



HUMBOLDT STATE UNIVERSITY

School of Education

Elementary Education

Handbook and Fieldwork Guide

2019-2020

Fieldwork Guide for:

Student Teachers * Mentor Teachers * Supervisors * Administrators

Credential Programs Office: 707.826.5867



TABLE OF CONTENTS

Letter of Welcome	3
Abbreviated Calendar 2018-2019	4
The Humboldt State University EED Program Overview	4
Mission Statement	5
Learning Outcomes	6
Admissions Requirements	7
Completion Requirements	7
Credentials	8
EED Coursework and Fieldwork Descriptions	10
Coursework	10
Fieldwork	10
Fall	10
Spring	11
Fieldwork Observations and Assessments	13
Performance Assessments	14
Solo Teaching	14
VELR (Video Elicited Lesson Reflection)	14
State Mandated Assessment - edTPA	14
California Standards for the Teaching Profession (CSTP), and Teaching Performance Expectations (TPEs)?	15

Fieldwork Placement Process.....	16
Student Responsibilities During Fieldwork.....	16
Mentor Teachers.....	18
University Supervisors.....	21
Problem-solving Protocols.....	29
The Job Search	30
Contacts	32
Evacuation Procedures	33
Appendix 1: Teacher Performance Expectations.....	34
Appendix 2: Program Forms	47
Appendix 3: Student Records Access Policy.....	68
Appendix 4: Campus Policies and Resources.....	68

LETTER OF WELCOME

Welcome to the Elementary Education Credential Program at Humboldt State University. Our goal at HSU is to train outstanding teachers for California's public schools and prepare them for the challenges of the profession in a climate in which the skills, wisdom, creativity, and experience of teachers are frequently undervalued. Thank you for being a part of our program and of this important effort!

We are proud to offer candidates the personal touch and strong spirit of community that are characteristic of a small program. Candidates benefit from the wisdom and experience of our faculty, mentor teachers, and university supervisors, most of whom have been affiliated with the program for many years.

This handbook provides information about the EED program at Humboldt State University. You will find information related to the mission, objectives, policies, and more. You are responsible for reading this handbook to familiarize yourself with the program, your rights, and your responsibilities.

The EED Program's administrative office and faculty are located in Harry Griffith Hall (HGH) on the HSU campus. For more information, contact education@humboldt.edu or 707.826.5867

We look forward to working with you to create an exciting and academically rigorous learning environment that supports honest reflection on our own practice and a collaborative approach to enhancing our capacity to be of service to individuals, families, groups, communities and organizations. We hope we can join together to create a learning community that reflects our commitment to social and economic justice in which each of us can demonstrate our full potential.

Sincerely,

Elementary Education Faculty

SCHOOL OF EDUCATION

HUMBOLDT STATE UNIVERSITY

1 HARPST STREET, HGH 202, ARCATA, CA 95521

OFFICE: (707) 826-5867. | FAX: (707) 826-5868

[HTTP://WWW2.HUMBOLDT.EDU/EDUCATION](http://www2.humboldt.edu/education)

ABBREVIATED CALENDAR 2019-2020

(DATES MAY VARY SOMEWHAT ACCORDING TO SCHOOL DISTRICT CALENDARS)

FALL 2019

Aug 19-Aug 23	MANDATORY Foundations seminar; Multicultural Ed 8:00 a.m.-5:00 p.m.
Aug 26 - Aug 30	Fieldwork: Full-time at fall placement
Sept 2 – Oct 25	Coursework at HSU (afternoons and Fridays); in schools M-Th. 4 hours/morning
Sept 20	Fall Fieldwork Agreement form DUE
Oct 25	Fall mid-semester assessment DUE
Oct 28 – Dec 20	Full-time fieldwork, including five days of solo student teaching
Nov 25-29	Thanksgiving Recess
Dec 20	Fall Semester Final Assessment DUE; Field Setting Assessment form DUE
Dec 23-Jan 17	HSU Winter Recess

SPRING 2020

Jan 6	Give Parent Permission forms to students for parent signatures
Jan 6-17	Full-time fieldwork (Film VELR)
Jan 10	Permission Cover Page and attached permission forms due to Credential Office
Jan 20	Martin Luther King Day
Jan 21 – Mar 13	Coursework at HSU (afternoons and Fridays); in schools M-Th. 4 hours/morning
Jan 31	Spring fieldwork agreement form DUE
Feb 21	VELR DUE
Feb 17-21	Presidents' Week Recess
Mar 1	edTPA Task 1: Literacy Planning DUE
Mar 16 – May 3	Fieldwork: Full-time at spring placement (including at least 2 weeks solo teaching)
Mar 16-20	HSU spring recess
March 22	edTPA Task 2: Literacy Instruction DUE
Mar 23	Spring mid-semester assessment DUE
Apr 3	DAY OFF FROM FIELD PLACEMENT TO COMPLETE edTPA Task 3
Apr 5	edTPA Task 3: Literacy Assessment DUE
Apr 10	DAY OFF FROM FIELD PLACEMENT TO COMPLETE edTPA TASK 4
Apr 8-12	Spring break in schools (varies by district)
Apr 17	DAY OFF FROM FIELD PLACEMENT TO WORK ON edTPA COMPLETION
Apr 23	edTPA Task 4: Mathematics Assessment DUE
May 6 – Jun 13	Fieldwork: Full-time at spring placement
May 14	edTPA RESULTS RELEASED TO CANDIDATES
May 15	Spring Semester Final Assessment DUE; Spring Field Setting Assessment Forms DUE
May 16	HSU Commencement
May 25	Memorial Day
June 13	Schools close

THE HUMBOLDT STATE UNIVERSITY EED PROGRAM OVERVIEW

MISSION STATEMENT

The mission of the Elementary Education (EED) program at Humboldt State University (HSU) is to prepare professionals to serve in California schools and work directly with children and youth from diverse ethnic, linguistic, socioeconomic, and cultural backgrounds, and to integrate appropriate modifications to meet the needs of students with exceptional needs. The EED program is designed to engage credential candidates in a developmental process of acquiring the knowledge, attitudes, and skills needed to promote educational excellence and equity in the classroom, and to collaborate with others in supporting students and families with special needs. The program offers credential candidates a program of course work and student teaching field experiences which is cohesively designed, well-coordinated, and based on sound theoretical principles and scholarship.

