



# Career and Technical Education Teacher Preparation Program

## Field Placement Agreement

The [Washington Administrative Code \(WAC\) 181-78A-125](#) requires that all educator preparation programs approved or authorized by the professional educator standards board or programs approved in other states operating field experiences in Washington state shall establish and maintain field placement agreements with all Washington school districts in which candidates are placed for field experiences leading to certification or endorsement.

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### Definitions:

For the purposes of the agreement, the following definitions will be used.

- **District:** A Washington public school district.
- **Field experience:** Any program-sanctioned experiences that involve teacher candidates interacting with middle and high school students in a school setting or at school-sponsored activities.
- **Program:** The agency responsible for instructing, evaluating, and recommending teacher candidates in a state-approved program leading to certification or endorsement.
- **Supervisor:** The individual employed by the college to oversee and evaluate field experiences.
- **Mentor:** The qualified classroom teacher or other educator in the district assigned to work with a candidate during the field experience.
- **Parties:** The preparation program and a Washington school or district.

### Assurances of Fingerprinting and Character Clearance

- The program will verify that candidates have cleared fingerprint and character clearance conducted through the Office of the Superintendent of Public Instruction, and
- The program is responsible for assuring that the appropriate clearance remains in effect throughout the completion of any assigned field experience.

### Specific Field Experiences Covered by the Agreement

Career and Technical Education (CTE) Teaching Practicum consists of a minimum of 40 hours of observation and supervised teaching in a CTE classroom. This experience provides teacher candidates opportunities to practice and demonstrate their professional skills, gain practical knowledge from their experiences in the school system as a career and technical education teacher, and receive support and assistance from experienced educators.

### Supervisor and Mentor Qualifications

**Supervisor** must be a Washington State certified CTE teacher or director with the ability to assess and mentor teacher candidates.

**Mentor** must be a Washington State certified CTE teacher with at least an initial certificate (five years of teaching experience preferred). The mentor must be in an established CTE teaching position in a middle or high school program in the subcategory/specialty area for which the teacher candidate is seeking certification. The mentor may need to provide information about professional qualifications.

## Roles, Responsibilities, and Expectations

**The Program** assures that teacher candidates will not be placed in situations in which personal relationships or previous experiences could interfere with objective evaluation of candidates.

**The Mentor will** model standard CTE teaching practices and techniques, shares expertise, and provides supportive feedback and mentor the teacher candidate in class activities as soon as possible so the students become comfortable with the teacher candidate. Based on the teacher candidate's experience, the Mentor will gradually increase the class load to the point where the teacher candidate is taking full responsibility for the class instruction and teaching materials.

**The Supervisor** will meet and maintain contact with the teacher candidate throughout the practicum time, and provides mentoring and coaching by providing skills analysis and leading the teacher candidate to realistic growth in performance goals. The supervisor supports the teacher candidate in developing and improving teaching skills. The supervisor assesses the teacher candidate in at least one class observation using the program's Practicum Evaluation Form.

**The Teacher Candidate** will meet and maintain contact with the supervisor; follows a schedule of teaching observations and supervised teaching developed with the mentor and supervisor; and has the responsibility to be reflective, responsive, and make beneficial adjustments to instructional practices from mentoring sessions. Teacher candidate will spend a minimum of 40 hours in a CTE classroom observing, assisting, and teaching. Teacher candidate will develop and deliver at least one detailed lesson plan with supporting materials to be evaluated by the supervisor. Teacher candidate will demonstrate competency in his or her specialty field for this certification process.

**Each Party** to this agreement will be responsible for the negligent acts or omissions of its own employees, officers, or agents in the performance of this Agreement. Neither party will be considered the agent of the other and neither party assumes any responsibility to the other party for the consequences of any act or omission of any person, firm, or corporation not a party to this Agreement.

## Signatories to Agreement

The signatures of the following individuals demonstrate their willingness to implement the agreement and provide a field experience for the teacher candidate matching program requirements:

### Teacher Candidate

\_\_\_\_\_  
Name

\_\_\_\_\_  
Teacher Area

\_\_\_\_\_  
School District

\_\_\_\_\_  
Supervising Teacher

\_\_\_\_\_  
Start Date

\_\_\_\_\_  
End Date

### Teacher Preparation Program Representative

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Amy Hatfield  
Dean of Workforce Development and Basic Studies  
OLYMPIC COLLEGE  
ahatfield@olympic.edu

### School District Representative

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Email

\_\_\_\_\_  
Phone

\_\_\_\_\_  
Title/Position

\_\_\_\_\_  
School District