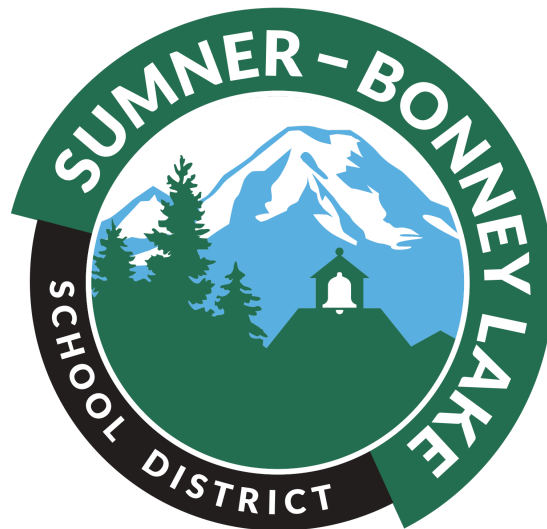


Sumner-Bonney Lake School District Field Experience Guide

A Guide for Student Teachers, Teacher Interns, Practicum
Candidates, Observation Students, Cooperating Teachers,
Administrators and University Partners





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sumnersd.org
(253) 891-6000



Human Resources

Thank you for your interest in the Sumner-Bonney Lake School District.

Sumner-Bonney Lake School District partners with universities and school leadership to recruit, develop and support a diverse workforce. We are dedicated to the highest standards of equity and achievement to create an environment of success for our students, employees and the communities we serve. Sumner-Bonney Lake School District is committed to creating and sustaining a pipeline of future educators. We know that it takes a community to develop an educator and value the contributions of our building administrators, cooperating teachers and university partners.

This handbook is a resource to provide information on processes and procedures for student teachers/interns in the Sumner-Bonney Lake School District.

If you have questions about student teachers, please do not hesitate to contact us:
studentteachers@sumnersd.org

Sincerely,

A handwritten signature in black ink that reads "David M. Brower". The signature is fluid and cursive, with a long horizontal line extending from the end.

David Brower
Sumner-Bonney Lake School District
Assistant Superintendent, Human Resources

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SELECTION OF COOPERATING TEACHERS

A pool of cooperating teachers within the school district will be nominated collaboratively by their school principal, the Instructional Services Department, the Special Education Department and the Director of Counseling Services. This pool of qualified teachers from a variety of grade levels will be established each year in the spring for the following school year. Participation in the pool is voluntary.

The following criteria are to be included in the selection process for cooperating teachers:

- A minimum of three years of successful teaching experience; however, exceptionally able teachers with less experience may be considered
- Knowledgeable and skillful in an area of specialization
- An interest and desire to supervise student teachers/interns
- Flexibility and adaptability as a person, utilizing effective interpersonal skills with colleagues and students
- Willingness to provide frank evaluations to the student teacher/intern, district and university
- Willingness to share the classroom experience with the student teacher/intern and to give him/her complete responsibility for a period of time
- Willingness to provide an experience consistent with the stated objectives of the participating university
- Possess the vitality and self-confidence sufficient to assume this added responsibility
- Recommendation from professors, university supervisors, building administrators, or other teachers for the role of cooperating teacher

The university will provide a comprehensive and detailed statement, in writing, of its student teaching and intern teaching programs including the goals, screening procedures, teaching experiences, classroom and university supervision expectations, and all time commitments and restrictions placed on the education student. This information will be shared with the student teacher/intern, the cooperating teacher, the principal, the college supervisor, Human Resources, and, as needed, with anyone expected to play a role in the student teacher's/intern's experience.

TYPES OF FIELD EXPERIENCES

Observation/Practicum

An observation/practicum refers to a brief time that the student teacher/intern visits a classroom or a series of classrooms to observe teachers in action. An observation typically does not include any kind of formal evaluation of the university student. Students only observe and do not lead instruction.

Student Teaching, School Counseling Internships, and Speech Language Pathology, School Psychology, Occupational Therapy, Physical Therapy Interns

The student teaching or internship experience can be part or full-time. Each student teacher/intern will be assigned a cooperating teacher or counselor by the placement coordinator at the Central Office.

While there must be one cooperating teacher or counselor on record, with permission from their cooperating teacher, student teachers/interns may want to observe other teachers or assist in other classes during their student teaching/internship experience. Student teachers/interns are gradually integrated into the classroom/school setting, leading to independent instruction. Cooperating teachers will be asked to complete periodic evaluations of their student teachers/interns for the university. Similarly, principals are asked to observe student teachers/interns in the classroom and complete an evaluation of their teaching for the district.

