

## **Important Internship Placement Info For Candidates in Non-traditional Internships (Mentors of Record, etc.)**

“Custom” internships that fall outside of typical program guidelines require a conversation with the placement director (sometimes in collaboration with a field supervisor) to ensure that program and endorsement requirements are met for the supervised clinical experience. This document provides some key points for both the candidate and the mentor teacher to consider.

Most importantly, each student teaching experience should provide an authentic and well-supported learning opportunity for the candidate. We offer guidelines that are flexible so that you can design the best experience for your team within the parameters of state and program internship requirements.

Mentor teachers must also meet state requirements, which include 3+ years of teaching experience with a valid WA state teaching certificate. Sometimes in these non-traditional arrangements the mentor will not hold the exact endorsement area the candidate is seeking, and that is acceptable if approved.

Candidates who are already teachers of record in their own classrooms must still complete the internship requirements outlined in the residency handbook. Follow your program checklist for details regarding reflective writing during internship and mid- and end-point assessments.

Here are additional considerations for *mentors* of non-traditional candidates:

- If you cannot officially observe the candidate in person, you should plan to meet at least once per month for a reflection and review of the candidate’s growth. This meeting may happen via Skype or another online tool, if necessary. Use the program evaluation tools such as the Internship Performance Criteria and the Disposition Assessment to guide your discussion.
- If you are not able to observe your candidate’s teaching in person, you should require the candidate to submit a video of their instruction for your review and feedback twice per quarter (or more) as agreed upon. This is important so that you have concrete evidence of growth to provide to the university field supervisor.
- At the mid-point and end-point of internship, you will meet with the university field supervisor to provide feedback and evidence of growth in planning, instruction, and assessment. If necessary (or for online students), these meetings and documentation can take place in an electronic format.
- Even as a non-traditional mentor, the quarterly professional development opportunities and online resources will still be helpful for your mentoring practice. The orientation will help you understand the assessments, while the Autumn and Winter (depending on the program) sessions will provide you with time for collaboration and idea-sharing with other mentors.