

Each PESB-approved teacher preparation program, including alternative routes programs, must develop a plan describing how the program will partner with school districts in the general geographic region of the program regarding field placement of student teachers, per 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.

Partner Districts Across Programs

	Music	SPED	ELTEP	STEP	UACT
Seattle Public Schools	x	x	X	x	X
Edmonds	x		X	x	
Lake Washington	x	x		x	
Northshore	x	x	X		
Shoreline	x	x	X	x	
Issaquah	x				
Mercer Island	x	x			
Bainbridge Island	x				X
Bremerton	x		X		
Renton		x	X		
Highline	x	x	X	x	
Federal Way			X		X
Prosser					X

Granger					X
Auburn			x		
Tukwila			X		
Bellevue	x		X		

Music Individual schools, 2019-20

- Evergreen School (Shoreline)
- Assumption-St. Bridget (Seattle)

U-ACT Charter and Independent Schools

- Rainier Prep
- Impact Public Schools
- Summit Atlas
- Open Window School
- Hamlin-Robinson School
- Summit Sierra

SPED B-3 Centers

- Kindering
- Boyer
- Children's Therapy Center

- Field placement of student teachers should be targeted to high-need subject areas, including special education and English language learner, and high-need geographic areas, including Title I and rural schools; and
- Student teacher mentors should be highly effective, as evidenced by the mentors having received level 3 or above on criteria 3 and 6 on their most recent comprehensive performance evaluation (under RCW 28A.405.100).
- Student teacher mentors should also have received or be concurrently receiving professional development in mentoring skills.

In a few sentences, describe how your program considered the above goals while developing field placement plans. *

The University of Washington (Seattle) considered all of the above goals when developing the field placement plan. The field directors of all the UW-Seattle pathways met to discuss the ways in which our pathways address these goals, while simultaneously considering the needs and goals of our candidates, our mentors and our school partners. Many of the field directors met with school partners to understand their goals and needs. As a result of these discussions and on-going work in

the college, we have developed a variety of ways to support our mentors (described in the subsequent section).

Submit your field placement plan here, considering the above guiding questions and the goals outlined in RCW 28B.10.033. ALTERNATIVELY, upload your FPP to the Google drive link distributed via email. *

Partnership with School Districts: We follow each partner school districts' policy as we work to place teacher candidates in their field placement classrooms:

- Some districts prefer our pathways to work with the associated district HR personnel who oversee interns and volunteers;
- Other districts prefer that we work directly with the principals and/or building administrators. In either case, both entities reach out to their teachers to see if they are interested in mentoring a teacher candidate.

Communication with District Partners: In most cases, our Initial contact with districts is via email or phone. Once the possibility of a placement is established, the Field Director and coach have an initial meeting with the mentor and teacher candidate to review expectations and observation schedule. We create a google drive folder that is shared with the Field Director, Coach, Mentor, and teacher candidate. This folder serves to document lesson plans, observation protocols, and feedback. Mentor teachers are invited to provide written feedback as well as attend debrief sessions following an observation.

Programmatic Structures to Support Placements: Many of our pathways have a weekly seminar for teacher candidates in which programmatic information (i.e., expectations, observation schedule, coaching cycle, lesson planning development, IEP development, problem-solving, collaboration, community learning activities, and critical inquiry and reflection) is reviewed through resource documents, rehearsals, role-play, modeling, small group learning activities, and Q&A sessions. The seminar is supported by Canvas where all documents and resources are located.

Identifying Qualified Mentors: There are several different ways we identify qualified mentors (e.g., through HR personnel, networking across UW professional learning activities (EduDesign), principal and coach recommendations and interested alumni.

Roles:

- **Mentor teacher:** guide and create instructional practice opportunities, include teacher candidates in related team meetings, and offer feedback on instructional design/delivery and professionalism.
- **University Supervisor (coach):** review focal instructional practice, support lesson plan design through guided feedback, observe and take field notes on instructional practices, and debrief lesson delivery facilitated through guided questions that attend to the instructional practice as well as the equitable educational practices.

- **Teacher Candidate:** observe, assist, co-teach, instruct, debrief and reflect upon the teaching and learning happening in their placement classroom.

Placement Process: For the majority of our pathways, a google form is sent to all teacher candidates prior to field placement to survey classroom preference (e.g., resource, district, access) geographical preferences, transportation needs and considerations, and professional goals. For some pathways, candidates and potential mentors meet and interview each other to help determine compatibility and aligned goals.

Communication of Expectations: Each pathway has a programmatic handbook in which the expectations of each role (e.g., mentors, TCs, coaches and principals) are described in detail. Each member of the placement team signs a document stating that they have read and will adhere to these outlined expectations. Additionally, Roles and Responsibilities are outlined in MOUs with districts.

Evaluations: University coaches and mentors conduct informal and formal observations over the duration of the field placement. University coaches use formal observation protocols aligned with state standards to gather data and assess student teaching performance. In many pathways, Teacher Candidates complete an "exit survey" in which they provide feedback around their placement experience.

Providing Feedback: The University supports candidates and provides mentor support over the duration of the placement with the following:

- Providing feedback on lesson plans that is specific to the context of the school;
- Engaging in a cycle of lesson plan feedback, observations sometimes preceded by rehearsals, debriefs, and reflections post the lesson observation debrief;
- Conducting debriefs that are done with the candidate support team of coach and mentor;
- Ensuring that candidate lesson materials and observations are housed in a common folder that the candidate, mentor, and coach each have access to and are able to contribute to;
- Offering on-going professional development related to mentoring (provided by UW faculty) to all our mentors. In 2022-2023, we are piloting a work group composed of some district mentors and UW faculty/coaches. This work group will meet quarterly to engage in joint learning specific to mentoring pre-service teachers.

Critical Conversations:

- University coaches receive professional development around critical conversations (e.g., Elena Aguilar's Coaching for Equity and Seeking Educational Equity and Diversity- SEED) as well as training through research based coaching materials on questioning, listening and relationship building. Each program has a number of stakeholders with program directors, field directors, and coaches to support critical field conversations.

- Additionally, in some pathways, teacher candidates engage in a critical inquiry cycle two times per quarter where they are asked to share, in a small group, a problem of practice and identify how this

PoP connects to their beliefs, values, and educator identity and identify how to enact their agency to address the PoP.