RESPONSIBILITIES

The responsibility of the cooperating teacher and administrator is to ensure that the experience is meaningful and will serve to enhance the student teacher's/intern's educational experience and career development. One thing that student teaching is NOT designed to do is provide your school with inexpensive temporary help. It takes a community to develop an educator. We appreciate each person's role in this work. Please see below for the expectations at the school, district and university levels.

Cooperating Teacher will:

- Create a supportive atmosphere with the student teacher/intern that will result in that student's success as an educator.
- Engage collaboratively with the student teacher/intern in a cycle of observation and feedback.
- Help the student teacher/intern plan daily lessons.
- Plan and conduct conferences with the student teacher/intern on a regular basis with a focus on developing their professional practice.
- Serve as a teaching model for the student teacher/intern by:
 - utilizing currently valued teaching materials and techniques.
 - demonstrating the planning and teaching necessary and the teaching methods involved in accommodating individual learning differences.
 - specifying and measuring behavioral change in students as a basis for evaluating teaching performance.
- Provide opportunity for student teacher/intern to meet and/or observe other teachers at the school site.
- Provide co-teaching opportunities throughout the student teacher's entire placement.
- Rate the student teacher/intern's progress in specific areas and write timely evaluative comments, as requested by the university program.
- Provide feedback for the district for consideration when student teachers apply for teaching positions in the district.

Building Administrator will:

- Hold the responsibility for orienting the staff and the school community to each student teaching program/internship.
- Arrange for the orientation of the student teacher/intern to the school. This will include introducing them to teaching and non-teaching personnel, interpreting the culture of the school and acquainting them with special services provided for students.
- Monitor the student teacher/intern's experience and provide support as needed.
- Confer with the cooperating teacher, the university supervisor and the student teacher/intern as needed.
- Give the student teacher/intern as much professional status in the building as possible.

- Manage district's liability for student teachers/interns.
- Observe the student teacher in the classroom and provide their feedback to the district. These evaluations are important pieces of a student teacher's file and are considered when student teachers apply for teaching positions in the district.
- Nominate cooperating teachers for the pool who are leaders in the building. These cooperating teachers will actively commit to bringing up the next generation of educators, and who possess the following qualities:
 - Minimum of three years teaching experience
 - Is in good standing with the SBLSD
 - Has a command of effective instruction (including assessment, differentiation, Lesson planning, curriculum development)
 - Is able to be explicit about what they are doing as an instructor and why they are doing it
 - Is able to scaffold experiences for the student teacher/intern so that they can learn to be independent
 - Is willing and able to engage collaboratively with the student teacher/intern in a cycle of observation and feedback
 - Sees self as a continual learner (willing to learn from student teacher/intern)
 - Has strong communication skills (candid, gives explicit reasons, able to develop Trust, able to give and receive feedback)
 - Has knowledge of adult learning

Administrative Assistant in the building will:

- Assist administrators and cooperating teachers in orienting student teacher/intern(s) to the building and to other opportunities for which they may wish to participate, including staff meetings, community events, etc.
- Assist administrators in scheduling evaluations of each student teacher/intern prior to completing their term at the school.

Sumner-Bonney Lake School District Central Office will:

- Establish a pool of cooperating teachers.
- Identify placements for practicums, student teaching and internship assignments with approval of administrator.
- Maintain all university partnership contracts.
- Respond to cooperating teacher and administrator needs as related to student teacher/ intern's university supervisor.
- Maintain communication with the school's designated administrator.
- Act as point of contact for the administrator and cooperating teacher to communicate concerns or issues to the university.
- Communicate with building administrators about potential student teachers/interns.
- Support a positive partnership with the university's placement office.
- Communicate timelines and expectations of the university program to the administrator, cooperating teacher and student teacher/intern.

- Keep the administrator apprised of any emerging concerns about the student teacher/intern or cooperating teacher in a timely manner.
- Send communication regarding placements to student teachers and interns, cooperating teachers, principals, secretaries, and university placement coordinators.
- Ensure that student teachers and interns have completed all district requirements, especially those around security, before beginning their placement.
- Give student teacher/intern their security badge on the first day of their student teaching/internship
- Give student teacher/intern access to programs and applications needed for teaching in their assigned classroom as well as district email and technology access.
- Ground our university partnership work in closing the achievement gap and ensuring we are creating and sustaining a diverse teacher pipeline.

University Supervisor will:

- Represent the university program and advise the student teacher/intern about program requirements.
- Communicate placement request(s) for potential student teachers/interns.
- Maintain communication with the district placement coordinator.
- Communicate timeline and expectations of the university program to the administrator, cooperating teacher and student teacher/intern.
- Keep the placement coordinator apprised of any emerging concerns about the student teacher/intern or cooperating teacher in a timely manner.
- Act as point of contact for the administrator and cooperating teacher to communicate concerns or issues to the university.
- Assign a field supervisor from the university to provide feedback and support.
- Support facilitation of student teacher/intern's required evaluations.
- Support a positive partnership with the district.
- Assist student teacher/intern with all security requirements prior to beginning the placement.