Credential candidates completing Humboldt State's Elementary Education credential program can be expected to demonstrate increasing sensitivity, competence, and confidence in working with the diverse population of students and families represented in our state and nation, and an understanding of the common traits and individual differences that characterize children and adolescents during several periods of development. By the end of the credential year, candidates can be expected to thoughtfully discuss and implement a variety of models for instruction, classroom management, and discipline, and to articulate their own educational philosophies in clear and coherent terms.

Our society needs teachers who are independent thinkers and who exert professional leadership. Credential candidates enrolled in the program must devote themselves to a rigorous program of study combining theory and practice; demonstrate academic excellence; and commit themselves to high ethical values and dedicated service.

The program provides a sturdy bridge connecting educational theory with practice, pre-service with in-service education, and the university with the school community. The program is designed to empower all participants—credential candidates, mentor teachers, supervisors, faculty, and staff—to view one another and themselves as resourceful individuals with valuable talents and potentialities. All participants are encouraged to demonstrate a genuine spirit of professional collegiality and to collaborate with one another with energy, enthusiasm, integrity, and mutual respect.

LEARNING OUTCOMES

EED Program Learning Outcomes

With the guidance and support of mentor teachers, supervisors, and faculty, credential candidates in HSU's Elementary Education program develop proficiency in five goal areas: 1) methods and materials; 2) models for instruction, classroom management, and discipline; 3) interpersonal communication skills; 4) professional attitudes and conduct; and 5) cross-cultural pedagogy.

The program prepares credential candidates to:

- Work effectively with diverse students, parents and colleagues including those with exceptional learning needs, emergent bilinguals and culturally and linguistically diverse communities;
- Design a learning community that encourages contributions from all learners, utilizing physical environment and personal relationships;
- Demonstrate an ability to implement diverse and research based practices which include multiple learning styles, developmentally appropriate practice, collaborative groups, arts, community resources and student-centered instruction;
- Demonstrate an ability to reflect, linking practice to theory and theory to practice, including critically examining bias;
- Collaborate to improve educational opportunities for students, high ethical standards, leadership roles in the profession, collaborate to support students with families with special needs and demonstrate a spirit of professional collegiality; collaborate with one another with energy, enthusiasm, integrity and mutual respect;
- Demonstrate the ability to advocate and be an agent of social change.

School of Education Learning Outcomes

- Credential candidates will:
- Demonstrate an ability to work effectively with diverse students, parents, colleagues, staff, and others in the community;
- Develop and maintain safe, positive, and productive educational environments;
- Use research-based practice to inform their work;
- Demonstrate a coherent theoretical framework of learning and human development that supports reflection on their practice;
- Collaborate on efforts to improve education opportunities for all students.

ADMISSIONS REQUIREMENTS

In order to apply for the elementary credential program, candidates must:

1. Hold a baccalaureate or higher degree other than in professional education from a regionally accredited institution
2. Apply to the program via the Calstate Apply online system
3. Obtain a Certificate of Clearance from the California Teaching Commission
4. Complete the Basic Skills Requirement test (CBEST)
5. Complete the subject matter requirement test (CSET)
6. Demonstrate knowledge of the principles and provisions of the Constitution of the United States
7. Demonstrate proficiency in basic technology
8. Obtain an adult and infant/child CPR certification
9. Provide three letters of recommendation
10. Provide documentation of current MMR and TB inoculations
11. Complete 45 hours of early field observation

COMPLETION REQUIREMENTS

The university requires post-baccalaureate students to maintain a 3.0 cumulative GPA. To continue in the credential program, candidates must maintain a 3.0 grade point average in all multiple subjects preliminary credential courses. Only B quality work will receive credit in a credit/no credit course. To be recommended for a credential, candidates must have no grade lower than a C in a preliminary credential course. To complete the program, all candidates must pass the state-mandated Teaching Performance Assessment (edTPA) and the Reading Instruction Competence Assessment (RICA). If you have trouble passing the RICA, contact the EED Field Coordinator or Program Leader to discuss support strategies.

Successful completion of the required course work, the fieldwork component, and all the necessary test scores and paper work will yield a preliminary multiple subjects credential, valid for five years. The preliminary credential must be renewed with a professional clear credential.

All candidates pursuing a preliminary credential must complete a credential check form before fall semester ends. Failure to do so prevents the Credential Analyst from initiating the application process in a timely manner, which may prevent a student from being hired by a school district for the following year. Credential check forms are given to candidates in November with their spring semester registration materials. All candidates must also complete a Multiple Subjects Preliminary Credential program form. Candidates complete program forms fall semester. Extra forms are available online at <http://www.humboldt.edu/education/credentials/eed/forms.html>.

The Credential Analyst will meet with all candidates during EED 726b Professional Development to clarify each candidate's status in the credential application process, explain the electronic process, and answer questions.

There is a filing fee for the credential. In addition, candidates must have on file in the Credential Programs Office:

1. verification of computer competency (EDUC 285 or equivalent)
2. verification the Certificate of Clearance
3. verification of passing the CBEST or CSET Writing Skills
4. verification of passing the CSET multiple subjects
5. verification of CPR (adult, child, infant)
6. verification of passing EdTPA
7. verification of passing the RICA.

Once student teaching is completed in mid-June, the Credential Analyst can initiate the electronic credential process for you as soon as you have received passing grades for all of your required preliminary credential courses. Prior to the completion of student teaching, the Coordinator can prepare a letter verifying satisfactory progress that you can include with your applications for teaching jobs.

