

Field Experience Handbook



2025-2026

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ESD-U Mission, Vision and Values

ESD-U Mission

ESD-U provides aspiring educators an efficient alternative pathway to teacher certification in order to serve the diverse needs of the students and districts in our service area, centering the values of diversity, equity and inclusion, and focusing on practical, hands-on experience in active classrooms.

ESD-U Vision and Values

ESD-U strives to provide students in Washington with self-aware, culturally competent, diverse, talented and skilled teachers, in order to ensure their P-12 education is transformational and prepares them for full, active lives. We will do this by becoming the premier provider of non-traditional teacher certification and professional development in southwest Washington and beyond. Our teacher preparation and professional development will be characterized by these values:

1. A commitment to diversity, equity and inclusion in education. All candidates who are recommended for certification will demonstrate an awareness of the harmful impact of structural racism, an understanding of the importance of equity and inclusion throughout the student life cycle, and a commitment to practicing in ways that consistently address systemic injustice.
2. An awareness of self. Teachers create the environment in which students either thrive or decline. A teacher with a healthy understanding of self and a commitment to continual self-improvement will be more able to create welcoming and affirming environments for all students. All candidates who are recommended for certification will have demonstrated an ability to critically reflect on their own practice, and to continuously improve based on reflection and feedback.
3. A commitment to practical, lived experience. There is no substitute for doing the work and learning from those with experience. All candidates who are recommended for certification will have directly served in classrooms, will have worked with mentors and advisors, and will have received observations and feedback from experienced educators.
4. An orientation toward growth and leadership. Teachers exist in ecosystems that require collaboration, teamwork, and leadership. ESD-U focuses on providing training in high-need endorsement areas, so candidates will naturally have opportunities to provide leadership in specific and important content areas. All candidates who are recommended for certification will have engaged leadership theory and practice and will have been required to incorporate personal leadership practices in their own lives.

Though ESD-U does not grant academic credit, ESD-U alumni will embody the values of their academic and professional course of study throughout their teaching career. Toward that end, specific candidate outcomes are built into the ESD-U curriculum.

ESD-U Candidate Outcomes

Upon completion of the ESD-U alternative path to certification program, candidates will be able to:

1. Reflexively identify the impact their own racial and cultural identity has had on their development and will have on their teaching practice.
2. Articulate the impact that familial, social, political, religious, educational and other systems have on student development and their resulting varying degrees of ability, opportunity, or readiness to engage in the learning process and incorporate teaching strategies to address that impact.
3. Integrate cultural themes and practices that engage students in dialogue about difference and promote mutual understanding and acceptance.
4. Provide self-reflective, culturally aware and emotionally intelligent feedback and instruction that creates trusting relationships with students and their families.
5. Create learning environments and activities that reflect the diversity of the community and allow students to safely learn and demonstrate learning in different ways.
6. Promote a growth mindset that builds confidence and encourages perseverance and accomplishment.
7. Reflect upon active teaching and learning within the classroom to evaluate personal practice and implement successful strategies in their own practice.
8. Articulate a personal mission statement that reflects their perspective on leadership, identifies their growth opportunities, and articulates the ways they plan to lead in their professional lives.

ESD-U Program Personnel

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Questions regarding overall ESD-U direction, curriculum, faculty, field supervisors, and teaching philosophy

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Questions regarding available positions at the ESD 112 and the teacher certification process in general

ESD-U Program Overview

Since the Professional Educator Standards Board (PESB) was founded in 2002, it has worked to ensure that Washington State educators are well-trained and ready for the modern classroom. The Educator Pathways program within PESB has made it a priority to provide Alternative Routes to Teacher Certification in an effort to end the teacher shortage and diversify the current teacher population. PESB has authorized Educational Service District 112 (ESD 112) to provide pathways to certification that support a “grow your own” focus in partnership with local districts.

Endorsements

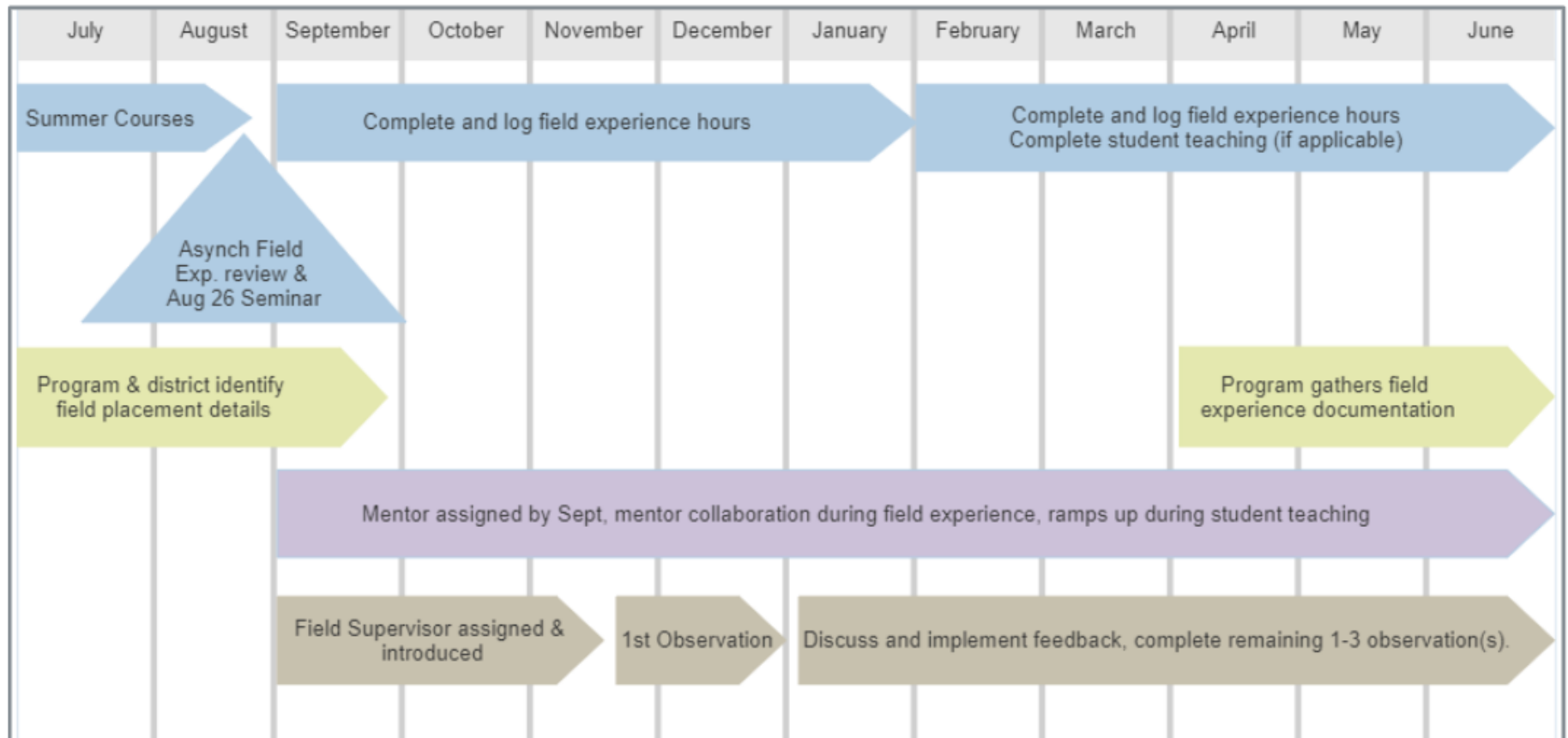
ESD-U offers certification coursework in the following endorsement areas: English Language Learners (K-12), Special Education (K-12), Elementary Education (K-8), Reading (K-12). Residency teacher certificates with endorsements in ELL must be dually endorsed in a second endorsement area. Refer to [PESB’s Dual Endorsement FAQ document](#) for more details. In future years, ESD-U may also offer coursework in additional endorsement areas based on district partner requests. Candidates may also choose a “test only” option for their second endorsement area, typically in a content area emphasized in their baccalaureate degree. Faculty interested in providing support for these candidates in specific content areas are encouraged to contact the program staff to make their ability and interest known. Refer to the [ESD-U Course Descriptions](#) for a complete course list for each endorsement area.

Schedule and Field Experience Timeline

ESD-U spans 5 weeks of July and August, followed by 2-3 Saturdays each month (depending upon endorsement area(s) and occasional Wednesday evenings for the remainder of the year. Instruction each year begins in July and many candidates complete their work by the end of May. Most courses are broken up into 3 day, 6-hour sessions, most often consecutive, either during the summer intensive or over 2-3 months during the year. One course per endorsement program (except Reading) includes Wednesday evening sessions, and rarely courses include more than three 6-hour sessions. Calendars are located on the [ESD-U website](#).

Field experience typically runs from September through May, with some variability based upon the candidate's route, role in the district, and mentor/field supervisor availability. A general overview of the Field Experience timeline is located on the next page; a timeline for each role in the process is available [here](#).

ESD-U Field Experience Timeline



ESD-U Field Experience Overview

Field experience is a vital component of ESD-U program completion and is required for all candidates seeking certification, as well as retooling candidates. In fact, a review of the ESD-U values shows that half of the values are directly developed by Field Experience: a commitment to practical, lived experience and an orientation toward growth and leadership. Both practical experience and opportunities for growth and leadership are an integral part of the Field Experience experience.

ESD-U is purposefully designed to partner directly with districts in order to allow candidates to complete field experience requirements while they start or continue employment in schools. Thus, candidates are required to work with a district to ensure that they will have placement in order to complete their field experience requirements. Prior to enrollment into the program, a school, district, or other learning institution must agree to provide an applicant with appropriate access to field experience opportunities to complete the required field experience requirements for the program, as determined by route. As part of the application process, applicants provide their district with the Field Experience Agreement Form, and ESD-U staff follows up with district HR staff and building supervisors to confirm this agreement.

ESD-U is designed to support a 'grow your own' model for districts, so the majority of field experience requirements can be completed through work that candidates are already doing as part of their paid position with the district. To count paid work as field experience hours, it must include students within the endorsement area the candidate is enrolled in for the program and must be aligned to academic learning. For example: a paraeducator can log their regular hours working as a paraeducator in the classroom with SPED students as part of their SPED field experience hours.

If individuals are not currently employed with a school district, the goal is to ultimately gain employment with a school/district while completing ESD-U, so that relevant activities on the job can be counted as field experience hours. ESD-U is not involved in the hiring process for districts, and all hiring decisions are made independently by each district's HR department. If not hired, an individual can still be enrolled in ESD-U if a school/district agrees to provide access to field experience opportunities to them as an unpaid volunteer.

After placement in a district role, candidates will focus on five major areas in their field experience:

1. General field experience hours
2. Student teaching hours
3. Regular meetings with a mentor
4. Scheduled observations by a field supervisor
5. Personal reflection and integration activities (for program and capstone)

Field Experience hours can be separated into two broad categories: general field experience and student teaching. Candidates and districts should use the [Field Experience Checklist](#) to ensure that candidates gain experience in all relevant areas. Both candidates and district personnel should exercise good judgment in logging experience hours to ensure that the hours are spent in appropriate learning activities. Examples of appropriate and inappropriate activities are located in the General Field Experience Hours table in [Appendix B](#).

The general field experience requirement for ESD-U involves three main categories:

1. **Working with students:** including but not limited to Student Teaching

2. **Case management activities:** discussing and reviewing student data and behavior with other educators
3. **Leading adults:** coordinating with paras, volunteers, etc., or leading meetings and exercising other leadership

The number of hours required varies by Role/Route, as indicated in the table below, and districts may choose to require additional hours at their discretion. More information regarding specific field experience requirements are identified in the ESD-U Field Experience Plans in [Appendix A](#), organized by candidate role. The Field Experience Plans provide a summary of the ESD-U field experience requirements, which are determined based on the candidate's role within the district, as well as state requirements. ESD-U establishes baseline requirements through the minimum hours listed and the Field Experience Checklist. District teams may then use these requirements as a foundation for any additional requirements they may have for teaching candidates, and request adjustments to the candidate's identified plan, which will then be reviewed and approved by program staff. The goal is to ensure that candidates have a thorough, detailed, and individualized plan that benefits the candidate, school, and most importantly, the students being served.

STAND-ALONE ENDORSEMENT PATHWAYS					
ROLE/PLAN	ROUTE	TOTAL HOURS	APPX WEEKS	STUDENT TEACHING	# TIMES OBSERVED
Plan A1: Paraeducator or Substitute	Route 2, Route 3	540 hrs	18 wks	120 hrs <i>Outside Role</i>	4
Plan A2: Paraeducator or Substitute	Retooling	540 hrs	18 wks	120 hrs <i>Outside Role</i>	2
Plan B: Classified Staff (not Para)	Route 2, Route 3	540 hrs	18 wks	240 hrs <i>Outside Role</i>	4
Plan C: Not Employed by District	Route 3, Retooling	600 hrs	20 wks	240 hrs <i>Outside Role</i>	4
Plan D: Non-Certificated Teacher of Record	Route 4	1000 hrs	34 wks	Fulfilled by role	4
Plan E: Lead Certificated Teacher	Retooling	450 hrs	15 wks	Fulfilled by role	2
Plan F: Certificated Coordinator (or similar role)	Retooling	450 hrs	15 wks	Fulfilled by role	2

DUAL ENDORSEMENT PATHWAYS					
<i>Dual endorsement candidates must log hours and be observed for their Primary (P) endorsement <u>and</u> their Secondary (S) endorsement.</i>					
ROLE/PLAN	ROUTE	TOTAL HOURS (P + S)	APPX WEEKS (P + S)	STUDENT TEACHING (P + S)	# TIMES OBSERVED (P + S)
Plan A: Paraeducator or Substitute	Route 2, Route 3	675 hrs (405 + 270)	23 wks (14 + 9)	150 hrs (90 + 60) <i>Outside Role</i>	5 (3 + 2)
Plan A2: Paraeducator or Substitute	Retooling	675 hrs (405 + 270)	23 wks (14 + 9)	150 hrs (90 + 60) <i>Outside Role</i>	3 (2 + 1)

Plan B: Classified Staff (not Para)	Route 2, Route 3	675 hrs (405 + 270)	23 wks (14 + 9)	300 hrs (180 + 120) <i>Outside Role</i>	5 (3 + 2)
Plan C: Not Employed by District	Route 3, Retooling	750 hrs (450 + 300)	25 wks (15 + 10)	300 hrs (180 + 120) <i>Outside Role</i>	5 (3 + 2)
Plan D: Non-Certificated Teacher of Record	Route 4	1250 hrs (750 + 500)	42 wks (25 + 17)	Fulfilled by role	5 (3 + 2)
Plan E: Lead Certificated Teacher	Retooling	565 hrs (340 + 225)	19 wks (12 + 7)	Fulfilled by role	3 (2 + 1)
Plan F: Certificated Coordinator (or similar role)	Retooling	565 hrs (340 + 225)	19 wks (12 + 7)	Fulfilled by role	3 (2 + 1)

Examples of general field experience include (but are not limited to) working as a paraeducator, observing classrooms, attending PLC meetings, reviewing assessment data, collaborating with paraeducators/instructors/specialists, attending parent meetings, leading paraeducators, etc. Depending on the situation, additional hours outside the candidate's regular role/position may be needed.

