

**Mead School District
Placement Requests Guiding Principles, Roles, and Responsibilities**

Mead School District is committed to ensuring the development of each profession supported in the public school setting, including the placement of college and university students in our system. The initial experiences of individuals new to a profession are critically important in maintaining that profession's quality and reducing attrition. We understand the benefits of supporting college students as potential future employees and of having a consistent process in place for all impacted parties, including principals, cooperating staff members, and the candidates themselves. Providing all of our schools in the district equal access to student candidates from local universities also ensures that district principals, teachers, and other staff have a shared obligation and opportunity to assist in the growth and development of the next generation of educators and public school employees.

All placement assignments, including Student Teaching, Observations/Fieldwork, Practicums, and other Internships are processed through the Mead School District Human Resources Department. Students must work through their college or school of education to request placement within the Mead School District. MSD will work directly with colleges and universities to ensure proper placement. Requests received at the building level will be referred to the Human Resources Department and will need to follow the appropriate process outlined below. Please note that there must be a partnership agreement (Memorandum of Understanding) in place between Mead School District and the college or university for the specific department/school of study that the student is enrolled in. Through the course of this document, the term "Student/Pre-Service Teacher" will be applied to any higher-education students seeking placement in the Mead School District.

SELECTION PROCEDURE

All placements will be made based on the following criteria: availability of qualified staff/potential mentor(s) in requested areas, the willingness of schools/departments to take a student, and the outcome of the student interview between the principal/administrator, student, and cooperating mentor staff. Student placements in school buildings are also dependent upon classroom size, student count, and physical distancing requirements set forth by the Regional Health District.

The District will make every effort to place students at their requested location or with the requested staff member. Please note the following caveats to placement requests:

- Current employees will not be placed in the same school building in which they are currently employed or have resigned from in the past school year.
- Mead graduates will not be placed in the same high school from which they have graduated
- Parents of current students will be placed in buildings where their children do not attend.

Each high school will run on rotating schedules opposite of each other. For example, each high school will accept student teachers placed in Art, ELA, History, and CTE one year and then student teachers placed in PE/Health, Math, Spec Ed, and Science the next year.

If a request cannot be met, we will process the request in all remaining areas that are accepting placements in the subject/level/field of study, unless requested otherwise. Reasonable effort will be made to equalize the distribution of placements within the District, and across the spectrum of submitting colleges/universities.

Colleges and universities may initiate placement requests for preliminary and continuing education experiences, from entry-level observations/fieldwork to student teaching/internships in the Mead School District, by entering their requests into the portal in Edmenture. Please contact the Mead SD Student Placement Coordinator by emailing Fieldwork@mead354.org to request access to Edmenture. Requests are processed according to the number of cooperating staff available and placements may be limited. **Requests for Fall Semester are preferred to be received no later than May 1 and Spring Semester no later than November 1**, although requests made after the preferred date will be taken into consideration. **Please note that no new placement requests will be processed during the months of August and September due to the increased workload that accompanies “back-to-school” activities within the school district.**

The placement application materials will be shared with building/department administrators and the potential cooperating mentor staff. Interviews with candidates may be conducted by the building administrator and/or the potential cooperating staff member. Upon agreement between the Human Resources Department, building administrator, and cooperating staff member, the Human Resources Department will confirm (or deny) the placement request directly with the university placement official.

Reasonable effort will be made to equalize the distribution of student teachers within the District, and across the spectrum of submitting colleges/universities.

Individual Expectations:

College/University Role

- Initiate placement requests for preliminary and continuing education experiences, from entry-level observations/fieldwork to student teaching/internships in the Mead School District, by entering their requests into the portal in Edmenture. Please contact the Mead SD Student Placement Coordinator by emailing Fieldwork@mead354.org to request access to Edmenture. **Requests for Fall Semester are preferred to be received no later than May 1 and Spring Semester no later than November 1**, although requests made after the preferred date will be taken into consideration. **Please note that no new placement requests will be processed during the months of August and September due to the increased workload that accompanies “back-to-school” activities within the school district.**
- **Students/pre-service teachers/program coordinators should not contact the MSD school campuses, teachers, or principals directly for initial placement coordination.**
- Provide current contact information for all Placement Coordinators or Program Personnel.
- Ensure that the background check and vaccination status of the student requesting placement have been cleared.
- Provide clear information on the placement request and timeline.
- Ensure Pre-Residency Certification clearance has been issued to meet placement requirements.
- Via the Field Placement Director, the university will mediate any situations or circumstances related to conflict, reassignment, or termination of placements if necessary (based on

school/district concerns, candidate concerns, or university concerns).

