



Field Experience Handbook
Teacher Certification Programs
2025-2026

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Section One: General Information

UW Tacoma School of Education faculty and staff directory

Please follow the link below for School of Education faculty and staff contact information:

[School of Education Directory](#)

Office of Field Placement & Partnerships Personnel	Contact them about:
Chelsea Bailey, Ph.D. Administrator, Office of Field Placements & Partnerships West Coast Grocery 306 chelsba7@uw.edu 253-457-5759	• Becoming a UW Tacoma School of Education district, school or organizational partner • UW Tacoma School of Education Certification Program field experiences • Becoming a field supervisor (all programs) • Questions or concerns related to field experiences • Field contracts and agreements • Incidents in the field • Support for interns currently placed in the field • Pre-certification requirements prior to field placements for all certification programs • Teacher certification process and requirements • Clock hours for mentor teachers • Former student requests for certification documents
Janelle Franco, Ph.D. Clinical Field Experience Coordinator West Coast Grocery, Campus Box 358435 jef1105@uw.edu	• Field Experiences in the Teacher Certification Program • Partnering to support specialty (PK-8 SpEd and TELL) field experiences • Becoming a partner school • Becoming a mentor teacher/hosting a teacher certification intern in your classroom • Becoming a field supervisor for the Teacher Certification program • Support for interns currently placed in the field
Cathy McCutcheon, Ph.D. Field supervisor West Coast Grocery, Campus Box 358435 camccu@uw.edu	• Support for interns currently placed in the field
Breann Mudrick, Ph.D. Field supervisor West Coast Grocery, Campus Box 358435 bmudrick@uw.edu	• Support for interns currently placed in the field

School of Education faculty and staff	Contact them about:
Julia Aguirre, Ph.D. Professor & Director, Teacher Certification Programs West Coast Grocery 319 jaguirre@uw.edu 253-692-4820	• BA and MEd Teacher Certification Programs
Donna Braboy Office Supervisor West Coast Grocery 324D donnap@uw.edu 253-692-4431	• Mentor teacher stipends • Field supervisor administrative support • Field supervisor mileage reimbursement
Ty Halton Academic Advisor, Recruitment & Retention Specialist West Coast Grocery 328 thalton@uw.edu 253-692-4437	• Admissions for all Teacher Certification Programs • Advising for all teacher certification students • Teacher Certification Program alumni outreach
Maria Hamilton Director of Operations West Coast Grocery 324B mariaham@uw.edu 253-692-4432	• Field supervisor, Teaching associate and part time lecturer position applications, reappointments, and contracts
Janne Heckeroth SOE Front Desk, Administrative Assistant West Coast Grocery 324 jmheck@uw.edu 253-692-4430	• General questions about the School of Education • Uncertain who to speak to • Field Incident Reporting or questions

UW Tacoma School of Education mission statement

The mission of the UW Tacoma School of Education is to prepare ethical and reflective educators who transform learning, contribute to the community, exemplify professionalism, and promote diversity. Please visit the [School of Education website](#) for information about the *Conceptual Framework*, the *Philosophies, Purposes and Goals* and more critical information about our programs.

Office of Field Placement & Partnerships Mission Statement

The Office of Field Placements and Partnerships, in service to the greater work of the UW Tacoma School of Education, is committed to and guided by an explicit commitment to equity and inclusion through supporting the development of educators and leaders grounded in practices of dignity and respect to create a more just and compassionate world both within and beyond schools.

UW Tacoma - Teacher Certification Programs (TCP)

The Teacher Certification Program (TCP) at the UW Tacoma is one of the longest running teacher preparation programs on the UW Tacoma campus. Established in 1992, the TCP prepares caring, culturally responsive and inclusive teachers to serve the vibrant, diverse communities of the Puget Sound region. The TCP values include diversity, justice, knowledge, collaboration, professional excellence, and reflection. More information about the values and features of TCP can be found here:

[UWT TCP Values and Features](#)

Master of Education programs

The UW Tacoma School of Education offers three Master of Education programs that lead to teacher certification. There are two elementary (K-8) teacher certification programs. These programs prepare students to obtain a K-8 Elementary Education endorsement with either a Special Education (SpEd) or a Teaching English Language Learners (TELL) endorsement. The third program leads to certification in Secondary (5-12) Science or Mathematics Education.

