



Teacher Education Field Experiences Handbook

COLLEGE OF EDUCATION
2019-2020



Northwest
UNIVERSITY

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Greetings –

Whether you are a student teacher candidate, a mentor teacher, a hosting principal, or a university supervisor, this handbook will provide you with an overview of the field experiences all Northwest University College of Education teacher education students participate in during our program. Northwest University is committed to providing each and every teacher candidate with a diverse set of field experiences designed to allow a transition from theoretical coursework to real-world practice. This progression is directly aligned to our conceptual framework, which outlines our principal program goal: the preparation of educators who are holistic, adaptive and student-learner focused.

The work of guiding new educators into this incredibly important profession depends on many experienced educators helping along the way. If you are reading this, you are one of key participants in this work, and we would like thank you for your time and energy spent. Though this handbook is designed to provide a comprehensive overview of our program, timeline, requirements and resources you might need, it is likely that, at some point, you will have a question it does not answer. Please know, we are here to partner with you; don't hesitate to email the Director of Field Experiences – mary.ewart@northwestu.edu – if you have any questions, would like clarification, or need to express a concern.

Thank you again. We look forward to partnering with you,



Mary Ewart

Director of Field Experiences

Holistic Educators.

We believe great teaching is holistic, and that great teachers exhibit sensitivity informed by student background and situation.

Adaptive Educators.

We believe great teaching is adaptive, and that great teachers demonstrate flexibility directed by student aptitude.

Learner-Focused Educators.

We believe great teachers are learner-focused, and that great teachers evaluate their performance using evidence of student learning.

College of Education Faculty and Staff Contact Information



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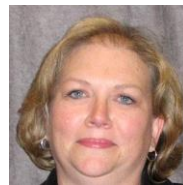
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"I'm not sure who to contact. I am wondering about...."

...a general question regarding field experiences, my specific placement, or my question hasn't been resolved in a timely fashion. Contact the Director of Field Experiences.

...credits, WEST/NES exams, fingerprinting, endorsement requirements, graduation, program admission or my certification. Contact the Certification Officer.

...FolioTek. Contact the Program Assistant.

...feedback on an observation, teaching pedagogy, your specific student teaching experience. Contact the University Field Supervisor assigned to you at the beginning of the student teaching internship.



MIT Field Experiences Progression

Overview of Field Experiences and Hour Requirements

In order to best prepare candidates, multiple field experiences are integrated within the MIT program. All hours listed are minimum requirements. In order to qualify as a supervised field experience, and therefore count for the Washington State certification requirements, a university field supervisor must observe the candidate during the field experience.

Avid Coaching: 20 hours of coaching during the fall semester.

September Experience: 20 hours of observation during the first two weeks of the fall semester.

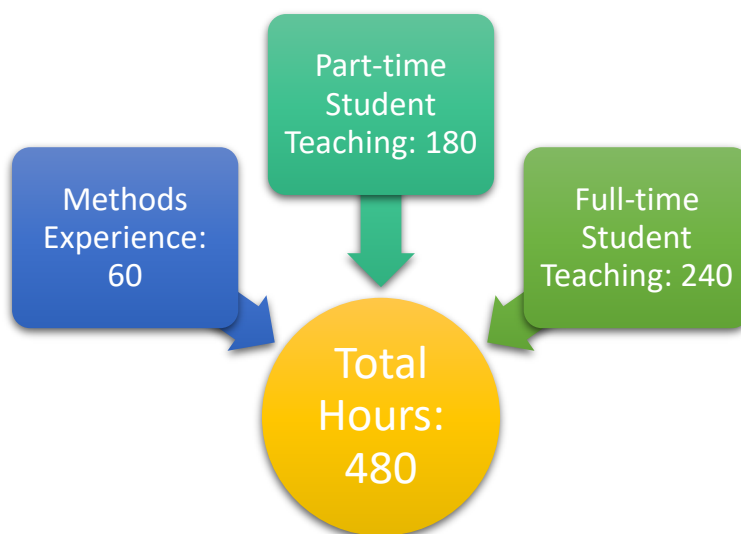
Methods Experience: 60 hours of observation and instructional experience during the first six weeks of the spring semester.

Part-time Student Teaching: 180 hours of instructional experience during the next nine weeks of the spring semester.

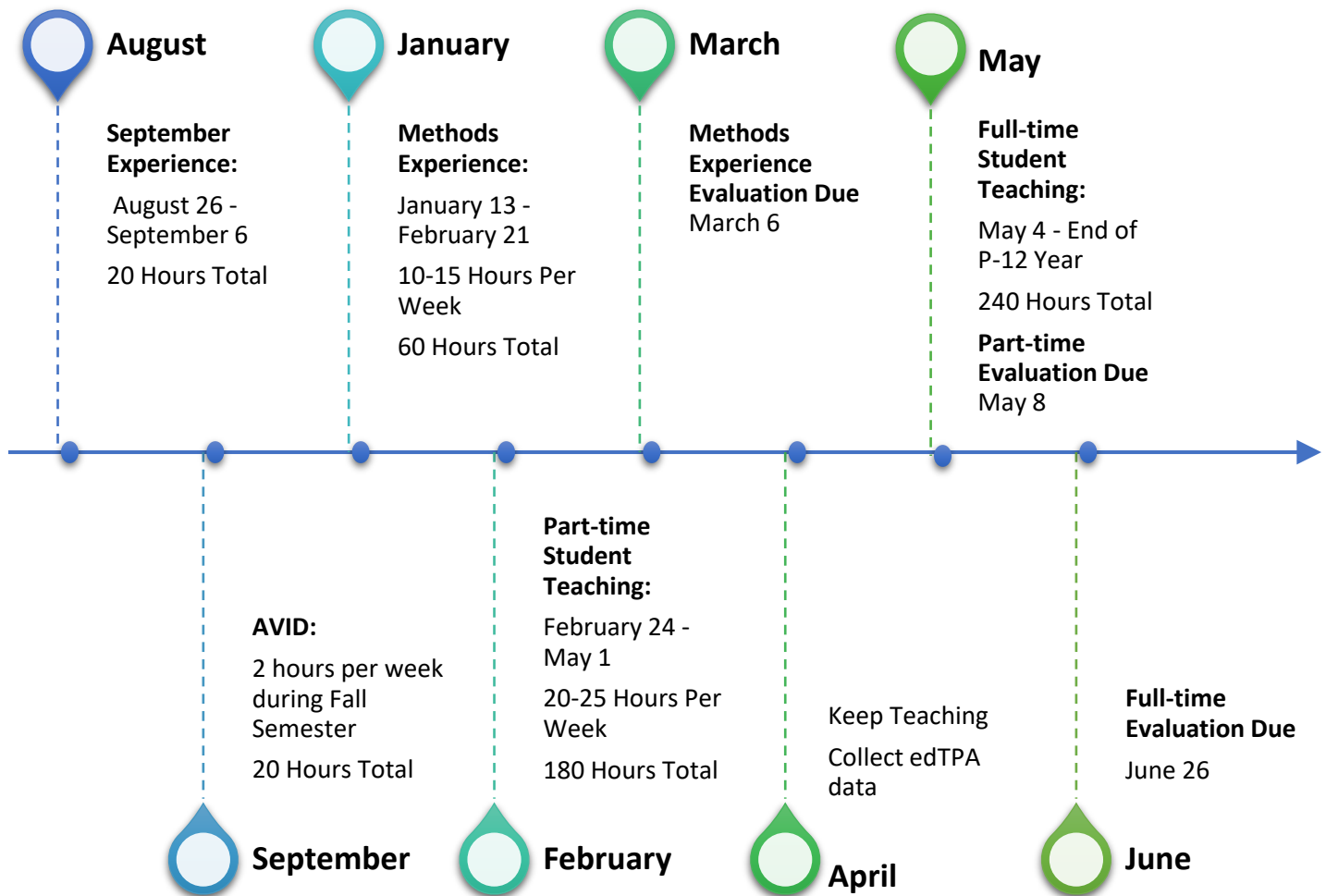
Full-time Student Teaching: 240 hours of instructional experience. This must include a minimum of five consecutive weeks as the lead teacher: he/she plans, teaches, and assesses the classroom curriculum; manages classroom routines; and interacts with parents, guardians, and educational colleagues.

Candidates are expected to follow the P-12 schedule and remain in their student teaching internships during the Northwest University spring break, holidays and reading days. Additionally, candidates must continue to attend their NU courses/experiences during the P-12 spring break.

In all experiences, the candidates are responsible for logging field experience data including hours observed into FolioTek, weekly. These logs are required for successful completion of each field experience.



Field experiences start for the MIT program in August with observation and AVID tutoring, and increase during the spring semester, with the majority of the student teaching internship taking place between March and June



September Experience

September Experience..... 20 Hours

Type of Observation: Field Experience

Time Frame: August 26, 2019 – September 6, 2019
10 hours a week for two weeks.

Goal: Provide candidates with a hands-on understanding of the start of a school year, including room set-up, staff in-service days, classroom norms development, procedure setting, etc.

Supervision: Classroom Partner Teacher

The goal for this experience is for our MIT candidates to experience, through observation, the work that goes into starting the school year in the P-12 classroom. It is not a traditional student teaching experience, in that the candidate will not be instructing, rather observing and volunteering. With that in mind, the following information outlines the responsibilities of each party.



Candidate

- Secure a placement; ideally in endoresment area.
- Coordinate a mutually agreeable observation schedule.
- Become official volunteer in the school.
- Log a minimum of 20 hours.
- Take notes and reflect on them.
- Be helpful and engaged.
- Ask intentional questions.
- Jump in when appropriate.



Host Teacher

- Open classroom to MIT candidate.
- Communicate all expectations clearly.
- Take time to explain your thinking: the what and the why.
- Include the candidate as much as possible in hands-on ways.
- Complete a brief dispositional evaluation.



Host Principal

- Welcome candidate.
- Include candidate in meetings/trainings

AVID Coaching.....

20 Hours

Type of Observation: Field Experience

Time Frame: 20 hours during Fall 2019 Semester, after conclusion of September Experience.

Goal: Provide candidates with a diverse experience across socio-economic, cultural, and family backgrounds. Candidates will provide a variety of roles in the AVID classroom, including small group facilitator (Peer Study Group Facilitator), student mentor, and content-area support. Candidates provide middle and high school students with insights into college readiness, critical problem solving, and content acquisition.

AVID Classroom Teacher

Supervision:

The goal for this experience is for our candidates to experience working with students of diverse socio-economical, cultural, and family backgrounds. Students served in this program are in middle and high school, which provides candidates with a field experience in a grade band typically outside of their student teaching placement in the spring. This experience provides the AVID students with a college-aged tutor to learn from, and our candidates with a chance to view a classroom with a new lens.