PLACEMENT REQUESTS

Volunteer or Observation Only

Some educator preparation programs require students to complete observations or volunteer prior to applying to a certification program. Additionally, some college courses require students to observe or volunteer in classrooms. In this capacity, the observation student may assist the teacher but **cannot** lead instruction for either small groups of students or the whole group. University placement coordinators or the student seeking observation hours are asked to submit requests using this [form](#).

CHECKLIST - OBSERVATION STUDENT

- ☐ Complete a volunteer background check thru Checkr at the school to which you are assigned at least one week prior to the requested start date. Applicants will need a Social Security Number and a valid email address.
- ☐ Confirm start and end dates with Human Resources.

***If an observation leads to a student teaching assignment or practicum, the student will need to work with their university to initiate the placement process according to the steps listed in the section below.*

Student Teachers and Interns

Placement requests should be initiated by university placement coordinators at least four (4) weeks prior to the requested start date.

- All students are asked to have an informal Meet & Greet with their potential Cooperating Teacher prior to final confirmation of the placement.
- Ultimately, it is the district placement coordinator, with permission from the building administrator, who decides which student teachers and interns will be placed in the school building.
- University placement coordinators are asked to submit requests using this [form](#).

CHECKLIST - Practicum/Intern/Student Teacher

- ☐ Complete a Student Teacher Online Application
- ☐ Sign a Disclosure Form
- ☐ Complete fingerprinting (can be done in HR Department)
- ☐ Complete online Vector Training prior to first day
- ☐ Pick up a badge & a computer from Central Office

CURRENT UNIVERSITY PARTNERS

Universities wishing to place their student teachers and interns in Sumner-Bonney Lake School District must have a Memorandum of Understanding on file. Because a primary reason for hosting student teachers and interns is to build our district educator pool, the district's strongest focus is with local and state higher education partners. Placements from out-of-state programs will be made on a space available basis. Here is the list of current local universities that have a MOU with Sumner-Bonney Lake School District:

Arizona State University
Bates Technical College
Boise State University
Central Washington University
City University of Seattle
Eastern Washington University
Evergreen State University
Grand Canyon University
Northwest Educational Development
Oregon State University
Pacific Lutheran University
Pierce College

Saint Martin's University
Seattle Pacific University
Seattle University
University of Oregon
University of Phoenix
University of Puget Sound
University of Washington
University of Washington-Tacoma
Washington State University
Western Governors University
Western Washington University

CURRENT SUMNER-BONNEY LAKE EMPLOYEES

Employees in the Sumner-Bonney Lake School District (SBLSD) who are pursuing a teaching certification are encouraged to pursue their required field experiences within our district. Employees should communicate their intent to do so to their supervisor, building principal and the Human Resources Department as soon as possible, if they hope to complete field experience within the district.

Employees may complete observation hours while maintaining their employment (only) if the following criteria are met:

1. The university agrees that the work they are doing fulfills the requirements of their program and that their work hours and their observation hours can run concurrently
2. The employee's principal and/or supervisor approve
3. Human Resources approves

For all other field experiences, including when an observation requires the employee to complete their hours at another location, employees must request a leave of absence with Human Resources. In addition to notifying their supervisor/principal and the HR placement coordinator, employees should contact Human Resources for leave requests. Payroll will deduct hours from personal, vacation, and compensation time before going into unpaid leave status.

According to the Sumner Paraeducator Association Collective Bargaining Agreement:

10.8 Leave of Absence - Professional Development

The District may, at its sole discretion, honor a written request for up to one (1) year educational leave of absence without pay or benefits to an employee who has been accepted in a teacher certification program or is pursuing alternative certification options as defined in Title 28A RCW. Leaves granted under this Article shall not serve as a precedent for any other leave request, and leaves that are denied shall not be subject to the grievance procedures. Seniority rights will be maintained but not accrued for the employee while on an educational leave of absence. A returning employee will be reinstated to a position equivalent in duties and salary to that held at the time the request for a leave of absence is approved.

In order to remain SEBB eligible, employees must work 630 hours per year. Vacation and personal leave does count towards hours worked but unpaid leave does not. If the employee goes into unpaid status (paychecks stopped) but are still SEBB eligible, he/she will need to self-pay medical premiums.

The university follows the same protocol as other student teacher/intern candidates referenced above. The district determines the placement location and will select the cooperating teacher. Placement may be made at a location that is different from the current school assignment location, based on the needs of the student, the building and/or the District.

CHECKLIST - Current Employees

The following tasks need to be completed by the student within the timeframe specified.

