



**Teacher Certification Program
2021-2022**

General Education K-8 and
Teaching English Language Learners (TELL)

General Education K-8 and
Special Education (Sp.Ed.)

Secondary Mathematics
& Secondary Sciences

Autumn 2021 Field Experience Handbook

Field Experience Handbook

University Contact Information

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<p>Carey J. Kirkwood The Director of the Office of Field Placements and Partnerships Office: 253-692-4621 Work Cell: 253-457-5759 Fax: 253-692-5612 cj Kirk@uw.edu</p>	<p style="text-align: center;">Mentor Teacher</p> Name: _____ Classroom Phone: _____ Cell Phone: _____ Email: _____ Text: Yes / No
<p>Lynn Hermanson UWT Certification Officer & Academic Advisor Office: 253-692-5698 Email: lynnherm@uw.edu *Please contact Lynn Hermanson for information regarding Clock Hours or additional endorsement pathways.</p>	<p style="text-align: center;">Candidate:</p> Name: _____ Phone: _____ Email: _____ Text: Yes / No
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The COVID-19 Pandemic has created the need for unique learning environments. We recognize that communities and schools are doing their best to respond to an ever-changing environment. As such, the information in this handbook is based on what we know today August 17, 2021. As changes are needed we will do our best to communicate those changes to you in a timely manner via email and / or Canvas.

Calendar

Date	Event
August 17	Autumn Field Experience Orientation: (1:00 – 2:30) Required for Candidates; Will be recorded for asynchronous viewing and shared with Mentors and Field Supervisors.
Late August/Early September (Prior to UWT Autumn Quarter Officially starting) ***Milestone #1***	TELL/Sp.Ed. Candidates may support Mentor in preparation, participate in staff development, team meetings etc. Candidates may begin focused observations. Observe and assist with teaching of classroom routines, procedures, expectations. At the start of the school year, Candidates will participate in classroom Full Time, Monday – Friday. NOTE: Creating time to participate in teacher preparation activities / STAFF Development may be beneficial for settling into the host school.
September 20	TELL/Sp.Ed. Candidates begin Mornings Only, Monday - Thursday
September 29	UWT Fall Quarter Begins/ Introduction Letter sent Home to Families
October 4	Secondary Candidates begin observations in the field. (3 hours per week for 6 weeks)
October 4 ***Milestone #2***	TELL/Sp.Ed. Continue to observe instruction, candidates offer support and work with students 1:1 and in small groups
October 8	TELL/Sp.Ed. Reflective Seminar begins. See Syllabus for details. Secondary will be invited to attend select dates during Autumn Quarter, including the Health Course which is a certification requirement. <i>See Roadmap document for specific dates.</i>
Late October- Early November	TELL/Sp.Ed. Mid Quarter Conference – Field Supervisor, Mentor Teacher, and Candidate (Each Triad is responsible to schedule this conference)
November 1 ***Milestone #3***	TELL/Sp.Ed. Provide 1:1 student instruction under Mentor Teacher direction. Provide small group instruction (partial or full lesson) of Mentor Teacher’s design. Provide occasional support with whole class instruction such as reading aloud to class, leading a learning activity, conducting a formative assessment activity, etc.
November 12	Secondary Candidates last day doing observations in the field.
December 2	TELL/Sp.Ed. Last Day of Autumn Field Experience
December 3	All Cohorts Winter / Spring Field Experience Orientation during Reflective Seminar. Candidates Required; Mentor Teachers are invited.
December 10	Last day of UWT Autumn Quarter
January 3, 2022	First Day of Winter / Spring Clinical Practice at Host School

Standing items include Time Logs (Candidates) and Disposition assessment reports (Mentors and Field Supervisors); due at the end of each month for the duration of field experience.

Calendar and Milestone Targets Autumn Quarter

Please note the Calendar items are current as of the printing of this document. Changes may occur. Every effort will be made to keep all parties informed if /when changes occur.

