



SCHOOL OF EDUCATION

UNIVERSITY *of* WASHINGTON | TACOMA

FIELD EXPERIENCE HANDBOOK

Teacher Certification Programs 2026 - 2027

WELCOME

Dear Teacher Candidates,

Welcome to UW Tacoma's School of Education and the Teacher Certification Program (TCP). On behalf of the Office of Field Placements & Partnerships (OFP&P), I am delighted to welcome you as you begin one of the most meaningful and transformative experiences of your journey toward becoming an educator.

Your clinical field experience is where theory and practice come together. Throughout the coming year, you will learn alongside experienced mentor teachers, field supervisors, university faculty, school leaders, and fellow Teacher Candidates who are committed to supporting your professional growth. These experiences will challenge you to think critically, teach intentionally, reflect deeply, and continue developing the knowledge, skills, and professional dispositions needed to serve all learners with excellence.

This handbook is designed to serve as your guide throughout your clinical experience. You should also ensure that you are familiar with the academic program handbook. Inside, you will find important information about program expectations, timelines, professional responsibilities, field placement procedures, and the many resources available to support your success. We encourage you to refer to this handbook often and use it as a resource throughout your clinical practice year.

The Office of Field Placements & Partnerships is committed to building strong partnerships with schools and districts that provide rich, authentic learning experiences for Teacher Candidates while supporting the success of PK-12 students and their communities. We believe that outstanding educators are developed through collaboration, reflection, professionalism, and a steadfast commitment to educational equity and excellence.

As a Teacher Candidate, you are joining a community of educators who are dedicated to lifelong learning and continuous professional growth. We encourage you to approach this experience with curiosity, integrity, resilience, and a willingness to learn from every student, colleague, and classroom experience. Each observation, lesson, conversation, and reflection contributes to your development as an educator and prepares you to make a meaningful difference in the lives of your future students.

We are honored to partner with you throughout this important year and look forward to celebrating your accomplishments as you progress toward becoming a certified educator.

We wish you a rewarding and successful year of learning, growth, and professional discovery.

Warm regards,

Dr. Karlyn Davis-Welton
Administrator
Office of Field Placements & Partnerships
University of Washington Tacoma School of Education

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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:
Karlyn Davis-Welton, Ed.D. Administrator, Office of Field Placements & Partnerships West Coast Grocery 305 karlyndw@uw.edu 253-692-5878	• 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 • Reporting incidents in the field • Support for Teacher Candidates currently placed in the field • Clock hours for mentor teachers
Chelsea Bailey, Ph.D. Clinical Field Experience Coordinator West Coast Grocery 306 chelsba7@uw.edu 253-457-5759	• Field Experiences in the Teacher Certification Program • Becoming a mentor teacher/hosting a Teacher Candidate in your classroom • Becoming a field supervisor for the Teacher Certification program • Support for Teacher Candidates currently placed in the field • Questions or concerns related to field experiences • Reflective Seminar

Program/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	• General point of contact for questions about the BA and MEd Teacher Certification Programs

Ty Halton Academic Advisor, Recruitment & Retention Specialist West Coast Grocery 328 thalton@uw.edu 253692-4437	• Admissions/Advising for Undergraduate A-K Teacher Certification Program • Admissions/Advising for Graduate Teacher Certification Program • Certification Officer responsibilities • Recruitment
Payton Modie Academic Advisor, Recruitment & Retention Specialist West Coast Grocery 327 pmodie@uw.edu 253-692-5698	• Please add responsibilities • Admissions/Advising for Undergraduate L-Z Teacher Certification Program • Admissions/Advising for Master for Practicing Teachers • Recruitment
Janne Heckerroth 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

UW TACOMA SCHOOL OF EDUCATION MISSION STATEMENT

The mission of the UW Tacoma School of Education is to prepare ethical and reflective educators and leaders who transform learning, contribute to the community, exemplify professionalism, and promote diversity. Please visit the [School of Education Website](#) for information.

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 most established teacher preparation programs in our region. 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 two Master of Education programs that lead to teacher certification. The Elementary (K-8) teacher certification programs offers two tracks leading to a K-8 Elementary Education endorsement in either a Special Education (SpEd) or a Teaching English Language Learners (TELL) endorsement. The second program leads to certification in Secondary (5-12) Science or Mathematics Education.

BACHELOR OF ARTS IN EDUCATION

The UW Tacoma School of Education offers two tracks in the Bachelor of Arts in Education program that lead to K-8 dual certification. These tracks prepare students to obtain a K-8 Elementary Education Endorsement with either Special Education or Teaching 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 Candidates 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 by a UW employee, we encourage you to reach out directly to the [Civil Rights Office of Compliance to discuss options and resources](#). You may also reach out to your advisor or trusted faculty member. Please note that many UW employees are mandatory reporters, meaning they must contact UW offices when there are allegations of sexual misconduct or potential safety concerns.

If you believe you have experienced bias, discrimination, retaliation, and/or sexual harassment off-site in your field placement, immediately contact the Administrator of the Office of Field Placements & Partnerships for guidance on next steps. You will receive guidance on next steps and resources, including reporting options.