Please note: In order to receive your teaching credential, you will have to sign a statement agreeing to the following:

OATH OR AFFIRMATION OF LOYALTY TO STATE – NATION AND TO BE DISASTER SERVICE WORKERS

All certificated employees must affirm that they support the Constitution of the United States of America, the Constitution of the State of California, and the laws of the United States and the State of California. This oath or affirmation is a licensing requirement of Education Code 44334 and must be filed with the Commission on Teacher Credentialing. All public employees are declared by law to be disaster service workers and thus shall take the oath or affirmation required for disaster workers before beginning employment with a district. In the event of natural, manmade or war-caused emergencies which result in conditions of disaster or extreme peril to life, property and resources, all district employees are subject to disaster service activities as assigned to them by their supervisors or by law. (Government Code 3100-3102)

CREDENTIALS

PRELIMINARY MULTIPLE SUBJECTS CREDENTIAL 2042

This credential authorizes the holder to teach multiple subjects in any self-contained classroom: preschool, transitional kindergarten, grades 1-12, or classes for adults, including classes with English Language Learners. Most teachers with a multiple subjects credential teach in transitional kindergarten through eighth grade self-contained classrooms.

PROFESSIONAL CLEAR CREDENTIAL

Preliminary 2042 credential holders can earn a Professional Clear Credential by completing a CCTC approved Induction Program. The Induction Program requires teaching employment and includes advanced study in health education; special populations, technology, and instruction of English language learners. The Induction Program may be state-subsidized.

SINGLE SUBJECT CREDENTIAL

This credential authorizes the holder to teach one of these subject-matter categories in kindergarten, grades 1-12, or classes for adults: a) English, b) Science, c) Mathematics, d) Social Studies, e) Industrial Arts, f) Physical Education, g) Business, h) Music, i) Art, j) Modern Languages, k) Agriculture. Most teachers with single subjects authorizations teach in junior and senior high schools.

ADDING A SINGLE SUBJECT CREDENTIAL:

Before, during, or after the credential year, candidates can pass the appropriate CSET exams in the desired subject and pass the appropriate content area secondary education methods courses to obtain a single subject credential after completion of the multiple subjects credential.

Three semester units of single subject teaching methods per subject matter in the content areas (HSU's Secondary Education (SED) program offers a 2-unit course fall semester and a 1-unit course spring semester; these courses are taught online.

A subject matter approved degree major (e.g., math education) or passage of CSET in a content area (e.g., math). Without a degree in the subject at least one of the CSET subtests must be passed by the beginning of fall semester to be eligible to take SED methods courses at HSU, or by instructor approval.

Authorizations may be added to a multiple subjects credential that qualify the credential holder to teach specific subjects, e.g., math, music, in middle school, junior high school, or high school. Complete information is available at www.ctc.ca.gov by clicking on "Credential Information/Credential Requirements/Supplementary and Subject Matter Authorization. See the descriptions of a Supplementary Authorization, Introductory Subject Matter Authorization, Specific Subject Matter Authorization in the descriptions section. A Bachelor's Degree in the subject may qualify you for any of these authorizations.

SUPPLEMENTARY AND SUBJECT MATTER AUTHORIZATIONS:

Supplementary Authorization qualifies the holder to teach single subjects up to ninth grade or by specific subject; requires 20

units in the subject including courses in specific aspects of the subject (does not meet No Child Left Behind qualified teacher standards for core academic subjects that include art, English, language other than English, mathematics, music, science, and social science).

Introductory Subject Matter Authorization qualifies the holder to teach core academic subjects (see above) up to ninth grade or by specific subject and is No Child Left Behind compliant (for Title I schools); requires 32 units in the subject including courses in specific aspects of the subject.

Specific Subject Matter Authorization qualifies the holder to teach a single subject in grades K-12 and in classes organized primarily for adults (art history/appreciation, biological sciences, chemistry, civics/government, dance, drama/theater, economics, English composition, geography, geo-science, history, instrumental music, literature, philosophy, physics, plant science, three-dimensional art, two-dimensional art, vocal music); requires 32 units in the subject including courses in specific aspects of the subject.

EED COURSEWORK AND FIELDWORK DESCRIPTIONS

COURSEWORK

Attendance is mandatory for all credential classes. In case of illness and/or emergency, candidates are expected to notify the professor by telephone or e-mail and arrange to make up the classwork and homework. For fieldwork absences, candidates are expected to notify the mentor teacher and university supervisor. Candidates who are absent without notification and/or to excess will meet with program faculty to assess seriousness of intent and to plan a course of action to maximize their potential for success in the program. Absences/tardies may affect grades and performance assessments in credential courses. See individual course syllabi for specific information. Candidates may not bring children and/or pets to classes or field sites during working hours.

The total number of 45 course and fieldwork units permits candidates to earn the preliminary credential in one academic year (defined as fall and spring semesters) as required by the California Commission on Teacher Credentialing (CCTC). Candidates may choose to take other courses, however, they are advised to give priority to fieldwork responsibilities and strictly limit the number of additional course units.

FIELDWORK

The program balances theory and practice. Candidates have classes as well as field placements in both the fall and spring semesters. For the first 8-10 weeks of each semester, candidates spend a minimum of four hours at their fieldwork sites in the mornings, and attend classes at HSU Monday-Thursday afternoon and evening, and all day Friday. During the second-half of each semester, candidates spend the entire school day at their fieldwork site.

Fieldwork provides a real-life laboratory for integrating the knowledge gained in EED coursework with successful teaching practices. Candidates acquire teaching skills in a relatively safe environment, guided by a mentor teacher and university supervisor who meet university and collaborating district qualifications.

Each candidate has two field placements, one each semester. This ensures that they experience more than one grade level and have an opportunity to provide English Language Development for English Language Learners under the guidance of a CLAD-or Language Development Specialist-certified mentor teacher. All mentor teachers meet the CTC requirements for pedagogical practices in the teaching of reading.

FALL

COURSES

EED 701 PERFORMANCE ASSESSMENT SUPPORT (1 UNIT)

Credential candidates receive support as they learn necessary skills to complete their Content Area Tasks and Teaching Event for the performance assessment required by the CCTC. Content Area Tasks are completed fall semester; the Teaching Event is completed spring semester. Satisfactory completion is required for recommendation for a California credential.