Milestone Targets are just that, “target dates”. They are provided as a guide and may vary based on individual experiences and readiness. Milestone Targets should be part of regular Teacher Candidate, Mentor and Field Supervisor planning and discussions.

September Experience

Welcome to the first quarter of field experience. This is an exciting time in which prospective teachers have the opportunity to gain hands-on experience and to link theory to practice in the real world of the classroom. During this experience, Teacher Candidates work under accomplished and knowledgeable professionals who will play an invaluable role in their education. Teacher Candidates are challenged to examine the demands of the profession as well as their own commitment, talent, and general fitness for the profession they have chosen.

Purpose: The field experience is designed to provide Teacher Candidates with the opportunity to:

- Gain insight into the operation and culture of public schools
- Gain additional knowledge and skills from a practical setting under the expertise of a professional educator

During the September Experience, Teacher Candidates will be in public school classrooms in a local school district.

September/Autumn Field Experience Objectives: These experiences integrate university course content and assignments with comprehensive fieldwork.

- Field assignments in public schools and classrooms in school settings
- Field experiences immersed in the life of schools and classroom
- Opportunities to observe instruction, apply principles, practice skills, and refine ideas discussed in Reflective Seminar sessions and TCP courses
- Opportunities to demonstrate sensitivity to and understanding of the needs of learners from diverse racial, ethnic, and social class groups and to observe district/school policies that might affect students of color negatively or disproportionately.
- Opportunities to demonstrate interpersonal, ethical, and professional behavior and to practice self-awareness as it relates to personal power and privilege and how this might show up in work with students
- Authentic context for observation by and feedback from program Field Supervisor and Mentor Teachers

In order to pass the Autumn fieldwork experience, the following evidence needs to be submitted to the Office of Field Placements via InPlace, Canvas, and/or email.

#	Evidence: (Teaching Candidates will...)
1	Write and distribute a letter of introduction to parents/ guardians and upload to Canvas by September 30, 2021
2	Attend a Mid Quarter Conference with the Candidate, Mentor, and Field supervisor.
3	Demonstrate progressively positive dispositions and attributes as documented through Mentor and Field Supervisor submission of Monthly Assessment of Disposition Standards .
4	Submit Monthly Time Logs turned in at the end of each month to InPlace and approved by the Mentor for verification of time spent in Field Experience.

Teacher Candidates in the Special Ed and TELL programs are to maintain full-time teacher hours through Friday, September 17th. This may include in-service training, meetings, and/or student and parent conferences that the Mentor Teacher or school administrators feel will be of benefit to the Teacher Candidate.

Teacher Candidates will begin their September Experience the first day of the public schools or earlier to attend building orientation/work days that occur prior to the beginning of the classes. Some districts have expressed an interest in having Teacher Candidates attend their new employee orientation in late summer. Every effort will be made to collaborate with public schools for the purpose of having Teacher Candidates attend building activities that precede the start of school.

Teacher Candidates in the Secondary Programs conduct observations on October 4th- November 12.

Autumn Quarter Field Experience:

Starting Monday, September 20th, candidates will continue in their placements $\frac{1}{2}$ days (mornings) Mondays-Thursdays. Candidates will generally need to leave their field placement by noon each day in order to return to campus and prepare for afternoon classes. Questions related to departure time from placements should be referred to the Field Supervisor and/or Director of Field Placements and Partnerships. Please note that once a schedule has been established the Teacher Candidate has made a **professional commitment to the Mentor Teacher and K-8 students** and is expected to fulfill that commitment. This is especially important when Teacher Candidates are given the responsibility of teaching one-to-one or in small groups.

September/Autumn Field Experience Supervision

During the September/Autumn Field Experience, Teacher Candidates will be supervised, supported, and evaluated by UWT TCP Field Supervisors. The Field Supervisor's role is to assist candidates in bridging university coursework and classroom experiences, to support the candidates as they get to know K-8 school culture / community and ensure there is a productive and positive Mentor Teacher/Teacher Candidate relationship. Overall, Field Supervisors are there to ensure candidates have a positive field experience that will contribute to their success during the Winter/Spring Clinical Practice.