Mandatory Reporting

Please find specific information and instructions regarding your responsibilities for mandatory reporting while in field under the “Clinical/Field Placements” tab on [School of Education Website](#). You should immediately contact your building principal and Administrator of the Office of Field Placements & Partnerships if a minor reports these concerns or you witness concerning or unsafe activities.

Field/Off-site Incident Reporting

All field or off-site incidents, such as if you or a cohort member are injured on site, 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 Placements and Partnerships Webpage](#).

FIELD PLACEMENT ISSUES OF CONCERN

Teacher Candidates in field placements may encounter a variety of challenging situations involving K-12 students, 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, when able. You may otherwise contact your UW Tacoma advisor, field supervisor, or other trusted faculty or staff member for support.

If additional support is needed, please follow the guidelines provided on the [Office of Field Placements 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. If your placement district is open, including late starts, but the UW campus is closed, please report to your placement as usual.

SECTION TWO: ROLES AND RESPONSIBILITIES

Teacher Candidates

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

Professional Expectations

Teacher Candidates 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 Candidates in order to develop the essential skills and competencies required for recommendation for teacher certification.

Teacher Candidates, 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:

- Attendance and punctuality are basic expectations of professional educators who serve K-12 students. Teacher Candidates are expected to be on time (early is best) and fully ready to participate in classroom activities at their placement based on the agreed-upon schedule each quarter. Account for commute time, traffic, weather conditions, and other factors.
- In the rare event that a Teacher Candidate is not able to attend their placement at the agreed upon day or time, or must be absent due to illness or a personal emergency, the Teacher Candidate is expected to communicate with their mentor teacher (or the school front office) in a timely manner.
- Teacher Candidates 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:

- Teacher Candidates are expected to use their official UW e-mail accounts for communicating with K-12 staff and UW Tacoma employees. Teacher Candidates should check their UW e-mail regularly and responses should be timely (within 1-2 days if possible).
- Teacher Candidates should establish preferred methods for communicating with their field supervisors and 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). Note: phone numbers may not be shared with others without the explicit permission of the party. Text messages should be limited to business needs and reasonable times of the day, such as communicating in advance of an urgent matter, such as needing to report sick to field.

Professional Dress:

- Teacher Candidates are expected to dress professionally at all times while on site. 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. Contact your field supervisor or OFP&P staff if you need further guidance or support.

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. Teacher Candidates 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:

- Teacher Candidates should be familiar with and follow their placement district code of conduct, and/or conduct policy manual. These should be located on the district's website or with the assistance of the district HR. Teacher Candidates, 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 OF 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 Candidates 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 Candidates are required to submit time logs to accurately and ethically record their placement hours in a timely manner. Program recommendation for certification requires accurate and complete documentation of field hours. Altering or falsifying time-logs is grounds

for disciplinary action.

EXPLANATION OF ROLES

Mentor Teachers

Mentor teachers play a vital role in a Teacher Candidate's educational experience, guiding and mentoring the Teacher Candidate from student to professional. The mentor teacher fosters the development of the Teacher Candidate's competence and self-confidence to support the Teacher Candidate 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 Candidate's teaching and provides feedback on planning, implementation and assessment. The mentor teacher also assists the Teacher Candidate in working with the school community at large.

School Principals

Principals (and their leadership teams or designees, such as Assistant Principals, Dean of Students, etc.) 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 Teacher Candidates 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.

University Field Supervisors

Field supervisors at UW Tacoma play a critical role in supporting the learning and development of the Teacher Candidate in collaboration with the mentor teacher. The field supervisor is the main point of contact for the mentor teacher, the Teacher Candidate, and the university. They respond to any concerns raised by either the Teacher Candidate 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 Candidates at least once a quarter. Feedback cycles and observations will be scheduled in consultation with the supervisor, mentor, and Teacher Candidate. Field supervisors will be in regular communication with their Teacher Candidates 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 THREE: PREPARING FOR SCHOOL PLACEMENT

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 agreement	Spring quarter (prior to placement)
Placement requests are made to districts as Teacher Candidates complete the above requirements	Spring quarter (prior to placement) through Summer (August)
Note: Some districts require an application for student teaching that must be completed by the Teacher Candidate . The OFP&P will let Teacher Candidates know if this is the case and will provide information on how to access district applications if needed.	
Field Orientation	Spring quarter (prior to placement)
Complete all pre-placement requirement assignments in program Canvas courses	Spring/Summer (prior to placement)
Teacher Candidates may be asked to meet with principals and/or mentor teachers prior to placement finalization upon the request of the host district/site (you will be notified if this is requested)	Late spring to late summer
Teacher Heart Retreat	Summer quarter
Teacher Candidates begin field placements (Specific date determined by mentor teacher and/or placement school principal)	Late August to early September Note: Field placements generally begin 3-4 weeks before the start of autumn quarter
Teacher Candidates take UW Tacoma winter break	See UW Tacoma academic calendar
Teacher Candidates take placement district spring break (Interns remain in placement during UW spring break)	See placement district calendar
Teacher Candidates remain in the same field placement through the academic year	From start date to end of spring quarter (mid-June)

Last day of field placement is determined by Teacher Candidate, mentor teacher and field supervisor	Mid-June (Generally end of graduating spring quarter)
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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 program academic handbooks and the TCP (MEd and BA) Canvas pages.