Candidate

- Attend every scheduled class period.
- Communicate with host teacher in the event of unavoidable absence.
- Engage in the classroom; interact with students.
- Log a minimum of 20 hours.



Host Teacher

- Open classroom to MIT candidate.
- Communicate all expectations clearly.
- Schedule classroom activities that leverage the MIT candidate.
- Include the candidate as much as possible in hands-on ways.

Student Teaching: Methods Experience

Student Teaching: Methods Experience..... 60 Hours

Type of Observation: Clinical Field Experience

Time Frame: January 13, 2020 – February 21, 2020
10 – 15 hours each week for six weeks.

Goal: Provide candidates with an opportunity to build rapport with their Mentor Teacher, begin to be involved in content-area instruction, gain a better sense of the classroom experience of a teacher through observation, facilitate small group instruction, and connect with the P-12 students

Supervision : Mentor Teacher and Northwest University Supervisor

It is important to pay attention to the time guidelines for each field experience. Our MIT candidates are taking three courses in the evening during this field experience and they should limit hours spent in their internship classrooms to no more than 15 hours each week.

*"WE CANNOT CREATE OBSERVERS BY SAVING 'OBSERVE', BUT BY
GIVING THEM THE POWER AND THE MEANS FOR THIS OBSERVATION
AND THESE MEANS ARE PROCURED THROUGH EDUCATION OF THE
SENSES."*

-Maria Montessori

January

Planning and Assessing

- Ask for copies of the lesson and unit plans. Follow along as you observe. Prepare to ask questions.
- Track the objective of each lesson. Pay close attention to how your mentor helps students meet that objective.
- Read the curriculum guides so that you understand the departmental scope and sequence.

January

Instruction

- Actively seek out times to debrief with your mentor every day. Ask questions. Be proactive about understanding what you've seen.

January

Communication

- Make sure that you're "in the system:" get a school email address, ID badge, etc.
- Introduce yourself to the class! Learn names! Spend time getting to know them, and let them get to know you.

January

Miscellaneous

- Take initiative! Seek out opportunities to be engaged! Don't just sit on the sidelines and wait.
- Introduce yourself to the rest of the faculty and staff.
- Learn and follow your mentor's management plan.

February

Planning and Assessing

- Watch your mentor plan lessons. After a few weeks, work with your mentor to plan a few of your own. Write up the lesson plans. Go over them together.
- Work with your mentor to practice assessing student work.

February

Instruction

- Work with individual students as the opportunity arises or as your mentor directs.
- Create and lead anticipatory sets.

February

Communication

- Pay attention to what's going on. Who are the students? What are their needs? Which individuals might need extra attention? Begin thinking about how you're going to help them, and discuss your ideas with your mentor.

February

Miscellaneous

- Continue to take initiative!
- Help set up the classroom. Move tables and desks. Create bulletin boards. Clean.
- Continue to follow your mentor's management plan.

Student Teaching: Part-Time Student Teaching

Student Teaching: Part-Time Experience..... 180 Hours

Type of Observation: Clinical Field Experience

Time Frame: February 24, 2020 – May 1, 2020
20 – 25 hours each week for nine weeks.

Goal: Provide candidates with greater responsibility in the student teaching role. Candidates gradually start taking over additional aspects of classroom instruction aimed at a transition to full leadership during full-time student teaching. Candidates gain greater pedagogical experience as well as classroom management experience, in order to prepare them for their own classroom.

Supervision: Mentor Teacher and Northwest University Supervisor

Candidates should spend no more than 25 hours each week in the classroom during this field experience. They should be attending the same days and hours each week consistently and gradually assuming responsibilities over the teaching that occurs during this time.

*“IT’S THE LITTLE CONVERSATIONS THAT BUILD RELATIONSHIPS AND
MAKE AN IMPACT ON EACH STUDENT.”*

.....
-Robert John Meehan

March

Planning and Assessing

- Increase your involvement in planning and assessment. You should be responsible for assessing any assignments or lessons that you planned.

March

Instruction

- Continue creating and leading anticipatory sets.
- Plan, teach, and assess at least one full lesson each week. Provide your mentor with your written lesson plan a minimum of 48 hours prior to teaching the lesson.

March

Communication

- Devise and implement intervention strategies for the previously identified special needs students. Dialogue with your mentor about these students' successes or failures.

March

Miscellaneous

- Part-time: spend a minimum of 20 -25 hours in the classroom each week.
- Continue office-type duties (making copies, etc.) as needed.
- Work with your mentor to plan for your transition to full time and edTPA.
- Establish communication with parents.
- Continue following the management plan.

April

Planning, Assessing and Instruction

- Prepare, teach, and assess at least one full subject/lesson per day. Provide your mentor with the written lesson plan a minimum of 48 hours prior to teaching the lesson.
- Continue adapting and differentiating your lessons and strategies to meet the needs of all your students.
- Gradually assume responsibility for most grading, planning, instruction, and parent contact.

April

Communication

- Continue to seek out feedback from your mentor teacher. Adjust your teaching accordingly.

April

Miscellaneous

- Get ready to move to full time! Plan out the transition to being in the classroom all day.
- Management! Work with your mentor to make sure you're still following the established plan.

Student Teaching: Full-time Student Teaching

Student Teaching: Full-Time Experience..... 240 Hours

Type of Observation: Clinical Field Experience

Time Frame: May 4, 2020 – End of P-12 School Year
40+ hours each week for at least six weeks.

Goal: Provide candidates with an opportunity to take over leadership of the classroom, with a minimum of five weeks of 'full-load' teaching (e.g. in charge of all teaching responsibilities: planning, implementing, and assessing instruction, classroom management, communications, etc.). Gives candidates full exposure to all aspects of classroom teaching as the culmination of the student teaching internship.

Supervision: Mentor Teacher and Northwest University Supervisor

Candidates begin this field experience after completing their spring coursework and prior to beginning their summer coursework. During this experience, the expectation is that the candidate is spending the full teacher contracted day, at a minimum, in the building every day.

*"THE BEST THING ABOUT BEING A TEACHER IS THAT IT MATTERS.
THE HARDEST THING ABOUT BEING A TEACHER IS THAT IT MATTERS
EVERY DAY."*

-Todd Whitaker

May

Planning, Assessing and Instruction

- Assume responsibility for *everything*: planning, teaching, grading, discipline, and contacting parents.
- Be at the school building during the entirety of the teacher's contracted day at a minimum.

May

Communication

- Rely less on feedback from your mentor and more on the feedback you generate from the systems you've put in place.
- Listen to your supervisor.
- Invite the principal to come observe you.

May

Miscellaneous

- Work with your mentor to plan for the end of the year, including final exams, report cards, and other end of the year duties and responsibilities.

June

Planning, Assessing and Instruction

- Continue to seek guidance from your mentor teacher.
- Finish end-of-the-year grading, report cards, etc.

June

Communication

- Ask your mentor about any tasks or issues that are specific to the end of the school year.

June

Miscellaneous

- Complete the Program Evaluation on FolioTek.
- Complete and submit edTPA.
- Complete the PEAB Exit Interview at the MIT Candidate BBQ.



Undergraduate Field Experiences Progression

Overview of Field Experiences and Hours Requirements

In order to best prepare candidates, multiple field experiences are integrated within the UG program. Field experiences for undergraduates begin pre-program in the pre-requisite course, Schools and Society. They continue during the spring semester of year one in the program with AVID coaching, with September and Methods Experience occurring during the fall semester of year two in the program. Part-time and Full-time Student Teaching is done during the second semester of year two in the program. In order to qualify as a supervised field experience, and therefore count for the Washington State certification requirements, a university field supervisor must observe the candidate during the field experience. All hours listed are minimum requirements. In all experiences, the candidates are responsible for logging field experience data including hours observed into FolioTek, weekly. These logs are required for successful completion of each field experience.

Avid Coaching: 20 hours of coaching during the spring semester of year one in the program.

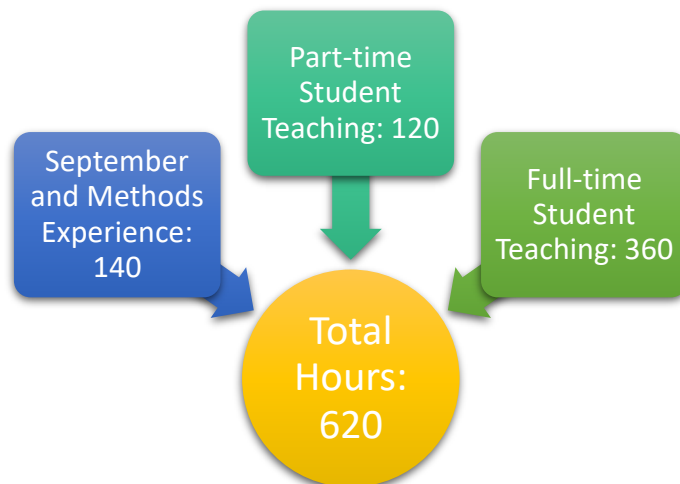
September Experience: 20 hours of observation during the first two weeks of the fall semester.

Methods Experience: 120 hours of observation and instructional experience during the fall semester.