EED 701 SELECTED TOPICS (1 UNIT)

EED 720 THE SCHOOL AND THE STUDENT (1 UNIT)

Seminar in the foundations of teaching: development characteristics of the school-age child, issues facing elementary schools and teachers, effective teaching practices, and a variety of approaches to classroom management and discipline.

EED 721 MULTICULTURAL FOUNDATIONS (2 UNITS)

Learning cultural competence by developing the knowledge, attitudes, and skills to promoting equity in the elementary classroom. Course explores personal cultural values, biases, and institutional practices influencing cross-cultural interactions.

EED 722 ENGLISH LANGUAGE SKILLS AND READING (3 UNITS)

Various methods of developing English language skills, including reading. Emphasis: designing and implementing programs in which all students can participate successfully, including students from culturally and linguistically diverse backgrounds. Meets California Commission on Teacher Credentialing competency requirements for reading instruction in elementary school.

EED 723 INTEGRATING MATH/SCIENCE IN ELEMENTARY SCHOOL (2 UNITS)

Seminar in content, methods, and materials for teaching mathematics and science in an integrated elementary classroom. Topics include classroom management of activities and materials, planning lessons, use of technology, evaluation of learning, and integrating math and science with other content areas.

EED 724 FINE ARTS IN THE INTEGRATED ELEMENTARY CURRICULUM (1 UNIT)

Seminar in appropriate content, methods, and materials for teaching art, dance, music, and drama as part of an integrated curriculum in the elementary classroom. Topics include lesson planning, classroom management of activities and materials, creative expression, aesthetic perception, and integrating the fine arts with other content areas.

EED 728 HISTORY/SOCIAL SCIENCE IN THE INTEGRATED ELEMENTARY CURRICULUM (1 UNIT)

Content, methods, and materials for teaching history/social science as part of integrated curriculum in the elementary classroom. Classroom management of activities/materials, planning lessons, use of technology, evaluating learning, integrating history/social science with other content areas. CR/NC.

EED 733 TEACHING ENGLISH LEARNERS (1 UNIT)

Theoretical frameworks relating to how English learners' needs can be met in the integrated classroom. Topics include identification, assessment and redesignation of English learners. There is a strong emphasis on English language development and appropriate methods and materials for teaching students at each of the five levels of learning outlined in the

EED 750 STUDENT TEACHING IN ELEMENTARY SCHOOL (8 UNITS)

Orientation to the elementary school and classroom. Analysis of school/classroom organization and teaching styles. Observation and limited participation teaching individuals and small groups. Minimum 16 hrs. per week in assigned school during weeks 1-8 of fall semester. CR/NC. Practice teaching individuals, small groups, and large groups with close guidance from teacher. Attend to cultural and socioeconomic backgrounds of children. Full-time fieldwork in assigned classrooms during the first week (or two) and last 7 weeks of fall semester. CR/NC. Prerequisite: admittance to EED program

FALL FIELDWORK

Note: The Phase I fieldwork experience during the fall semester (EED 751) is *limited* student teaching. Virtually all students enter the Multiple Subjects professional preparation *program* with little prior professional training. They do not normally have the professional background at this early stage to assume large group instruction, nor the lesson planning skills for whole class instruction, until the second half of the fall semester.

SPRING

COURSES

EED 701B PERFORMANCE ASSESSMENT SUPPORT (1 UNIT)

See EED 701

EED 720B THE SCHOOL AND THE STUDENT (1 UNIT)

See EED 720 (Fall)

EED 722B ENGLISH LANGUAGE SKILLS AND READING (2 UNITS)

See EED 722 (Fall)

EED 723B INTEGRATING MATH/SCIENCE IN ELEMENTARY SCHOOL (2 UNITS)

See EED 723 (Fall)

EED 724B FINE ARTS IN THE INTEGRATED ELEMENTARY CURRICULUM (1 UNIT)

See EED 724 (Fall)

EED 726 PROFESSIONAL DEVELOPMENT SEMINAR (1 UNIT)

Promote professional growth using California Standards for the Teaching Profession. Incorporate reflective journals and portfolios. CR/NC.

EED 728B HISTORY/SOCIAL SCIENCE IN THE INTEGRATED ELEMENTARY CURRICULUM (1 UNIT)

See EED 733 (Fall)

EED 733/B TEACHING ENGLISH LEARNERS (1 UNIT)

See description for EED 733 (Fall)

EED 701 HEALTH CURRICULUM IN ELEM. ED. (1 UNIT)

Provides prospective teachers with the knowledge and skills to plan, teach, and evaluate health and physical education programs for K-8 classrooms.

EED 701 PHYSICAL EDUCATION CURRICULUM IN ELEM. ED. (1 UNIT)

See above.

EDUC 377 EDUCATION OF EXCEPTIONAL INDIVIDUALS (3 UNITS)

SPRING FIELDWORK

EED 753 FIELDWORK IN ELEMENTARY SCHOOL (3)

See description for EED 751. Limited lesson planning and whole class instruction articulate with coursework. Minimum 16 hrs. per week in assigned school during the entire months of January and February.

EED 754 STUDENT TEACHING IN ELEMENTARY SCHOOL (6)

Practice teaching individuals, small groups, and large groups, with close guidance from teacher. Attend to children's cultural and socio-economic backgrounds. Complete solo teaching requirements. Full-time fieldwork in assigned classrooms from week 9 of HSU's spring semester. CR/NC.

*** EED 755 STUDENT TEACHING IN ELEMENTARY SCHOOL (2)**

Continue practice teaching individuals, small groups, and large groups and participate in professional development opportunities. Full-time fieldwork in assigned or approved classrooms through the end of the K-8 school year in June.

FIELDWORK OBSERVATIONS AND ASSESSMENTS

Upon admission, candidates are assigned a supervisor (for each semester), who is appointed as a university faculty member. The supervisor's primary purpose is to give direction and guidance in teaching performance based on observation and evaluation of fieldwork. The supervisor visits the classroom to observe the student teacher. Each visit is documented with an observation report prepared by the supervisor. A clinical supervision report describes strengths and weaknesses of the student teacher's teaching skills, as observed, and is reviewed with the student teacher and the mentor teacher in a conference held soon after the observation. The student teacher receives a copy of the report, signed by both student and supervisor. The supervisor retains a copy; the mentor teacher receives a copy, and another copy is filed in the Credential Programs Office.