- Track, maintain, and update Affiliation Agreements/MOUs and Certificates of Insurance
- Communicate with the Human Resources Department contact, Vanessa Avenido, Vanessa.Avenido@mead354.org, 509-465-6007 for all placement requests or questions.

Human Resources Department Role

- Ensure university Affiliation Agreements and/or MOUs are current and on file.
- Collect all initial placement requests from local and other universities.
- Identify potential cooperating teacher/staff interest through an annual survey.
- Verify eligibility and endorsement area of cooperating teachers.
- Work with university placement coordinators and building principals to connect student candidates with Mead School District Cooperating teachers/staff.
- Ensure student candidates have appropriate pre-residency certification clearance.
- Send confirmation of placement to the university placement coordinator, appropriate building administrators, and hosting Mead staff member
- Update Master List to Inform Technology regarding student/pre-service teacher access needs.
- Provide District Orientation materials regarding District policies
- Send electronic surveys to student candidates, cooperating teachers, and building principals at the end of each experience.
- Maintain contact information for student candidates completing their experiences.
- Communicate Concerns to Colleges as they arise.

Cooperating Teacher/Staff Role

Required Qualifications for Cooperating Teachers/Staff

- Possess in-depth knowledge of the subjects/fields being taught/observed, teaching methods, and strategies and be considered an effective teacher/staff as demonstrated by proficient ratings in all criteria for evaluation.
- Holds a continuing or professional certificate and has successfully completed their provisional (or probationary if classified position) status with the district.
- Indicate an interest in working with and helping university students.
- Must be an exemplary model for the profession and demonstrate the ability and willingness to share their talent and experience.
- Must demonstrate the ability to make evaluative judgments and provide meaningful feedback on instruction and assessment practices.
- Possess supervisory ability. Formal coursework in supervision is desirable but not required.
- District has received the principal's approval for the individual to act as a cooperating staff member.

Expectations for Cooperating Teachers/Staff Members

- Acceptance of a placement will be voluntary.
- Host initial meeting with the student candidate in order to discuss backgrounds, teacher style and philosophy (student teachers), work ethic, and other pertinent issues to ensure appropriate placement.
- Guide and mentor the student through the placement experience and follow the process outlined

by the supporting university and Mead School District.

- Share expertise with the student, for pre-service teachers this is especially related to instruction, assessment, classroom management, and professional learning activities (i.e., lesson planning, collaboration, and attendance at meetings).
- Share school rules/policies/procedures with student candidate
- Together with the university field supervisor and student candidate, create an outline for the duration of the experience.
- Provide verbal and written feedback to the student candidate regularly throughout the placement.
- The cooperating teacher/staff member will be responsible for the class/students/work and will not delegate instructional responsibilities until the student candidate has displayed the proficiency to accept them.
- Complete a Mead School District student candidate program evaluation at the end of the experience.

Principal Role

- Confirm the building's willingness to host student candidates.
- Review cooperating teacher survey results and provide feedback to HR on interested cooperating staff members.
- May be present at the initial meeting between the Cooperating Teacher and the student candidate.
- Ensure that School Rules/Policies/Procedures have been shared with student candidates.
- Agree to observe student candidates for at least 60 minutes with at least one observation for a minimum of 30 minutes, if asked to do so.
- May write the student candidate a letter of reference reflecting on the quality and scope of the student candidate's experience, assuming the student candidate has arranged for the principal to observe him/her during the student teaching experience.
- May request mediation from the student candidate's university placement coordinator and the Human Resources Recruiting team for placements that aren't working or to request termination of a placement.
- Complete a Mead School District program evaluation at the end of the experience.

Student/pre-service teacher Role

- College students interested in placement within our district will need to ensure that their university emails the contact listed above; **we do not make placements directly with students.**
- Meet with his/her Cooperating Staff Member and the building principal prior to the beginning of the placement to discuss backgrounds, teaching/learning styles and philosophy, work ethic, and other pertinent information
- Adhere to Washington State's Code of Professional Conduct and District Policies and Procedures
- Set up a schedule with the Cooperating Staff member, holding consistent to that schedule
- Attend and participate in staff meetings and other meetings as instructed by cooperating staff member
- Seek to develop meaningful, professional relationships within the school
- Observe other staff in the building as required by their program and reflect on strategies to implement in their own lessons and/or strategies for working with students

- For student-teachers: consider meeting with the building principal to arrange for at least one (1) observation for at least 60 minutes, one period of which will be no less than 30 minutes, during the student-teaching experience
- Maintain proper professional dispositions and behaviors (e.g., dependable, on-time, collaborative, responsible, proactive, etc.) and adhere to general building expectations (e.g., attire, processes, procedures)
- Complete a short Mead School District survey at the end of the placement experience.