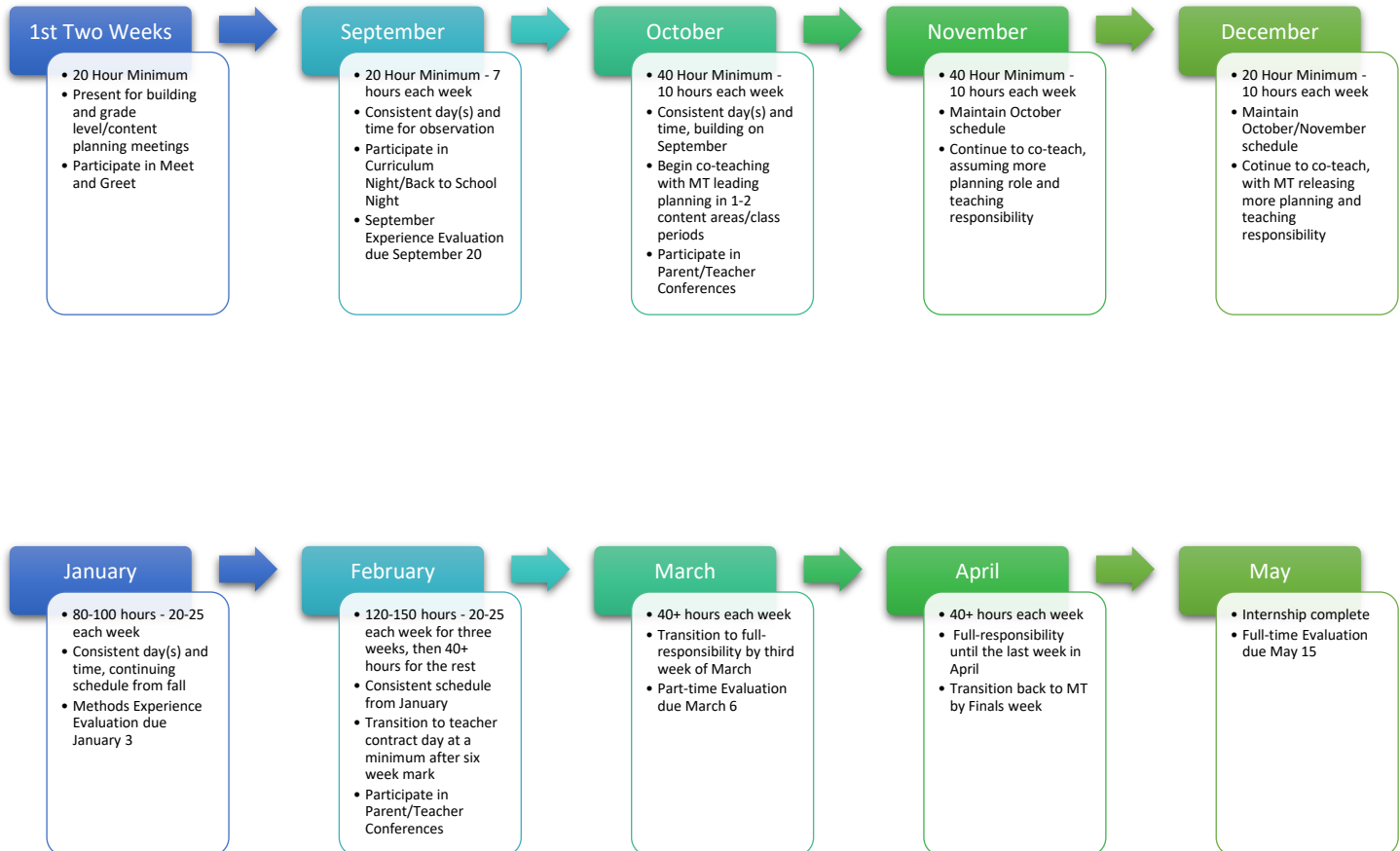
Part-time Student Teaching: 120 hours of instructional experience during the first six weeks of the spring semester.

Full-time Student Teaching: 360 hours of instructional experience. This must include a minimum of five consecutive weeks as the lead teacher: he/she plans, teaches, and assesses the classroom curriculum; manages classroom routines; and interacts with parents, guardians, and educational colleagues.

Candidates are expected to follow the P-12 schedule and remain in their student teaching internships during the Northwest University spring break, holidays and reading days. Additionally, candidates must continue to attend their NU courses/experiences during the P-12 spring break.



The majority of the undergraduate candidate's field experiences occur during year two in the program. All of these experiences will be in the same classroom with the same mentor teacher and students. They will be supervised by a Northwest University Field Supervisor and will have course meetings and assignments throughout the year to support the work. The graphic below illustrates the field experience progression for undergraduates during the second year of the two year program.



Schools and Society

AVID Coaching

Schools and Society..... 10 Hours

Type of observation: Field Experience

Time Frame: Approximately 10 hours of school visits, observations, and lectures.

Goal: Provide students interested in the College of Education exposure to a variety of career options included the umbrella of education.

Supervision: EDUC 2011 Professor

AVID Coaching..... 20 Hours

Type of observation: Field Experience

Time Frame: 20 hours during Spring Semester of Year One in the program.

Goal: Provide candidates with a diverse experience across socio-economic, cultural, and family backgrounds. Allows candidates a different view of a classroom. Candidates will service in a variety of roles for AVID students, including small group facilitator (Peer Study Group Facilitator), student mentor, and content-area support. Candidates give P-12 students insights into college-readiness, critical problem solving, and content acquisition.

Supervision: AVID Mentor Teacher provides mentoring to candidate.

These two field experiences are supported by courses in the undergraduate progression. Professors provide observational focus, reflection guidelines, and arrange for visits and training as needed for each experience.

It is critical for the success of this program, and our partnership with local school districts, for candidates to engage in each field experience fully. With that in mind, here are some expectations of both the candidate and host teacher in the AVID experience.



Candidate

- Attend every scheduled class period.
- Communicate with host teacher in the event of unavoidable absence.
- Engage in the classroom; interact with students.
- Log a minimum of 20 hours.



Host Teacher

- Open classroom to UG candidate.
- Communicate all expectations clearly.
- Schedule classroom activities that leverage the UG candidate.
- Include the candidate as much as possible in hands-on ways.

September and Methods Experience

September and Methods Experience

140 Hours

Type of observation: Clinical Field Experience

Time Frame: August 26, 2019 – September 6, 2019

10 hours a week for two weeks.

September 9, 2019 – December 20, 2019

10 hours a week.

Goal: Provide candidates with a hands-on understanding of the start of a school year, including room set up, staff in-service days, classroom norms development, procedure setting, etc. Additionally, allow candidates the opportunity to co-teach, participate in conferences, and begin to assume planning, teaching, and assessing responsibilities.

Supervision: Classroom Mentor Teacher and Northwest University Field Supervisor

Undergraduate candidates will be taking a full course load during these two field experiences. It is important to follow the time guidelines for the success of the field experience.

“EVERY CHILD DESERVES A CHAMPION – AN ADULT WHO WILL NEVER GIVE UP ON THEM, WHO UNDERSTANDS THE POWER OF CONNECTION AND INSISTS THAT THEY BECOME THE BEST THAT THEY CAN POSSIBLY BE.”

-Rita F. Pierson

First Two Weeks

Observing and Participating

- Proactively coordinate a mutually agreeable observation schedule for both the classroom teacher and the MIT candidate that includes time during school/district in-service days and the first week of school.
- Log a minimum of 20 hours of time between in-service days and the first week of school
- Record observation notes and reflections.
- Be helpful and engaged. Ask intentional questions. Jump in at any appropriate opportunity. Above all, take advantage of every opportunity to work with and learn from an experienced educator.
- Be present for building and grade-level/content planning meetings
- Participate in Meet and Greet activities.

September

Planning and Assessing

- Ask for copies of lesson and unit plans. Follow along as you observe. Prepare questions to ask.
- Track the objective of each lesson. Pay close attention to how your mentor helps students meet that objective.
- Read the curriculum guides so that you understand the departmental scope and sequence.

September

Instruction

- Actively seek out times to debrief with your mentor every day. Ask questions. Be proactive about understanding what you've seen.
- Work with individual students as the opportunity arises or as your mentor directs.

September

Communication

- Introduce yourself to the class! Learn names! Spend time getting to know them, and let them get to know you.
- Pay attention to what's going on. Who are the students? What are their needs? Which individuals might need extra attention
- Attend any meetings you are invited to, including planning meetings, parent meetings, and staff meetings to gain exposure to all aspects of teaching.

September

Miscellaneous

- Take initiative! Seek out opportunities to be engaged! Don't just sit on the sidelines and wait.
- Learn and follow your mentor's management plan.
- Introduce yourself to the rest of the faculty and staff.

October

Planning and Assessing

- Begin to write learning targets for teacher planned lessons alongside the mentor teacher.
- Begin to plan small-group instruction and/or short segments of the lesson with mentor teacher.

October

Instruction

- Actively seek out times to debrief with your mentor every day. Ask questions. Be proactive about understanding what you've seen.
- Work with individual students as the opportunity arises or as your mentor directs.
- Create and lead small group activities and/or short segments of the lesson.
- Co-teach with mentor teacher.

October

Communication

- Pay attention to what's going on. Who are the students? What are their needs? Which individuals might need extra attention?
- Attend any meetings you are invited to, including planning meetings, parent meetings, and staff meetings to gain exposure to all aspects of teaching.

October

Miscellaneous

- Attend Curriculum Night/Back to School Night and participate.
- Participate in parent/teacher conferences.

November & December

Planning and Assessing

- Continue to co-plan with mentor teacher.
- Begin to assume more of a lead role in planning at least one content area/class period.

November & December

Instruction

- Actively seek out times to debrief with your mentor every day. Ask questions. Be proactive about understanding what you've seen.
- Work with individual students as the opportunity arises or as your mentor directs.
- Create and lead anticipatory sets.
- Increase co-teaching, assuming more teaching responsibility.

November & December

Communication

- Attend any meetings you are invited to, including planning meetings, parent meetings, and staff meetings to gain exposure to all aspects of teaching.

November & December

Miscellaneous

- Plan transition to Part-time Student Teaching beginning in January.

Part-time Student Teaching

Part-time Student Teaching..... **120 Hours**

Type of observation: Clinical Field Experience

Time Frame: January 13, 2020 – February 21, 2020
20-25 hours each week for six weeks.

Goal: Provide candidates greater responsibility in the student teaching role. Candidates gradually start taking over additional aspects of classroom instruction aimed at a transition to full-leadership during full-time student teaching. Candidates gain greater pedagogical experience as well as classroom management experience, preparing them for their own classroom.

Supervision: Mentor Teacher and Northwest University Supervisor

Candidates should spend no more than 25 hours each week in the classroom during this field experience as they will also be attending classes. They should be attending the same days and hours each week consistently, building upon the hours they were attending in the fall semester.

*“THE FUNCTION OF EDUCATION IS TO TEACH ONE TO THINK
INTENSIVELY AND TO THINK CRITICALLY. INTELLIGENCE PLUS
CHARACTER – THAT IS THE GOAL OF TRUE EDUCATION.”*

-Dr. Martin Luther King, Jr.

January

Planning and Assessing

- Plan lessons for the content/class you co-taught in the fall, with the guidance of your mentor teacher.
- Work with your mentor to practice creating assessments and assessing student work.

January

Instruction

- Assume teaching responsibility for co-taught content/classes from the fall.
- Provide your mentor with written lesson plans a minimum of 48 hours prior to teaching the lesson.

January

Communication

- Pay attention to what's going on. Who are the students? What are their needs? Which individuals might need extra attention?
- Work with your mentor teaching to transition communication with families to your responsibility.

January

Miscellaneous

- Spend 20-25 hours each week in the classroom.
- Help set up the classroom. Move tables and desks. Create bulletin boards. Clean stuff. Make copies.