The student teacher and supervisor must have a minimum of **eight contacts** per semester. **Six** of these contacts must be site visits, of which **three** are for the purpose of clinical supervision and are usually completed prior to the solo. **Two** site visit observations are required during a spring solo teaching period.

Supervision schedules are flexible, at the supervisor's discretion, but a typical one might be:

1. Site visit #1: initial orienting meeting with Mentor, Supervisor, Student Teacher
2. Site visit #2 informal guided observation with Mentor, Supervisor, Student Teacher
3. Site visits #3, 4 and 5: informal observations. Student sends the supervisor the lesson objective and a brief description prior to the visit. Supervisor and student meet after the lesson to discuss it.
4. Site visits #6, 7 and 8: clinical observations. Students submit formal lesson plans in advance. Supervisor and student have a pre-meeting (usually a phone call) and a follow-up meeting. **At least one of these clinical observations must take place during the solo teaching event.**

Each Supervisor uses their own calendar for scheduling observation appointments.

Email or call your Supervisor to set up appointments.

At the beginning of each semester, the university supervisor, mentor teacher, and student teacher fill out a *fieldwork agreement form* (see Appendix 2 Program Forms, #1). These must be submitted to the Program Coordinator by mid-September and mid-January respectively. These forms outline the candidate's day for the semester. The student will spend a minimum of four hours per morning, Mon-Thurs, in the assigned classroom during the first half of fall and spring, and a minimum of 35 hours per week during full-time fieldwork in the second half of fall and spring. For each of these agreements, the mentor teacher, university supervisor, and student teacher must consider the specific situation and the student's strengths and needs.

The EED credential program formal assessments are conducted by mentor teacher, university supervisor, and student teacher, who meet together to discuss how each member of the triad met his/her individual responsibilities. The mentor teacher and university supervisor must reach consensus on the grade (CR/NC) and recommendation to continue in the program or overall performance rating. When the mentor teacher and university supervisor recommend the student teacher continue with conditions, the mentor teacher, supervisor, and field coordinator create a performance improvement plan specifically stating which performance criteria the student teacher must meet to their satisfaction to be allowed to advance to solo student teaching. For some deficiencies the plan may also extend throughout the solo as a requirement to receive credit for the fieldwork course. The assessment forms (see Program forms section) must be completed and signed by the student teacher, mentor teacher, and university supervisor. The student teacher's signature is required to verify receipt of the assessment, and does not necessarily imply agreement with the assessment.

There are four fieldwork assessments: mid-fall, final fall, mid-spring, final spring. Expectations for each assessment are different, so please make sure you read the assessment form and share the information with the mentor.

Scoring: You must get a score that is at least 65% (50% on Fall mid-semester) of the total available points to get a "credit" grade and continue to the next phase. *Ratings are for performance as students, not as experienced teachers.*

OTHER NOTES: The VELR (see following page) can be a clinical observation (including a pre-meeting with the supervisor to review lesson planning and supervisor on-site observation during the teaching of the lesson and a follow-up meeting with the supervisor.)

PERFORMANCE ASSESSMENTS

SOLO TEACHING

Lesson plans and solo information should be submitted to your supervisor one week in advance of the beginning of your solo. The submitted plans should be discussed and reviewed with the mentor teacher before submitting them to your supervisor. Please submit the following:

1. A copy from the lesson plan book of your daily instructional plans.
2. Daily lesson plans in substitute lesson plan format.
3. Detailed lesson plans in SIOP format for all individually designed lessons--a minimum of one for the Fall Semester and a minimum of three for the Spring Semester.
4. A copy of the parent letter you wrote before beginning your solo (if available).

VELR (VIDEO ELICITED LESSON REFLECTION)

The VELR (Video-elicited Lesson Reflection) is an assignment that candidates submit to their university supervisors. The VELR provides an opportunity for candidates to practice filming in their classrooms, and helps them practice reflecting on their filmed teaching performance. It should be completed and discussed with candidates' supervisors before filming for EdTPA takes place.

Any subject can be videotaped for 20-25 minutes--a complete lesson. Your mentor may assist, if needed. You may invite your Supervisor to observe or not. You will review the video tape and complete the VELR form on your reflections about the lesson. Schedule an appointment with your Supervisor to watch the video together while you narrate and reflect upon your experience. The VELR form will be turned in to your Supervisor who will submit it with your other observation documents. The VELR can be a clinical observation (including a pre-meeting with the supervisor to review lesson planning and supervisor on-site observation during the teaching of the lesson and a follow-up meeting with the supervisor.)

Remember to get your permission slips from parents to videotape their children in advance. The video does not have to be uploaded, but make sure you understand how to do this for the EdTPA video.

STATE MANDATED ASSESSMENT - EDTPA

edTPA is a state-approved and state-mandated Teacher Performance Assessment that HSU uses to assess candidates. For the Teaching Event (TE), candidates follow procedures outlined in the edTPA guidelines. The Teaching Events are scored by trained scorers. Candidates receive their score reports and if necessary, candidates may repeat one or more TE tasks and resubmit the product for scoring. The state of California requires all teaching credential candidates to pass a performance assessment called edTPA. This assessment takes the place of the Performance Assessment for California Teachers (PACT). edTPA is very similar to PACT in that it is a performance-based assessment that requires candidates to plan, instruct, and assess student learning from a connected set of lessons. Like PACT, edTPA was developed at Stanford University and is its intellectual property. Pearson Education is responsible for the logistics and scoring.

Candidates complete edTPA by planning and teaching 3-5 connected lessons to their mentor's class. The lessons must demonstrate a particular discipline specific best practice (i.e. using inquiry in science, focusing on conceptual understanding in math, critical analysis of primary documents in social science etc.). Candidates videotape their teaching to demonstrate how they monitor student learning and show their students building understanding of the content. Candidates also administer an assessment in order to analyze student learning and reflect on next steps for instruction. Every step is documented as part of the edTPA.