Bachelor of Arts in Education programs

The UW Tacoma School of Education offers two Bachelor of Arts in Education programs that lead to K-8 dual certification. These tracks prepare students to obtain a K-8 Elementary Education Endorsement with either Special Education or English Language Learners Endorsement.

Confidentiality and reporting

FERPA for university students

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law that protects the privacy of university student education records. FERPA applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Details of the law can be found on the [U.S. Department of Education website](#). Information about university policies regarding protection of university student information can be found on UW [Office of the University Registrar website](#).

FERPA and Educational Access Protections for PK-12 students

Teacher interns placed in PK-12 settings must familiarize themselves with and follow privacy and access protections of the students in their field placement setting. This is inclusive of all PK-12 students in their placement classroom, their school and any other school buildings they may visit. Please review the materials provided at events on the OFPP website. Expectations and legal rights of PK-12 students will be discussed at pre-placement events. Detailed information about protecting PK-12 student rights and information can be found on the [Office of Field Placement and Partnerships webpage](#).

Bias, discrimination, & retaliation

If you believe you have experienced any form of bias, discrimination, retaliation, and/or sexual harassment, please report the incident directly to the [Civil Rights Office of Compliance](#).

Mandatory reporting

Please find specific information and instructions regarding mandatory reporting under the “Clinical/Field Placements” and the “Reporting Bias, Discrimination, and Retaliation” tabs on the [School of Education website](#).

Field/off-site incident reporting

All field or off-site incidents must be reported immediately (within 24 hours, or as soon as able) to the candidate’s field supervisor, the Program Coordinator of Clinical Field Experiences, or the Administrator of the Office of Field Placements and Partnerships. When able, please report using the

field/off-site incident form. If time is limited, contact the Administrator of the Office of Field Placements and Partnerships. Specific information about reporting an off-site incident can be found on the [Office of Field Placement and Partnerships webpage](#).

Field placement issues of concern

Teacher interns in field placements may encounter a variety of challenging situations involving K-12 students, and university and district-based educators, supervisors, and staff. Following the School of Education's guiding principles, students with concerns who are placed in a school or site should make every attempt to directly resolve the issues with the parties involved. Please follow the school and district protocols, including communication channels and conflict resolution procedures.

If additional support is needed, please follow the guidelines provided on the [Office of Field Placement and Partnerships webpage](#).

Inclement weather

Check your placement school district website for information about possible closures or delays due to weather conditions. Check the [Campus Safety and Security website](#) for information about UW Tacoma campus closures and delays.

Section Two: Preparing for School Placement

Placement process timeline

Placement events	When it happens
Admittance to TCP program	Spring quarter (prior to placement)
Complete Field Survey	Spring quarter (prior to placement)
Complete testing and pre-residency certification requirements	Spring quarter (prior to placement)
Review and sign Essential Skills and Dispositions	Spring quarter (prior to placement)
Placement requests are made to districts as teacher interns complete requirements	Spring quarter (prior to placement) through Summer (August)

<i>*Note: Some districts require an application for student teaching that must be completed by the intern on the district website. The OFPP will let interns know if this is the case and will provide information on how to access district applications if needed.</i>	
Field Orientation	Spring quarter (prior to placement)
Complete all pre-placement requirement assignments in Canvas course	Spring/Summer (prior to placement)
Teacher interns may be asked to meet with principals and/or mentor teachers prior to placement finalization	Late spring to early summer
Field Preparation Retreat	Summer quarter
Teacher interns begin field placements* (Specific date determined by mentor teacher and/or placement school principal)	Late August to early September <i>*Note that field placements begin 3-4 weeks before the start of autumn quarter</i>
Teacher interns take UW Tacoma winter break	See UW Tacoma academic calendar
Teacher interns take placement district spring break	See placement district calendar
Teacher interns remain in the same field placement	From start date to end of spring quarter (mid-June)
Last day of field placement is determined by teacher intern, mentor teacher and field supervisor	Mid-June (Generally end of graduating spring quarter)

Requirements prior to placement

WEST-B or equivalent must be taken (passing is not required). Details about this requirement can be found in the School of Education BA and graduate handbooks and the TCP (MEd and BA) Canvas pages.