The following does not count towards general field experience: professional development, grading, prep time, playground duty, coaching. Additional information regarding what counts as field experience hours is outlined in the General Field Experience Hours table in [Appendix B](#). A Field Experience Checklist is provided in [Appendix D](#) and indicates specific activities for candidates to complete. The checklist may be used by candidates, mentors, and building administrators to ensure candidates are receiving a thorough and varied field experience. Candidates should plan on field experience hours occurring before, during, and after school.

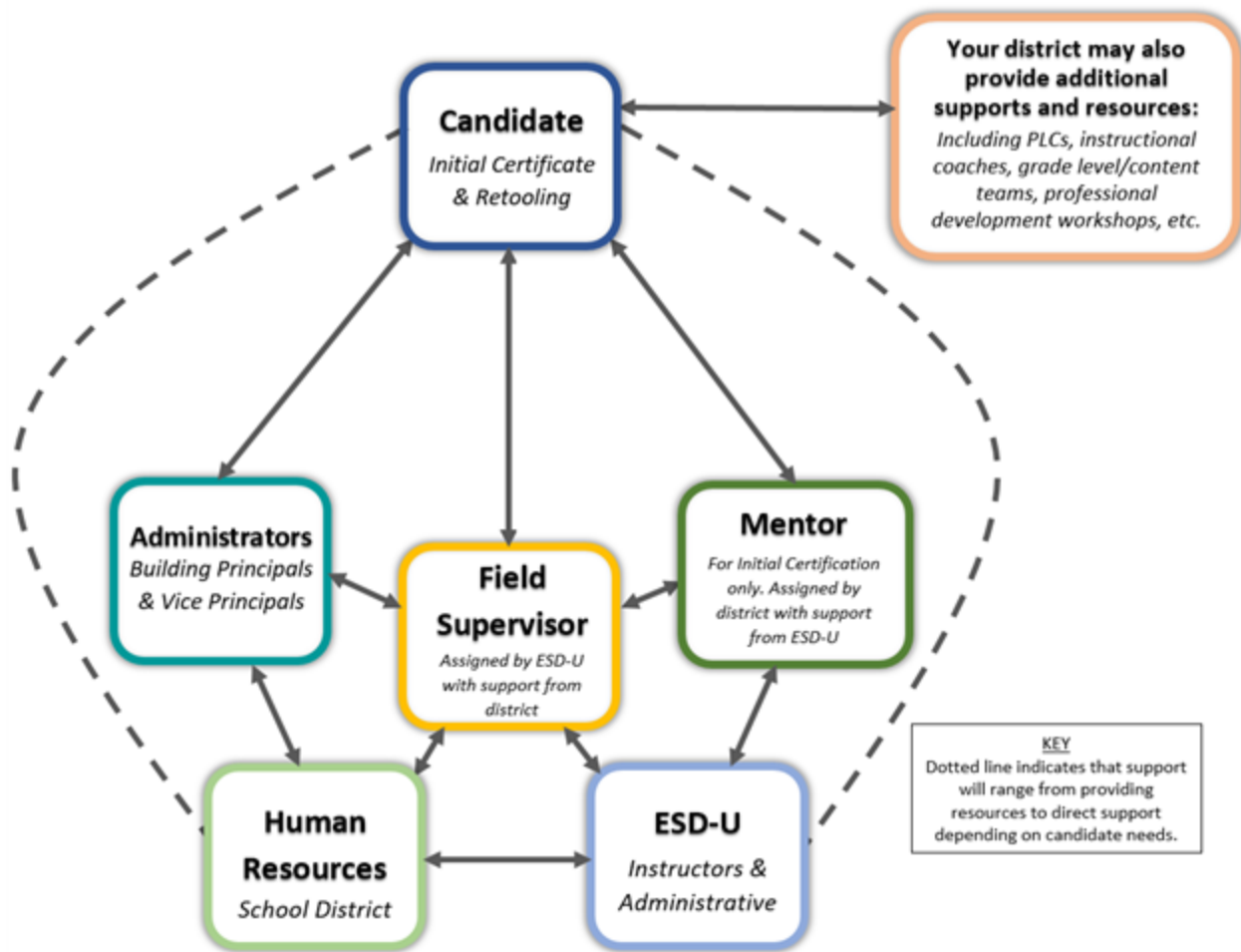
Student teaching is defined as the candidate **creating lessons** and **leading instruction** for a **consistent group of students** over a **consecutive period of time**. Student teaching hours are counted toward the overall total number of field experience hours, and can be full, consecutive days OR a different format if that will better serve the school/students. For Plans A, B and C, student teaching hours will need to occur outside the candidate's regular role/position in order to have the opportunity to create lessons and lead instruction. In some cases, this may mean the candidate will need to take a short leave-of-absence and the candidate will need to follow their district's HR policies in doing so. Additionally, hours before/after school will be necessary during student teaching, and possibly ramping up to student teaching, based on the individualized plan identified by the district team. These additional hours are needed in order for the candidate to collaborate with the mentor (and principal as needed) and complete additional teacher-role tasks during student teaching at the discretion of the district team, including reviewing student data, creating lessons, grading student work, leading paraeducators, etc.

ESD-U candidates will also participate in remote and in-person professional learning communities (PLCs), both within the program and at the district-level. A PLC is a group of educators that meets regularly, shares expertise and resources, and collaborates for improvement. PLCs may be supported by mentors, supervisors, field supervisors, or ESD-U faculty. Candidates are encouraged to participate in district-level collaboration at their building/district or with others in the region, as well as to form informal PLCs with their colleagues in the ESD-U program.

Field Experience Roles and Responsibilities

At ESD-U, we operate under the belief that the “mosaic of support” needs to be just right for each candidate. The image below is a guiding structure of support; however, we know that some candidates may need differentiated support from various roles. ESD-U is committed to providing responsive and timely support for candidate success. While each role is important, the guiding principles of the program ensure candidates receive a comprehensive level of support based on their unique needs.

Candidates will have no less than two, and no more than four, knowledgeable others providing feedback on their practice in the field.



It is evident that field experience for teacher candidates requires the cooperation of many educators in a variety of roles. Refer to the table below for a list of the roles involved in the process, as well as a brief description of their responsibilities. This Handbook provides information and guidelines specific to each of these roles; refer to the relevant section for more information

<u>Candidate</u>	A candidate is one who is enrolled in the ESD-U program to obtain a residency teaching certificate (Routes 2, 3 & 4) OR to obtain an additional endorsement (Retooling)
<u>Administrators/ Human Resources Personnel</u>	Administrators generally refers to building principals and vice principals in school districts who have partnered with the ESD-U program. Human Resources staff in school districts also often partner with the program. People in these positions are instrumental in establishing the relationships and approvals necessary to support candidates' field placement, as well as appointing candidate mentors.
<u>Mentor</u>	All teacher certification candidates (Route 2/3/4) must be provided a district-selected mentor who will meet with them regularly and provide them feedback throughout the duration of the program. Retooling candidates are not assigned mentors. Mentors must have had their teaching certificate for at least three (3) years, and are selected by the district based on current Beginning Educator Support Team (BEST) mentor standards. Mentors are typically district staff, and often work in the same building where the candidate is placed for the majority of their field experience. Mentors are typically assigned after candidate enrollment, and before the candidate begins field experience. The mentor provides support and feedback to the candidate throughout the duration of the program. Mentors are selected by the district with the support of ESD-U.
<u>Field Supervisor</u>	All enrolled ESD-U candidates are assigned a program-selected field supervisor who performs multiple observations throughout the candidate's field experience. Based on the observations, the field supervisors provide real-time, applicable feedback to the candidate regarding performance relating to the InTASC teacher role standards and ESD-U program outcomes, and provide documents and evaluation for the program. The number of observations is based on route. The field supervisor serves as an advocate for the candidate as well as a 'gatekeeper' between the candidate and the other roles involved, to prevent redundant demands on the candidate. Field Supervisors are selected by ESD-U from a pool of external experts and with support of the district, or provided by the district and trained by ESD-U on endorsement competencies.
<u>ESD-U</u>	ESD-U program personnel include staff, course and seminar instructors, and program administration for the ESD-U program. Program administration is primarily comprised of individuals from ESD 112, including the ESD 112 Human Resources Certification Specialist.

Field Experience Summary (by role)

Field experience requirements vary based on the candidates route and role. Following is a brief summary of requirements for each kind of role. Full details for these plans and requirements are included in [Appendix A](#).

STAND-ALONE ENDORSEMENT PATHWAY SUMMARIES

Plan A1 (non-certified) & A2 (certified): Paraeducator or Emergency Sub

- Can apply to Route 2, Route 3 and Retooling candidates
- 540 total field experience hours
- 120 student teaching hours
 - At least 60 hours must be full-day, full-classroom student teaching
- A1: Four field supervisor observations (2 while student teaching, 2 can occur while in a non-lead teacher role)
- A1: Practicum where candidate observes a different school environment
- A2: Two field supervisor observations to occur while student teaching

Plan B: Classified Staff/Non-Paraeducator

- Can apply to Route 2 or Route 3 candidates
- 540 total field experience hours
- 240 student teaching hours
 - At least 120 hours must be full-day, full-classroom student teaching
- Four field supervisor observations (2 while student teaching, 2 can occur while in a non-lead teacher role)
- Practicum where candidate observes a different environment

Plan C: Not Employed by a District

- Can apply to Route 3 and Retooling candidates
- 600 total field experience hours
- 240 student teaching hours
 - At least 120 hours must be full-day, full-classroom student teaching
- Four field supervisor observations (2 while student teaching, 2 can occur while in a non-lead teacher role)
- (Route 3 only) Practicum where candidate observes a different environment

Plan D: Non-Certificated Teacher of Record in a Classroom

- Can apply to Route 4 candidates
- 1000 total field experience hours
- Student teaching is fulfilled through the classroom experience as teacher of record
- Four field supervisor observations during execution of regular duties as teacher of record
- Practicum where candidate observes a different environment

Plan E: Certificated Lead Teacher of a Classroom

- Can apply to Retooling candidates
- 450 total field experience hours
- Student teaching is fulfilled through the classroom experience as lead teacher

- Two field supervisor observations during execution of regular duties as lead teacher

Plan F: Certificated Coordinator (or Similar Role)

- Can apply to Retooling candidates
- 450 total field experience hours
- Student teaching is fulfilled through working with teacher and classrooms
- Two field supervisor observations during time spent in classrooms with teachers and students

DUAL ENDORSEMENT PATHWAY SUMMARIES

Note: Dual endorsement candidates must log hours and be observed for their Primary (P) endorsement and their Secondary (S) endorsement. In the summaries below, you will see this breakdown in parenthesis (P=X + S=X).

DUAL Plan A1 (non-certified) & A2 (certified): Paraeducator or Emergency Sub

- Can apply to Route 2, Route 3 and Retooling candidates
- 675 total field experience hours (P=405 + S=270)
- 150 student teaching hours (P=90 + S=60)
 - At least 75 hours must be full-day, full-classroom student teaching
- A1: Five field supervisor observations (P=3 + S=2, at least 1 in each endorsement must occur while student teaching and 3 observations total must occur while student teaching - remaining observations can occur while in a non-lead teacher role)
- A1: Practicum where candidate observes a different environment
- A2: Three field supervisor observations (P=2 + S=1, at least 1 in each endorsement must occur while student teaching - remaining observation can occur while in a non-lead teacher role)

DUAL Plan B: Classified Staff/Non-Paraeducator

- Can apply to Route 2 or Route 3 candidates
- 675 total field experience hours (P=405 + S=270)
- 300 student teaching hours (P=180 + S=120)
 - At least 150 hours must be full-day, full-classroom student teaching
- Five field supervisor observations (P=3 + S=2, at least 1 in each endorsement must occur while student teaching and 3 observations total must occur while student teaching - remaining observations can occur while in a non-lead teacher role)
- Practicum where candidate observes a different environment

DUAL Plan C: Not Employed by a District

- Can apply to Route 3 and Retooling candidates
- 750 total field experience hours (P=450 + S=300)
- 300 student teaching hours (P=180 + S=120)
 - At least 150 hours must be full-day, full-classroom student teaching
- Five field supervisor observations (P=3 + S=2, at least 1 in each endorsement must occur while student teaching and 3 observations total must occur while student teaching - remaining observations can occur while in a non-lead teacher role)
- (Route 3 only) Practicum where candidate observes a different environment

DUAL Plan D: Non-Certificated Teacher of Record in a Classroom

- Can apply to Route 4 candidates

- 1250 total field experience hours (P=750 + S=500)
- Student teaching is fulfilled through the classroom experience as teacher of record
- Five field supervisor observations during execution of regular duties as teacher of record (P=3 + S=2)
- Practicum where candidate observes a different environment

DUAL Plan E: Certificated Lead Teacher of a Classroom

- Can apply to Retooling candidates
- 565 total field experience hours (P=340 + S=225)
- Student teaching is fulfilled through the classroom experience as lead teacher
- Three field supervisor observations during execution of regular duties as lead teacher (P=2 + S=1)

DUAL Plan F: Certificated Coordinator (or Similar Role)

- Can apply to Retooling candidates
- 565 total field experience hours (P=340 + S=225)
- Student teaching is fulfilled through working with teacher and classrooms
- Three field supervisor observations during execution of regular duties (P=2 + S=1)

Field Experience Summary (by route)

Alternative routes to teacher certification are designed specifically for candidates who are pursuing certification outside of a typical four-year college or university. To clearly communicate varying requirements for different kinds of candidates, The [Professional Educator Standards Board](#) articulates four “routes” that are available to candidates in alternative route programs. As outlined in the previous section, candidates are assigned to specific field experience requirements based on their role at the time of enrollment. Each of those roles corresponds to one of these Routes.

