October 27, 2014

Dear Ms. O’Shaughnessy,

We would first like to thank you for your willingness to accept our teacher candidates and look forward to your guidance and the work you and your staff will do to prepare future teachers.

The purpose of this letter is to outline the key expectations for the upcoming practicum placements. We will provide more specific details related to assignments and dates through-out the year.

**Our Work Together:**

The purpose of the practicums is to provide our teacher candidates with opportunities to learn in authentic contexts in collaboration with students and teachers. With this goal in mind, candidates will:

* Begin the process of engaging a professional learning community by, for example, making sense of student work together with your teachers, inviting feedback when engaging classroom practices, and observing other classrooms across grade levels.
* Learn about students and their community.
* Take notes on instruction, curricular content, classroom management, etc.
* Interview students in order to practice non-judgmental questioning; investigate assessment strategies to further their understanding about student voice.
* Assist in classroom and program duties, as appropriate, including opportunities to give directions, support differentiated instruction with individual and small-group tutoring, initiate transition protocols, etc.

**The general dates for the practicum placement are as follows:**

* + Fall quarter: October 30th –December 11th
	+ Winter quarter: January 8th – March 12th
	+ Spring quarter: April 2nd – June 4th.

**Teacher candidate will:**

* Be present and participating for a full teaching day on Thursdays each week.
* Keep a daily log that will be signed by the cooperating teacher and program director, as applicable.
* Candidates will contact the cooperating teacher and Evergreen faculty seminar leader in advance if an absence is required.

**Teaching:**

This is a practicum and not a student-teaching placement. That being said, we expect our teacher candidates to teach a 3 hour lesson block, ideally over several days, during a one-week window in both WINTER and SPRING quarters. We will provide more specific details in December and March so that the mentor teacher and teacher candidate have time to decide how to integrate this set of lessons.

**What you can expect from the MiT faculty:**

A group of MiT teacher candidates will be doing their practicum in your District. A faculty member will be in your district each Thursday to check in with candidates, teachers and schools. In the process, as faculty we hope to deepen our knowledge of the district and the communities it serves.

These field experiences will help schools and programs better meet the needs of K-12 students. We are also confident that a reciprocal, professional relationship will emerge in which teacher candidates are getting access to the knowledge and support needed for their advancement. If any difficulties or concerns arise, please contact Loren Petty or the MiT faculty working with your school..

Sincerely,

Sonja Wiedenhaupt Jon Davies Phyllis Esposito Loren E. Petty

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