FIELD EXPERIENCE AND INTERNSHIP PLACEMENT PROTOCOL

Prior to fall 2013, unit faculty arranged on average 450 field experience placements for candidates in their respective courses per semester and some candidates arranged their own placements. Unit faculty and candidates often contacted multiple schools before placements were arranged. There still was no coordination of field experience placements among unit faculty or with internship and some schools were being overrun with placements while others were used very little or not at all. In response to concerns by the unit about securing enough field experience placements each semester and by school administrators about being overwhelmed with so many requests, a field experiences placement protocol that mirrors the internship placement protocol was recently articulated between the unit and WCSD-hr. In summer 2013, the following field experiences placement protocol was implemented.

- The designated points of contact are the unit’s office of field experiences (OFC) and WCSD-hr
- WCSD-hr develops a database of lead teachers for field experiences
- Unit faculty submit the field experiences placement form online to OFX
- The field experiences placement form submission auto-populates the field experiences matrix
- OFX reviews the field experiences matrix and delivers it to WCSD-hr
- WCSD-hr arranges the field experiences placements, taking into consideration unit requests
- Each candidate completes the online ID scanning form and prints a copy for the visual check
- The ID scanning form auto-populates the ID scanning spreadsheet
- Unit faculty complete a visual ID check for every candidate enrolled in their course
- Unit faculty submit their class roster and paper ID scanning forms for each candidate to the OFX
- OFX reconciles the ID scanning spreadsheet with the class lists and paper ID scanning forms
- OFX delivers the ID scanning spreadsheet, class rosters and paper scanning forms to WCSD-hr
- WCSD-hr school police complete background checks of each candidate
- WCSD-hr transmits to school administrators an approved list of field experience candidates
- WCSD-hr and OFX accurately maintain the field experiences matrix and ID scanning spreadsheet
- WCSD-hr notifies OFX and unit faculty individually about candidate’s placements
- Approved candidates may begin their field experiences
- Unit faculty must obtain prior approval from OFX and WCSD-hr for any placement change
- OFX retains the authority to accept or deny placements
- WCSD-hr retains the authority to accept or deny candidates

The field experiences placement protocol centralizes the points of contact, automates data entry and management, resembles the internship placement protocol, and considerably reduces the number of school contacts by unit faculty and candidates. Internship had been the primary responsibility of the director but now the Office of Field Experiences has more responsibilities regarding field experiences. Looking to the future, it will be important for the unit to refine these protocols, foster more school-university partnerships, and explore different field experiences placement configurations such as teaming which would offer opportunities for peer review and reflection. The importance of the field experiences placement protocol was put to the test in October 2013 following a tragic shooting at a WCSD middle school. Responding police and emergency personnel needed to know exactly who was on site moments after the incident. Within moments, the unit and WCSD-hr determined 8 candidates were placed at this school but none were scheduled to be there at that time. Within a couple hours it was determined that a unit faculty had changed three placements to this school without notifying the director of field experiences or WCSD-hr. Since that faculty was unavailable as were the three candidates’ schedules, the school visitor sign-in log was reviewed and indicated none of the 11 candidates were at school at the time of the incident. The unit and WCSD-hr have debriefed the lessons learned.
In fall 2013, there were 475 candidates enrolled in 16 different courses that required field experience placements in WCSD. The demographic information for 24 schools where candidates were placed is depicted in Table 3a.3(1). Demographic information was not available for other placements such as at pre-schools.

The director of field experiences ensures each intern has had opportunities to work with diverse student populations by reviewing the school demographic tables in the WCD Summary Accountability Report. The table above was derived from this report (see attachment for previous section 3a.2: WCSD 2012-2013 District Summary Accountability Report). Field experiences placements are derived from two sources: unit faculty submit the field experiences placement form online to OFX and candidates list their field experiences placements on their internship application. For the most part, schools on the peripheral parts of the community have less diverse student populations and typically have fewer field experiences placements because of the distance so this makes the director’s verification task more manageable. For example, if a candidate completed all field experiences at schools with similar demographics as Melton Elementary or Reno High School, their internship would then be at a school with a more diverse student population.