ESD-U enrolls candidates in three of these Routes, all of which require a bachelor’s degree. Route 2 is for individuals with baccalaureate degrees who are *currently employed classified instructional staff, who have been working with the district for at least one year* (typically paraeducators). Route 3 is for individuals with baccalaureate degrees who are *not employed in a school district* at the time of application, or who are *currently employed by a district but have been working with the district for less than one year* at the time of application. Route 4 is for individuals with baccalaureate degrees for whom the district will secure a *conditional or emergency substitute certificate and employ as teacher of record*.

Route 2 & 3 candidates are expected to engage in field experience throughout their enrollment year, with the first two terms (summer and fall; July-December) focused on general field experience and initial reflection activities, and the last two terms (winter and spring; January-June) focused on completing ‘student teaching’ hours and submitting work logs, mentor reports, observation reports and final reflections. Hours spent in field work should be logged in the field experience log, located as a tab on the candidate’s personalized ESD-U Snapshot.

Route 4 candidates are expected to engage in field experience throughout the entirety of their enrollment year, due to the fact that they are the teacher of record for a classroom on a conditional certificate or emergency substitute certificate. The first two terms (summer and fall; July-December) will be focused on general field experience and initial reflection activities, and as soon as possible the candidate should begin submitting field experience logs and collaborating with their mentor. Hours spent in field work should be logged in the field experience log, located as a tab on the candidate’s personalized ESD-U Snapshot. The last two terms (winter and spring; January-June) should be focused on completing field experience hours, observation reports and final reflections.

Retooling candidates are expected to engage in field experience throughout the entirety of their enrollment year, due to the fact that they are certified teachers with a classroom assigned to them. Those who do not have an assigned classroom should follow the timing appropriate for their role. The first two terms (summer and fall; July-December) will be focused on general field experience and initial reflection activities, and as soon as possible the candidate should begin submitting field experience logs. Hours spent in field work should be logged in the field experience log, located as a tab on the candidate’s personalized ESD-U Snapshot. The last two terms (winter and spring; January-June) should be focused on completing field experience hours, observation reports and final reflections. Retooling candidates are not assigned a mentor. Note: If a Retooling candidate does not have a classroom assigned to them, they should discuss their field placement options with the Program Specialist to determine how they will engage in their field experience throughout their enrollment year, which may look more similar to the experience of Route 2 & 3 candidates.

Candidate Role and Responsibilities

Before Enrollment

Applicants for ESD-U must provide evidence that a school, district or learning institution has agreed to provide access to appropriate field experience opportunities throughout the upcoming school year, in order to fulfill program field experience requirements. Candidates should initiate informal conversations with their district contacts regarding their interest in applying for ESD-U and request the district complete the [Field Experience Agreement Form](#) as part of the ESD-U application. Building supervisors/administrators can be included in this conversation, however it is the district Human Resources (HR) staff who provide final approval on field experience placement decisions. Candidates may submit the completed form as part of the application materials. If the District submits the form to ESD-U directly, the candidate should provide contact information for the district personnel who completed the form at the time of application.

Prospective candidates who do not have a district relationship for placement should contact the ESD-U program specialist as early in the application process as possible to receive resources and instruction regarding securing a placement for field experience. As a starting point, it is recommended that applicants establish a connection with a district, in either a paid or volunteer capacity, and preferably in the area that they are interested in becoming certified in. Refer to the [ESD 112 Job Opportunities webpage](#) that includes job openings connected with the ESD 112, links to district job openings, and recruitment events. While ESD-U program staff will provide support and referrals to assist in the search for a service opportunity, ESD-U does not secure placements for candidates.

NOTE: *State standards require that teacher candidates have opportunities “to work in communities or with student populations with backgrounds dissimilar to the background of the candidate.” When making the request for placement, candidates must outline the context(s) in which they have experience as a student themselves and provide an honest assessment of their experiences with difference. A copy of the Context for Placement and Experience Reflection is included in [Appendix F](#).*

At the start of candidates’ enrollment, they will be asked to reflect upon their own background and experience and identify the contexts with which they have little experience – rural, urban, suburban, high percentage of students of color, high percentage of students on free and reduced lunch, etc. The candidate will then work with the district, mentor, field supervisor, and program staff to ensure that there are opportunities to observe and engage in contexts different from their own. Candidates will also be asked to reflect on this experience as part of their professional growth plan.

During Enrollment

General Field Experience

All candidates may begin work on general field experience requirements once they are placed in a classroom and are assigned a mentor. (Student teaching for Route 2 & 3 candidates will typically take place in the latter half of the academic year.) General field experience includes work in three categories, as identified in the [ESD-U Field Experience Overview section](#). A wide variety of activities may be included in the ‘general field experience’ category, while ‘student teaching hours’ must focus specifically on instructional activities with students. The General Field Experience Hours table in [Appendix B](#) outlines examples of appropriate (and inappropriate) hours in each category. Note: This is not a comprehensive list of every single item/activity that can count as field

experience. Questions regarding whether or not a specific experience can be counted in the log can be sent to the Program Specialist and discussed during office hours.

Practicum

Requirements for the practicum will include candidates observing teaching and learning in a site/district different from their placement site, and a reflection (based on guiding questions) on lessons learned in the observation context. The program will work to provide a variety of options for the practicum experience, but it will be the candidate's responsibility to make time for the observation and reflection (typically two days) and secure transportation to the practicum site. (Required for initial certification candidates only.)

Student Teaching

Activity that counts for student teaching is quite specific. To qualify as student teaching the candidate must **create** lessons and **lead** instruction for a **consistent group** of students over a **consecutive period of time**. Long-term subs and teachers of record may use their paid hours as student teaching hours, provided they fulfill the definition above. Teachers of record and certificated teachers, since they are assigned to a classroom for duration of field experience, are 'student teaching' for the entire year. Note that Retooling candidates must have at least one student in their new endorsement area in their classroom in order for the hours to qualify.

Meeting with a Mentor

Candidates are required to meet regularly with their district-assigned mentor. Mentors will both observe the candidates and provide feedback regarding their performance. In addition, candidates are encouraged to observe the mentor teaching whenever possible. Mentors for Teachers of Record (Route 4) candidates must be assigned by September 30 of the enrollment year. Mentors for Initial Certification candidates (Routes 2 and 3) must be assigned by November 30. Retooling candidates are not assigned a mentor.

Field Supervisor Observations

ESD-U will select and assign a field supervisor for each candidate in the fall of each year. The field supervisor will have experience in the relevant endorsement area, and will perform an observation and assessment of the candidate's teaching, as required by the candidate's role/route (see details in the Field Experience Plans in [Appendix A](#)). Candidates must submit their lesson plans to the field supervisor prior to the observations. Candidates in all roles/routes must communicate to the field supervisor the plan for the observation day, so that the field supervisor can put the observation in an appropriate context.

All candidates, regardless of role/route, must have a minimum of one in-person observation; other observations may be completed remotely by having the candidate record themselves in the classroom. The choice to complete observations in-person versus remotely is at the discretion of the field supervisor. If the candidate's field placement is in an environment where recorded observations may be disruptive to the students being served, they should discuss options with the field supervisor and program staff. See [Appendix E](#) for instructions on recording observations. Note that candidates are *required* to submit lesson plans (or activity plans, if the observation is other than classroom teaching) to the field supervisor *prior to* the observation.

Observations must:

- (a) be in-person (at least one) and virtual; virtual observations must use ESD-U approved technology (see [Appendix E](#))
- (b) include at least 30-60 minutes of observation
- (c) include follow-up and developmental feedback to the candidate
- (d) be scheduled by the field supervisor in consultation with the candidate

Reflection and Integration Activities

Reflection and writing activities are critically important throughout field work as a means of integrating the coursework with the professional experience. Many items in the program capstone course will call upon work done in the field experience portion of the program. For the capstone, candidates will be required to submit and/or have on record the following elements which are directly related to and/or impacted by field experience:

1. Feedback reports from the candidate's mentor
2. Observation reports from the candidate's field supervisor
3. Performance evaluations from the district/building's HR department and/or principal/superintendent (if applicable)
4. Three (3) lesson plans, either pulled from assignments in courses, generated as part of field work, or specifically developed for the portfolio
5. A summative, integrative paper reflecting upon the most important learnings from the program
6. A professional growth plan

In addition, candidates will be asked to submit written reflections specifically focused on their capstone experience as follows:

- An initial reflection in which the candidate (a) researches and identifies the demographic profile of the classroom and building in which they are placed; (b) reflexively considers his/her/their identity markers and how it may impact the students they serve, and (c) considers what additional learning, understanding, coaching, or other activities might be required to serve optimally in the environment.
- Weekly reflections on the hours logged, including what the candidate learned from the experience, who they learned it from, and whether the experience was outside their regular assignment.
- A pre-field experience and post-field experience [self assessment](#) of the InTASC standards that involves reflecting on areas identified as beginning or developing, as well as areas of strength and areas of improvement.

Field Experience Log

All field experience activities should be recorded in the Field Experience log, which is located in the candidate's individual ESD-U Snapshot Google Sheet. Field experience hours should be logged as soon as possible after completion of the activity. It is a good idea to review the log on a regular basis to ensure that it is up-to-date, that activities are recorded, and that it is on pace for a timely completion. Upon completion of the field experience hours, candidates must ensure that the mentor has signed off on the log before finalizing the hours for program review. Instructions for using the log are available in the ESD-U Program course (Canvas) in the Field Experience module. A discussion of what hours count and how to log them will be held in the Transition to Teaching Part 1 seminar. Videos are provided to explain [where to find the log](#) on the candidate's Snapshot, [how to use the log](#), and [how to record hours as a dual endorsement](#) candidate.

Field Experience Tracking in Snapshot

Snapshot is a Google Sheet file containing each candidate's ESD-U information. The Snapshot contains six tabs tracking the following categories, including field experience information:

- Course Schedule: specific to the courses candidate is taking with ESD-U
- Course Tracking
 - Attendance for courses (seminars on different tab)

- Final Grades for courses
- Seminar Attendance: Attendance for seminars (courses on different tab)
- Payments: record of received payments and remaining balance
- Field Experience Log: record and log field experience hours in this tab! (Dual endorsement candidates should fill out the Primary and Secondary logs)
- Coursework Tracking: an optional way to track assignments and program items

Refer to the [ESD-U Snapshot Overview video](#) for a walkthrough of the Snapshot items. Candidates are encouraged to review their Snapshot regularly to ensure that their field experience records are up-to-date and accurate.

Changes to Field Placement

Change to District/Organization

If a candidate is changing districts/organizations after the initial Field Experience Agreement Form has been submitted, the candidate is responsible for submitting a new Field Experience Agreement Form signed by an appropriate leader at the new district/organization (typically a Human Resources representative). This is required any time a change is made, from application/admissions through the entirety of program enrollment, since the candidate is restarting the field placement process. After the Field Experience Agreement Form has been submitted, program staff will take the next steps in the process and ensure that the new field personnel have the necessary program information. Note: If a candidate is changing schools/locations within the same district, they may not need to resubmit the Field Experience Agreement Form; see the Program Specialist for details.

Change to Position

Candidates must inform program staff about the change in position by using the [Program Directory Info Update Form](#). If necessary, program staff may request a 1:1 conversation to discuss the updates. Depending on the position change(s), it may impact field experience requirements and the field experience plan may also need to be updated.

Change to Mentor or Key Contact

Candidates must inform program staff about the change in mentor by using the [Mentor Teacher Selection Form](#). If necessary, program staff may request a 1:1 conversation to discuss the updates. Program staff will also confirm the changes with the district HR contact.

District Role and Responsibilities

Before Enrollment

Field Experience Agreement Form

ESD-U is an alternative route teacher certification program that supports a 'grow your own' partnership with districts in the ESD112 region and beyond. Applicants must provide evidence that a school, district, or learning institution is able to provide access to appropriate field experience opportunities throughout the enrollment year, to ensure the candidate can successfully complete all program requirements. Thus, the first step in the placement process is the completion of the [Field Experience Agreement Form](#). Candidates are asked to be in contact with district leaders to ensure completion of the agreement form. This form also provides information on field experience requirements, including the number and type of hours required by candidate type. At the early stage, the district is only required to indicate three things: (1) if the candidate is a top priority for certification in the current year, (2) if the district agrees to provide field experience opportunities during the year, (3) if the candidate will be employed by the district and if so, in what role.

The Field Experience Agreement Form may be submitted directly to the ESD-U Program Staff, or may be returned to the candidate, who will submit the form along with other application materials. The ESD-U Program Specialist will then follow-up with the district regarding access to student teaching the assignment of a mentor.

NOTE: State standards require that teacher candidates have opportunities “to work in communities or with student populations with backgrounds dissimilar to the background of the candidate.” When making the request for placement, candidates must outline the context(s) in which they have experience as a student themselves and provide an honest assessment of their experiences with difference. The candidate will then work with the district, mentor, field supervisor, and program staff to ensure that there are opportunities to observe and engage in contexts different from their own. *A copy of the Context for Placement and Experience Reflection is included in [Appendix F](#).*

Field Experience Placement Confirmation and Mentor Assignment

After the prospective candidate has submitted the application, including the Field Experience Agreement Form, ESD-U staff will review this information and follow-up with district personnel on the next step in the placement process - requesting an official field placement via an emailed form (note that the form will come from an application called “Smartsheet.” Please ensure that it will not be filtered by your email server.) This will allow the district to confirm support for the candidate in general field experience and student teaching, as well as to indicate the appointment of a mentor.

