - FC's provide regular feedback to the teacher candidate through the first 2 quarters of the program but are most involved during the student teaching internship quarter. Both written feedback and verbal feedback occur throughout the formal observation process. This includes lesson plan review, post-observation debriefs and required candidate reflections based on FC prompts. FC and MT's also collaborate

on a final assessment at the end of the internship that includes a range of feedback to TC's meant to improve their emerging practice as they move into their own classrooms.

Teacher Candidates - TC's at the beginning of their program provide a number of personal details through their Field Experience Profile to help with the internship process. The Field meets regularly with TC's to discuss their internship placement and field experiences. TC's also have the opportunity to provide feedback on both their field coach and mentor teacher at the end of their internship through a Qualtrics survey.

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

See above.

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?

Critical conversations are generally conducted with the Director of Field-Based Education and other teacher education faculty. For candidate concerns, we have a number of opportunities for MT's and FC's to share concerns both formally and informally (see above) to guide these conversations with the goal of ensuring TC success in the field.