EED 701 is an edTPA Support class that is graded as credit/no credit. Credit will be tied to attendance at workshops and meeting deadlines for edTPA uploads. Students who don't pass EED 701 will need to take another course to make up their credits (course to be decided by program leadership). Failing EED 701 will result in a No Credit mark in the course, though will not impact edTPA passing or remediation. Candidates take a TPA Support Workshop in the Fall and Spring to help them navigate the TPA

requirements and understand their responsibilities. For further information on the philosophy, development and purpose of edTPA explore the following link: <http://edtpa.aacte.org/faq#52>

The edTPA deadline is in mid-April, for all candidates. Scores are usually posted within 3 weeks. A candidate who fails has one chance to remediate during their credential year; essentially they will complete another lesson portfolio.

Candidates that complete and submit a remediated Teaching Event by the deadline established, yet do not pass, should complete their coursework and their placement requirements during the remainder of the spring semester. Suggestions will be offered as to areas for improvement based on scorer feedback and they can take advantage of the learning opportunities afforded by their continuing fieldwork placement to focus on these areas. The next opportunity to submit a remediated Teaching Event will be the following fall semester. Candidates will need to enroll in independent study to make up for the No Credit grade in EED 701. Candidates will also need a fieldwork site in which to complete a new Teaching Event. Depending on circumstances involved at their placement site, they may be able to complete their Teaching Event in their original placement, but this is not always possible. In this case, candidates will be placed locally in Humboldt County schools for four weeks to complete a new Teaching Event. They will work with the Fieldwork Coordinator to make those arrangements.

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP), AND TEACHING PERFORMANCE EXPECTATIONS (TPEs)?

See Appendix I for the full CTC document (or

http://humboldt.edu/education/images/uploads/documents/OFFICIAL_Standards_and_TPEs.pdf)

The Teaching Performance Expectations (TPEs) comprise the body of knowledge, skills, and abilities that beginning general education teachers have the opportunity to learn in approved teacher preparation programs in California. Beginning teachers demonstrate their knowledge of the TPEs by successfully completing course work, engaging in clinical practice, and passing a Teaching Performance Assessment (TPA) based on the TPEs. Beginning teachers must meet these requirements prior to being recommended for a preliminary teaching credential in California. TPEs guide teacher preparation program development; candidate competency with respect to the TPEs is measured through the TPA.

The TPEs are research-based and aligned to national teaching standards expectations. They link to expectations set forth in California's adopted content standards for students. They require beginning teachers to demonstrate the knowledge, skills, and abilities to provide safe, healthy, and supportive learning environments to meet the needs of each and every student and to model digital literacy and ethical digital citizenship. In addition, the TPEs explicitly require beginning teachers to know and be able to apply pedagogical theories, principles, and instructional practices for the comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development to assist students to achieve literacy in English within the content area(s) of their credential(s). They create inclusive learning environments, in person or online, and use their understanding of all students' developmental levels to provide effective instruction and assessment for all students, including students with disabilities in the general education classroom.

The TPEs are directly and purposely aligned to the California Standards for the Teaching Profession (CSTP) that guide California's teacher induction programs and ongoing teacher development in California. This direct alignment signals to beginning teachers, preparers of beginning teachers, and those who support and mentor teachers in their first years of employment the importance of connecting initial teacher preparation with ongoing support and development of teaching practice in the induction years and beyond.

The TPEs are organized by the six CSTP domains. Detail about expectations for beginning teacher knowledge and performance is provided through TPE elements and narratives within each of the six CSTP Domains:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students

- Assessing Student Learning
- Developing as a Professional Educator

Throughout the TPEs, reference is made to "all students" or "all TK–12 students." This phrase is intended as a widely inclusive term that references all students attending public schools. Students may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin. The range of students in California public schools also includes students whose first language is English, English learners, and Standard English learners. This inclusive definition of "all students" applies whenever and wherever the phrase "all students" is used in the TPEs.

Teaching English Language Learners

Candidates are required to work in schools with the potential for English language learners in classrooms for at least one semester. For candidates who do not have English language learners in either their fall or spring placements, the following procedure is in place and required to meet the standards for the 2042 credential:

- a) Candidate notifies EED Coordinator that s/he has no ELs in placements
- b) EED Coordinator notifies fall and spring supervisors, and, if possible, one of the supervisors (1) arranges an opportunity in another classroom at the same school site for the candidate to complete forty-five hours of fieldwork with ELs; (2) completes a clinical supervision observation, and (3) evaluates the candidate's performance. When the above arrangement is not possible because neither of the candidate's school sites has ELs, the Coordinator assigns the candidate to a designated university supervisor who works at a school site with a greater number of ELs. The designated supervisor coordinates with the candidate and teachers at his/her school site to complete steps (1), (2), and (3) above.

How does the program meet the Standard for the Preparation of Multiple Subjects Teaching Credential Candidates for Reading, Writing, and Related Language Instruction in English?

The California Commission on Teacher Credentialing Standard for the Preparation of Multiple Subjects Teaching Credential Candidates for Reading, Writing, and Related Language Instruction in English requires verification that all mentor teachers are utilizing specified reading practices. The program meets this requirement through the use of a

Based on recommendations from mentor teachers and administrators, the Elementary Education program faculty developed approved mentor teacher selection criteria and verification of qualifications for the teaching of reading. Use of these criteria by administrators in cooperating districts is critical to the success of the fieldwork experience. Each February, the Coordinator requests from administrators a list of qualified mentor teachers who wish to serve the following credential year.

FIELDWORK PLACEMENT PROCESS

Acceptance of a program applicant by administrators for fall and spring fieldwork is the final step in admitting candidates to the program. With the exception of some larger districts, the Coordinator contacts school site administrators with the names of applicants wishing to interview for fall or spring placements. The Coordinator directs applicants to call the administrator and set up an appointment for an interview. As soon as possible following interviews, administrators/mentors are encouraged to set up an opportunity for the applicant to observe/participate in the mentor teacher's classroom for at least a half-day to provide an opportunity for mutual acquaintance and help insure a quality experience for both mentor teacher and student.