February

Planning and Assessing

- Increase your involvement in planning and assessing. You should be responsible for assessing any assignments or lesson you planned.

February

Instruction

- By the end of week 6, you should be teaching all of the content you co-taught in the fall, and transitioning to teaching additional content/courses.
- Provide your mentor with written lesson plans a minimum of 48 hours prior to teaching the lesson.

February

Communication

- Devise and implement intervention strategies for the previously identified special needs students. Dialogue with your mentor about these students' successes or failures.

February

Miscellaneous

- Transition from 20-25 hours each week to 40+ hours each week on February 24, 2020.
- Continue office-type duties (copies, etc.) as needed.
- Work with your mentor to plan for your transition to full-time.
- Execute communication plan with families.
- Continue following the management plan.

Full-time Student Teaching

Full-time Student Teaching..... 360 Hours

Type of observation: Clinical Field Experience

Time Frame: February 24, 2020 – May 1, 2020
40+ hours each week for nine weeks.

Goal: Provide candidates full responsibility in the student teaching role. Candidates have full leadership during full-time student teaching. Candidates gain greater pedagogical experience as well as classroom management experience, preparing them for their own classroom.

Supervision: Mentor Teacher and Northwest University Supervisor

Candidates have completed all course work and are expected to spend the full teacher contracted day, at a minimum, in the building every day.

“DON’T STRUGGLE TO BE A BETTER TEACHER THAN EVERYBODY ELSE. SIMPLY BE A BETTER TEACHER THAN YOU EVER THOUGHT YOU COULD BE.”

.....
-Robert John Meehan

March

Planning, Assessing and Instruction

- Gradually assume responsibility for most grading, planning, instruction, and parent contact.
- Transition to full-responsibility by the third week of March
- Continue adapting and differentiating your lessons and strategies to meet the needs of all your students.
- Continue to have your written lesson plans vetted by your mentor *before* you teach them.

March

Communication

- Continue to seek out feedback from your mentor. Adjust your teaching accordingly.
- Invite the principal to come observe you.

March

Miscellaneous

- Move to full time! Spend all day in the classroom.
- Management! Work with your mentor teacher to make sure you're still following the established plan.

April

Planning, Assessing and Instruction

- Assume responsibility for *everything*: planning, teaching, grading, discipline, contacting parents, all of it, until the end of April.
- Transition back to the Mentor Teacher by finals week.

April

Communication

- Rely less on feedback from your mentor and more on the feedback you generate from the systems you've put in place, though still debrief with your mentor.
- Listen to your supervisor.
- Invite the principal to come observe you.

April

Miscellaneous

- Work with your mentor to plan for how you're going to transition out of the lead role (because you graduate in May!)

May

Planning, Assessing and Instruction

- Gradually and efficiently hand everything back to your mentor.

May

Communication

- Communicate with your mentor about any particular student needs, unfinished assignments, and ongoing projects.
- Communicate your departure with parents and students.

May

Miscellaneous

- Complete the Program Evaluation on FolioTek.
- Complete and submit the edTPA.
- Complete the PEAB Exit Interview at the Completer's Brunch.
- Graduate!



Standards and Evaluations

The best student teachers are humble.

- Listen to your mentor.
- Listen to your supervisor.
- Listen to your students.
- Remember you are surrounded by guides who have your best interests and success in mind.

The best student teachers are able to adapt and adjust.

- Anticipated instructional time will change.
- Schedules will change unpredictably.
- Technology will fail.
- All this is normal, adjusting on the fly is a critical skill to develop.

The best student teachers are always learning.

- Cultivate an attitude of wonder and curiosity about your students, classroom, your subject, and yourself.

The best student teachers are proactive.

- Take initiative!
- Make suggestions, when appropriate.
- Ask questions.
- Anticipate upcoming hurdles and step forward to meet them.

The best student teachers communicate early and often.

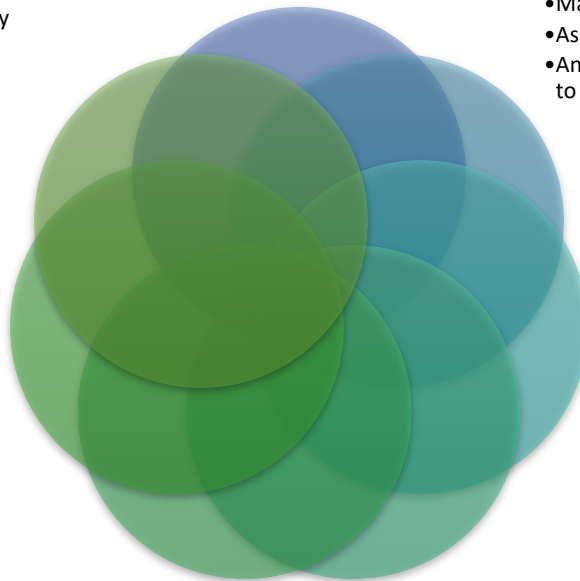
- Communicate any change in schedule immediately.
- Ask questions regarding lessons.
- Share observations about students.

The best student teachers use data to make informed decisions.

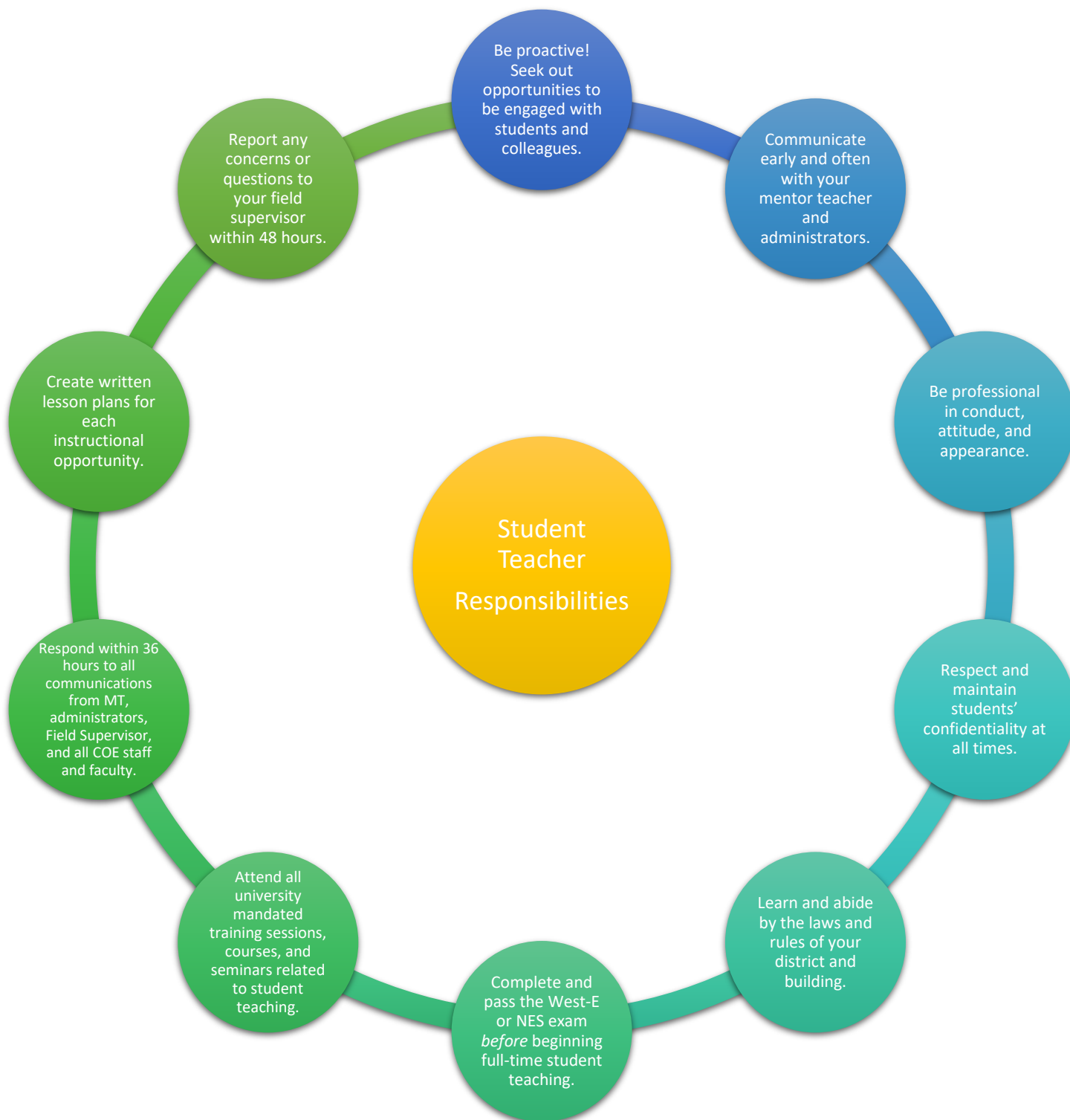
- Gather, analyze, and reflect on evidence.
- Apply the insights gained during reflection.

The best student teachers make a lot of mistakes.

- Expecting perfection is paralyzing.
- Willingness to take risks is critical for success as a teacher.
- Make mistakes, then learn from them, and make new ones.



Student Teacher Overall Responsibilities



The InTASC Standards are a set of ten standards on which student teachers are evaluated. They provide goals for competencies by the end of a candidate's student teaching internship. They are also the basis of the part-time and full-time student teaching evaluations that both mentor teachers and university supervisors complete. A summary of these standards is provided below, and more information can be found at https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, and families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: Learner Development.

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences.

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments.

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in

Standard #4: Content Knowledge.

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content.

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.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content.

Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and

Standard #6: Assessment.

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction.

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies.

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.

imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to

reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration.

A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members.

Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: Professional Learning and Ethical Practice.

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration.

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.

Evaluation Forms and Schedule

All evaluations are completed in an online portfolio tool, FolioTek. Candidates receive access to this tool upon the start of their program. Mentor Teachers and University Supervisors receive access upon confirmation of placement of a student teacher.

Your university supervisor will conduct a minimum of two (2) to four (4) observations during your part-time student teaching experience, and a minimum of two (2) to four (4) observations during your full-time student teaching experience. This will usually total between 12 and 15 hours. After each observation, your university supervisor will debrief the lesson with you and provide written feedback.

Your mentor teacher and university supervisor will evaluate your dispositions and skills based on observational data at the end of both part-time and full-time student teaching. These evaluations are done via FolioTek links sent directly to the mentor teacher and university supervisor by the COE office. Your field supervisor will also evaluate your dispositions and skills via FolioTek at the end of part-time and full-time student teaching. Please note that links come from FolioTek, and can land in your junk mail folder. A copy of each evaluation is provided for reference.