Field Supervisors will conduct regular, virtual visits (phone calls, zoom, emails, etc.) between the first day of school and September 20th. Thereafter, they will conduct virtual or in-person visits at least once a month, in addition to the regular check-ins, for the remainder of the Autumn quarter (unless individual circumstances necessitate a different schedule).

Teacher Candidate Responsibilities and Expectations

The Standards for Essential Abilities and Dispositions for Admissions and Continuance in the Education Program of the University of Washington-Tacoma identify the essential attributes and dispositions required for satisfactory progress of Teacher Candidates.

Mentor Teachers and Field Supervisors will evaluate their Teacher Candidates, in part, by completing the ***Assessment of Standards for Essential Abilities and Dispositions*** [Appendix A] monthly during Autumn quarter. Your Mentor Teacher will share and discuss these evaluations with you and your Field Supervisor.

- **Attendance:** Addressed in detail in the next section. All Teacher Candidates are required to comply with School District and local Health Department requirements for masks, hand washing and social distancing practices. Local Health Department guidelines identify those individuals that may request a waiver of the mask requirement for health reasons.
- **Appearance:** Appropriate and professional dress is expected of all Teacher Candidates. A professional style of clothing, cleanliness, and comfort are paramount. Teacher Candidates are provided with name badges to be worn at all times while in host school placements.
- **Preparation:** Teacher Candidates are expected to be punctual and dependable. This extends beyond being on time and ready to begin class at the start of each day. It means being able to perform well under time constraints and a heavy workload. Paperwork needs to be submitted on time and emails responded to in a timely manner. Teacher Candidates are expected to check emails daily and respond **within 24 hours.**
- **Conduct:** Teacher Candidates have the responsibility to present themselves as professionals. As learners and guests in schools, candidates are expected to adhere to the school-based policies and culture of their host school community. This means respectfully accepting the direction of the school faculty and staff and being receptive to their feedback and suggestions for improvement.
- **Confidentiality:** Candidates are expected to maintain strict confidentiality of all field experience information such as observations of students, student records, and teacher information.
- **Social Media:** Before the first day at any school, Teacher Candidates should review their personal social networking accounts to ensure that privacy settings are set on the highest setting and remove anything that could be considered unprofessional. **Do not “friend” or communicate with any student, parent, or school staff member on a social networking site.**
- **Engagement & Participation:** Teacher Candidates are expected to take initiative by volunteering for tasks and actively participating in classroom activities within their level of skill. At the same time, do not be afraid to ask for help and/or seek clarification of expectations when uncertainty arises. You are expected to become involved in the

classroom and school community as educational team members. Initiative and self-direction are encouraged. Candidates are encouraged to make this experience valuable to their growth as a professional. Ideas for active participation and involvement will be discussed in the Reflective Seminar.

- **Documentation of Clinical Field Work:** Teacher Candidates are required to complete and submit required evidence for Autumn field work to the TEDUC 587A/B Canvas site. (This includes clinical hours, edTPA video consent forms, and parent/family introduction letter, etc.)
- **Demeanor:** Teacher Candidates are expected to display energy, enthusiasm, and a positive attitude with students and adults. This is apparent in one's body language and tone of voice, as well as in one's actions.
- **The School Community:** Teacher Candidates are asked to visit and inquire into the work of other school staff, e.g., the custodian, secretary, Principal, Vice-Principal, reading consultant, counselor, and the nurse. Become familiar with the school/district philosophy, policies, school/teacher handbook, forms, and procedures. Increase your awareness and understanding of the school community as a whole. Documentation of these visits and interactions should be maintained in a reflection journal kept by the Teacher Candidate.
- **Focused Observation:** Teacher Candidates are expected to engage in focused observations and required assignments which will be evaluated and discussed in Reflective Seminar, TEDUC 590.
- **Self-evaluation & Reflection:** Teacher Candidates are expected to engage in daily self-evaluation and self-reflection in terms of growth as a professional. Such evaluations are to be kept in a notebook and/or journal along with your observations and to be discussed with your mentor. The education of prospective teachers is a personal journey of reflection and self-discovery, as well as an induction into the norms and practices of the teaching profession.
- **Records and Documentation:** Candidates are required to keep a binder that holds evidence of your field experience practice. This includes items like:
 - Evidence of reflective writing
 - Copies of evaluations from both you Mentor Teacher and Field Supervisor
 - Lesson Plans
 - Planning Tools