The form serves as both the formal request for placement and also the place where a mentor is identified and confirmed. All placement details will then be documented and the ESD-U staff will share the district-specific Field Experience Placement Sheet to district personnel to allow for review of the placement throughout the year. This process has been created to reduce emails back and forth between program and district staff, and ensures that both parties consistently have access to the most current information.

Questions regarding the field experience process may be addressed by contacting the Program Specialist or Program Director, or by emailing esd-u@esd112.org.

The Field Placement Confirmation and Mentor Assignment should be completed as early in the year as possible, but no later than 9/30/25.

District personnel are requested to review the responsibilities associated with placement of a candidate and indicate whether or not they can provide access to the activities no later than September 30 of each year. Required field experience activities are indicated below. If the district is unable to provide opportunities for one or more of the requirements, please contact the ESD-U Program Specialist to discuss if there are other options available.

Requirements for All Candidates

- Placement within the district to complete ESD-U program field experience requirements that includes at least one (1) student from the applicant’s endorsement area.
- Opportunities to work with students in a classroom or other learning environment.
- Opportunities to engage in case management activities relating to the students they are working with.
- Opportunities to engage in Professional Learning Community (PLC) meetings and other discussions with teachers, paraeducators, administrators, and specialists regarding student data and behavior.
- Opportunities to lead adults in a classroom or other educational setting, such as paraeducators, volunteers, parents, staff, etc.

- Ability to allow Field Supervisor to complete multiple observations throughout the field experience (number dependent on route).
- Opportunities to work with (at minimum) at least one student from the candidate's endorsement area(s):
 - Elementary Education Stand-Alone Endorsement: Candidates should work in general education classrooms (K-8). It is recommended that candidates get some experience (general or student teaching) in different content areas. This experience can be the candidate doing an observation, assisting with instruction for the class, and/or instructing the class.
 - Special Education Stand-Alone Endorsement: Candidates should work in special education classrooms and/or in classrooms with students with disabilities in a variety of classroom settings.
 - Elementary Education and English Language Learner Dual Endorsement: Candidates should work in general education classrooms (K-12) AND also work with at least one (1) student who is identified as ELL.
 - Special Education and Elementary Education Dual Endorsement: Candidates should work in special education classrooms (K-12) AND also work with at least one (1) student who is considered general education (i.e., does not have an IEP/504 plan).

The grade level for placement can be based on district need and/or candidate preference. For ELEM candidates it is recommended that candidates get some experience (general or student teaching) in different grade level bands (K-2, 3-5, 6-8). This experience can be the candidate doing an observation, assisting with instruction for the class, and/or instructing the class.

General field experience for ESD-U involves three main categories: working with students, case management activities, and leading adults. Examples of general field experience include (but are not limited to): working as a paraeducator, observing classrooms, attending PLC meetings, reviewing assessment data, collaborating with paraeducators/instructors/specialists, attending parent meetings, leading paraeducators, etc. Some activities do not count toward general field experience, such as: professional development activities, grading, prep time, playground duty, coaching, etc.

A Field Experience Checklist is provided in [Appendix D](#) and indicates specific activities for candidates to complete. The checklist may be used by candidates, mentors, and building administrators to ensure candidates are receiving a thorough and varied field experience.

Requirements for Route 2/3/4 Teacher Candidates ONLY

- Assign a mentor to provide support through the field experience, who has experience in the endorsement area, and who has been certified for at least 3 years.
- Provide opportunities to both observe and be observed by the mentor and other experienced educators.

Requirements for Retooling Candidates ONLY

- At least two observations while directly working with students.
- Since field education is aligned with the work of candidates, and retooling candidates are required to complete self-evaluation, observation, and formal evaluations by building administrators, in extenuating circumstances retooling candidates may choose to submit copies of their final evaluations from their supervisor(s) in lieu of an observation and evaluation from an ESD-U field supervisor.

During Enrollment

Finishing the Field Experience Placement Sheet

Once the candidate is enrolled in the ESD-U program (July) the District Representative is responsible to enter the remaining information regarding field experience placement when it is available. Details may be filled in as they are finalized, and may be revised as necessary if circumstances change. Information required at this stage includes:

- School building placement (for general field experience and/or student teaching)
- Student teaching dates
- District key contact info (name and email)
- Mentor info and collaborating teacher info (name and email)

All details must be finalized and information must be completed for candidates with conditional certificates (Route 4) and certificated candidates (Retooling) before school begins; it must be completed for initial certificate candidates (Routes 2 & 3) no later than December 1. Instructions for completing the Field Experience Placement Sheet are available in [Appendix C](#).

Assigning a Mentor

Once a candidate has been accepted into the program and has indicated plans to enroll, the district should assign a mentor to the candidate. Mentors should be assigned as early as possible in the academic year, so the candidate may begin logging field experience hours under the supervision of the assigned mentor. Mentors should be selected based on current [Beginning Educator Support Team \(BEST\) mentor standards](#), including being certificated for at least three (3) years and have completed (or willing to complete) the [BEST Mentor Academy 101 training](#) (or equivalent). Refer to the [Mentor Responsibilities document](#) for details on what the mentor will be responsible for. Mentors may be the collaborating teacher, but that is not required. Names and email addresses for mentors should be submitted to program staff for reporting purposes and payment. (Note: the ESD-U program will compensate the mentor directly.) Mentors for Teachers of Record (Route 4) candidates must be assigned by September 30 of the enrollment year. Mentors for Initial Certification candidates (Routes 2 and 3) must be assigned by November 30. Retooling candidates are not assigned a mentor. When a mentor is assigned by the district, a district official should complete and submit the Placement Confirmation and Mentor Request, which will be emailed to the district key contacts during the month of July.

Providing Appropriate Access

Field experience consists of both Student Teaching as well as General Field Experience. Within the category of general field experience, there are three main categories: working with students, case management, and leading adults. In order to ensure that candidates can secure the requisite hours in these categories, district leaders should ensure that the candidate has the ability to function in a variety of roles within the field context. A Field Experience Checklist is provided to demonstrate the kinds of activities that fulfill these requirements. If district leaders determine that they will not be able to provide access to any of the required areas of field experience, that information should be provided to the ESD-U program staff as early as possible in the candidate's enrollment year.

Cooperate with Field Supervisors

All candidates will be assigned an ESD-U hired Field Supervisor to perform third-party observations and evaluations of the candidate's progress. Field Supervisors will work directly with candidates to schedule observation times. Refer to the [Field Supervisor Responsibilities document](#) for details on what the field supervisor will be responsible for. If the district has special requirements for access to the building/classroom, or

building-specific requirements relative to guests in the classroom or video recording the candidate while teaching, that information should be communicated to the ESD-U program staff early in the academic year.

After Enrollment

ESD-U appreciates ongoing connections with districts who support ESD-U candidates, and would appreciate updates if candidates are hired into permanent positions upon certification.

Mentor Role and Responsibilities

Qualifications

High quality mentors are vital to the success of ESD-U teacher candidates. ESD-U is built upon the philosophy that the integration of knowledge and practical, hands-on experience is the best way to prepare for a demanding profession, and that there is no substitute for the counsel of experienced educators in preparing candidates to become teachers. Thus, those who would be mentors to teacher candidates must be assigned by their principal and/or designated district representative, and must fulfill state-mandated qualifications. Mentors appointed by the district must:

1. Be a fully certificated school employee;
2. Have a minimum of three years of experience as a certificated teacher in role they are supervising (i.e., have an endorsement in the area of supervision)
3. Be identified as highly skilled;
4. Be able to work collaboratively within a PLC
5. Have attended, or be willing to attend, [BEST Mentor Academy 101](#) or similar training (FREE)

OSPI supports ESD-U and partner districts in training prospective mentors through participation in the BEST (Beginning Educator Support Team) grant. ESD 112 facilitates access to training offered by OSPI to support mentors in three ways: (1) BEST Mentor Academy 101; (2) Mentor Roundtables; and (3) BEST Mentor Academy 201. BEST Mentor Academy 101 is a three-day course required of all Mentors. Mentor Roundtables include up to nine monthly meetings to allow mentors time to reflect on teacher growth with colleagues, build knowledge, and practice skills. BEST Mentor Academy 201 is repeated annually for previously trained mentors and focuses on refining adult mentoring skills and deepening awareness of equitable classroom practices. Our training is grounded in supporting culturally responsive practices in both mentoring adult learners and classroom instruction.

Expectations

Mentors are encouraged to continue their personal professional development to sharpen their skills in coaching and mentoring teacher candidates. To support that development, ESD-U mentors must:

- **(WA STATE PREREQUISITE)** Attend BEST Mentor Academy 101 (or equivalent training) and confirm attendance by submission of Certificate of Completion or Clock-Hour Transcript *Submit via the [Mentor Agreement](#) or email to program staff after you attend.*
- **Orient the mentee to the school community.** Share information and materials on policies, procedures, curriculum, unit/lesson plans, teaching strategies, and district process for ensuring students may appear on video for candidate's recorded field observations (refer to [Candidate Observations section](#)).

- **Meet weekly with mentee** to support them with activities including instruction, case management, and leading adults, and to support them in program requirements as needed, including coursework, field experience, and the capstone project.
 - Meetings can be in-person or virtual (videoconference, phone, email), and there is no length requirement for meetings.
 - Submit meetings using the [Mentor Activity Log](#). If you meet multiple times throughout the week, you can provide one submission at the end of the week.
- **Observe mentee and provide constructive feedback** regarding classroom performance and student interaction. Number of observations is dependent on mentor type and is listed below.
 - Full Release Mentor: Ten (10) observations, at least four (4) observations when mentee is leading lessons.
 - Colleague Mentor: Six (6) observations, at least four (4) observations when mentee is leading lessons.
 - Observations should be approximately 30-60 minutes in length.
 - Submit observations using the [Mentor Activity Log](#).
- **Be observed by mentee** and assist with observations of other classrooms/roles (as applicable).
- **Collaborate with mentee's ESD-U Field Supervisor** to support your mentee throughout their field experience.
 - Communicate with the field supervisor at least once before the first observation occurs.
 - You will be introduced via email to your mentee's field supervisor when they are assigned.
 - Bring concerns to the mentee, field supervisor, and program staff in a timely manner.
- **Review and approve** mentee's Field Experience Log, by mid-June (to be submitted by mentee).
- **Encouraged to attend Mentor Roundtables** supported by your district, BEST, and/or OSPI during the school year, as time allows.
 - Submit attendance of Mentor Roundtables using the [Mentor Activity Log](#).
 - Virtual options hosted by BEST/OSPI: <https://www.esd112.org/best/?target=mentors>.
- **Submit ESD-U Mentor Paperwork**, including:
 - [Mentor Agreement Form](#): Submit once to agree to mentor responsibilities.
 - Mentor Hiring Paperwork: Submit to be hired as an ESD-U mentor to receive stipend. Includes Temporary Employee Form, W-4, I-9, and copies of I-9 identification.
 - [Mentor Activity Log](#): Submit weekly to log mentor activities (2-5 minute Google Form).
 - Mentee's Field Experience Log Signed & Approved: To be submitted by mentee.
 - [Mentor End of Year Candidate Disposition Assessment](#): Submit at end of field experience/school year.

- [Mentor Final Recommendation](#): Submit at end of mentoring to provide final recommendation regarding mentee's readiness for certification.

Timeline and General Field Experience Information

All candidates may begin work on general field experience requirements once they are placed in a classroom and are assigned a mentor. (Student teaching for Route 2 & 3 candidates will typically take place in the latter half of the academic year.) General field experience includes work in three categories, as identified in the [ESD-U Field Experience Overview section](#). A wide variety of activities may be included in the 'general field experience' category, while 'student teaching hours' must focus specifically on instructional activities with students. The General Field Experience Hours table in [Appendix B](#) outlines examples of appropriate (and inappropriate) hours in each category. Note: This is not a comprehensive list of every item or activity that can count as field experience. A Field Experience Checklist is provided in [Appendix D](#) and indicates specific activities for candidates to complete. The checklist may be used by candidates, mentors, and building administrators to ensure candidates are receiving a thorough and varied field experience. Questions regarding whether or not a specific experience can be counted in the log can be sent to the Program Specialist and discussed during office hours.

Final Recommendation and Payment

ESD-U mentors will be asked to reflect on their perception of their candidates in the [Mentor Final Recommendation](#). After providing their evaluation of the candidate, mentors will also be asked to reflect on their own practice and submit brief responses to the ESD-U program, focused on the following questions:

1. What do you notice as strengths in the support you provided to candidates?
2. What are some areas you wish to improve upon in your practice going forward?
3. What, how, and when will you access resources to engage in growth and learning in the area(s) identified for improvement?

Payment for field supervision and mentoring will be issued once the candidate evaluation and the self-evaluation have been submitted via the [Mentor Final Recommendation](#).

Mentors may refer to the following resources for assistance in self-reflection, evaluation, and development.

- [Washington State Standards for Mentoring, Created by OSPI, 2017](#)
- [Principles of Practice Tool](#) (Created by OSPI)
- [Mentor-Mentee Conversation Tool](#) (Created by OSPI)
- [Beginning Educator Support Team \(BEST\) Webpage](#) (OSPI)

Field Supervisor Role and Responsibilities

Qualifications

Field supervisors serve as an advocate and mentor for candidates as well as a 'gatekeeper' between the candidate and recommendation for certification. Field supervisors are appointed by ESD-U in collaboration with and support of the candidate's district. Field supervisors must fulfill the minimum requirements listed below (which are the same as an instructor in ESD-U) and have attended, or be willing to attend, the BEST Mentor training or a similar training. Due to the importance of having high-quality field supervisors, ESD-U has developed both minimum and preferred qualifications for the role.