Clinical Field Experience Observation Form

This form is used by all university field supervisors to record observations during each formal observation. Copies will be provided to the mentor teacher and student teacher following of each debrief.

Candidate	Assignment (subject/grade level)	School/District
Program (MIT/Undergrad) ☐ MIT ☐ Undergraduate	NU Supervisor	Mentor/Partner Teacher
Date of Observation	Observation Time (from/to)	Type of Experience Student Teaching

Comments/Observations/Discussion Points:

Post Lesson Reflection (*How did it go?*):

Adjustments to Practice (*What would you change next time? What do you need to follow up on from the lesson – reteach, push further, reinforce?*)

September Experience and Method Experience Evaluation

This dispositional evaluation is completed by the mentor teacher at the end of September Experience. It is also completed by both the mentor teacher and the university field supervisor at the end of Methods Experience. A certain score is required for the candidate to continue on to the next field experience. If, at any point in the College of Education program, a concern is raised regarding a candidate and his/her ability to successfully meet the standards of becoming a teacher, this evaluation can be completed for the purpose of goal setting and/or candidate status.

Rubric

Rating	Descriptor
Exceeds Standard (4)	Consistently demonstrates exceptional characteristics/behaviors/potential in the area; exhibits skills/aptitudes at the level of an accomplished beginning teacher.
Meets Standard (3)	Consistently demonstrates clear characteristics/behaviors/potential in the area; exhibits skills/aptitudes at the level of a beginning teacher.
Approaching Standard (2)	Demonstrates emerging characteristics/behaviors/potential in the area; exhibits skills/aptitudes at a moderate level of competence.
Below Standard (1)	Demonstrates limited and inconsistent characteristics/behaviors/potential in the area; unable to exhibit skills/aptitudes at expected levels of performance.
Did not have the opportunity to observe (0)	Did not observe characteristics/behaviors/potential in the area.

1. Demonstrates professionalism, i.e.

	Exceeds Standard (4)	Meets Standard (3)	Approaching Standard (2)	Below Standard (1)	Did not have the opportunity to observe (0)
• Arrives on time					
• Exhibits regular attendance					
• Dresses appropriately for situation					
• Listens while others are speaking	O	O	O	O	O
• Makes appropriate eye contact					
• Turns work in on time					
• Turns in high quality work					
• Adapts to change					

2. Demonstrates a positive attitude, i.e.

- Demonstrates work ethic
- Gets things done in spite of hardships
- Does not have a flattened/bored affect
- Communicates proactively
- Works well with others
- Does not whine or complain
- Takes pride in his/her work
- Shows interest in class discussions

Exceeds Standard (4)	Meets Standard (3)	Approaching Standard (2)	Below Standard (1)	Did not have the opportunity to observe (0)
0	0	0	0	0

3. Demonstrates effective oral communication, i.e.

- Speaks well in front of class
- Models proficient English
- Has good use of tone and pitch
- Participates in groups respectfully
- Effectively justifies ideas
- Can code-switch to academic register

Exceeds Standard (4)	Meets Standard (3)	Approaching Standard (2)	Below Standard (1)	Did not have the opportunity to observe (0)
0	0	0	0	0

4. Demonstrates effective written communication, i.e.

- Creates and defends arguments with reason
- Uses correct spelling
- Uses professional English and grammar
- Begins emails with greeting
- Employs both formal and informal writing styles
- Adheres to assignment guidelines

Exceeds Standard (4)	Meets Standard (3)	Approaching Standard (2)	Below Standard (1)	Did not have the opportunity to observe (0)
0	0	0	0	0

5. Exhibits an appreciation and value for diversity, i.e.

- Approaches diversity with a positive attitude
- Does not use racial stereotypes
- Interacts with others in a friendly manner
- Remains open to differing person and opinions
- Does not demean others

Exceeds Standard (4)	Meets Standard (3)	Approaching Standard (2)	Below Standard (1)	Did not have the opportunity to observe (0)
0	0	0	0	0

6. Is prepared to learn, i.e.

- Participates actively
- Listens well
- Welcomes new subjects
- Asks and answers questions during class
- Engages in group discussions
- Arrives to class coherent and focused
- Comes to class well prepared and organized with correct materials
- Demonstrates readiness and maturity in learning exchange

Exceeds Standard (4)	Meets Standard (3)	Approaching Standard (2)	Below Standard (1)	Did not have the opportunity to observe (0)
0	0	0	0	0

7. Collaborates effectively with peers and professors, i.e.

- Negotiates respectfully
- Accepts and acts on constructive criticism
- Engages in friendly dialogue
- Understands hierarchy between faculty and students
- Communicates truthfully

Exceeds Standard (4)	Meets Standard (3)	Approaching Standard (2)	Below Standard (1)	Did not have the opportunity to observe (0)
0	0	0	0	0

8. Is a self-regulated learner, i.e.

- Takes initiative to find solutions and solve problems
- Asks questions proactively
- Takes ownership of poor work
- Works and handles responsibility independently
- Improvises when needed
- Goes above and beyond minimum requirements
- Takes time to understand concepts
- Tolerates ambiguity

Exceeds Standard (4)	Meets Standard (3)	Approaching Standard (2)	Below Standard (1)	Did not have the opportunity to observe (0)
0	0	0	0	0

9. Exhibits the emotional intelligence to promote personal and education goals, i.e.

- Demonstrates appropriate self-regulation when discussing sensitive issues
- Does not bring person problems to class
- Does not overreact to criticism or situations
- Sensitive to the feelings of others
- Manages multiple tasks well
- Manages high-demand tasks well
- Does not always appear too busy or stressed

Exceeds Standard (4)	Meets Standard (3)	Approaching Standard (2)	Below Standard (1)	Did not have the opportunity to observe (0)
0	0	0	0	0

10. Reflects on one's own teaching and learning, i.e.

- Takes concrete steps in order to improve
- Identifies areas of growth
- Solicits feedback
- Uses grades to improve skills

Exceeds Standard (4)	Meets Standard (3)	Approaching Standard (2)	Below Standard (1)	Did not have the opportunity to observe (0)
O	O	O	O	O

11. Exhibits respect for peers and supervisors, i.e.

- Refrains from derogatory language
- Uses diplomacy
- Addresses people appropriately
- Can give criticism respectfully and constructively
- Discusses disagreements with professor outside of the classroom
- Keeps appointments
- Follows electronics-use policies during class
- Attempts to know names of peers and professors
- Remains logical and calm in disagreements

Exceeds Standard (4)	Meets Standard (3)	Approaching Standard (2)	Below Standard (1)	Did not have the opportunity to observe (0)
O	O	O	O	O

Part-time Student Teaching and Full-time Student Teaching Evaluation

Rubric

Rating	Descriptor
(4) Exceeds Standard	Consistently demonstrates an exceptional understanding of the standard; performs skills at the level of an accomplished beginning teacher.
(3) At Standard	Consistently demonstrates clear understanding of the standard; performs skills well and at the expected level of performance of a beginning teacher.
(2) Approaching Standard	Demonstrates an emerging understanding of the standard; performs skills inconsistently, and/or at a moderate level of competence.
(1) Below Standard	Demonstrates a limited and inconsistent understanding of the standard; unable to perform skills at expected levels of performance.
(NO) Not Observed	Did not observe understanding of the standard; unable to perform skills at expected levels of performance.

1.0 The Learner and Learning

The candidate demonstrates an understanding that teaching begins with the learner.

	Exceeds Standard (4)	Meets Standard (3)	Approaching Standard (2)	Below Standard (1)	Not Observed (NO)
1.1 Learner Development. The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.	O	O	O	O	O
1.2 Learner Differences. The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.	O	O	O	O	O
1.3 Learning Environments. The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.	O	O	O	O	O

2.0 Content

The candidate uses and applies deep and flexible understanding of his/her content area.

	Exceeds Standard (4)	Meets Standard (3)	Approaching Standard (2)	Below Standard (1)	Not Observed (NO)
2.1 Content Knowledge. The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.	O	O	O	O	O
2.2 Application of Content. The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.	O	O	O	O	O

3.0 Instructional Practice

The candidate understands and integrates assessment, planning, and instructional strategies in coordinated and engaging ways.

3.1 Assessment. The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.	O	O	O	O	O
3.2 Planning for Instruction. The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.	O	O	O	O	O
3.3 Instructional Strategies. The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.	O	O	O	O	O

4.0 Professional Responsibility

The candidate engages in meaningful learning and self-renewal for the purpose of improved teaching and learning.

4.1 Professional Learning & Ethical Practice. The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.	O	O	O	O	O
4.2 Leadership & Collaboration. The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.	O	O	O	O	O



Policies and Procedures

Testing Requirements

The following policies guide candidate progress in the College of Education, specifically regarding the PESB required WEST and/or NES exams. Candidates are required to register, pay for, and pass the WEST and/or NES exams. Any exceptions to the timelines below are rare and must be secured in writing from the Dean of the College of Education prior to the pertinent deadline.

WEST-B

Candidates must register for *and* take all sections of the WEST-B prior to or during their program application semester for undergraduates and prior to admission in the MIT program. In some cases, West-B scores can be waived with qualifying SAT or ACT scores; for more details, please visit <https://www.pesb.wa.gov/preparation-programs/assessments/basic-skills-assessment-west-b/west-b-alternatives/>

WEST-E/NES

Undergraduate Candidates. Candidates must register for pertinent WEST-E/NES exams in the semester prior to their 'September and Methods Experience' semester. Candidates will not be allowed to continue to their 'September and Methods Experience' semester unless they have registered for all pertinent WEST-E/NES exams.

Candidates must take *and* pass all pertinent sections of the WEST-E/NES exams for their primary endorsement during their 'September and Methods Experience.' Candidates will not be allowed to continue to part-time student teaching unless they have taken *and* passed the pertinent WEST-E/NES exams.

Candidates who haven't passed the WEST-E/NES in their primary student teaching endorsement area prior to part-time student teaching will be removed from their student teaching placement. Candidates will not be allowed to progress to part-time student teaching, even with remediation, until they have passed the primary student teaching endorsement area WEST-E/NES exam(s).

Graduate Candidates. Candidates must register for pertinent WEST-E/NES tests in order to be fully accepted into their program.

Candidates must take *and* pass all pertinent sections of the WEST-E/NES exams for their primary endorsement by their ‘September and Methods Experience.’ Candidates will not be allowed to continue to part-time student teaching unless they have taken *and* passed the pertinent WEST-E/NES exams.

Candidates who haven’t passed the WEST-E/NES in their primary student teaching endorsement area prior to part-time student teaching will be removed from their student teaching placement. Candidates will not be allowed to progress to part-time student teaching, even with remediation, until they have passed the primary student teaching endorsement area WEST-E/NES exam(s).