The following are examples of the types of responsibilities in which Teacher Candidates can engage during the September/Autumn Experience.

- Take attendance
- lunch count
- Assign classroom helpers
- Accompany students to and from P.E., music, library and lunch
- Work one-on-one with students or in small groups
- Correct papers; record grades
- Participate in art activities
- Read aloud
- Give spelling tests
- Mentor Teacher & Teacher Candidate co-teach

Attendance

- **Time Logs:** For accountability and reporting purposes, Teacher Candidates will be responsible for keeping track of their exact days and hours spent in their field placement. This includes accounting for **absences and late arrivals**. Teacher Candidates will be responsible for having their time logs signed by their Mentor Teacher before submission. Time logs are to be tracked on the InPlace data system. Details for how to upload hours will be shared during reflective seminars and on canvas.
- **Attendance:** Each Teacher Candidate will report to their assigned school or virtual activity on the Mentor Teacher's first required day (per individual school requirements). Teacher Candidates are expected to maintain teacher's hours (per individual school requirements) during September Experience and adhere to their agreed upon modified schedule for the remainder of Autumn quarter. Teacher Candidates are also expected to attend the same meetings teachers attend such as staff meetings, parent conferences, and professional development days when campus course work allows. Participation on committees is not mandatory; yet, visiting a committee meeting is certainly encouraged. Candidates are expected to mirror the Mentor Teacher's hours within reason.
- **Absence Policy:** Only in extenuating circumstances or unavoidable special circumstances can an absence be considered excused. Absences such as taking the day off before or after a holiday, sporting events, or other non-professional related activity are considered unexcused absences. Planned absences due to special circumstances will be granted on a case-by-case basis and require no less than 48 hours advance notice (excluding weekends) to your Field Supervisor **and** Director of Field Placements and Partnerships. Taking days off from field work in order to complete UWT coursework assignments is not permitted or excusable. All unexcused absences may result in immediate unprofessional dispositions and a possible meeting with the Director of Field Placements and Partnerships.
- **Reporting an Absence or Late Arrival:** Teacher Candidates must notify their Mentor Teacher, Field Supervisor, and Director of Field Placements and Partnerships, of all absences. This is done via email **and** text message. Notification of a late arrival must occur prior to your anticipated arrival when safe to do so. Teacher Candidates must make note of their **late arrivals and absences** on their time log. In cases where a candidate is responsible for teaching a lesson(s) on the day of the absence or late arrival, the Teacher Candidate must send all relevant plans and materials to their Mentor Teacher. All Teacher Candidates are strongly encouraged to discuss with their chosen health care practitioner the importance of appropriate vaccinations, such as Influenza Vaccine, to maintain proper health in a school community.
- **Excessive Absences:** Absences exceeding 5 days (from August-June) may result in lengthening the field experience, a withdrawal from field work, failure to pass field experience, or dismissal. All absences that exceed 5 days are to be made up in a timely manner. *Additional volunteer time spent in field placements is not considered a bank of time from which Teacher Candidates can draw for future absences.* In cases where **more than 5 absences** occur, Teacher Candidates must

outline a plan of improvement with the Director of Field Placements and Partnerships. Continued absences during the improvement plan phase will result in possible recommendation for dismissal from field experience and/or referral to the Graduate Faculty Council [please refer to the TCP General Handbooks for details].