- ☐ Notify supervisor, building principal and HR of intent at least four (4) weeks prior to requested start date
- ☐ Request Leave of Absence
- ☐ Attend an informal Meet & Greet with potential Cooperating Teacher

EFFECTIVE MODELS FOR STUDENT TEACHING

Using the co-teaching model, student teachers/interns are provided with modeling, coaching and feedback as they develop their teaching skills. Co-teaching allows cooperating teachers to model effective practices while providing student teachers with meaningful classroom experiences. In this model the cooperating teacher remains in the classroom to support on-going feedback and continuous mentoring. It can be used at all grade levels and content areas.

Strategies for Co-Teaching With Student Teachers/Interns:

Strategy	Definition
One teach, one observe	One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation on specific behaviors. Both the teacher candidate and the cooperating teacher are able to take on either role.
One teach, one assist	One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors or corrects assignments, often lending a voice to students or groups who hesitate to participate.
Station teaching	Station teaching occurs when the co-teaching pairs divide the instructional content into parts. Each teacher instructs one of the groups. The groups then rotate or spend a designated amount of time at each station. Independent stations are often used along with the teacher-led stations.
Parallel teaching	Parallel teaching occurs when the class is divided, with each teacher instructing half the students. However, both teachers are addressing the same instructional material, using the same instructional strategies and materials. The greatest benefit to this method is the reduction of the student-to-teacher ratio.
Supplemental teaching	Supplemental teaching allows one teacher to work with students at their expected grade level while the other teacher works with those students who need the information or materials extended or remediated.
Alternative (differentiated) teaching	This teaching strategy provides two approaches to teaching the same information. The learning outcome is the same for all students; however, the avenue for getting there is different.
Team teaching	Team teaching incorporates an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From the students' perspective, there is no clearly defined leader -- both teachers share the instruction, are free to interject information, and are available to assist students and answer questions.

(From *Changing the Face of Student Teaching Through Co-Teaching*. Bacharach, N., Heck, T.W. & Dahlberg, K., 2010.)

ROLES AND RESPONSIBILITIES FOR STUDENT TEACHER/INTERN AND COOPERATING TEACHER

The time invested in student teaching or completing an internship is vital to the success of preparing students to become effective educators. The Sumner-Bonney Lake School District takes the responsibility seriously and will not exploit the student teacher/intern for purposes of additional coverage for their classroom. Cooperating Teachers are expected to work within the parameters laid out by the district and university.

Student Teachers Becoming Intern Substitutes

In recent years, the state has begun allowing students/interns to substitute teach within their own classroom in the case of the teacher's absence. If the university is in agreement, student teachers/interns may become an Intern Substitute. The steps to do so are listed below.

While the district understands the inclination to utilize capable student teachers or interns for coverage in their classroom, we believe there are certain parameters that must be adhered to in order to insure the success of the field experience.

1. No student teacher will act as a substitute teacher before completing 4 weeks of student teaching AND having met OSPI requirements for becoming an Intern Substitute (see below)
2. Student teachers will not be used as coverage or as a substitute in any other classroom.

We encourage student teachers, who, after the appropriate amount of time (4 weeks) in their student teaching role, wish to become an intern substitute for their cooperating teacher. The steps to becoming an Intern Substitute are listed below. As a student teacher, you have already completed some of the new hire requirements such as fingerprinting and Vector Training, which will help us move you along in the process more quickly.

CHECKLIST - Current Student Teachers

- ☐ Login to your application profile at <https://sumnerjobs.hrmplus.net/Home.aspx> and update your Interest type by going to your Profile, clicking Interest and checking the Certificated box.
- ☐ Review your Checklist and complete any items with a red X
- ☐ Contact HR to let us know when your job application is Complete
- ☐ Once your job application is approved in HR, we will:
 - 1) request the Intern Substitute application be added to your EDS profile. HR will contact you and request you complete the Intern Substitute Application, pay the associated fees, and email HR when that step is completed.
 - 2) send you an Orientation eMail with links to complete your new hire paperwork

- ☐ When your Certificate is issued by EDS and all of your new hire requirements are completed you will be cleared to work as a substitute for your cooperating teacher

TIPS for applying to be an intern substitute:

*Certificate Upload - If you don't have a certificate yet, please upload a document stating you will be working with the district to obtain your certificate.

*References - excellent references to use are your cooperating teacher, site Assistant Principal and/or Principal

*Updated Disclosure - be sure that your disclosure is updated with this year's date

DISTRICT SUPPORT

We appreciate your commitment to developing the next generation of educators. If any issues arise during the school year, please do not hesitate to contact us for assistance and support. If your student teachers and interns are outstanding, we want to hear that, too! Thanks for all you do in supporting our future educators.

Please contact us if you have any questions at this email address:

studentteachers@sumnersd.org