Field Supervisors appointed by ESD-U must have:

Minimum Qualifications

1. A bachelor's degree from an accredited university;
2. A current (within the last two years) Teaching or Administrator Certification in the endorsement area (Washington State preferred);
3. A minimum of three (3) years of certificated experience working in K-12 classrooms and/or K-12 administration;
4. A minimum of three (3) years of certificated experience working in SPED if supervising in Special Education;
5. Demonstrated understanding of culturally responsive teaching and a commitment to advancing the goals of diversity, equity, and inclusion both within and outside of the classroom;
6. Availability and flexibility to supervise candidates both in-person and/or online.
7. Attended, or be willing to attend, [BEST Mentor Academy 101](#) or similar training (FREE).

Preferred Qualifications

1. A master's degree in an educational field from an accredited university;
2. Experience working with diverse students, faculty, and staff, and cultivating learning environments using culturally responsive practices that are equitable and inclusive of students with diverse backgrounds;
3. Experience teaching adult learners;
4. Experience working with students, schools, and/or districts in the ESD 112 region (southwest Washington);
5. Experience teaching using Zoom or another video-conferencing system;
6. Experience as a coach or facilitator of learning-focused conversations;
7. Training in evaluation of teachers;
8. Knowledge/understanding of OSPI BEST induction standards;
9. Reflection of OSPI Mentor standards
10. Experience using Canvas or another learning management system (ex: Google Classroom, Blackboard, D2L)
11. Attended or willing to attend Learning Focused Conversations or similar training

These criteria were selected in part to meet WAC requirements and also to address the specific model of the program. Due to the highly relational nature of the PLC model, mentor teachers and Field Supervisors need excellent communication skills in addition to possessing effective teaching skills. The mentor training will help develop some of these skills.

ESD-U collaborates with our school district partners to review the effectiveness of the mentor and field supervisor preparation and communication. Year round, the ESD-U Field Supervisors should solicit feedback from the mentors, faculty, and teacher supervisors on their perceptions of candidate preparedness. Annually, ESD-U

reviews mentor and field supervisor effectiveness in order to address areas of deficiency and to make hiring decisions for subsequent years.

Because some teacher candidates will be entering this program with a wealth of experience working with children, the PLC model enables the cooperating teacher and teacher candidates to work together and learn from each other.

Expectations

1. **Observe candidate during their field experience:** Observations can occur in-person (at least once) and/or via video submission and should be approximately 30-60 minutes in length. Refer to Field Experience Plans in [Appendix A](#) for details.

a. **Stand-Alone Endorsement Field Experience Plans A1, A2, B & C (Route 2, Route 3, Retooling) observation requirements:**

- A1, B, C - Four (4) observations total. Two (2) observations must occur while student teaching (i.e. leading the class and having created the lesson plans) and two (2) observations can occur working with students in a non-lead teacher role.
- A2 - Two (2) observations total. Two (2) observations must occur while student teaching (i.e. leading the class and having created the lesson plans).

b. **Stand-Alone Endorsement Field Experience Plan D (Route 4) observation requirements:**

- Four (4) observations, to take place during the regular position as the teacher of record.

c. **Stand-Alone Endorsement Field Experience Plan E & F (Retooling) observation requirements:**

- Two (2) observations, to take place during the regular position as the lead teacher.

d. **DUAL Endorsement Field Experience Plans A, B & C (Route 2, Route 3, Retooling) observation requirements:**

- DUAL A1, B, C - Five (5) observations total. Three (3) observations must occur in the primary endorsement area and two (2) observations must occur in the secondary endorsement area. At least one (1) observation in each endorsement must occur while student teaching and three (3) observations total must occur while student teaching. The remaining observations can occur while in a non-lead teacher role.
- A2 - Three (3) observations total. Two (2) observations must occur in the primary endorsement area and one (1) observation must occur in the secondary endorsement area. At least one (1) observation in each endorsement area must occur while student teaching and the remaining observation can occur while in a non-lead teacher role.

e. **DUAL Endorsement Field Experience Plan D (Route 4) observation requirements:**

- Five (5) observations total. Three (3) observations must occur in the primary endorsement area and two (2) observations must occur in the secondary endorsement area. Observations should take place during the regular position as the teacher of record.

f. **DUAL Endorsement Field Experience Plan E & F (Retooling) observation requirements:**

- Three (3) observations total. Two (2) observations must occur in the primary endorsement area and one (1) observation must occur in the secondary endorsement area. Observations should take place during the regular position as the lead teacher/coordinator.
2. **Provide real-time, constructive feedback** to candidate regarding classroom performance.
 - a. Support candidate with instruction, case management, and leading adults.
 - b. Include program on communications to candidates, as appropriate.
 3. **Document observations and feedback** using program evaluation tools.
 - a. Provide dates of observations
 - b. Provide scores and notes on feedback for the candidate using the [Field Supervision Assessment Tool](#)
 - c. After all observations are complete, submit the [ESD-U Final Recommendation form](#)
 4. **Collaborate with the candidate's mentor.**
 - a. Communicate with mentor at least once before the first observation occurs.
 - b. You will receive an email introduction to your candidate's mentor when they are assigned.
 - c. Bring concerns to the candidate, mentor, and program staff in a timely manner.
 5. **Submit ESD-U Field Supervisor Paperwork**, including:
 - a. [Field Supervisor Agreement Form](#): Submit once to agree to field supervisor responsibilities.
 - b. **Field Supervisor Hiring Paperwork**: Submit once per year to be hired as an ESD-U field supervisor to receive payment. Includes Temporary Employee Form, W-4, I-9, and copies of I-9 identification.
 - c. [Field Supervision Assessment Tool](#): Fill out for **each** observation, saved within your ESD-U Field Supervisor google folder for each candidate.
 - d. [Final Recommendation Form](#): When all observations are complete, submit to provide final recommendation regarding candidate's readiness for certification.

Candidate Observations

The number and type of observation required depends upon the candidate's role/route. Refer to the [Field Experience Summary by Role section](#) and [by Route section](#) and the full details of the Field Experience Plans in [Appendix A](#).

All candidates, regardless of role/route, must have a minimum of one in-person observation; other observations may be completed remotely by having the candidate record themselves in the classroom. The choice to complete observations in-person versus remotely is at the discretion of the field supervisor. If the candidate's field placement is in an environment where recorded observations may be disruptive to the students being served, they should discuss options with the field supervisor and program staff. See [Appendix E](#) for instructions on recording observations. Note that candidates are *required* to submit lesson plans (or activity plans, if the observation is other than classroom teaching) to the field supervisor *prior to* the observation.

Observations must:

- (e) be in-person (at least one) and virtual; virtual observations must use ESD-U approved technology and procedures (see [Appendix E](#))
- (f) include at least 30-60 minutes of observation
- (g) include follow-up and developmental feedback to the candidate
- (h) be scheduled by the field supervisor in consultation with the candidate

Meeting with the Candidate's Mentor

Field supervisors should collaborate with the candidate's mentor, meeting at least once with the mentor to discuss and document the candidate's preparedness for certification. Any concerns on the part of the mentor or field supervisor should be brought to the program staff in a timely manner.

Before completing an observation, consult with the mentor to ensure that the candidate has been appropriately oriented to the school community. Ensure appropriate knowledge of key information and materials as needed, for example:

- Instructional procedures and strategies
- Classroom, school and district discipline policies
- Classroom management rules and routines
- Unit plans, daily plans, and/or lesson plans
- Student assessment strategies
- Strategies for communicating with parents/guardians, students, and staff
- Strategies to provide for different learning styles and needs
- Forms (if required) for ensuring students may appear on video if using video-recording

Providing Feedback

Field Supervisors are expected to provide timely and constructive feedback to candidates regarding their classroom performance, in order to encourage ongoing growth and development. Feedback should support the candidate with developing skills in instruction, case management, and leading adults. Feedback given to candidates should also be documented with the program, in order to support evaluation for certification upon completion of the program.

Documentation

Observations and feedback should be reported to ESD-U using the provided program evaluation tools ([Field Supervision Assessment Tool](#) and [Final Recommendation Form](#)). Observation feedback forms ([Field Supervision Assessment Tool](#)) must include:

- (a) the date of the observation
- (b) a summary of the feedback given to the candidate
- (c) an evaluation of the candidate's knowledge, skills, and dispositions based on program rubrics

Two to four observation reports are required, based on role/route as indicated above.

Upon completion of the observation, Field Supervisors must complete and share the [Field Supervision Assessment Tool](#) with candidates. The [Field Supervision Assessment Tool](#):

- uses INTASC standards for assessment, per state requirements (10 standards, in 1-3 sections)

- [‘InTASC Standard Details’](#) provides full descriptions of standards and how a candidate might demonstrate proficiency
- should focus on progression of growth rather than final evaluation, according to the following scale:
 - 0 = skill not observed
 - 1 = Beginning
 - 2 = Developing
 - 3 = Competent
 - 4 = Mastery

Since field supervision is only one component of the candidate recommendation overall, it is acceptable for candidates to be in “developing” status.

Final Recommendation & Payment

Field supervisors must provide a final recommendation to program regarding the candidate’s readiness for certification by submitting the following by June 30th following the candidate’s completion of field experience:

- Review candidate self-evaluation at the end of the program (suggested)
- Evaluate candidate’s readiness for certification using program rubrics
- Submit program’s end-of-year field supervision [Final Recommendation Form](#)

ESD-U field supervisors will be asked to reflect on their perception of their candidates in the [Final Recommendation Form](#). After providing their evaluation of the candidate, field supervisors will also be asked to reflect on their own practice and submit brief responses to the ESD-U program, focused on the following questions:

1. What do you notice as strengths in the support you provided to candidates?
2. What are some areas you wish to improve upon in your practice going forward?
3. What, how, and when will you access resources to engage in growth and learning in the area(s) identified for improvement?

Payment for field supervision and mentoring will be issued once the candidate evaluation and the self-evaluation have been submitted via the [Final Recommendation Form](#).

Field Supervisors may refer to the following resources for assistance in self-reflection, evaluation, and development.

- [Washington State Standards for Mentoring, Created by OSPI, 2017](#)
- [Principles of Practice Tool](#) (Created by OSPI)
- [Mentor-Mentee Conversation Tool](#) (Created by OSPI)
- [Beginning Educator Support Team \(BEST\) Webpage](#) (OSPI)

Appendix

APPENDIX A: Field Experience Plans A - F

ESD-U Field Experience Plans (25-26)

The Field Experience Plans provide a summary of the ESD-U field experience requirements, which are determined based on the candidate's role within the district, as well state requirements. ESD-U establishes baseline requirements through the minimum hours listed and the Field Experience Checklist. District teams may then use these requirements as a foundation for any additional requirements they may have for teaching candidates, and request adjustments to the candidate's identified plan, which will then be reviewed and approved by program staff. The goal is to ensure that candidates have a thorough, detailed, and individualized plan that benefits the candidate, school, and most importantly, the students being served.

Refer to the ESD-U Field Experience Handbook and the Field Experience Checklist for additional details on field experience requirements, including definitions, instructions/clarifications, and roles and responsibilities for Field Supervisors and Mentors.

The field experience plans for Stand-Alone Endorsements A-F and Dual Endorsements A-F are on the following pages.

STAND-ALONE ENDORSEMENT FIELD PLANS

Plan A1: Non-Certified Paraeducator or Substitute

Applies to Route 2 & Route 3 Candidates

- General field experience hours
 - Total of **540** field experience hours
 - Occurs between start of school - end of school
 - **Majority** of general field experience hours will likely be completed within their regular position
 - Hours may be required outside of the regular classroom/school hours
- Student Teaching Requirements
 - **120 hours** of student teaching
 - **Typically occurs** between January - June
 - Some student teaching can consist of leading small groups
 - At least **60 hours (10 6-hour days)** must be full-day, full-classroom student teaching
 - Strongly encourage 'ramping up'/transition of responsibilities and items on checklist in the weeks leading up to student teaching
 - Hours before/after regular classroom time will be required to collaborate/plan with a mentor, review student data, create lessons, grade student work, lead paraeducators, etc. Student teaching will require tasks that are normally completed by the teacher.
- Collaborate with mentor (**September - June**)
- **Four (4)** Field Supervisor Observations
 - Two (2) observations must occur while student teaching (i.e. leading the class and created the lesson plan)
 - Two (2) observations can occur while working as paraeducator/substitute
 - At least one (1) observation must occur in-person
- Complete **Practicum**, which will include observing a school environment that differs from their regular field placement, to occur outside regular role
- Case management activities from Sept - June, including teacher PLCs, observing other classrooms, access to IEPs, working through Field Experience Checklist, etc.

Note: For a candidate to log hours as field experience, the environment must include at least one (1) student from the primary endorsement area. Example: If a candidate's primary endorsement is ELL, the classroom must have at least one (1) student identified as ELL in order to log field experience.

Plan A2: Certified Paraeducator or Substitute

Applies to Retooling Candidates

- General field experience hours
 - Total of **540** field experience hours
 - Occurs between start of school - end of school
 - **Majority** of general field experience hours will likely be completed within their regular position
 - Hours may be required outside of the regular classroom/school hours
- Student Teaching Requirements
 - **120 hours** of student teaching
 - **Typically occurs** between January - June
 - Some student teaching can consist of leading small groups
 - At least **60 hours (10 6-hour days)** must be full-day, full-classroom student teaching
 - Strongly encourage 'ramping up'/transition of responsibilities and items on checklist in the weeks leading up to student teaching
 - Hours before/after regular classroom time will be required to collaborate/plan with a mentor, review student data, create lessons, grade student work, lead paraeducators, etc. Student teaching will require tasks that are normally completed by the teacher.
- **Two (2)** Field Supervisor Observations
 - Two (2) observation must occur while student teaching (i.e. leading the class and created the lesson plan)
 - At least one (1) observation must occur in-person
- Case management activities from Sept - June, including teacher PLCs, observing other classrooms, access to IEPs, working through Field Experience Checklist, etc.

Note: For a candidate to log hours as field experience, the environment must include at least one (1) student from the primary endorsement area. Example: If a candidate's primary endorsement is ELL, the classroom must have at least one (1) student identified as ELL in order to log field experience.