Any candidates who haven’t passed the WEST-E/NES in their primary student teaching endorsement area prior to part-time student teaching will be removed from their student teaching placement. Candidates will not be allowed to progress to part-time student teaching, even with remediation, until they have passed the primary student teaching endorsement area WEST-E/NES exam(s).

Pre-Residency Application and Fingerprinting Requirements

Prior to beginning September Experience, two requirements must be completed: the Pre-Residency Application and fingerprinting. Many districts require candidates to complete the fingerprinting before any placements can be made, which means the fingerprinting requirement must be complete by **May 1 of undergraduates' first year** in program and **upon admission to the MIT program**.

Pre-Residency Application

This is done using the OSPI E-Certification system. The instructions are below:

1. Log in to: <https://eds.ospi.k12.wa.us>
2. Click "Create an Account" tab (if you are a first time user, otherwise, log-in to your account). **Username:** Must be valid email address. **Password:** Passwords must be at least 8 characters long, contain at least: one uppercase letter, one lowercase letter, one number, and one symbol.
3. To complete profile information, click submit. You will be prompted to "Request Application Roles". Select the "Not Now" button to continue to E-Cert
4. In E-Cert: Home Page → Select Available Role: OSPI – Educator
→ Select – My Credentials tab
→ Select - Educator tab – drop down to select desired action
→ Select and complete the Pre-Residency Application (If you are asked for payment, you selected the wrong one.)

If you have questions, please check the User's Guide at: <http://eagle.northwestu.edu/academics/college-of-education/certification-and-references/>

Fingerprinting

Puget Sound Education Service District office provides fingerprinting services using digital technology. This creates high quality prints that are transmitted directly to the Washington State Patrol. After additional review by the FBI, fingerprint records are held by the Office of the Superintendent of Public Instruction (OSPI) in Olympia. To be fingerprinted by PSESD (www.psesd.org), you will need picture ID (driver's license, passport, etc.) and appropriate payment. The current fee is \$85.75 and is the responsibility of the candidate. Payment can be made in the form of Visa or MasterCard at the appointment. Appointments can be made at: <https://www.planyo.com/booking.php?calendar=29399>. For further questions email: fingerprinting@psed.org.

Intern Substitute Certificate

The intern substitute certificate is a certificate that allows you to teach for your mentor teacher only during student teaching. It can be tempting to apply for this certificate right away, as subbing for your mentor is a paid job. However, it can be detrimental to the development of you as an educator to push you into this role too quickly. For that reason, we have the following policy.

Student teachers must be formally observed by their university supervisor a minimum of twice prior to recommendation for the intern substitute certificate. If the university supervisor does not feel the intern is ready for a subbing role, the university will not approve the request.

If a candidate has had two successful observations and the support of both the mentor teacher and the university field supervisor in obtaining this certificate, the school district in which the intern is student teaching must initiate the certification. It is processed, and fees are paid, through the E-Cert system.

The College of Education is sent an approval request once the application is processed. After confirming with the university field supervisor, we are able to approve the request. The certificate will be issued through the E-Cert system.

Communication Policies and Reporting a Problem

Communication Policies

Candidate Communication General Guidelines

- Think of every email as a job application. Proofread before sending *anything* to your mentor or principal.
- Communicate early and often.
- Use social media responsibly, and do **not** “Friend” your students, nor accept “Friend Requests” from students.

Candidate Email Policy

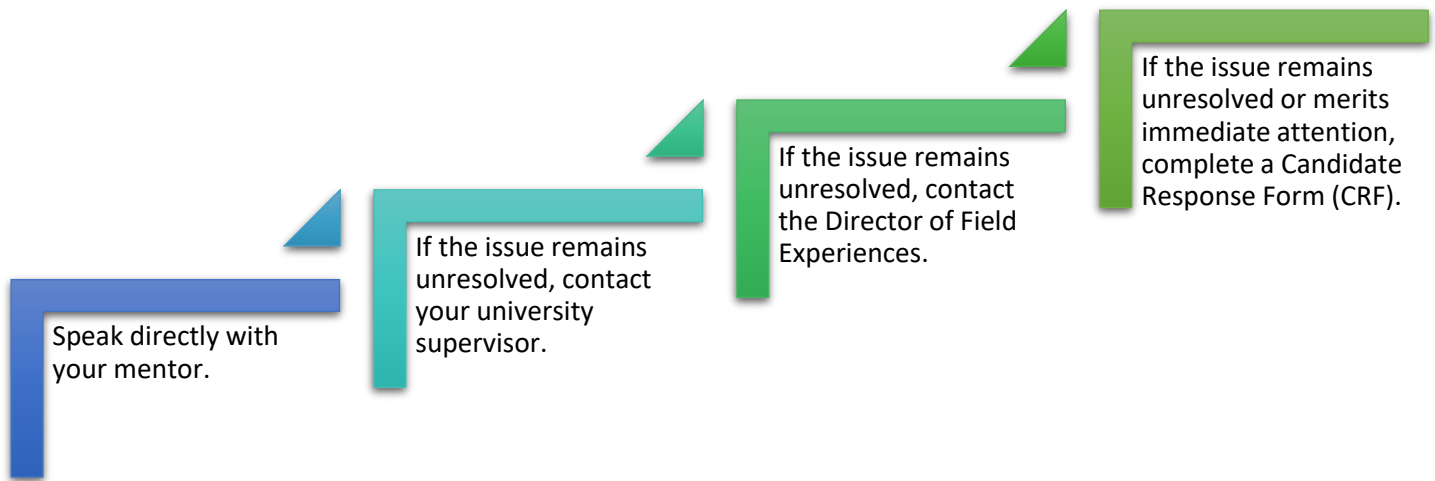
- Send an introductory email to your mentor teacher as soon as your placement is communicated.
- Respond to emails from supervisors and mentor teachers within 24 hours (48 hours on weekends).
- Use your NU email address for all student teaching communication.

University Supervisor Email Policy

- Supervisors will use their NU email when communicating on behalf of NU.
- Supervisors will respond to emails from candidates and mentor teachers within 24 hours (48 hours on weekends).
- Supervisors will initiate email contact with candidates and mentor teachers at least once every two weeks. If a teacher is not responding to a supervisor’s emails, the supervisor will try to reach the teacher via phone. If that is unsuccessful, the supervisor will contact the building principal.

Candidate Concerns

If you have a concern about your student teaching placement, and/or mentor teacher, we ask that you follow the following process.

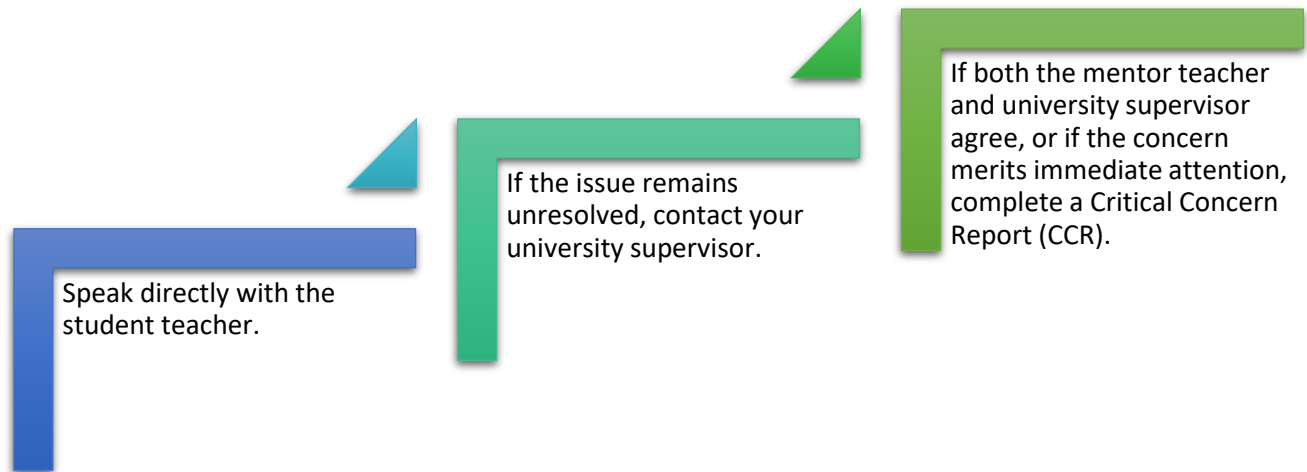


The CRF can be downloaded from the student teaching resources section on the COE Eagle website. The CRF can be completed and emailed to the Dean of the College of Education at molly.quick@northwestu.edu. All CRF reports go directly to her office. They may also be mailed to Molly Quick, College of Education, P.O. Box 579, Kirkland, WA 98033. Reports may also be given directly to your university field supervisor.

In the event that you have a concern regarding your field supervisor, please complete the report as described above and email it directly to Dr. Quick. In any case, you will receive an email acknowledgment that the Dean's office has received your CRF.

Mentor Teacher or Host Principal Concerns

If you have a concern about your intern's professional dispositions and/or skills, we ask that you follow the following procedures:



The CCR can be downloaded from the general resources section at <http://eagle.northwestu.edu/academics/college-of-education/mentor-teacher-principal-resources/>. The CCR can be printed, filled out, scanned, and emailed to the Dean of the College of Education at molly.quick@northwestu.edu. All CCR reports go directly to her office. They may also be mailed to Molly Quick, College of Education, P.O. Box 579, Kirkland, WA 98033. Reports may also be given directly to the field supervisor.

In the event that you have a concern regarding the field supervisor, please complete the report as described above and email it directly to the Dean. In any case, you will receive an email acknowledgment that the Dean's office has received your CCR.

Probationary Contracts and Internship Replacement Policy

Probationary Contracts

It is possible for a candidate to score in the “intervention required” range on his/her disposition evaluation and/or InTASC part-time evaluation. In these instances, candidates are not removed immediately from the classroom. Instead, they are placed on a probationary contract.

The contract is created by the Director of Field Experiences, with collaboration from the University Field Supervisor, the mentor teacher, and the student teacher. All language in the contract will be directly tied to the dispositional and InTASC evaluation areas identified as areas in need of intervention and improvement.

Once a candidate is placed on a contract, the Director of Field Experiences will contact the mentor teacher and university field supervisor weekly to determine the progress of the student teacher. The student teacher will receive updates on this communication weekly as well. Additionally, in the case of InTASC Standards remediation, the Director of Field Experiences will conduct a minimum of two (2) observation of the student teacher candidate: one will be scheduled, and the second will be a drop-in observation. If the Director of Field Experiences determines the candidate is not meeting the terms specified in the probationary contract, the student teacher will be removed for his/her placement. If a candidate disagrees with this determination, he/she may appeal to the Dean of the College of Education.