- **School Closure Guidelines:** In the event of inclement weather conditions or another situation severe enough for a district to determine a late start or school closure, Teacher Candidates should refer to the **district policy** and follow the “Teacher” guidelines. All inclement weather-related absences are excused, and do not need to be made up.

2020-2021

Process for Supporting Candidates with Concerns during Clinical Practice

Who might Initiate Concerns	How might Concerns be Identified	When are Concerns Discussed	Types of Concerns
Mentor Teacher Field Supervisor Principal Director of Field Placement Self-Identification Faculty	Attendance Records Dispositions Observations- both formal and informal	Observations made by Field Supervisors and Mentor Teachers followed up with a conversation and/or email with the Director of Field Placements and Partnerships (within a 1-week time frame) Monthly Field Supervisor Meetings -If no concerns are present, a meeting with the Teacher Candidate, Mentor Teacher, and Field Supervisor should occur weekly for continuous communication with the Candidate.	Professionalism These types of problems may be identified by the Disposition Process and communication with Mentor Teacher. Instructional Concerns- identified via observations / written work. These types of problems will be addressed by the communication process outlined below.

Communication Process:

Step 1. (Documentation) A *Student Progress & Counseling and Informal Remediation Plan* documentation may be used when the area of concern is focused on a single issue or area of concern and the Field Supervisor and Mentor Teacher believe remediation of the concern can be accomplished quickly via the coaching process.

Step 2. (Meeting) The Informal Plan requires a **meeting of the Candidate, Mentor Teacher, and Field Supervisor**. The document should include the date of the meeting and signature of participants. The Field Supervisor submits an electronic copy of **Student Progress Counseling and Informal Remediation Plan** document after discussion has occurred and form has been signed by candidate to the Director of Field Placements and Partnerships. Written documentation of the concern, the plan for remediation and the expected timeline for resolution should be forwarded to the Director of Field Placement by the Field Supervisor once the concern is resolved.

Step 3. (Follow-Up) Director of Field Placements and Field Supervisor are responsible for follow-up with the Teacher Candidate based on the plan timeline. The Director of Field Placements maintains all documentation. The Field Supervisor and Director of Field Placements will communicate updates the Mentor Teacher and Principal as needed.

Step 4. (Opting for a Formal Plan) When/if the Teacher Candidate shows minimal or no progress (e.g., the same assignment is given more than three times), a **Formal Plan** of improvement will be designed by the Field Supervisor and Director of Field Placements. At this time, the Director of Field Placements notifies the Director of TCP. **Note:** In some circumstances, observed concerns or timing with-in the Clinical Experience may indicate a need to move directly to a Formal Student Progress Counseling/Remediation process.

Step 5. (Possible Dismissal) If during the Formal Process, the Teacher Candidate demonstrates minimal or no progress, that candidate will be referred to the Graduate Faculty Council by the Director of Field Placements. **Possible dismissal from fieldwork may occur.**

Mentor Teacher Responsibilities and Expectations

Resources for Mentor Teachers are located at:

<https://www.tacoma.uw.edu/school-education/field-placements-partnerships>

The purpose of the September/Autumn Field Experience is to assist Teacher Candidates in gaining an understanding of the classroom setting and the school system in which that class is situated. Teacher Candidates will become acquainted with you, the operations of the classroom and school, and learn what it means to be a professional teacher. The following passages are framed from the idea of a physical classroom. The Mentor Teacher, Field Supervisor and Teacher Candidate are encouraged to identify and implement needed revisions that will best meet the needs of the teaching triad and most importantly support learning of students. Questions or concerns related to possible adjustments should be referred to the Director of Field Placement and Partnerships for additional guidance.

The Mentor Teacher plays a vital role in the Teacher Candidate's total educational experience. Accept your Teacher Candidate as a learner. Understand that college coursework and early field experience alone cannot prepare Teacher Candidates for the realities of live classrooms. They also need your consistent support and encouragement.