Plan B: Classified Staff (*other than paraeducator*)

- General field experience hours
 - Total of **540** field experience hours
 - Occurs between start of school - end of school
 - **Some of** the hours in their regular position might count as general field experience hours, however, they will likely need additional hours spent observing and working in classrooms and completing case management activities (outside of their regular position)
 - Hours may be required outside of the regular classroom/school hours
- Student Teaching Requirements
 - **240 hours** of student teaching
 - **Occurs** between January - June
 - Some student teaching can consist of leading small-groups
 - At least **120 hours (20 6-hour days)** must be full-day, full-classroom student teaching
 - Strongly encourage 'ramping up'/transition of responsibilities and items on checklist in the weeks leading up to student teaching
 - Hours before/after regular classroom time will be required to collaborate/plan with a mentor, review student data, create lessons, grade student work, lead paraeducators, etc. Student teaching will require tasks that are normally completed by the teacher.
- Collaborate with mentor (**September - June**)
- **Four (4)** Field Supervisor observations
 - At least two (2) observations must occur while student teaching (i.e. leading the class and created the lesson plan)
 - Remaining observations can occur while working in a different role, when interacting with students
 - At least one (1) observation must occur in-person
- Complete **Practicum**, which will include observing a school environment that differs from their regular field placement, to occur outside regular role
- Case management activities from Sept - June, including teacher PLCs, observe other classrooms, access to IEPs, etc.

Note: For a candidate to log hours as field experience, the environment must include at least one (1) student from the primary endorsement area. Example: If a candidate's primary endorsement is ELL, the classroom must have at least one (1) student identified as ELL in order to log field experience.

Plan C: Not Employed by a District

- General field experience hours
 - Total of **600** field experience hours
 - Occurs between start of school - end of school
 - **Strongly encourage candidate to apply for positions** that would count towards field experience
 - **If not hired by a district, majority/all** of the hours would be volunteer/unpaid. They will need to observe classrooms, work in classrooms with students, complete case management activities, and have opportunities to lead adults.
 - Hours may be required outside of the regular classroom/school hours
- Student Teaching Requirements
 - **240 hours** of student teaching
 - **Occurs** between January - June
 - Some student teaching can consist of leading small-groups
 - At least **120 hours (20 6-hour days)** must be full-day, full-classroom student teaching
 - Strongly encourage 'ramping up'/transition of responsibilities and items on checklist in the weeks leading up to student teaching
 - Hours before/after regular classroom time will be required to collaborate/plan with a mentor, review student data, create lessons, grade student work, lead paraeducators, etc. Student teaching will require tasks that are normally completed by the teacher.
- Collaborate with mentor **(September - June)**
- **Four (4)** Field Supervisor observations
 - At least two (2) observations must occur while student teaching (i.e. leading the class and created the lesson plan)
 - Remaining observations can occur while volunteering with students, and as appropriate based on the environment
 - At least one (1) observation must occur in-person
- (Initial Certification Route 3 only) Complete **Practicum**, which will include observing a school environment that differs from their regular field placement, to occur outside regular role
- Case management activities from Sept - June, including teacher PLCs, observe other classrooms, access to IEPs, etc.

Note: For a candidate to log hours as field experience, the environment must include at least one (1) student from the primary endorsement area. Example: If a candidate's primary endorsement is ELL, the classroom must have at least one (1) student identified as ELL in order to log field experience.

Plan D: Non-Certificated Teacher of Record of a Classroom

On a conditional certificate or emergency substitute certificate.

- General field experience hours
 - Total of **1000** field experience hours
 - Occurs between start of school - end of school
 - **All field experience hours are considered 'student teaching'**, as the student teaching requirement is fulfilled through the classroom experience as the teacher of record
 - **All** field experience hours will be completed within their regular position
 - Hours may be required outside of the regular classroom/school hours
- Collaborate with mentor (**September - June**)
 - Candidate must be connected with mentor **prior to school starting**
- **Four (4)** Field Supervisor observations
 - To take place during **regular position** as teacher of record
 - At least one (1) observation must occur in-person
- Case management activities from Sept - June, including teacher PLCs, observing other classrooms, access to IEPs, working through Field Experience Checklist, etc.
- Complete **Practicum**, which will include observing a school environment that differs from their regular field placement, to occur outside regular role

Note: For a candidate to log hours as field experience, the environment must include at least one (1) student from the primary endorsement area. Example: If a candidate's primary endorsement is ELL, the classroom must have at least one (1) student identified as ELL in order to log field experience.

Plan E: Certificated Lead Teacher of a Classroom

- General field experience hours
 - Total of **450** field experience hours
 - Occurs between start of school - end of school
 - **All field experience hours are considered 'student teaching'**, as the student teaching requirement is fulfilled through the classroom experience as the lead teacher working with students in the endorsement area
 - **All** field experience hours will be completed within their regular position
 - Hours may be required outside of the regular classroom/school hours
- **Two (2)** Field Supervisor observations
 - To take place during **regular position** as lead teacher
 - At least one (1) observation must occur in-person
- Case management activities from Sept - June, including teacher PLCs, observe other classrooms, access to IEPs, working through Field Experience Checklist, etc.

Note: For a candidate to log hours as field experience, the environment must include at least one (1) student from the primary endorsement area. Example: If a candidate's primary endorsement is ELL, the classroom must have at least one (1) student identified as ELL in order to log field experience.

Plan F: Certificated Coordinator (or Similar Role)

Working with teachers and students at multiple sites.

- General field experience hours
 - Total of **450** field experience hours
 - Occurs between start of school - end of school
 - **All field experience hours are considered 'student teaching'**, as the student teaching requirement is fulfilled through the classroom experience as the lead teacher working with students in the endorsement area
 - **All** field experience hours will be completed within their regular position
 - Hours may be required outside of the regular classroom/school hours
- **Two (2)** Field Supervisor observations
 - To take place during **regular position**
 - At least one (1) observation must occur in-person
- Case management activities from Sept - June, including teacher PLCs, observing other classrooms, access to IEPs, working through Field Experience Checklist, etc.

Note: For a candidate to log hours as field experience, the environment must include at least one (1) student from the primary endorsement area. Example: If a candidate's primary endorsement is ELL, the classroom must have at least one (1) student identified as ELL in order to log field experience.

DUAL ENDORSEMENT FIELD PLANS

DUAL Plan A1: Non-Certified Paraeducator or Substitute

Applies to Route 2 & Route 3 Candidates

- General field experience hours
 - Total of **675** field experience hours: **405** hours in Primary endorsement + **270** hours in Secondary endorsement
 - Occurs between start of school - end of school
 - **Majority** of general field experience hours will likely be completed within their regular position
 - Hours may be required outside of the regular classroom/school hours
- Student Teaching Requirements
 - **150 hours** of student teaching: **90** hours in Primary endorsement + **60** hours in Secondary endorsement
 - **Typically occurs** between January - June
 - Some student teaching can consist of leading small groups
 - At least **75 hours (12 6-hour days)** must be full-day, full-classroom student teaching
 - Strongly encourage 'ramping up'/transition of responsibilities and items on checklist in the weeks leading up to student teaching
 - Hours before/after regular classroom time will be required to collaborate/plan with a mentor, review student data, create lessons, grade student work, lead paraeducators, etc. Student teaching will require tasks that are normally completed by the teacher.
- Collaborate with mentor (**September - June**)
- **Five (5)** Field Supervisor Observations: Three (**3**) observations in Primary endorsement + two (**2**) observations in Secondary endorsement
 - At least three (3) observations must occur while student teaching, and at least one (1) observation must occur while student teaching in each endorsement (i.e. leading the class and creating the lesson plan)
 - The remaining observations can occur while working as paraeducator/substitute
 - At least one (1) observation must occur in-person
- Complete **Practicum**, which will include observing a school environment that differs from their regular field placement, to occur outside regular role
- Case management activities from Sept - June, including teacher PLCs, observing other classrooms, access to IEPs, working through Field Experience Checklist, etc.

Note: For a candidate to log hours as field experience, the environment must include at least one (1) student from the primary endorsement area. Example: If a candidate's primary endorsement is ELL, the classroom must have at least one (1) student identified as ELL in order to log field experience.

DUAL Plan A2: Certified Paraeducator or Substitute

Applies to Retooling Candidates

- General field experience hours
 - Total of **675** field experience hours: **405** hours in Primary endorsement + **270** hours in Secondary endorsement
 - Occurs between start of school - end of school
 - **Majority** of general field experience hours will likely be completed within their regular position
 - Hours may be required outside of the regular classroom/school hours
- Student Teaching Requirements
 - **150 hours** of student teaching: **90** hours in Primary endorsement + **60** hours in Secondary endorsement
 - **Typically occurs** between January - June
 - Some student teaching can consist of leading small groups
 - At least **75 hours (12 6-hour days)** must be full-day, full-classroom student teaching
 - Strongly encourage 'ramping up'/transition of responsibilities and items on checklist in the weeks leading up to student teaching
 - Hours before/after regular classroom time will be required to collaborate/plan with a mentor, review student data, create lessons, grade student work, lead paraeducators, etc. Student teaching will require tasks that are normally completed by the teacher.
- **Dual Plan A2 - Three (3) Field Supervisor Observations**
 - At least one (1) observation must occur while student teaching in each endorsement (i.e. leading the class and creating the lesson plan)
 - The remaining observation can occur while working as paraeducator/substitute
 - At least one (1) observation must occur in-person
- Case management activities from Sept - June, including teacher PLCs, observing other classrooms, access to IEPs, working through Field Experience Checklist, etc.

Note: For a candidate to log hours as field experience, the environment must include at least one (1) student from the primary endorsement area. Example: If a candidate's primary endorsement is ELL, the classroom must have at least one (1) student identified as ELL in order to log field experience.

DUAL Plan B: Classified Staff (*other than paraeducator*)

- General field experience hours
 - Total of **675** field experience hours: **405** hours in Primary endorsement + **270** hours in Secondary endorsement
 - Occurs between start of school - end of school
 - **Some of** the hours in their regular position might count as general field experience hours, however, they will likely need additional hours spent observing and working in classrooms and completing case management activities (outside of their regular position)
 - Hours may be required outside of the regular classroom/school hours
- Student Teaching Requirements
 - **300 hours** of student teaching: **180** hours in Primary endorsement + **120** hours in Secondary endorsement
 - **Occurs** between January - June
 - Some student teaching can consist of leading small-groups
 - At least **150 hours (25 6-hour days)** must be full-day, full-classroom student teaching
 - Strongly encourage 'ramping up'/transition of responsibilities and items on checklist in the weeks leading up to student teaching
 - Hours before/after regular classroom time will be required to collaborate/plan with a mentor, review student data, create lessons, grade student work, lead paraeducators, etc. Student teaching will require tasks that are normally completed by the teacher.
- Collaborate with mentor (**September - June**)
- **Five (5)** Field Supervisor Observations: Three (**3**) observations in Primary endorsement + two (**2**) observations in Secondary endorsement
 - At least three (3) observations must occur while student teaching, and at least one (1) observation must occur while student teaching in each endorsement (i.e. leading the class and creating the lesson plan)
 - The remaining observations can occur while while working in a different role, when interacting with students
 - At least one (1) observation must occur in-person
- Complete **Practicum**, which will include observing a school environment that differs from their regular field placement, to occur outside regular role
- Case management activities from Sept - June, including teacher PLCs, observe other classrooms, access to IEPs, etc.

Note: For a candidate to log hours as field experience, the environment must include at least one (1) student from the primary endorsement area. Example: If a candidate's primary endorsement is ELL, the classroom must have at least one (1) student identified as ELL in order to log field experience.

DUAL Plan C: Not Employed by a District

- General field experience hours
 - Total of **750** field experience hours: **450** hours in Primary endorsement + **300** hours in Secondary endorsement
 - Occurs between start of school - end of school
 - **Strongly encourage candidate to apply for positions** that would count towards field experience
 - **If not hired by a district, majority/all** of the hours would be volunteer/unpaid. They will need to observe classrooms, work in classrooms with students, complete case management activities, and have opportunities to lead adults.
 - Hours may be required outside of the regular classroom/school hours
- Student Teaching Requirements
 - **300 hours** of student teaching: **180** hours in Primary endorsement + **120** hours in Secondary endorsement
 - **Occurs** between January - June
 - Some student teaching can consist of leading small-groups
 - At least **150 hours (25 6-hour days)** must be full-day, full-classroom student teaching
 - Strongly encourage 'ramping up'/transition of responsibilities and items on checklist in the weeks leading up to student teaching
 - Hours before/after regular classroom time will be required to collaborate/plan with a mentor, review student data, create lessons, grade student work, lead paraeducators, etc. Student teaching will require tasks that are normally completed by the teacher.
- Collaborate with mentor **(September - June)**
- **Five (5)** Field Supervisor Observations: Three **(3)** observations in Primary endorsement + two **(2)** observations in Secondary endorsement
 - At least three (3) observations must occur while student teaching, and at least one (1) observation must occur while student teaching in each endorsement (i.e. leading the class and creating the lesson plan)
 - Remaining observations can occur while volunteering with students, and as appropriate based on the environment
 - At least one (1) observation must occur in-person
- (Initial Certification Route 3 only) Complete **Practicum**, which will include observing a school environment that differs from their regular field placement, to occur outside regular role
- Case management activities from Sept - June, including teacher PLCs, observe other classrooms, access to IEPs, etc.

Note: For a candidate to log hours as field experience, the environment must include at least one (1) student from the primary endorsement area. Example: If a candidate's primary endorsement is ELL, the classroom must have at least one (1) student identified as ELL in order to log field experience.

DUAL Plan D: Non-Certificated Teacher of Record of a Classroom

On a conditional certificate or emergency substitute certificate.