| 2012-13 DEMOGRAPHICS FOR SCHOOLS USED FOR FALL 2013 FIELD EXPERIENCE PLACEMENTS |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| School                          | Am In/AK Native | Asian           | Hispanic        | Black           | White           | Pacific Islander | Two or More Races | ELL              | PHL              | Transparency Rate |
| Bailey Charter ES               | 5.00%           | 3.85%           | 40.96%          | 6.54%           | 26.95%          | 8.85%           | 10.77%          | 56.15%          | 81.92%          | 36.60%          |
| Cameron ES                      | 1.87%           | 7.17%           | 68.38%          | 7.78%           | 41.10%          | 13.62%          | 20.74%          | 91.90%          | 34.00%          |
| Damonte Ranch HS                | 1.06%           | 6.76%           | 28.96%          | 2.30%           | 54.97%          | 9.36%           | 10.54%          | 35.86%          | 25.39%          | 16.60%          |
| Desert HS                       | 5.25%           | 20.82%          | 66.81%          | 2.80%           | 84.28%          | 12.48%          | 3.25%           | 10.79%          | 31.46%          | 12.00%          |
| Dellinaker HS                   | 3.57%           | 67.47%          | 7.18%           | 24.39%          | 79.78%          | 12.06%          | 12.06%          | 34.08%          | 23.93%          | 11.40%          |
| Durango ES                      | 3.40%           | 71.84%          | 7.18%           | 3.14%           | 65.95%          | 2.91%           | 13.88%          | 62.63%          | 100.00%         | 33.50%          |
| Elko Central ES                 | 6.53%           | 44.34%          | 71.84%          | 7.18%           | 65.95%          | 2.91%           | 13.88%          | 62.63%          | 100.00%         | 33.50%          |
| Galena HS                       | 18.00%          | 6.38%           | 29.69%          | 1.20%           | 58.73%          | 5.46%           | 12.84%          | 30.00%          | 71.31%          | 23.20%          |
| Hug HS                          | 74.00%          | 4.46%           | 60.72%          | 7.36%           | 14.85%          | 2.58%           | 5.46%           | 12.84%          | 30.00%          | 71.31%          |
| Lemmon Valley ES                | 1.66%           | 1.66%           | 54.48%          | 1.66%           | 56.38%          | 3.15%           | 16.09%          | 18.24%          | 58.87%          | 23.80%          |
| Mackay ES                       | 67.71%          | 5.00%           | 14.45%          | 5.08%           | 60.25%          | 6.03%           | 14.77%          | 40.20%          | 79.36%          | 20.70%          |
| McQueen HS                      | 0.99%           | 9.26%           | 19.96%          | 3.24%           | 58.55%          | 0.63%           | 6.46%           | 78.76%          | 17.32%          | 14.10%          |
| Minden HS                       | 11.69%          | 11.69%          | 78.14%          | 1.76%           | 68.42%          | 4.39%           | 12.34%          | 30.05%          | 32.34%          | 14.70%          |
| Minden HS                       | 1.75%           | 5.18%           | 23.30%          | 1.90%           | 69.02%          | 7.00%           | 12.18%          | 3.86%           | 27.12%          | 11.80%          |
| North Valley HS                 | 1.92%           | 5.16%           | 59.95%          | 2.32%           | 60.73%          | 0.58%           | 4.24%           | 15.11%          | 5.39%           | 21.93%          |
| Palmer HS                       | 1.96%           | 1.96%           | 59.76%          | 30.38%          | 36.35%          | 4.16%           | 16.75%          | 36.35%          | 77.88%          | 42.60%          |
| Reed HS                         | 5.00%           | 7.71%           | 28.31%          | 3.48%           | 51.60%          | 11.54%          | 8.88%           | 10.29%          | 2.40%           | 26.53%          |
| Reno HS                         | 1.01%           | 5.64%           | 61.81%          | 1.72%           | 68.24%          | 5.08%           | 8.61%           | 18.35%          | 10.96%          | 14.20%          |
| Sparks HS                       | 0.97%           | 4.24%           | 80.02%          | 1.04%           | 20.04%          | 3.00%           | 15.00%          | 10.38%          | 50.40%          | 21.20%          |
| Trinity HS                      | 4.67%           | 68.51%          | 6.53%           | 13.15%          | 2.92%           | 5.37%           | 15.10%          | 20.49%          | 99.68%          | 28.30%          |
| Washoe ES                       | 3.48%           | 64.94%          | 4.20%           | 57.04%          | 19.03%          | 7.93%           | 22.47%          | 21.47%          | 78.30%          | 31.50%          |
| Washoe Improvement HS           | 5.15%           | 9.01%           | 54.23%          | 5.15%           | 54.23%          | 10.39%          | 38.61%          | 16.22%          | 48.65%          | 183.00%         |
| Wolf Creek ES                   | 2.65%           | 22.76%          | 2.65%           | 94.54%          | 7.78%           | 21.93%          | 14.68%          | 57.96%          | 21.93%          |
| Wooster ES                      | 1.64%           | 7.44%           | 53.14%          | 2.50%           | 31.01%          | 81.00%          | 3.67%           | 10.88%          | 113.91%         | 45.96%          |

By tracking candidates throughout their teaching program, the unit is able to predict future enrollment in field experiences and internship. While field experiences occur in the local community, candidates may choose to complete their internship elsewhere. Of the 210 interns in the 2012-2013 academic school year, 77% were placed in WCSD. WCSD occasionally excludes schools to field experience and internship placements for various reasons such as accreditation change in administration, school improvement, construction projects, etc. Schools where placements are infrequently made may be cultivated and encouraged. The type of field experiences also influences the school selection. Market needs have not influenced placements in the past so the unit has been able to place all candidates and interns; however, beginning fall 2014 there will be a cap in WCSD only on the number of Social Studies field experiences and internship placements because of the large number of candidates overloading the schools and few job openings in a saturated market.
For internship, school district, unit and candidate preferences are considered. In Nevada, the school district human resources offices arrange all placements in their school district in collaboration with the director of field experiences, using mutually agreed upon criteria. For out of state internships, state authorization must be obtained before a placement can be arranged. Then the unit works with that school district human resources office, or sometimes the school principal, to arrange the internship placement. Factors used to determine intern placements include, but are not limited to:

- The desire of the principal and/or district to host interns in general or host a specific intern.
- Principals and/or districts use annual evaluations to screen potential lead teachers and interns who were employed there (e.g., substitutes, aides, etc.)
- School foci, climate or changes that are conducive to them hosting an intern.
- Principals and/or districts screen potential intern
- Availability of a placement in the intern’s teaching area
- Approval of principal for specific lead teacher to have an intern
- UNR faculty input regarding intern placement recommendations
- Intern’s specific placement request
- Ability to cluster interns at the same school or vicinity for peer support and supervision
- Diversity of intern’s prior field experiences
- When applicable, satisfactory evaluations of the lead teacher by former interns and supervisors

Arranging internship placements in other school districts varies by district: some place from the district level and others allow the unit to work directly with school principals. In all instances, the lead teacher must agree to the placement and the school principal and school district must approve the placement.

The quality of the internship experience depends on the mentorship of the lead teacher. Effective mentors engage in collegial conversions that foster the intern’s professional growth and development. School principals and district administrators select and the unit approves lead teachers’ qualifications.

- Valid teaching licenses for the level and/or content areas in which they teach
- Three years teaching experience with 1 year in current assignment
- Strong knowledge of content, instructional strategies, and assessments including making data based decisions
- High expectations for learning and achievement, student engagement and classroom management skills
- Organizational skills, high level question and discussion techniques, and experience using the co-teaching model
- The desire to have an intern
- Highly recommended by their school principal as an excellent role model and effective mentor
- Mentor-teacher training is a plus

In WCSD, for example, principals use these criteria to formally recommend their teachers to WCSD-hr and the unit. The co-teaching terminology was strategically used to garner teachers who are team players and work well with other adults in all aspects of their jobs. Lead teachers for field experiences must take the leadership role but during internship, lead teachers assume various roles as a co-teachers or team teachers so that interns may assume all their teacher responsibilities and duties. The unit has embraced this model because: (1) lead teachers must be actively engaged and are responsible for student learning outcomes and (2) all teachers in WCSD are so heavily engaged in professional learning communities. Most school districts in Nevada have a mentor teacher program. In WCSD, novice teachers are automatically placed in the Induction and Mentoring Program where they attend seminars and are mentored by teachers in their schools who have taken the Foundations of Mentoring Training course.
Principals are sent the following procedures and the above lead teacher qualifications and told to respond by the deadline:

**WCSD Student Internship Procedures, Spring 2014**

I. **Student interns who have requested a school/lead teacher for internships:**
   - HR approves the school and lead teacher
   - HR contacts the principal/lead teacher for approval of the request
   - If approval is granted, HR will contact the student intern and make the match
   - Intern and principal/lead teacher should meet before internship begins to make sure the match is agreeable
   - It is the responsibility of the student intern to set up this meeting before internship begins
   - If approval is not granted, HR will match the student intern with another school/lead teacher

II. **Student interns who do not have a request:**
   - Principals and teachers completed a Google Doc form with information to assist HR in matching student interns with lead teachers.
   - Principals and teachers fill out the Google Doc form with teacher information
   - HR uses the Google Doc information to match lead teachers with a student interns
   - HR contacts the lead teachers, principals, and student intern with the match
   - Intern and principal/lead teacher should meet before internship begins to make sure the match is agreeable
   - It is the responsibility of the student intern to set up this meeting before internship begins

III. **Three Student Internship Requirements**
    HR will give student interns their internship placements after the following requirements have been met:
   - Fingerprinted by WCSD School Police
     o free—if not applying for substitute license
     o $55—if applying for substitute license
   - Attend School Safety Orientation
   - Provide proof of liability insurance to the college and WCSD

IV. **Involvement of WCSD in Placing Student Interns**
    - Student interns are placed with our best teachers
    - Student interns are placed in schools with a healthy school climate
    - WCSD is working with our colleges and universities to fulfill Goal 2 of the Strategic Plan: providing pools of high quality and effective staff to serve students

Per Nevada State Statute, interns complete the same screening process as candidates in field experiences with the addition of fingerprinting, passing the F.B.I. background check, and presenting proof of professional liability coverage. School districts in Nevada and elsewhere may have additional requirements before an internship placement may be made. For example, Douglas County School District has an additional application, Clark County and Carson City School Districts require drug testing, and Truckee Unified School District in a neighboring California community requires TB testing. Most school districts require face-to-face interviews.