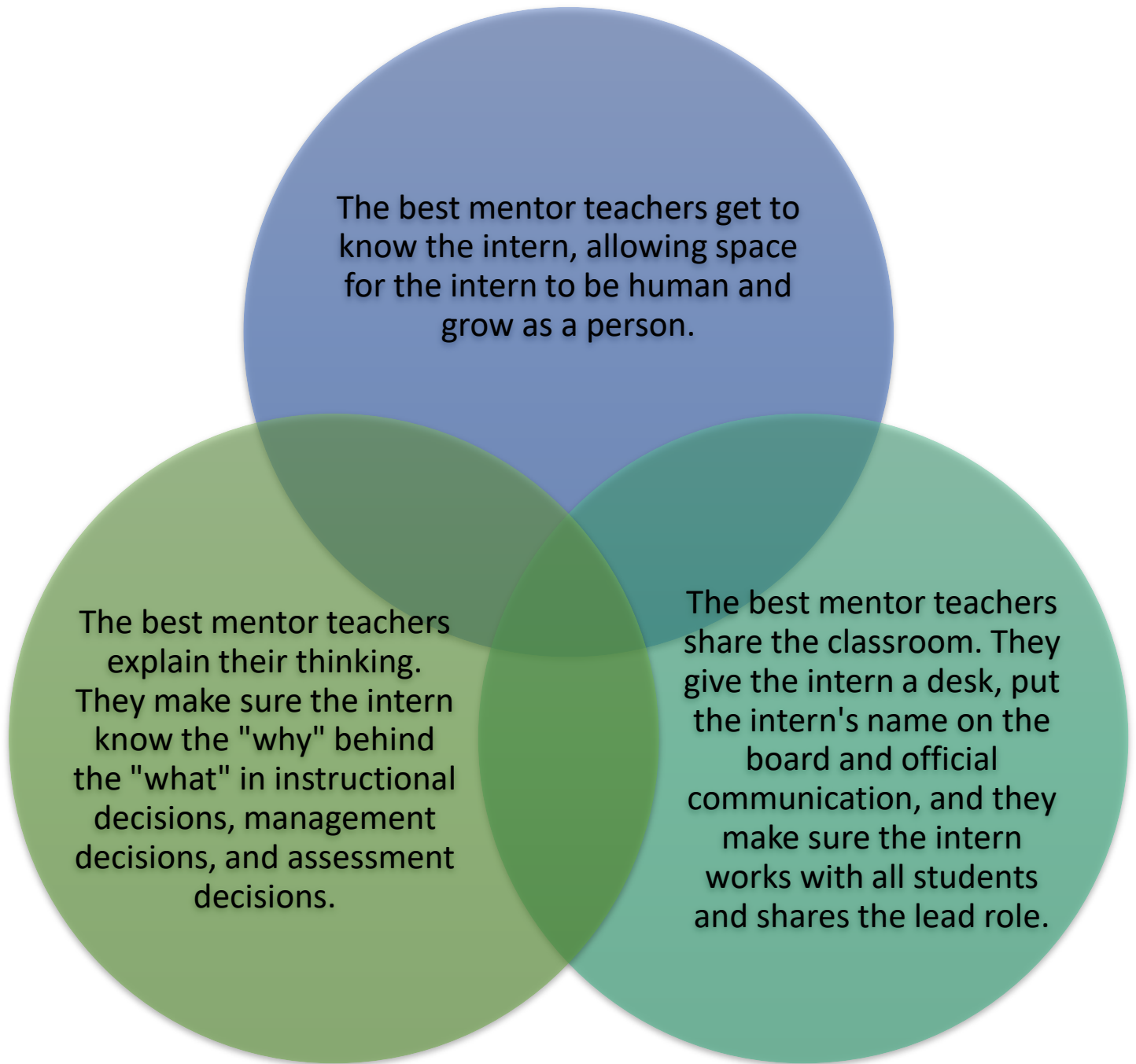
Internship Replacement Policy

There are times, though rare, when a candidate is not able to complete his/her initial student teaching placement. Causes for this may include: non-passing score on the InTASC part-time evaluation, non-passing score on the dispositional evaluation, failure to meet the conditions in a probationary contract, or a critical concern that both the Director of Field Experiences and the Dean of the College of Education agree directly impacts student safety or academic progress and merits immediate removal.

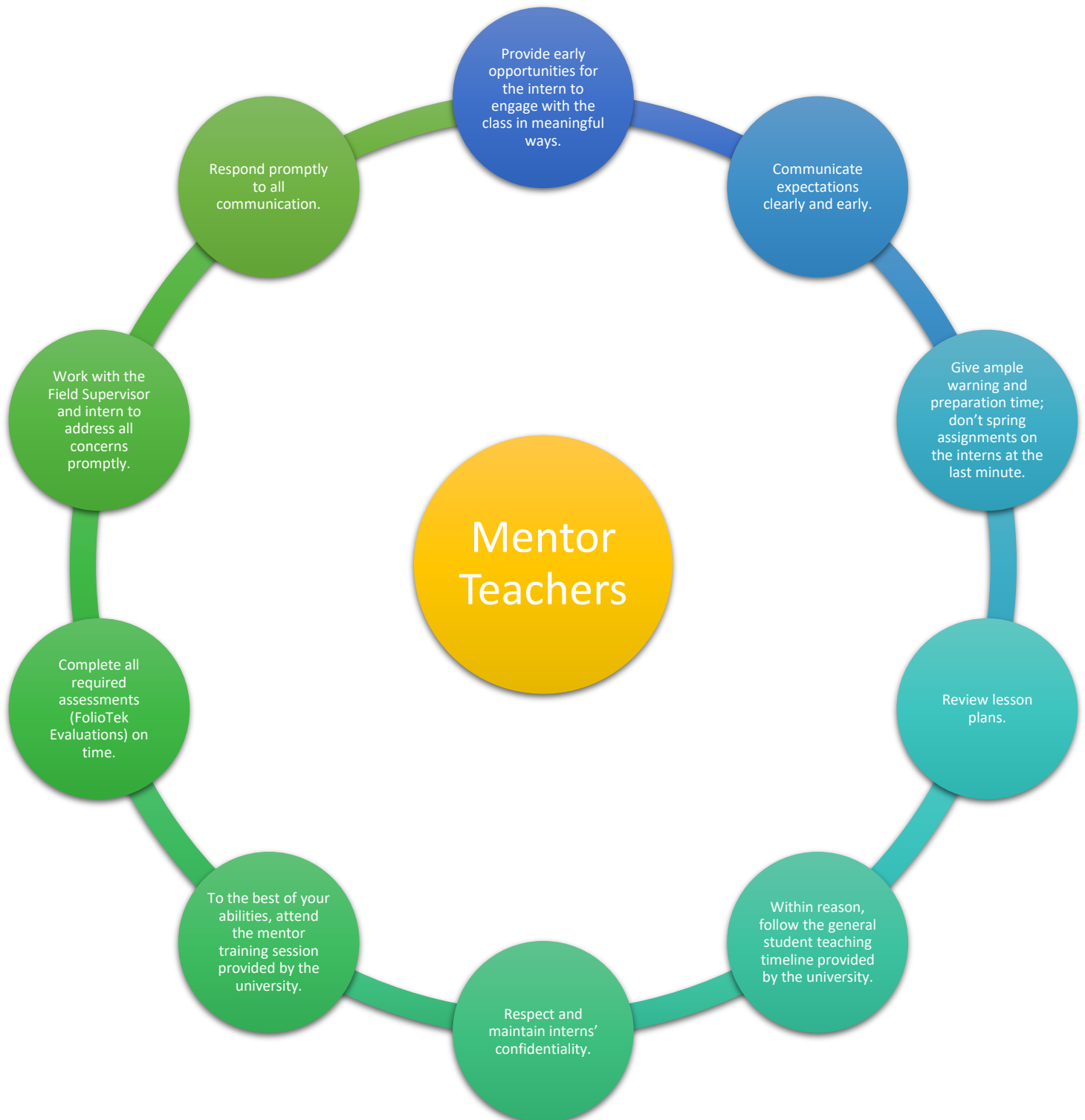
Once a candidate is removed from his/her placement, he/she will be required to reapply to the College of Education in order to request a second student teaching placement. There are also instances when a candidate, unable to collect edTPA data for a variety of reasons, may request a second student teaching placement. In all cases, a second placement is not guaranteed. In no case is a third placement granted.



Mentor Teacher and Host Principal Resources



Mentor Teacher Overall Responsibilities



Intern Requirements Outside of Student Teaching

Intern Course Requirements

Though your intern is learning and growing daily in the P-12 classroom, it is important to remember that your intern also has coursework to complete while student teaching.

- Undergraduate interns take full-time courses until mid-February.
- During part-time student teaching, undergraduate courses are scheduled for the afternoon and evening, whenever possible.
- MIT interns take full-time courses until May.
- All MIT courses are scheduled in the evenings and on Saturdays.
- All interns have **no** courses during full-time student teaching.

Intern edTPA Requirements

Purpose

The edTPA is a state-mandated performance assessment of student teachers. It was developed by Stanford University in the mid-2000s, and, around 2012, Washington state made the edTPA a mandatory part of teacher preparation and certification.

The edTPA has a simple purpose. Whereas the WEST and NES exams are designed to assess content knowledge, the edTPA is designed to assess student teachers' pedagogy. It focuses on lesson planning, instructional fitness, assessments, and decision making. In short, it's measuring the stuff of good teaching.

Structure

The edTPA is divided into three tasks:

Task One – Planning. In Task One, interns will plan 3-5 consecutive lessons. Interns assemble all the instructional materials and assessments that they plan to use, complete a form that gives the demographic and learning backgrounds of the students, and, finally, write a commentary in which the interns explain why the plans are appropriate for the specific students at this specific time.

Task Two – Instruction. In Task Two, interns actually teach the lessons planned in Task One. The interns videotape while teaching, and write a commentary in which the interns analyze their teaching and reflect on how they fostered student learning.

Task Three – Assessment. In Task Three, interns will collect student work samples, and analyze students' progress towards the learning targets identified in Task One. Interns explain how the work samples are evidence of student progress, provide examples of feedback to students, and reflect on the steps to take next to continue fostering student learning.

Resources

- Undergraduate and MIT students will take two edTPA courses.
- University field supervisors and the university edTPA coordinator will provide ongoing support.
- Printed examples are available in the College of Education office for candidate review.