- General field experience hours
 - Total of **1250** field experience hours: **750** hours in Primary endorsement + **500** hours in Secondary endorsement
 - Occurs between start of school - end of school
 - **All field experience hours are considered 'student teaching'**, as the student teaching requirement is fulfilled through the classroom experience as the teacher of record
 - **All** field experience hours will be completed within their regular position
 - Hours may be required outside of the regular classroom/school hours
- Collaborate with mentor (**September - June**)
 - Candidate must be connected with mentor **prior to school starting**
- **Five (5)** Field Supervisor observations: Three (**3**) observations in Primary endorsement + two (**2**) observations in Secondary endorsement
 - To take place during **regular position** as teacher of record
 - At least one (1) observation must occur in-person
- Case management activities from Sept - June, including teacher PLCs, observing other classrooms, access to IEPs, working through Field Experience Checklist, etc.
- Complete **Practicum**, which will include observing a school environment that differs from their regular field placement, to occur outside regular role

Note: For a candidate to log hours as field experience, the environment must include at least one (1) student from the primary endorsement area. Example: If a candidate's primary endorsement is ELL, the classroom must have at least one (1) student identified as ELL in order to log field experience.

DUAL Plan E: Certificated Lead Teacher of a Classroom

- General field experience hours
 - Total of **565** field experience hours: **340** hours in Primary endorsement + **225** hours in Secondary endorsement
 - Occurs between start of school - end of school
 - **All field experience hours are considered 'student teaching'**, as the student teaching requirement is fulfilled through the classroom experience as the lead teacher working with students in the endorsement area
 - **All** field experience hours will be completed within their regular position
 - Hours may be required outside of the regular classroom/school hours
- **Three (3)** Field Supervisor observations: Two **(2)** observations in Primary endorsement + one **(1)** observations in Secondary endorsement
 - To take place during **regular position** as lead teacher
 - At least one (1) observation must occur in-person
- Case management activities from Sept - June, including teacher PLCs, observe other classrooms, access to IEPs, working through Field Experience Checklist, etc.

Note: For a candidate to log hours as field experience, the environment must include at least one (1) student from the primary endorsement area. Example: If a candidate's primary endorsement is ELL, the classroom must have at least one (1) student identified as ELL in order to log field experience.

DUAL Plan F: Certificated Coordinator (or Similar Role)

Working with teachers and students at multiple sites.

- General field experience hours
 - Total of **565** field experience hours: **340** hours in Primary endorsement + **225** hours in Secondary endorsement
 - Occurs between start of school - end of school
 - **All field experience hours are considered 'student teaching'**, as the student teaching requirement is fulfilled through the classroom experience as the lead teacher working with students in the endorsement area
 - **All** field experience hours will be completed within their regular position
 - Hours may be required outside of the regular classroom/school hours
- **Three (3)** Field Supervisor observations: Two **(2)** observations in Primary endorsement + one **(1)** observations in Secondary endorsement
 - To take place during **regular position**
 - At least one (1) observation must occur in-person
- Case management activities from Sept - June, including teacher PLCs, observing other classrooms, access to IEPs, working through Field Experience Checklist, etc.

Note: For a candidate to log hours as field experience, the environment must include at least one (1) student from the primary endorsement area. Example: If a candidate's primary endorsement is ELL, the classroom must have at least one (1) student identified as ELL in order to log field experience.

APPENDIX B: General Field Experience Hours Table

General field experience hours fall into three categories:

1. Working with students (this includes Student Teaching hours)
2. Case management activities: discussing and reviewing student data and behavior with other educators
3. Leading adults: coordinating with paras, volunteers, paras, etc., or leading meetings and exercising other leadership

Candidates are responsible for fulfilling the required hours for their route in each category of general field experience and student teaching. A wide variety of activities may be included in the 'general field experience' category, while 'student teaching hours' must focus specifically on instructional activities with students. The table below outlines examples of appropriate (and inappropriate) hours in each category. Note: This is not a comprehensive list of every item or activity that can count as field experience. Questions regarding whether or not a specific experience can be counted in the log can be sent to the Program Specialist and discussed during office hours.

FIELD EXPERIENCE ACTIVITY	COUNTS?	
	YES	NO
DIRECT WORK WITH STUDENTS		
Collecting data from students	✓	
Designing, implementing, or reviewing assessments	✓	
Leading small groups	✓	
Tutoring after school	✓	
Leading a lesson	✓	
Attending a learning conference/gathering student feedback	✓	
One-on-one instruction	✓	
Co-teaching	✓	
Student Teaching/Serving as a substitute teacher	✓	
Leading clubs/coaching		X
CASE MANAGEMENT ACTIVITIES		
WIDA testing result meetings/MAP test meetings	✓	
IEP meetings (running or observing)/EST meetings	✓	
Parent/Teacher meetings/conferences	✓	
Summative assessments	✓	

Talking with general education teachers about their students with disabilities	✓	
Meeting/collaborating with paras	✓	
Collaboration with general education teachers about student levels	✓	
Collaborating regarding results of benchmark testing/iReady testing	✓	
PLC meetings with department	✓	
General professional development activities		X
Grading		X
LEADING ADULTS		
Parent Conference days	✓	
Talking to parents via phone or email	✓	
Talking to educators/other adults about student action plans	✓	
Leading a presentation for teaching staff	✓	
Leading after school tutoring efforts	✓	
Training paraeducators (e.g., during staff meetings within classroom)	✓	
Helping interview paraeducators	✓	
Planning/leading school events/meetings	✓	
Note that hours can only be logged AFTER you are enrolled in the program and classes have begun. Previous work experience does not count toward program hours. Hours can be logged during school hours or before/after school. Hours should be logged WEEKLY. Questions about what counts? Contact the Program Specialist - office hours are a great time to discuss field experience!		

APPENDIX C: How to Confirm the ESD-U Field Experience Placement

Districts are to complete the steps below as early as possible in the academic year, no later than September 30 (for Retooling candidates) and no later than November 1 (for initial certification candidates).

1. Complete the [Field Experience Agreement Form \(FEAF\)](#). Typically this form is completed during the candidate's application process, and does not need to be completed again unless the placement is changing.
2. Respond to the inquiry from the program (coming from an application called "Smartsheet") by entering any information that is missing on the form. The information required is: (a) District key contact, title, and email address; (b) District secondary contact, title and email address; (c) additional district contact (if applicable), title and email address; (d) Mentor name and contact information (for initial certification candidates), (e) confirmation of mentor qualification; (f) school where candidate will be placed; (g) candidate's position for the school year; (h) anticipated or requested dates for student teaching.

Once ESD-U receives the information for your candidate(s), you will receive a link to your district summary, so you can review or change information at any time during the year.

3. Identify and assign a mentor for initial certification candidates. (Note that retooling candidates are not assigned a mentor.) We encourage you to review the [Mentor Responsibilities](#) document to ensure you are appointing qualified mentors who will be able to successfully guide your candidates. ESD-U will pay mentors at the rate of \$500 per candidate upon successful completion of the field experience, typically in late Spring 2026. The form will ask you to provide an email address for the mentor, as well as to confirm that the mentor (1) has at least three years of experience as a certificated teacher, (2) has experience in the content area of the mentee, and (3) has attended or will attend the BEST Mentor training (or a similar training).
4. Cooperate with [Field Supervisors](#), who will need to visit the candidate's classroom in-person at least once during the academic year. Field Supervisors will coordinate observation times with the mentor and candidate. Field Supervisors are appointed, hired, and paid by ESD-U. Both initial certification and retooling candidates are assigned Field Supervisors. Typically Field Supervisors will arrange for observations later in the academic year.

ESD-U will create and share a Google Sheet for each district to share information about individuals connected with the district who are enrolled in the ESD-U Program. This sheet will be available throughout the year, so program staff and the district staff can view updates in real-time and reduce emailing back-and-forth.

APPENDIX D: Field Experience Checklist

[Field Experience Checklist \(25-26\)](#)

This checklist should be used by candidates, mentors, field supervisors, and building administrators to ensure candidates are receiving a thorough and varied field experience through the program year. For more details on field experience, refer to the [ESD-U Field Experience Handbook](#).

This checklist is a shared Google Doc - candidates should save their own copy and/or print a hard-copy so they can check-off items as they are completed throughout the year. This checklist does not need to be submitted to program staff.

Note: Program staff are in the process of aligning InTASC standards to field experience activities. What you see here is an initial alignment for some of the activities and when this is fully updated we will notify candidates. Candidates should begin reviewing the checklist and using it now - they do not need to wait for the InTASC standard alignment to be completed.

✓	ACTIVITY	InTASC STANDARD
PLANNING		
☐	Attend at least two (2) faculty meetings.	3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
☐	Attend and participate in at least two (2) PLC meetings.	9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards. 9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
☐	Observe IEP and 504 meeting(s) • Participate/lead if SPED endorsement • ALL teacher candidates (including gen ed) have exposure to sped programs and IEP meetings	7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs
☐	Observe & participate in parent conference - plan/participate in for a variety of parent contacts	2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms. 10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner

		development and achievement.
☐	Participate in and/or perform Daily, Weekly, and Unit Planning.	7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
☐	Plan for data collection: • What data will you collect? • How often will you collect data? • What questions are you wanting to answer with your data?	7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
☐	Observe and/or participate in paraeducator preparation (could involve lesson planning).	10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners. 10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
☐	Observe multiple grade levels and content areas	
☐	Gain experience in a classroom/building in which the students' backgrounds are dissimilar to the candidate's REQUIRED FOR ALL CANDIDATES!	PESB Program Standard 6.D : Providers ensure that candidates participate in field experiences in school settings with students and teachers who differ from themselves in race, ethnicity, home language, socio-economic status, or local population density. PESB CCDEI Standard 1.A, 1.B, 1.C : When educators understand themselves deeply as diverse cultural beings, they can better serve others across a range of human differences. Understanding self; Understanding Others; Responsiveness.
☐	Plan supports for students who are developing English language proficiency	2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
☐	Plan supports for students with an IEP and 504 (know their IEP goals and supports)	2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways
☐	Review resources and supports for varying student needs; this may be through collaboration with specialized	2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs 7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans

	student services personnel, review of school resources, etc.	to meet each student's learning needs and enhance learning.
☐	Plan instruction that reflects on and highlights human diversity	3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
☐	Understand the equity gaps for marginalized students and implement strategies to focus on closing the equity gaps.	4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.
INSTRUCTION		
☐	Review state content standards (Common Core, NGSS, WIDA (used to be ELPA for ELL) etc. and note questions.	
☐	Discuss questions regarding state content standards with mentor, supervising teacher, or field supervisor	4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
☐	Facilitate small group and large group instruction • explore how to determine supports that meet the needs of specific students • Based on data determine how these types of instruction/activities will be delivered	1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development. 8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners. 8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs
☐	Create lesson plans that align with standards and best practices in the content	4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. 4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences. 4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content. 7(a) The teacher individually and collaboratively

		selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. 7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners. 7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
☐	Create and ask higher level questions that engage students in reasoning and problem solving/ problematizing	1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/ her learning. 4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
☐	Implement strategies to differentiate instruction and to provide sheltered instruction	2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs. 4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners. 8(c)-(i) The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
☐	Create in class intervention strategies and supports	4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding 4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.
☐	Implement culturally responsive teaching - include opportunities for students to share their lived experiences.	2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms. 3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

☐	Provide opportunities for the use of interactive technologies	3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally. 3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.
☐	Provide opportunities for integration and problem-solving	5(a)-(h) The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues
ASSESSMENT		
☐	Create, implement, and use data from formative assessments to inform instructional practices	6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning. 6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
☐	Be familiar with the state, district, and school assessments.	
☐	Be familiar with accommodations and modifications for each assessment.	6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
☐	Gather data from assessments and use the data to monitor progress of students in your class as a whole and disaggregate data to analyze progress of particular student groups.	6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
☐	Use data and formative assessment to analyze/monitor individual student growth and use it to inform instructional decisions and intervention supports.	6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work. 6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others. 6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences. 7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

☐	Be familiar with current adaptations and accommodations for students taking state assessments (Meet with testing coordinator)	6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs 7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs
☐	Be familiar with technological supports for assessment	6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.
CLASSROOM MANAGEMENT		
☐	Create a classroom management plan Routes 2 & 3: Review your cooperating teacher's classroom management plan. Discuss it with them and talk about how you will manage this during your student teaching.	3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
☐	Gain experience in classroom management.	3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
☐	Review Behavior Intervention Plans (BIPs) in classroom.	3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
☐	Learn system for taking attendance and monitoring data - focus on positive reengagement	
☐	Become familiar with the school calendar and what needs to occur at different times of the year, including fall, winter, and spring.	
☐	Design classroom environment that supports student learning	3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate

		adjustments.
☐	Practice a variety of management and transition routines	
☐	Work on managing/leading/coordinating with paraeducators Discuss how this task is different for SPED versus Gen Ed	
☐	Schedule paraeducators Discuss how this task is different for SPED versus Gen Ed	
☐	Create relationships with individual students within classroom	
COLLABORATION WITH FAMILIES		
☐	Meet with students, and/or parents and other staff	1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.
☐	Observe at least one (1) parent/teacher meeting. Lead at least one (1) parent/teacher meetings.	3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
SCHOOL CLIMATE AND CULTURE/INFORMATION		
☐	Review and understand school mission and vision	
☐	Review and understand school improvement plans	
☐	Review and understand emergency sub plans	
☐	Review and understand school emergency plans for evacuation.	
☐	Attend district meeting	

☐	Participate in building/district level committees (school board) If unable to attend due to attendance or other restrictions, review minutes and/or watch video in order to become aware of the content addressed in these meetings	
☐	Participate and contribute to MTSS meetings (collecting and analyzing data)	
☐	Participate in culturally responsive teaching opportunities/demonstrate integration of culturally responsive teaching in instruction	
☐	Observe lunchtime, recess, beginning and ending of school, and other transition times	
☐	Read and go over the school's SIP plan with the principal	
☐	Research and know the school's initiatives and programs	
OTHER DISTRICT-INITIATED ACTIVITIES		
☐	Learn the technology used regularly by the district, school, teachers, and students in the classroom.	3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally. 3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.
PERSONAL PROFESSIONAL DEVELOPMENT		
☐	Have a colleague informally observe your classroom	
☐	Participate in professional development opportunities	9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

		9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
☐	Seek out collaboration and feedback opportunities with peers and colleagues	9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice. 9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
☐	Reflect on and seek deeper understanding of personal biases and noting areas for growth and development	9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences
☐	Model progressive and ethical use of information and technology	9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.
☐	Begin development as a leader by engaging in collegial collaborations, providing meaningful input, and seeking growth opportunities	10(a)-(k) The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

APPENDIX E: Using GoReact for Recorded Observations

ESD-U has arranged for all Field Supervisors to have access to GoReact software to help facilitate remote observations. (Remember that at least one observation per candidate must be done in person.) The GoReact software allows the candidate to easily upload the video, and allows the observer to review it and comment in real time while watching the video. Comments are then tagged to the specific time in the video, so candidates may review the comments in context.