The State of Washington requires that all Teacher Candidates complete Pre-Residency Clearance, including Fingerprints and Background Clearance, before entering their field placement. Teacher Candidates cannot be officially 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 Candidates 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 Candidates 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 Candidates 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 Candidates 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 more detailed instructions .

BA (K-8) Cohorts

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 Candidates 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. However, all Teacher Candidates must complete UW Tacoma's requirements to receive credit for the field courses.

PLACEMENT SURVEY

Teacher Candidates will receive a required Placement Survey soon after they are admitted to the program, which will occur shortly before or after the initial program orientation. The field survey will provide the Office of Field Placements and Partnerships with information from the Teacher Candidate that is essential to identifying a quality placement meeting program/state requirements that will support the Teacher Candidate 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, providing information about expectations/policies, and what to expect in the field. Attendance and full engagement/participation is essential to set everyone up for a meaningful experience and successful year.

SECTION FOUR: OVERVIEW OF THE PLACEMENT YEAR

Placement Notification

Teacher Candidates will receive an official notification of their field placement district, school, principal and mentor teacher from the Office of Field Placements and Partnerships when the placement district has finalized and confirmed placement information. Teacher Candidates will generally receive this information prior to the start of the district academic year. In the event that placements are not confirmed summer quarter, the Office of Field Placements and Partnerships will provide updates to the Teacher Candidate until the placement is finalized.

Initial Contact Between Teacher Candidate, Mentor Teacher, and School Principal

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

At the initial placement meeting, the principal and/or mentor will introduce the Teacher Candidate 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 Teacher Candidate 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 Teacher Candidate as quickly as possible.

District Clearances

Most districts require additional paperwork and/or clearances for Teacher Candidates 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 Candidates 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 Candidates to start their placement based on the guidance of the principal and mentor teacher and strongly encourages Teacher Candidates to attend all professional development opportunities offered by the district prior to school starting.

September Experience

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

Field Supervisor Contact and Initial Visits

Field supervisors will contact their assigned Teacher Candidates in early September and will arrange a time to meet by phone, Zoom, or in person within two-three weeks. Field supervisors will set up a time for an initial visit to the Teacher Candidate's placement site to meet with the Teacher Candidate and the mentor teacher in the first half of the UW Tacoma autumn quarter.

Learning Team (Triad) Meetings

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

Feedback Cycles

Feedback cycles help Teacher Candidates 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 Teacher Candidate's placement site at least once a quarter. Field related assignments will support the use of self-reflection and the use of feedback cycles formally and informally across the year.

Building Teacher Candidate Responsibilities

Teacher Candidates 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 Teacher Candidate growth and development. Please find a general outline of Teacher Candidate expectations and experiences across the year.

Lead Teaching

Teacher Candidates will take responsibility for planning, implementation, and assessment of learning and classroom management in their placement classroom for four weeks in the period -March to April. The specific timing and duration of lead teaching will be determined collaboratively by the mentor teacher, field supervisor, and the Teacher Candidate. During the lead teaching period, the Teacher Candidate will be observed by the mentor teacher and the field supervisor. The Teacher Candidate 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 Candidates enrolled in the K-8 dual-track programs will focus on their specialty endorsement area (Teacher English Language Learner or Special Education) 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 Candidates will be enrolled in Field Experience courses each quarter during the academic school year. The specific pacing and expectations for each Teacher Candidate will be determined by the field supervisor, the mentor teacher, and the Teacher Candidate to align with the progress of the Teacher Candidate's growth and development.

Reflective Seminar Course

Teacher Candidates will be enrolled in Reflective Seminar along with their Field Experience courses throughout the placement experience during the academic year. Reflective Seminar is designed to support the development of skills and practices learned across the program and applied in their field experience settings. Teacher Candidates 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. Teacher Candidates 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 Candidates will complete their field placement with the completion of the UW Tacoma spring quarter of their placement year. Teacher Candidates are required to remain in their placements through the end of the academic year to complete all required assignments and field related activities, even if the lead teaching period concludes 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

All Teacher Candidates must successfully complete the UW Tacoma School of Education performance-based assessment or teaching portfolio, to be recommended for certification; it is a program requirement. The teaching portfolio consists of reflections and evidence from course work and field experience. Teacher Candidates will be supported to complete the portfolio during the last quarter of their program.

Letters of Recommendation & References

It is expected that Teacher Candidates 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 Candidates.

SECTION FIVE: PLACEMENT REMOVAL

Removal From Placement

There are certain circumstances that precipitate the removal of a Teacher Candidate from their original 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 Candidate

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.