Productive field placements offer Teacher Candidates a setting in which they feel secure and important in the on-going work of the classroom and the school. In these placements there is a sense of partnership and shared responsibility between Mentor Teacher and Teacher Candidate.

The Mentor Teacher is asked to:

- Introduce your Teacher Candidate to the building principal, fellow colleagues, and support staff,
- Acquaint your Teacher Candidate with the operations of the classroom:
 - ✓ Classroom management style and expectations
 - ✓ Daily operation and schedule, teacher hours (including teacher meetings)
 - ✓ Expectations of students
 - ✓ Assessment procedures
 - ✓ Special occasions including units of study
 - ✓ Expectations of the Teacher Candidate
- Explain the operations of the school building such as:
 - ✓ Explain and adhere to COVID-19 Safety measures instituted by the school/district
 - ✓ Fire drill, earthquake, lock-down, and other emergency procedures
 - ✓ Entering and exiting the building procedures for students
 - ✓ Location of teacher's lounge, restrooms, office, etc.
 - ✓ Teacher workroom including special instructions for copying materials
- Provide the Teacher Candidate with a place to call their own. If possible, please provide a desk; if not, a table, a desk drawer, or cabinet space will do.

- Maintain high expectations for professional conduct:
 - ✓ Interaction with students
 - ✓ Dress/attire
 - ✓ Teacher hours
 - ✓ Absenteeism
 - ✓ Including: interactions with other educators, attending teacher’s meetings, committee meetings, family nights, parent/guardian conferences, and other profession activities

- Encourage the Teacher Candidate to become a part of a “teaching team”, in which collaboration and interaction between the Mentor Teacher and Teacher Candidate are an integral part of the classroom context.
- Encourage the Teacher Candidate to become involved in classroom management issues. Share the classroom management procedures and discipline policies with your Teacher Candidate. Encourage your Teacher Candidate to guide and discipline students when the need arises. If students see the Teacher Candidate in a teaching role from the beginning, it will make the transition into full time teaching easier for everyone.
- Allow the Teacher Candidate the opportunity to implement the university assigned tasks.
- Provide the Teacher Candidate time to visit with and observe other school personnel (Principal, Assistant Principal, Counselor, etc.).
- Provide clear, specific feedback, suggestions, and perspective as the Teacher Candidate interacts with students. Give feedback as to what is working, as well as what is not working.
- Schedule regular weekly meetings for constructive comments. If the Mentor Teacher and Teacher Candidate have been regularly discussing professional growth, there will be less “trauma” when it is necessary to raise serious criticisms.
- Expect the Teacher Candidate to demonstrate initiative, enthusiasm, excitement, dedication, and positive role modeling.
- Help the Teacher Candidate to understand that learning to teach is a developmental process.
- Examples of Teacher Candidate responsibilities during the September/Autumn Experience:
 - ✓ Take attendance
 - ✓ Take a lunch count
 - ✓ Assign classroom helpers
 - ✓ Accompany students to and from P.E., music, library, and lunch
 - ✓ Work one-on-one with students or in small groups
 - ✓ Correct papers; record grades
 - ✓ Give spelling tests
 - ✓ Mentor Teacher & Teach Candidate co-teach

Assessment of Standards for Essential Abilities and Dispositions

Mentor Teachers will be responsible for completing the assessment of dispositions monthly throughout the Autumn quarter. Mentors will receive an email reminder with an online survey link to the assessment. Should there be any concerns between disposition assessments, Mentor Teachers are asked to either speak to the Field Supervisor assigned to the candidate or contact the Director of Field Placements at cjkirk@uw.edu or work cell (253) 457-5759.