The State of Washington requires that all teacher interns complete Pre-Residency Clearance, including Fingerprints and Background Clearance, before entering their field placement. Interns cannot be approved for placement until these materials have been completed. The process for completing these requirements takes place through the Office of Public Instruction (OSPI,) not the university. Please see links and information below:

[Pre-Residency Clearance In-State Applicant](#)

Teacher interns seeking a field placement can find instructions on how to complete fingerprints and background checks at the OSPI link below. Please follow the instructions carefully. Failure to complete background checks and fingerprints prior to July 1 will prevent teacher interns from being

placed in a timely manner. Please note that some districts may require this information in the spring prior to placement.

[Fingerprints & Background Checks](#)

All teacher interns seeking a field placement must complete a Child Abuse Recognition, Investigation and Protection Course. Please see the link below for information:

[Online Course: Child Abuse Recognition, Investigation, and Protection - CEU Certificate](#)

Resume submission and additional field requirements

Teacher interns are required to submit a current resume to the field office through the BA and MEd Canvas courses. Additional requirements related to field placements are listed as assignments in the cohort Canvas courses. Please follow these courses closely for instructions on additional requirements.

Time in the field and credit requirements

BA cohort

Quarter	Weekly placement attendance	Course credit
Late Aug/Early September to late Sept (4 weeks)	Full time (5 full days per week)	Credits included in autumn Field Course
Autumn quarter	2.5 days per week (can be increased to 3 days)	2 credits
Winter quarter	4 days per week	10 credits
Spring quarter	2-4 days per week (specialty focused quarter)	2 credits

MEd (K-8 and Secondary) cohorts

Quarter	Weekly Placement Attendance	Course Credit
Late August/early September to late September (4 weeks)	Full time (5 full days per week)	Credits included in autumn Field Course

Autumn quarter	2.5 days per week (can be increased to 3 days)	2 credits
Winter quarter	3 days per week (specialty focused quarter)	3 credits
Spring quarter	4 days per week	9 credits

NOTE: Teacher interns will fulfill state and program field hour requirements by completing the time in field placement requirements stated above. The UW Tacoma TCP program exceeds WA state placement hour minimums based on program requirements. Teacher interns must complete UW Tacoma's requirements to receive credit for the field courses.

Placement survey

Teacher interns will receive a required Placement Survey soon after they are admitted to the program, shortly before or after the initial program orientation. The field survey will provide the Office of Field Placements and Partnerships with information from the intern that is essential to identifying a placement that will support the intern in their professional growth and development for a full academic year.

Orientation to the field experience

The Office of Field Placements and Partnerships will host pre-placement orientation events during spring and summer quarters, including an all-day retreat, to provide information about program expectations, what to expect in the field, and orientation to the values and philosophical lenses of the TCP program.

Section Three: Roles and Responsibilities

Teacher interns

Partner schools, mentor teachers, principals, university faculty, and program field supervisors assume joint responsibility for a teacher intern's growth and development as a beginning teacher. Our placements offer teacher interns a full range of teaching opportunities within a supportive and collaborative environment.

Professional expectations

Teacher interns are guests and learners in the school community to which they have been assigned. They collaborate with all members of the school team and their fellow teacher interns in order to develop the essential skills and competencies required for recommendation for teacher certification.

Interns, as representatives of the UW Tacoma and the Teacher Certification Program, are expected to maintain a high level of professionalism in their placement and in all interactions with district and school staff, students, and families. These expectations are explained in detail in the [Standards for Essential Skills and Dispositions](#) document. Professional expectations are also discussed at length in the field orientation, field preparation retreat, and are revisited throughout the academic year in the Reflective Seminar course. Please find a summary below:

Attendance:

- Interns are expected to be on time (or early) and fully ready to participate in classroom activities at their placement during the days and times determined by the mentor teacher and teacher intern at the beginning of each placement quarter.
- If an intern is not able to attend their placement at the agreed upon day or time, the intern is expected to communicate with their mentor teacher (or the school front office) in a timely manner. Interns should communicate any attendance changes to mentor teachers with at least 48 hours' notice, when possible. Earlier notice is expected during the lead teaching period.

Communication:

- Interns should establish methods for communicating with their mentor teacher at the start of their placement experience and maintain professional and timely communication as needed for their placement as requested by their mentor teacher (phone, email, in person).

