

We officially request placement for our students in their preferred school districts via school visit or email. This request is made through the approved district representative or building principal. We provide the school districts with all relevant student information, preferences, and the cover letter and resume collected from the students. The school district, which includes Title 1 schools, then uses this information to identify potential classroom placements, including high-need subject areas. We also work closely with special education, migrant, and language acquisition specialists to identify dual-language classrooms that our students could potentially work in.

Typically, communication is done via phone calls, school visits, and emails. After a suitable placement is found, the candidate receives an email with instructions on what they need to do before entering the classroom. The email contains the contact information for the mentor teacher, university mentor, and building administration.

The Innovate undergraduate students are required to work in a classroom for a minimum of 30 hours, which is called a practicum. For this, the student will fill out a form in which they will state their preference for placement. They can choose to continue working in the same classroom for their second practicum if they choose to or be placed in another classroom. To support the students in their practicum experience, they attend a seminar class weekly. This experience is tied to the seminar to provide support and scaffolding for the student. After completing the practicum, the Innovate students are placed in a 450-hour co-teaching experience. They have the flexibility to change their field placement for any of the experiences but will work under at least two different student-teacher mentors.

The Theory to Practice Graduate students complete a 450-hour co-teaching experience following the same protocol as the Innovate students, minus the two practicum placements. As with the Residency graduate students, they will complete a 540-hour clinical practice during a full school year experience, following the same protocol as the Theory to Practice students.

We use highly effective student-teacher mentors who meet specific criteria. To qualify, mentors must have received a level 3 or above on criteria 3 and 6 in their most recent comprehensive performance evaluation (under RCW 28A.405.100) or have included this information in their resume as part of their application process. Ideal candidates should have at least 3 years of experience in K-12 systems, possess a valid teaching certificate, and have taught in a classroom for at least 3 years.

Students participating in field placements will be paired with a Faculty Advisor who will help them navigate their required coursework and seminars related to their practicum or student teaching experience. They will also be assigned a university mentor who will serve as a support system, advising, guiding, supervising, and evaluating their experience. The university mentor acts as a liaison between the mentor teacher, the student, and the university. Additionally, a mentor teacher will be assigned to each student to guide them while they are in the classroom and provide feedback on their teaching and disposition. The mentor teacher and university mentor will evaluate the students at midterm and finals using an online form, and students are encouraged to self-evaluate at the same time.

To apply for field placement, students are required to complete a JotForm to indicate their preferences regarding school districts, grades, and subject areas. Additionally, we collect resumes and cover letters to give school districts a better understanding of the students' professional and educational backgrounds, as well as their interests.

All candidates are informed of their expectations during orientations, classes, and through the Teacher Preparation Handbook, which is distributed to candidates and available online. The various roles of advisors and mentors are outlined in these sources, as well as the person to contact in case of any issues that may arise during field placement.

During the field experience, there are several evaluations that the student must undergo. These include the final rating given by the mentor teacher and university mentor, in which the student must receive a score of 3 or 4 on their Final Rating Sheet. Additionally, the student must complete their Final Portfolio Assessment, which includes the Professional Competencies Assessment Instrument (PCAI) and other evidence.

The Final Portfolio Assessment must be completed and submitted with all required documents during the final semester of the program and is a requirement to receive a passing grade for the Co-teaching Internship and to graduate. The candidate must pass the Final Portfolio Assessment to be recommended for Teacher certification. A rating of three is considered a passing score. However, a Candidate may receive three twos if no more than one of these is received in the same criterion. It is not possible to pass the PCAI if a candidate receives a score of one for any competency. If a candidate's level of competence requires it, they may be asked to develop an improvement plan with the help of the University Mentor at midterm.

Candidates are also evaluated on their disposition. Students must receive a Candidate Disposition Evaluation Form showing no concerns by the end of the semester. If any concerns are raised by the core teacher or University Mentor at any time during the internship, the candidate will receive an 'Unsatisfactory' rating and must develop an improvement plan with guidance and input from the University Mentor and Core Teacher.

Different types of assessments can be used in education. A diagnostic assessment is used to determine what a student already knows and what difficulties they might be facing. This assessment is important as it helps to identify any issues that could prevent the student from learning new material. It is usually conducted before teaching or when a problem arises.

A formative assessment is used to assess how a student is progressing on a specific task. This type of assessment is conducted regularly, often daily, and teachers use the results to adjust their teaching methods to ensure that learning is taking place. A summative assessment is used to evaluate a student's overall retention of information that was previously taught. The results of this assessment can be used to set new goals and objectives.

Students can also use a professional growth plan (PGP) to reflect on their internship experience, identify their strengths and areas for improvement, and set goals for their future professional development. They must select three professional competencies from the list of standards set by Washington State for the first year of teaching.

During the entire school year, the mentors of student teachers receive professional development on mentoring skills. Additionally, we invite student teacher mentors to participate in Teacher

Preparation Professional Development at the beginning of each academic year and provide professional development videos to assist them throughout the year.