SUBSTITUTING AND/OR SUPERVISORY ROLES

Teacher Candidates are not permitted to assume any supervisory role without another certified person on duty. This includes substituting for mentors or other teachers in the event of their absence for any part of the school day. Washington State laws stipulate that only an individual with a valid Washington State teaching certificate may be given full responsibility for a group of public-school children in a school sponsored activity. As Teacher Candidates do not hold a teaching certificate, they **may not be given the responsibility for a school sponsored activity** (e.g., classroom, playground, extra-curricular, etc.) except under the supervision or delegation of a certified teacher. Candidates with emergency substitute credentials may not substitute teach during Field Experience and Clinical Practice.

ADDITIONAL INFORMATION:

Visit our UWT School of Education Field Placements and Partnerships website at:

<https://www.tacoma.uw.edu/school-education/field-placements-partnerships> for more information on:

- 1) Working with Teacher Candidates as Adult Learners
- 2) UWT Definition of Co-Teaching with Co-Teaching Strategies and Examples
- 3) Mission and Conceptual Framework for the School of Education

Appendix A – Professional Dispositions



Assessment of Standards for Essential Abilities and Dispositions

Students in the Education Program are expected to possess appropriate abilities and dispositions. This instrument functions as a data gathering tool to assess a Teacher Candidate's progress in the following domains: Communication, Diversity, Empathy, Intellectual Reasoning, Interpersonal Skills, Professional Behavior, and Self-Awareness.

Mentor Teachers: An online survey of this assessment will be sent via email once a month throughout the Autumn quarter.

Please, rate the Teacher Candidate's skills in each disposition category with the following scale:

1	Not enough information to assess
2	Fails to demonstrate
3	Needs improvement
4	Improving, not yet satisfactory
5	Satisfactory or better

1. Communication Skills

- Communicates effectively and sensitively in spoken and written English with cohort peers, K-12 students, faculty, staff, and other professionals.
- Expresses ideas and feelings clearly and demonstrates a willingness and ability to listen to others.
- Possesses sufficient skills in spoken and written English to understand the content presented in the program and in the field.

Additional notes regarding the Teacher Candidate's skills in this domain:

2. Diversity

- Appreciates the value of human diversity.
- Interacts in an appropriate and respectful manner with all persons in light of the person's age, class, race, ethnicity, cultural background, religious affiliation (or lack of), nationality, gender identity, disability, sexual orientation, language, and/or value system.

Additional notes regarding the Teacher Candidate's skills in this domain:

3. Empathy

- Endeavors to comprehend another individual's way of life and values.
- Communicates empathy and support as a basis for a productive professional relationship.

Additional notes regarding the Teacher Candidate's skills in this domain:

4. Intellectual Reasoning

- Demonstrates the ability to systematically integrate, apply and critically evaluate educational issues, situations and interpersonal professional relationships in an informed way.

Additional notes regarding the Teacher Candidate's skills in this domain:

5. Interpersonal Skills

- Demonstrates the interpersonal skills needed to relate effectively to cohort peers, K-12 students, faculty, staff, parents, community members and other professionals. These include, but are not limited to compassion, respect, integrity, cultural humility and concern for the welfare of others.

Additional notes regarding the Teacher Candidate's skills in this domain:

6. Professional Behaviors

- Behaves professionally by knowing and practicing within the scope of education work.
- Maintains privacy and confidentiality.
- Respect others.
- Is punctual and dependable.
- Prioritizes responsibilities and completes assignments on time.

Additional notes regarding the Teacher Candidate's skills in this domain:

7. Self-Awareness

- Knows how values, attitudes, beliefs, emotions, and past experiences affect thinking, actions, and relationships.
- Examines and changes behavior when it interferes with working effectively with cohort peers, K-12 students, parents, faculty, staff, and other professionals.
- Understands and respects power relationships while effectively working with others in educational settings.