Professional Dress:

- Interns are expected to dress professionally at all times. Dress should be "business casual" and be in alignment with the standards of dress in the school location. More detailed guidance on appropriate dress will be provided at pre-placement events.

Electronic Devices:

- Cell phones and other personal devices must be put away and turned off or on airplane mode throughout the placement time period. Phones may be checked during break periods agreed upon with the mentor teacher. Interns should check with mentor teachers and follow school policy related to device usage during school hours. Use of personal commuters is limited to placement-related activities only.

District Code of Conduct:

- Interns should be familiar with and follow their placement district code of conduct, and/or conduct policy manual. These should be locatable on the district's website or with the assistance of the district HR. Interns, as well as all district and school employees, are expected to know and follow these policies

Overview of roles and responsibilities

- Understand and act consistently with TCP Essential Skills and Dispositions.
- Meet weekly with your mentor teacher for Q&A, planning, and feedback to further professional development and growth.
- Communicate regularly with your field supervisor and coordinate with them to schedule supervisory visits, observations, and triad meetings.
- Understand and use the TCP [lesson planning](#) and [reflection](#) tools provided by the OFPP.
- Coordinate with your mentor teacher and Field supervisor to prepare to take on lead teaching responsibilities in winter or spring Quarters.
- Track and submit placement hours using tracking documents and storage files provided by the OFPP.

Standards for Essential Skills and Dispositions

The standards linked below are grounded in the mission and values of the School of Education. They describe professional, intellectual, emotional, and character attributes of educators who strive for equity and justice. Upon entry to the Teacher Certification Program, candidates are asked to commit to pursuing growth in these standards as an integral part of university coursework, field experiences, and other TCP activities.

[Standards for Essential Skills and Dispositions](#)

Using Canvas

Teacher interns will be expected to use Canvas as their primary way to navigate all courses related to the field. They will refer to Canvas for course details, assignment descriptions, course communication, and will use Canvas to submit course assignments.

Time tracking

Teacher interns are required to submit time logs to record their placement hours. The time log must be completed by the teacher intern, signed (with a “wet” signature) by the mentor teacher and uploaded to the teacher intern’s personal time log folder provided by the OFPP via email. The intern is also responsible for calculating hour totals for review by the OFPP. Program recommendation for certification requires accurate and complete documentation of field hours.

Mentor teachers

Mentor teachers play a vital role in a teacher intern’s educational experience, guiding and mentoring the intern from student to professional. The mentor teacher fosters the development of the teacher intern’s competence and self-confidence to support the intern to gradually assume full responsibility for lesson planning and delivering whole class instruction. In addition, the mentor teacher is an essential observer of the teacher intern’s teaching and provides feedback on planning, implementation and assessment. The mentor teacher also assists the intern in working with the school community at large.

School principals

Principals maintain open and on-going communication with school staff, UW Tacoma faculty and field supervisors, and play a critical role in the development of school partnerships and cohort learning models. Principals are encouraged to observe interns and provide feedback to contribute to their growth as teachers. The principal works with the field supervisor and the Administrator of the Office of Field Placements and Partnerships if concerns arise that require their involvement.

Field supervisors

Field supervisors at UW Tacoma play a critical role in supporting the learning and development of the teacher intern in collaboration with the mentor teacher. The field supervisor is the main point of contact for the mentor teacher, the teacher intern, and the university. They respond to any concerns raised by either the intern or mentor teacher and provide support and problem solving as needed.

Field supervisors make regular visits to placement sites and will engage in observations of teacher interns at least once a quarter. Feedback cycles and observations will be scheduled in consultation with the supervisor, mentor, and intern. Field supervisors will be in regular communication with their interns and are responsible for tracking and evaluating progress, providing feedback, supporting use of TCP practices and tools, and providing overall support, supervision, and

evaluation. Field supervisors also support mentor teachers through collaboration, problem solving, and co-mentoring.

Administrator of the Office of Field Placements and Partnerships

The responsibility of the Administrator of the Office of Field Placements and Partnerships is to develop and maintain robust collaborations with school and community partners and ensure the quality and integrity of field experiences. The administrator directs the field supervision team and works in collaboration with the Teacher Certification Program Director and the field supervision team to design the scope, sequence, and evaluation of field experiences. The administrator provides support and guidance as needed to resolve field-based challenges and support plans. Additionally, the administrator, in collaboration with the Clinical Field Coordinator, leads the on-campus Reflective Seminar course to further support field-based experiences.