If both parties feel comfortable with the placement, they complete the verification form and the applicant returns the form to the Coordinator. When the placement does not appear to be a good match, the mentor teacher should contact the administrator and the Coordinator; the student should contact the Coordinator.

STUDENT RESPONSIBILITIES DURING FIELDWORK

FALL SEMESTER FIRST-HALF

- a) Observe the mentor teachers establishing classroom management and classroom climate during the first weeks of school and *discuss these observations with mentor teachers.*
- b) Observe patterns and interactions within the classroom or on the playground during recess and *discuss these observations with mentor teachers.*
- c) Observe the mentor teachers in small groups and whole class instruction and *discuss these observations with mentor teachers.*
- d) Become familiar with the rules, regulations and policies of the classroom, school and district, including confidentiality policies.
- e) Become familiar with and follow the grading policies and evaluation procedures practiced by the mentor teacher and school/district mandates.
- f) Become familiar with the scope of the subject matter within the daily and weekly curriculum.
- g) Become knowledgeable about each student in the classroom (learning styles, strengths, weaknesses), become familiar with the school's special education program and the inclusion support system for students. *Notify the EED Coordinator about the number of English language learners in the classrooms for both fall and spring placements.*
- h) Debrief with mentor teacher and university supervisor regarding (a)-(g) above and articulate practice with coursework.
- i) Exhibit punctuality, responsibility, and initiative with assigned classroom observation and participation activities.
- j) Assist mentor teachers in preparing and presenting lessons.
- k) Learn to locate and use the school's technology materials and other resources.
- l) Learn procedures for off-campus field trips, including student transportation.
- m) Attend district and/or county professional development meetings if possible.

FALL SEMESTER SECOND-HALF

The candidate gradually assumes increasing responsibility for planning lessons, delivering instruction, and evaluating student progress at the school site. The mentor teacher reviews his/her anecdotal evidence or recorded thoughts relevant to the student's performance in each lesson taught. The candidate is responsible for completing five days of solo teaching experience. See the Fall Final Assessment for a complete list of competencies evaluated at the end of fall semester. In addition to all activities/responsibilities in the first half, candidates:

- a) Exhibit respect for human diversity and individuality while developing goals and objectives for lessons/units.
- b) Adjust language usage to pupils' linguistic abilities and pace delivery of lessons to meet individual student needs.
- c) Provide lesson plans for the mentor teacher and university supervisor, in a timely manner, prior to a clinical supervision observation. The university supervisor will clarify material required in a lesson plan from a textbook.
- d) Provide the mentor teacher and university supervisor, at least one week before solo teaching begins, daily lesson plans with sufficient detail to be used successfully by a substitute teacher. Solo teaching may begin only after the mentor teacher and university supervisor approve the lesson plans.

SPRING SEMESTER FIRST HALF

In addition to all activities in Fall semester, candidates:

- a) Prepare for and complete EdTPA following instructions and timeline provided by instructors in HSU methods classes.

- b) Assist mentor teachers in the preparation and presentation of short lessons or units and begin planning their spring solo teaching experience.
- c) Plan, with mentor teachers, opportunities to adapt and utilize materials and activities developed in HSU methods classes to the real world of the classroom.

SPRING SEMESTER SECOND HALF

The candidate gradually assumes responsibility for planning lessons, delivering instruction, and evaluating student progress at the school site, and is responsible for completing and passing the EdTPA prior to beginning a minimum of two weeks solo teaching. In addition to all fieldwork activities/responsibilities so far, candidates:

1. Work with the mentor teacher early to finalize plans for the dates and curriculum of the solo.
2. Provide the mentor teacher and university supervisor, at least one week before solo teaching begins, complete daily/weekly plans and detailed lesson plans for any individually designed lessons. All plans have sufficient detail to be used successfully by a substitute teacher. Solo teaching may begin only after the mentor and university supervisor approve all the plans for the two weeks.

MENTOR TEACHERS

The mentor teacher (also called cooperating, master, partner, or resident teacher) is a key player in the studentship experience, serving as a model of effective teaching.

The mentor teacher observes the candidate interact with students, parents, and colleagues and helps the candidate prepare and present lessons. These activities put the mentor teacher in the best position to assess the student's strengths and areas needing improvement.

Mentor teachers selected to participate in the Elementary Education program at Humboldt State University:

1. are credentialed multiple subjects teachers with a minimum of three years of successful K-8 teaching experience, and at least one year of successful experience at the assigned grade level(s);
2. achieve and effectively model the six standards of the [*California Standards for the Teaching Profession*](#), presenting demonstration/application lessons for student teachers to observe and providing regular opportunities for them to practice and receive feedback;
3. demonstrate excellent communication skills in working with students, families, colleagues, and community members;
4. are committed to providing support for their student teacher's ongoing reflection and professional development through regular communication about curriculum, instruction, classroom management, parent/family involvement, and other professional concerns; and
5. are committed to their own ongoing professional development in clinical supervision with in-services and trainings provided by the Elementary Education program.

In addition, mentor teachers working with English Language Learners must:

6. possess valid Language Development or (Bilingual) Cross-cultural, Language and Academic Development certificates or credentials;
7. model effective English language development (ELD), specially designed academic instruction delivered in English (SDAIE), or development and instruction in the language of emphasis; and
8. present ELD, SDAIE, and/or bilingual demonstration/application lessons for student teachers to observe, and provide regular opportunities for them to practice and receive feedback.

Mentor teachers are required to attend the orientation meeting led by the university supervisor at their school site. The university supervisor will provide web links to and review the updated EED Handbook; clarify roles, responsibilities, forms,

procedures and program changes; and answer questions student teachers, mentor teachers and the administrator may have. The orientation also provides an opportunity for the administrator to address students regarding expectations and pertinent school site information.

