

## Standard 4 Program Design Program Planning Tool

<b>Standard 4.C Field Experiences and Clinical Practices</b>				
<b>Criteria</b> This is the language in the standard.	<b>Met</b> From the Protocol	<b>Exemplary</b> From the Protocol	<b>Assertions</b> <b>The bridge between criteria and evidence</b> What the program does that meets the standard.	<b>Evidence</b> Hyperlinks to supporting evidence.
1. The program(s) and its school partners design, implement, and evaluate field experiences and clinical practices	Placements and field experiences are intentionally coordinated and evaluated with P12 partners.	The field placements and clinical practices help P-12 partners meet their school improvement goals.		
2. Field experiences are integrated throughout the preparation program.  A. Field experiences provide opportunity to plan, practice and reflect on methods of instruction and differentiation;  B. Field experiences provide opportunity to work in communities or with populations dissimilar to the background of the candidate.  C. Faculty supervision including on-site visits will be provided on an on-going basis	Candidates' clinical experiences occur throughout the program. Candidates' clinical work is integrated with coursework.  Candidates experience and reflect upon teaching and learning (or counseling) in a culture new to them.  Candidates receive ongoing feedback from faculty in their field placement.	Candidates, faculty, and field supervisors are a part of the school's professional development and student learning strategies.  Candidates have a range of experiences that increase their knowledge of teaching and learning (or counseling) across cultures.  The program studies the effectiveness of the field placements, supervision, and integration with courses.		
3. Mentors are instructional leaders identified collaboratively with the partner school or district.  A. Mentors and principals are provided with a set of internship expectations;  B. Mentors receive or provide evidence of training on mentoring of adult learners;  C. Mentors must be fully certificated school personnel and have a minimum of three years of professional experience in the role they are supervising.  D. Effectiveness of mentor preparation and communication are reviewed annually by faculty.	Candidates receive mentoring from educators identified as instructional leaders by the school or district. Internship expectations provided to P12 administration and mentors are clear and updated.  Mentors are trained in coaching and adult learning.  Faculty annually review effectiveness of the placements, mentoring, and mentor training.	The program and its partners assure candidates are mentored and provided with models of effective practice.  Programs and P12 partners design, engage in, and study innovative and sustainable practices for mentoring and professional development.		

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<p>4. All Washington educator preparation programs operating field experiences in Washington state shall establish and maintain field placement agreements with all school districts in which candidates are placed for field experiences leading to certification or endorsement per WAC <a href="#">181-78A-125</a> .</p>	<p>Placement agreements are in place and recently reviewed.</p>	<p>The program and its partners define and uphold mutually beneficial norms, agreements, and vision for placement and support of interns. These agreements reflect ongoing dialogue on how the program and its candidates fit into the student learning, workforce, and professional development strategies of both P12 and higher ed.</p>		
<p>5. Entry and exit criteria and a process for mitigating concerns during clinical practice are provided for candidates, the principal, and the mentor.</p>	<p>Entry and exit criteria are clear, published, and known to candidates and faculty. The processes for mitigating concerns are known and followed.</p>	<p>Faculty are explicit in their modeling of effective and culturally relevant communication of expectations and problem solving strategies, guiding candidates to reflect upon their professional growth and apply similar strategies in the field with P12 students.</p>		
<p>6. Requirements for specific educator preparation programs <span style="float: right;">In-compliance or Out-of-compliance only</span></p>			<p><b>Contentions</b> What the program does that meets the standard.</p>	<p><b>Evidence</b> Hyperlinks to supporting evidence.</p>
<p>C. School psychology programs</p> <ol style="list-style-type: none"> <li>1. Candidates complete a supervised internship in the schools that includes a minimum of 1200 hours of on the job professional service and one hour per week of individual supervision provided by the mentor.</li> <li>2. Prior to the internship, the candidate will complete a faculty supervised practicum (a distinctly defined clinical experience intended to enable the candidate to develop basic school psychology skills and integrate professional knowledge).</li> </ol>				