The Role of the University Field Supervisor

University field supervisors serve as ombudspersons between the university, the intern, and the mentor teacher. Their duties include, but are not limited to

- evaluating the intern's skills and dispositions;
- communicating and university policy to interns and mentors;
- offering emotional and academic support to interns;
- mediating disputes between interns and mentors;
- aiding the intern in planning, implementing, and analyzing the edTPA;
- establishing and maintaining regular communication with interns and mentors;
- communicating important dates and assignments to interns;
- providing resources/training to interns and mentors;
- assisting interns and mentors in achieving classroom parity;
- helping interns assess their own instruction;
- serving as a sounding board for question and concerns;
- reporting intern's progress to the university;
- enforcing disciplinary action for interns (this *rarely* happens);
- representing the university in the P-12 schools.

If you have a question or concern about your intern or the program, the university supervisor is the first line of communication.

All communication from the university supervisor, or any other faculty or staff member, will come from an @northwestu.edu email address.

University field supervisors should respond to emails within 24 hours of receipt (48 hours on weekends).

Mentor Frequently Asked Questions

Do I get paid for being a mentor teacher?

Yes. Mentor teachers receive a \$450.00 stipend, and principals receive \$50.00. Stipends are paid after all required evaluations and forms have been submitted, and a complete W-2 is on file with the College of Education. Forms will be distributed at the Student Teacher and Mentor Teacher Orientation, and also available in digital form from the university field supervisor. If you are unable to turn in the completed forms at our orientation event, they can be submitted to Pam Skolrud - pam.skolrud@northwestu.edu – by email or by bringing a hard copy to the College of Education office.

Additionally, you qualify for 30 clock hours for your time mentoring a student teacher. In order to have those submitted, please verify that you have a request on file with the College of Education.

My intern is awesome! I'd like her to start teaching right away. Can I do that?

While each situation merits its own consideration, we generally advise against deviating from the suggested timeline. The program progressions in this handbook outline a healthy and realistic progression of interns' responsibilities. Giving an intern too much responsibility too soon can be damaging for all parties.

My intern is awesome! I'd like him to sub for me when I am gone. Can I do that?

This requires your intern to have the Intern Substitute Certificate. The process for this is outlined in the Policies and Procedures section of this handbook.

The University Field Supervisor is here observing my intern. What should I be doing?

Preferably, you'd stay and observe, as well, so that the three of you can debrief as a team to help the intern grow. However, there can be benefit in allowing the University Field Supervisor to see your intern and the way he/she manages a classroom without your presence. Planning ahead with the University Field Supervisor, in either case, is encouraged.

Is there someplace I can go to find additional mentor teacher resources?

1. Each year, the College of Education at Northwest University hosts a training event for mentor teachers, interns, and field supervisors on its Kirkland campus. We cover the nuts and bolts of the program, as well as some guided exercises in co-teaching, co-planning, and co-assessment.
2. Information regarding school schedule policies, the progression of field experiences, and a host of other topics can be found at: <http://eagle.northwestu.edu/academics/college-of-education/mentor-teacher-principal-resources/>

Host Principal Responsibilities

- Assist in the pairing of student teaching interns with qualified mentor teachers;
- Observe the intern in a classroom setting at least one time;
- Complete a program evaluation at the end of the intern's student teaching. This evaluation is completed via the university's FolioTek data site. You will be sent a link via email at the appropriate time;
- Communicate any concerns regarding the intern to the University Field Supervisor;
- Write a letter of recommendation for the intern. If you feel you cannot write this letter, please discuss this with the University Field Supervisor.



University Supervisor Resources

Overview

We primarily employ College of Education faculty to serve as candidate field supervisors in both the undergraduate and graduate teacher preparation programs. Field supervisors provide direct oversight, management, and mentoring of candidates in the field. Additionally, field supervisors provide a formal link between our Northwest University College of Education programs and the P-12 school, serving as a liaison between the program and the classroom teacher and building principal.

Rationale for College of Education Faculty Field Supervisors

- Utilizing program faculty as field supervisors allows close integration of program content (especially as it relates to pedagogy) and field application.
- Utilizing program faculty as field supervisors strengthens the faculty/candidate bond, allowing better candidate support and development across the program.
- Utilizing program faculty as field supervisors allows better conflict management/resolution, directly linking program and field partners.
- Utilizing program faculty as field supervisors allows strong evaluative process, allowing program faculty the ongoing opportunity to not only evaluate candidate readiness in their NU coursework, but also dispositions and skills in the field.

Workload: While the maximum number of candidates any one supervisor may mentor at one time is 18, a typical load is between 5 and 10 candidates per supervisor per semester. We require 2-4 observations per experience (i.e., 2-4 observations during part-time student teaching and 2-4 additional observations during full-time student teaching) for a total of 12-15 hours of observation per candidate across part- and full-time student teaching. Workload is estimated at approximately 25 hours per candidate per semester (.51 credit load).

Support: Supervisors play a supportive role in three key areas.

1. Mentoring and guiding candidate field development, knowledge and skill.
2. Coordinating with the mentor teacher toward a supportive and beneficial field experience for the candidate and the classroom's P-12 students.
3. Support state and program required assessments and evaluative elements.

Requirements:

- Contact the mentor teacher, student teacher, and principal within 48 hours of introduction email from Director of Field Experiences.

- Observe the candidate from 4-8 times across part-time and full-time student teaching. Provide written feedback within 48 hours of each observation, and send to the program assistant for filing.
- Support the candidate in his/her pedagogical development.
- Support the candidate in the edTPA, including serving as their faculty reviewer.
- Provide all evaluation forms (Part-time Supervisor evaluation, Full-time Supervisor evaluation, etc.)
- Provide a letter of recommendation for the candidate at the end of full-time student teaching.
- Document all hours and observations on the Field Supervisor Observation Log and submit to the Program Assistant at the complete of full-time student teaching.
- Support FolioTek student and mentor teacher evaluation submissions.
- Communicate all concerns to the Director of Field Experiences within 48 hours.
- Use @northwestu.edu email address for all communication.

With whom should supervisors communicate, and what does communication entail?

Supervisors communicate with candidates, mentor teachers, principals, the Director of Field Experiences, and the College of Education Dean. Communication entails emails, phone calls, & in person meetings.

What are the key communications?

- **Introduction to the mentor teacher.** An introductory email should be sent during the first week of the placement. A face to face meeting should happen by the end of the third week of the placement.
- **Introduction to the building principal.** An introductory email should be sent during the first week of the placement. A face to face meeting should happen by the end of the third week of the placement, if possible.
- **Successes and Concerns.** All successes and concerns should be communicated in writing to both the student teacher and the mentor teacher, at a minimum. Please ask the building principal if he/she would prefer to be included on these communications as well.

What are the email protocols for supervisors?

- Supervisors should use their NU email when communicating on behalf of NU.
- Supervisors should respond to emails from candidates and mentor teachers within 24 hours (48 hours on weekends).
- Supervisors should initiate email contact with candidates and mentor teachers at least once every two weeks. If a teacher is not responding to a supervisor's emails, the supervisor should try to reach the teacher via phone. If that is unsuccessful, the supervisor should contact the building principal.

How should supervisors respond to concerns?

- **Concerns from candidates.** Take no action until the concern has been discussed with all involved parties. If the candidate is concerned about an interaction with the mentor teacher, the mentor teacher must be allowed to speak on his or her behalf. Please mediate that discussion. If discussion yields no resolution, and if the situation is untenable, report the situation in full to the Director of Field Experiences.
- **Concerns from mentor teachers/principals.** Document the concerns in writing and communicate them with the candidate. Take no other action until the candidate has been allowed to speak on his or her own behalf. If the concern is valid and part of the normal growth process for candidates, use your discretion to help the parties involved reach resolution/a way forward. However, if the concern is unusual or merits any sort of disciplinary and/or immediate action, contact the Director of Field Experiences.

When should the building principal be included in a discussion?

Include the building principal as often as you see fit. The principal is a vital part of the placement team, and topics/events that would be of interest or that naturally concern him or her should be communicated. Substantial concerns regarding the placement should always be communicated to the principal and the Director of Field Experience.

When should the Director of Field Experiences be included in a discussion?

When in doubt, include the Director of Field Experiences. Some discussions, especially those involving disciplinary issues or critical pedagogical concerns, must include the Director of Field Experiences and, in most cases, the building principal. The decision to remove a student from a placement is made by the Director of Field Experiences and must be communicated from that office.

Trust between supervisors and candidates is vital. Issues of a counseling nature that arise over the course of a placement need not be shared with the Director of Field Experiences. However, when those issues begin to impact either the candidate's ability to perform or elicit concerns from other parties, they must be communicated to the Director of Field Experiences.

Field Supervisor Observation Log

Use this table to track key communications and field observation hours. Log any additional hours on the back of the form.

Student Teacher Candidate:					
Criterion	Date	Duration/Hours (if applicable)			Notes
Key Communication: Introductory email to mentor teacher by the end of the first week of placement.					
Key Communication: Introductory email to the building principal by the end of the first week of placement.					
Key Communication: Face to face introduction to the mentor teacher by the end of the third week of the placement.					
Key Communication: Face to face introduction to the building principal.					
		Time In	Time Out	Total Hours	
Part-Time Student Teaching Field Observation/Debrief					
Part-Time Student Teaching Field Observation/Debrief					
Part-Time Student Teaching Field Observation/Debrief					
Part-Time Student Teaching Field Observation/Debrief					
Total number of Part-Time observations (should be no fewer than 2) →					
		Time In	Time Out	Total Hours	
Full-Time Student Teaching Field Observation/Debrief					
Full-Time Student Teaching Field Observation/Debrief					
Full-Time Student Teaching Field Observation/Debrief					
Full-Time Student Teaching Field Observation/Debrief					
Total number of Full-Time observations (should be no fewer than 2) →					
Total number of observations →		Total observation hours:			

Supervisor Mileage Reimbursement Policy

The College of Education will pay mileage for school related business to its professors, supervisors and staff. Mileage other than for student teacher field supervision and approved state conferences or meetings must be cleared by the Dean before the event.

Regarding NU Supervisors, mileage will be paid from NU to the participating school and back at the approved rate. If the Supervisor does not come to NU on the same day of their Supervision, then mileage can be accrued from the Supervisor's home to the participating school and back. If the Supervisor does come to NU before or after the school visit, then the commuting miles from the Supervisor's home to NU, and from NU back to their home, must be deducted from their mileage total.

Mileage must be completed **monthly** on the form provided at the university supervisor training and sent to Pam Skolrud – pam.skolrud@northwestu.edu.