Section Four: Overview of the Placement Year

Placement notification

Teacher interns will receive an official notification of their field placement district, school, principal and mentor teacher from the Administrator of the Office of Field Placements and Partnerships when the placement district has finalized and confirmed placement information. Interns can expect to receive this information no later than mid-August. In the rare event that placements are not confirmed by mid-August, the Administrator of the Office of Field Placements and Partnerships will provide regular updates to the intern until the placement is finalized.

Initial contact between teacher intern, mentor teacher, school principal

In the official placement notification via email, teacher interns will be introduced to their mentor teacher and school principal and provided information about next steps. When the intern receives the placement email, it is the responsibility of the teacher intern to write to the mentor teacher and school principal to introduce themselves and set up an initial meeting.* Teacher interns are strongly encouraged to visit district and school websites to familiarize themselves with district and school information.

At the initial placement meeting, the principal and/or mentor will introduce the intern to the school, policies and procedures, current curricula in use, arrival and dismissal times, and any additional paperwork or clearances required by the district. The mentor teacher will also inform the intern of the start date for their placement.

*Note: Principals and/or mentor teachers may request a pre-meeting to check that the proposed placement is appropriate for everyone. If it is determined that it is not a fit, the OFPP will locate a new placement for the intern.

District clearances

Most districts require additional paperwork and/or clearances for teacher interns to be able to access school buildings, district email, and internet accounts. The school secretary and/or district HR will be able to provide information about additional steps that may need to be completed.

Start of placement

Teacher interns will begin their placement at a time identified by the school Principal and/or the mentor teacher. Placements typically begin in late August to the second week of September. The OFPP expects teacher interns to start their placement based on the guidance of the principal and mentor teacher and strongly encourages teacher interns to attend all professional development opportunities offered by the district prior to school starting.

September experience

Teacher interns will be in their placements three to five weeks before university courses begin. During this time, referred to as the *September Experience*, interns will receive guidance through the Field Experience Course.

Field supervisor contact and initial visits

Field supervisors will contact teacher interns in early September and will arrange a time to meet by phone, Zoom, or in person within two weeks. Field supervisors will set up a time for an initial visit to the intern's placement site to meet with the intern and the mentor teacher before the fifth week of the UW Tacoma autumn quarter.

Learning team (triad) meetings

The learning team (or triad) consists of the teacher intern, the mentor teacher, and the field supervisor. The learning team collaborates to support the growth and development of the teacher intern in the areas outlined above in Section Three.

Feedback cycles

Feedback cycles help teacher interns to engage in reflective practice and apply feedback to improve all aspects of their teaching practices and professional dispositions. Feedback cycles explore areas of growth and range from informal conversations to professional level observation/feedback later in the year. Field supervisors will do feedback cycle visits to the intern's placement site at least once a quarter. Field Course assignments will support the use of self-reflection and the use of feedback cycles formally and informally across the year. More information about feedback cycles can be found here:

[Feedback Cycle Planning and Reflection Lenses.](#)

Building intern responsibilities

Teacher interns will take on increasing responsibility over the course of the school year. The pace of this process will be determined by the learning team (triad). School leaders may also contribute to this process. We encourage the triad to use the feedback cycle process to actively identify accomplishments, areas of growth, and systems and processes to support intern growth and development. Please find a general outline of teacher intern expectations and experiences across the year.

[Expectations and Experiences Across the Year](#)

Lead teaching

Teacher interns will take responsibility for planning, implementation, and assessment of learning and classroom management in their placement classroom for five to seven weeks in the period between March and May. The specific timing and duration of lead teaching will be determined

collaboratively by the mentor teacher, field supervisor, and the teacher intern. During the lead teaching period, the intern will be observed by the mentor teacher and the field supervisor. The teacher intern should expect to have one to two professional level observations by both the mentor teacher and field supervisor during the lead teaching period.

Specialty experiences

Teacher interns enrolled in the K-8 dual-track programs will focus on their specialty endorsement area (TELL or SpEd) throughout the placement year. Additionally, each program will have a more intensive focus during either winter or spring quarter.