Additional notes regarding the Teacher Candidate's skills in this domain:

Appendix B – Mid Quarter Conference Form

**This form is a planning document for conversations among candidates, Mentor and Field Supervisors. Use this template to hold ideas that will lead to productive, positive, and goal oriented conversations related to field placement experiences.*

UNIVERSITY of WASHINGTON | TACOMA 2021-2022 Mid Experience Feedback Form

Teacher Candidate Name:	UWT Certification Program:	
	<input type="checkbox"/> K-8/Special Ed <input type="checkbox"/> K-8/TELL <input type="checkbox"/> Secondary Science <input type="checkbox"/> Secondary Math	
Mentor Teacher Name:	Partner School District:	
Field Supervisor Name:	Host School Name:	Grade Level/Subject:

Directions: Teacher Candidate, Field Supervisor and Mentor Teacher, each, complete this form **prior** to scheduling a conference. Bring a completed copy of this form to the conference and use for feedback discussion of candidate's readiness to continue into Clinical Practice.

- I. Summarize the teacher candidate’s progress toward relationships and teaching:

- II. Summarize areas of strength:

- III. Summarize interests and growth goals over the next 4-6 weeks:

Name _____ Mentor / Field Supervisor/
 Candidate (circle one)

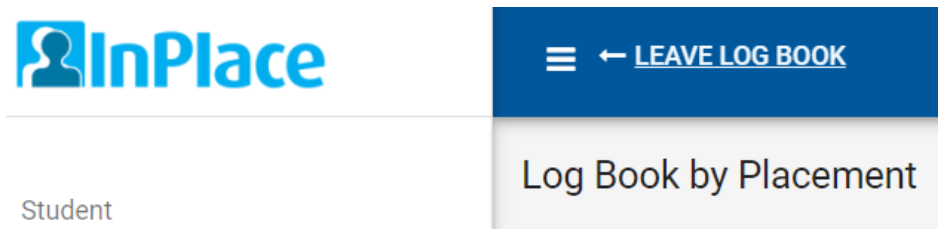
Appendix C – (Short Form) Lesson Plan Template- 2021-22

This Template may be used in Autumn as a training document for preparing for full lesson planning responsibilities OR used in Spring after sufficient demonstration of lesson planning skills when using the Formal Lesson Plan Template (Long Form) Use of the short form should be agreed upon by the Field Supervisor and Mentor Teacher with the Candidate.

Candidate Name: Date: Grade: Subject:

Content/ Practice Standards:		
Learning Target	Success Criteria	
Possible Misconceptions:	Relevance/Cultural Funds of Knowledge:	
(Timing)	Entry Task	
	Main Activity (groupings)	Pre-Planned Probing Questions
	Differentiation/Accommodations	
	Assessments (formal/informal)	
	Closure/Exit Task	
Extension Tasks	Materials (safety/manipulatives)	

Directions for Submitting Time Logs to InPlace:



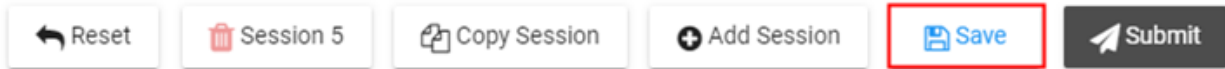
Access a log book as a student

UWT Field Supervisors, Mentor Teachers, Academic staff, and the Student Teacher Candidates themselves can access student log books. Depending on role and permissions, you can access the student log looks in the following way:

1. **Log in** as the student.
2. On the Home page, click **Confirmed** on the toolbar.
3. On the Confirmed page, **click the relevant placement** to open it and then click its **Schedule** tab.
4. Locate the relevant date in the list and **click the log book icon**
5. Edit the log book by **typing the start and end time** for that date. .

Save a session

As you complete a session, click Save any time to save all changes to your log book.



Note: For your convenience, InPlace automatically saves the log book every 30 seconds and every time you leave the log book.

Reset a session

(optional) You can reset your log book back to its last saved state by clicking Reset. This is useful if you've made a mistake in your log book and want to restore or undo any changes since the last time it was saved.

Note: The Reset function restores your log book to exactly how it was last saved. This means that if your log book had only one session when you saved it, any subsequent sessions you've added since won't be retained if you reset that log book.