To access GoReact, log-in to Canvas: <https://waesd.instructure.com/login/canvas>

Instructions for using GoReach can be found in the GoReact Help article, [Getting Started Guide for Instructors](#).

Prior to the candidate performing the session to be recorded, the field supervisor must ensure that the candidate understands how to record the session and upload the session.

Candidates should:

1. Obtain consent from students and other adults who will appear in the video. Candidates can use their district video permission slips, or the [ESD-U Video Permission Slip Template](#) (currently only available in English).
2. Agree that the video will be used only for the purposes of fulfilling field requirements and will not be used in any other context.
3. Ensure that the tool they use for the video recording will produce a video that is visually clear and that the sound is sufficient for the reviewer to see and hear.
4. Ensure that the placement of the camera will capture all necessary aspects of the instruction, i.e., group work, discussion, etc. Tripods are available from the program for short-term use.
5. Do a 'practice' recording immediately prior to the session to ensure everything is in working order.
6. Provide captions or translation if any portions of the recording are in a language other than English.
7. **Send a lesson plan for the session to the field supervisor before the session recording.**
8. Before beginning to record, state your name, the grade level of your class, and the date you are recording.
9. Upload the completed video and notify the field supervisor that it has been completed.

The following technology tools are available for candidates to check out for observation recordings. To check out items, contact the program secretary and program specialist.

- [USB Microphone](#)
- [Tripod](#)
- [Swivel Robot & Camera Set](#)

APPENDIX F: Context for Placement & Experience Reflection

[Context for Placement & Experience Reflection](#)

ESD-U Candidate:		Date:	
Route:		Endorsements:	

Domain 6.D PESB Program Standard:

Providers ensure that candidates participate in field experiences in school settings with students and teachers who differ from themselves in race, ethnicity, home language, socio-economic status, or local population density.

INSTRUCTIONS: Fill out the information in this document and respond to the questions to reflect on your field experience placement. Written responses in the 'Candidate Reflection' section should be 100-300 words per question. When complete, upload to the assignment in your Capstone Portfolio Canvas course. ****Note for Dual Endorsement:** You can upload the same document to both your Capstone courses - you don't need to complete 2 separate documents.

FIELD PLACEMENT DETAILS

School:		District:	
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Type of School

In what type of school do you teach? (Type an "X" next to the appropriate description, if "other" applies, provide a brief description.)			
	Elementary School		Urban
	Middle School		Suburban
	High School		Rural
	Other - Please describe:		

Are there any special features of your school or classroom setting? For example: charter, co-teaching, themed magnet, intervention or other leveled small group instruction, classroom aide, bilingual, team taught with a special education teacher, etc. List them below:

--

Special Considerations of Students Served

Are there students or groups of students in your school that have special learning needs? If yes, please explain accommodations.

--

What are some of the common student interests? (Please list at least 3)

--

What are some common assets of students? (Please list at least 3)

--

What cultures, languages, and/or social groups are represented in your school? (Please list as many as you can identify)

--

Students in School

Grade Level(s) Served:

--

List the number of...			
	Students in school		Males
	English Learners		Females
	(<i>Your choice!</i> - Enter a demographic here that you find interesting)		Non-Binary

Students Demographics

What percentage of students are...			
	American Indian/Alaskan Native		White
	Asian		Male
	Black/African American		Female
	Hispanic/Latino		Non-Binary
	Native Hawaiian/Other Pacific Islander		Free & Reduced Price Lunch

	Two or more races		(<i>Your choice!</i> - Enter a demographic here that you find interesting)
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CANDIDATE REFLECTION

ESD-U's goal is to ensure that candidates participate in field experiences in school settings with students and teachers who differ from themselves in race, ethnicity, home language, socio-economic status, or local population density.

Written responses in this section should be 100-300 words per question.

1. Describe your K-12 experience in the schools you attended.

2. How is your K-12 experience different from the students you will be serving in your field experience (based on the data you gathered)?

3. Describe the communities where you were raised and educated (K-12).

4. Based on the data you gathered, how is the community in which you will be completing your field experience different from the community you were raised and educated in?

5. Please describe how students you will be serving in your field experience are different from you in race, ethnicity, home language, socio-economic status, or local population density.

6. What experiences and/or environments (ie: rural, urban, suburban, etc.) are not represented in your background and/or current role? How will you gain a better understanding of those different experiences and/or environments this year? Examples: Visit other schools/classrooms, participate in regional PLCs, access videos of teacher observations, etc.

DEFINITIONS

Ethnicity: <https://www.census.gov/topics/population/hispanic-origin/about.html>

Race: <https://www.census.gov/topics/population/race/about.html>

Socioeconomic status: The social standing or class of an individual or group. It is often measured as a combination of education, income and occupation.

- High – Less than 10% Free and Reduced
- Middle- Between 10% and 39% Free and Reduced Lunch
- Low -More than 39% Free and Reduced Lunch

Examinations of socioeconomic status often reveal inequities in access to resources, plus issues related to privilege, power and control.

- Adapted from [APA's Socioeconomic Status Office publications](#)
- <https://www.apa.org/topics/socioeconomic-status/>

Home Language: Languages spoken by students you serve.

Population Density: Rural vs Non-Rural.

- What counties have population density considered rural?
 - <https://www.ofm.wa.gov/washington-data-research/population-demographics/population-estimates/population-density/population-density-and-land-area-criteria-used-rural-area-assistance-and-other-programs>
- What are other counties in Washington State considered?
 - <https://www.ofm.wa.gov/washington-data-research/population-demographics/population-estimates/population-density/population-density-county>
- Populations Density Washington/Oregon: There are three **rural definitions** based on 'Census Places' (see link below). Urban locations under all three definitions are greater-than or equal to 50,000. For more definitions, refer to details on the link below.
 - <https://www.ers.usda.gov/data-products/rural-definitions/>

RESOURCE LINKS

[OSPI Report Card - Data on Schools & Districts](#)

[Washington Public School Data for Area Eligibility Report](#)

[Race: US Census Bureau](#)

[APA Socioeconomic Status](#)

[APA's Socioeconomic Status Office Publications](#)

[OFM.WA.gov - WA Rural Counties](#)

[OFM.WA.gov - WA Population Density by County](#)

[State-Level Population Density Maps for All US States](#)

APPENDIX G: Field Supervision Assessment

[ESD-U Field Supervision Assessment Tool](#)

Please use this assessment tool for each observation to provide feedback to the candidate and evaluate the ESD-U, CCDEI, and InTASC standards demonstrated during the observation. This information will be reviewed by the candidate, and will be used by the program in making certification readiness recommendations. **See scoring rubric below for scoring guidelines.**

Field Supervisor:		Candidate was lead teacher during observation? Yes/No:	
ESD-U Candidate:		School:	
Date of Observation:		Grades of Students:	
Context of Observation:	<i>Example - Kindergarten classroom, in-person OR Middle school science class, remote-learning</i>		

SCORING RUBRIC	SCORING DESCRIPTION
0 - NOT OBSERVED	Candidate was not observed demonstrating this standard
1 - BEGINNING	Candidate demonstrates minimal awareness of the standard
2 - DEVELOPING	Candidate demonstrates some awareness of the standard but does not demonstrate a full understanding
3 - COMPETENT	Candidate demonstrates full understanding of the standard
4 - MASTERY	Candidate demonstrates higher level understanding of standard

ESD-U and CCDEI STANDARDS <i>For more details on the CCDEI standards, refer to the PESB website.</i>	Score	FEEDBACK & NOTES ON SCORING DECISION
UNDERSTANDING SELF AND OTHERS Candidate demonstrates an awareness of self (strengths, challenges,		

biases) and demonstrates a respect for the range of human difference exhibited by the students.		
STUDENT, FAMILY, AND COMMUNITY ENGAGEMENT Candidate exhibits an ability to engage students, family, and community members as part of the educational process, and demonstrates respect for their role in student learning.		
LEARNING PARTNERSHIPS Candidate exhibits a respect for and engagement in collaborative relationships, and demonstrates efforts to incorporate feedback from mentors and advisors, and to commit to ongoing professional growth.		
LEADING FOR EDUCATIONAL EQUITY Candidate demonstrates a commitment to educational equity, and actively advocates for students who are furthest from educational justice.		

INTASC STANDARDS <i>For more details on the standards, refer to the InTASC Resources folder. Refer to InTASC Standards and InTASC Progressions for full descriptions and examples.</i>	Score	FEEDBACK & NOTES ON SCORING DECISION
#1 LEARNER DEVELOPMENT & #2 LEARNING DIFFERENCES 1) Uses understanding of how learners grow and develop to design and implement developmentally appropriate learning experiences.		
#1 LEARNER DEVELOPMENT & #2 LEARNING DIFFERENCES 2) Uses understanding of learners' commonalities and individual differences to design inclusive learning experiences.		
#3 LEARNING ENVIRONMENTS 1) Collaborates with others to build a positive learning climate.		
#3 LEARNING ENVIRONMENTS 2) Manages the learning environment to engage learners actively.		
#4 CONTENT KNOWLEDGE 1) Understands the central concepts, tools of inquiry, and structures of the		

discipline(s) he or she teaches.		
#4 CONTENT KNOWLEDGE 2) Creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.		
#5 APPLICATION OF CONTENT 1) Connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues.		
#5 APPLICATION OF CONTENT 2) Engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.		
#6 ASSESSMENT 1) Uses, designs or adapts multiple methods of assessment to document, monitor, and support progress for learning goals and objectives.		
#6 ASSESSMENT 2) Uses assessment to engage learners in their own growth.		
#6 ASSESSMENT 3) Implements assessments in an ethical manner and minimizes bias to enable learners to display the full extent of their learning.		
#7 PLANNING FOR INSTRUCTION 1) Selects, creates, and sequences learning experiences and performance tasks that support curriculum goals based on content standards and cross-disciplinary skills.		
#7 PLANNING FOR INSTRUCTION 2) Plans instruction based on formative and summative assessments and other sources, and adjusts to meet each student's learning needs.		
#7 PLANNING FOR INSTRUCTION 3) Plans instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual needs.		

#8 INSTRUCTIONAL STRATEGIES 1) Understands and uses a variety of instructional strategies and makes learning accessible to all learners.		
#8 INSTRUCTIONAL STRATEGIES 2) Encourages learners to develop deep understanding of content areas, makes connections across content, and applies content knowledge in meaningful ways.		
#9 PROFESSIONAL LEARNING & ETHICAL PRACTICE 1) Engages in continuous professional learning to more effectively meet the needs of each learner.		
#9 PROFESSIONAL LEARNING & ETHICAL PRACTICE 2) Uses evidence to continually evaluate the effects of decisions on others and adapts professional practices to better meet learners' needs.		
#9 PROFESSIONAL LEARNING & ETHICAL PRACTICE 3) Practices the profession in an ethical manner.		
#10 LEADERSHIP & COLLABORATION 1) Collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth.		
#10 LEADERSHIP & COLLABORATION 2) Seeks appropriate leadership roles and opportunities to take responsibility for student learning and to advance the profession.		

After the observation, how would you say the candidate is progressing? *(put an X next to your selection)*

	Progressing well overall.
	Progressing well overall, with some areas identified for focused improvement that we are working on.

	Substantial concerns, needs additional developmental support from program and/or district ASAP.
	<i>Next steps for substantial concerns...</i> 1. Complete <i>'Substantial Concerns About ESD-U Candidate' form</i> to notify program staff about concerns 2. Give feedback and discuss areas of growth with candidate 3. Email/connect with candidate's mentor 1:1 to discuss areas of growth and supports for candidate

If this is your ***final*** observation for this candidate, please also complete the [**ESD-U Final Recommendation form.**](#)

APPENDIX H: Final Recommendation Form

<https://forms.gle/BkJhPMdRcko9n24F6>



ESD-U Final Recommendation

Thank you for supporting an ESD-U candidate this year! Please use this form to submit your final recommendation regarding your ESD-U candidate's readiness for teacher certification. This form is designed to be quick and to take approximately 2-5 minutes. This is one of multiple measures that ESD-U will consider when evaluating each candidate's readiness for teacher certification and program completion status.

Once you submit your response and all required hiring paperwork, ESD-U will initiate your payment process. You will receive an email asking you to confirm your payment details, which is essential for sending your payment. Payments are issued on the last day of the month. If your payment is processed by the 12th of the **current** month, you'll receive it at the end of that month. If processed between the 13th and 31st, it will be sent on the last day of the **following** month.

If you have questions about the Final Recommendation form, please email ESD-U program staff at esd-u@esd112.org. If you have questions about hiring paperwork/payment, please email Amy Glenn (amy.glenn@esd112.org), the ESD-U Program Secretary.

Quick Links

ESD 112 Canvas Account: <https://waesd.instructure.com/>

[Field Supervisor Canvas Course](#)

[Mentor Canvas Course](#)

[Beginning Educator Support Team \(BEST\) website \(OSPI\)](#)

ESD-U website: <https://esd-u.esd112.org/>

Paraeducator & Explorer Program website: <https://esd-u.esd112.org/pep/>

Resource Links

[OSPI Report Card - Data on Schools & Districts](#)

[Washington Public School Data for Area Eligibility Report](#)

[Race: US Census Bureau](#)

[APA Socioeconomic Status](#)

[APA's Socioeconomic Status Office Publications](#)

[OFM.WA.gov - WA Rural Counties](#)

[OFM.WA.gov - WA Population Density by County](#)

[State-Level Population Density Maps for All US States](#)

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