Specialty area experiences will include a variety of experiences such as shadowing a specialist, leading small group learning experiences, co-planning and co-teaching in the specialty content area, supporting individual learners, and learning about specialty support service models in your school and district.

Field Experience courses

Teacher interns will be enrolled in Field Experience courses each quarter during the academic school year. Teacher interns will have field-based assignments tied to their field experience that support the development of knowledge and skills in teaching and learning informed by equity-based and culturally responsive practices, critical inquiry and reflection. The specific pacing and expectations for each intern will be determined by the field supervisor, the mentor teacher, and the teacher intern to align with the progress of the intern's growth and development.

Reflective Seminar course

Teacher interns will be enrolled in Reflective Seminar concomitantly to their Field Experience courses throughout the placement experience. Reflective Seminar is designed to support the development of skills and practices learned across the program and applied in their field experience settings. Interns will have the opportunity to share experiences, engage in reflective practice, co-plan, and problem solve with their peers. This course also provides support in the development of the final Teaching Portfolio in spring quarter.

Completion of placement

Teacher interns will complete their field placement with the completion of the UW Tacoma spring quarter of their placement year. Interns are required to remain in their placements through the end of the academic year to complete all required assignments and field related activities. It is common that the lead teaching period will conclude before the end of the field placement experience. Additional essential experiences and activities will take place during the remaining period of the placement and will support the completion of the Teaching Portfolio.

Portfolio requirement

The state of Washington requires all teacher preparation programs to provide a performance-based assessment to evaluate teacher endorsement competencies. All teacher candidates must successfully complete the UW Tacoma School of Education performance-based assessment or teaching portfolio, to be recommended for certification. The teaching portfolio consists of reflections and evidence from course work and field experience. Interns will be supported to complete the portfolio during the last quarter of their program.

Section 5: Additional Information for Supervisors and Mentor Teachers

Mentor resource hub

Mentor teachers will be given access to the mentor teacher OFPP Resource Portal to access materials aligned with the Mission, Vision and Approaches of the UW Tacoma School of Education Teacher Certification Program. These materials support the further development of mentoring practices and provide mentor teachers with valuable information about the content of courses in the TCP program.

Mentor teacher workshops

Mentor teachers will be offered several professional development sessions throughout the year to support their professional growth as coaches and mentors; to keep them apprised of events, requirements, and timelines; and to gather feedback for program improvement.

Letters of recommendation

It is expected that teacher interns will request letters of recommendation from field supervisors and mentor teachers as they move towards the completion of their program. The program encourages field supervisors and mentor teachers to provide authentic and meaningful reflection on their experience working with their teacher interns.

Mentor teacher stipend and clock hours

Mentor teachers will receive financial stipends for each intern hosted per quarter. Stipends are processed after each quarter ends (winter and spring). There are two electronic forms that are required to be completed in order to be eligible to receive a stipend. Mentor teachers must complete the [Three Year Experience Form](#) and [Stipend Request Form](#) as soon as possible. Mentor teachers must complete new stipend forms each academic year. Please Note: UW Finance requires that a social security number be provided for anyone receiving payments, and the name provided must match the name on the mentor teacher's social security card. Questions regarding stipends can be directed to Donna Braboy, School of Education Office Supervisor at donnap@uw.edu.

Mentor teachers earn 10 clock hours for each quarter they host and mentor an intern. They may earn a maximum of 30 clock hours per year. In the summer (after the end of the academic year), The School of Education Certification Officer will generate an OSPI clock hours form with the number of hours earned, sign it, and email it to the mentor teachers. Mentor teachers will complete the rest of the form with personal information (address, etc.) and submit the form to OSPI for processing. Questions regarding clock hours can be directed to Dr. Chelsea Bailey at chelsba7@uw.edu.

Section 6: Placement Removal

Early removal from placement

There are certain circumstances that precipitate the removal of a teacher intern from their field placement during the placement period. The Office of Field Placements and Partnerships will work closely with the TCP leadership team, School of Education faculty and staff, and district partners to ensure the smooth and timely transition of the teacher intern out of the placement and follow up with any next steps as outlined in the early removal and placement continuation guidelines. Please visit the [Office of Field Placements and Policies webpage](#) for details on these processes and procedures.