In order to support mentor teachers in providing helpful feedback to their student teacher, a clinical supervision video is available for use by mentor teachers and supervisors. Viewing and discussing the video with mentor teacher colleagues and the university supervisor can be helpful.

As in any classroom, student teachers have a wide variety of backgrounds and experiences. While some will easily adapt to the teaching role, other student teachers will be under stress in this new situation; all will appreciate support and guidance. Mentor teachers should strive to establish a positive professional relationship with the student teacher. Leading the student teacher into the role of a "junior partner" in a common enterprise, equally interested in and responsible for the progress of the students in the classroom, provides helpful support for the student teacher.

Mentor teachers are required to:

- a) Orient the student teacher to the school site, classroom, and curriculum.
- b) Create an atmosphere of acceptance among the students by introducing the student teacher to the class as a co-teacher and by providing personal space (desk, counter space) for her/him to use.
- c) Introduce the student teacher to fellow teachers and site personnel; monitor/assist student teacher with letter of introduction to parents or other appropriate communication with parents.
- d) Set a specific time for conferencing with the student teacher. This will allow for open communication and discussion and usually helps prevent or solve problems that arise. Conferencing may be done in person, by phone, e-mail, written notes and/or journal.
- e) Beginning with fall semester and continuing in spring semester, transition the student teacher into greater and greater involvement with students. From the beginning of fall, provide ample opportunities for the student teacher to practice teaching the whole class prior to the required solo teaching (minimum of five days) toward the end of the semester. The student teacher will be completing the State mandated EdTPA from January through March and will need ample opportunities to practice teaching in preparation for the Teaching Event that should be scheduled toward the end of February, prior to the regular spring semester solo teaching (minimum of two weeks). The university supervisor, mentor teacher, and student teacher must agree as to the proper timing for solo teaching.
- f) Be aware of the teaching competencies which student teachers need to acquire before they are recommended for a Multiple Subjects credential.
- g) Share planning strategies (daily, weekly, etc.) throughout the year.
- h) Provide the student teacher with professional advice and models of current instructional techniques (e.g., a balanced approach to reading instruction).
- i) Require written lesson plans for your review and suggestions before a lesson is taught.
- j) Keep the principal and university supervisor apprised of the student teacher's gains in proficiency. Please inform the HSU supervisor of any difficulties that are not being resolved in a satisfactory manner. (See procedures for Performance Improvement Plan initiation and unprofessional behavior allegations.)
- k) Complete all university required assessment forms in a timely manner, including a final letter of reference for the candidate's placement file.
- l) Release the student teacher one day in September to visit the spring fieldwork classroom for a half-day. This facilitates building rapport and communication among mentor teacher, credential candidate, and students in the spring fieldwork classrooms.
- m) Release the student teacher one day in June to visit the fall fieldwork classroom for a full day. This allows the candidate to growth the fall placement students make by the end of the year.
- n) Mentor teachers are strongly encouraged to provide a small amount of bulletin board space in early fall where their student teacher(s) can display photos of themselves and things they enjoy.

- o) During the solo teaching period, be present on the school site and available for conferencing with the student teacher each day of the solo.
- p) Following successful solo teaching by the student teacher, team teach with the student teacher, encourage visitation of other classrooms to experience more grade levels and teaching styles, shadow resource and education specialist teachers, and allow the student to attend job interviews. How can mentor teachers integrate students into the classroom?

Early fall & early spring

The student teacher may have a checklist of activities provided by the instructor(s) of credential course(s) designed to articulate coursework with fieldwork experiences. In general, the sequence of activities is:

- a) Student teacher observes mentor teacher teach particular lesson and debriefs with mentor teacher;
- b) Student teacher teaches similar lesson using mentor teacher's lesson plans and debriefs;
- c) Student teacher writes lesson plans for similar lesson and after approval of lesson plans, teaches the lesson and debriefs.

Plan together with the student teacher for completion of the Teaching Event (TE) required by the State.

The Rubric for Instructional Teaching Behavior and the Observation Summary may be useful for the student-mentor teacher debriefing.

For additional integrating activities, the student teacher could: observe specific students; read aloud; help with "getting to know you" activities; lead students in/out to recess, library; take anecdotal records; work at centers; work with students one on one; read answers to math facts, homework; lead brief sponge activity; be in charge of the class for a few minutes while the mentor teacher takes a student out or makes a phone call; take running reading records, one on one; become familiar with district's curriculum and safety expectations; begin thinking about a central focus for the TPE learning segment and themes for solo; explore ideas for lesson plans/unit plans for solo; attend after school activities and meetings (PTA, IEP, staff, student study teams, in-services).

How can the mentor teacher build on student teacher skills and help students prepare for solo teaching?

Late fall & late spring

- a) Review the assessment forms with the student teacher at the beginning of full-time fieldwork.
- b) Plan together with the student teacher from the beginning of full-time fieldwork for the two-week solo teaching. This can include field trip planning.
- c) Well before the solo, give the student teacher responsibility for one subject, then several subjects, building to half-day and then whole-day teaching. The student teacher needs to feel comfortable and be capable of teaching all areas of the curriculum. A week or so before the solo, have the student teacher do most of the teaching. Provide written feedback to the student teacher. University supervisors are required to do a minimum of three clinical observations preferably prior to the solo fall semester and three clinical supervision observations preferably prior to the solo spring semester.
- d) Ensure that the student teacher has a good grasp of your management/discipline system. Discuss with the student teacher the management/discipline plan to be used during the solo.
- e) Discuss the role you will play during the solo. As much as possible, allow the student teacher to work independently during the solo. Some teachers prefer to be out of the classroom all of the time. Others plan to be in the room at specified times. Some teachers (usually in primary) assume the role of an aide. We encourage student teachers to invite you in at designated times to enable you to state in your reference letter that you observed specific strengths during their solo teaching. We also encourage student teachers to invite the principal, vice principal, or another teacher to observe them during their solo.
- f) At least one week prior to the solo require student teachers to have (1) lesson plans for the solo teaching blocked out on a "lesson plan book," with time slots and curriculum areas filled in, and (2) detailed lesson plans (see sample lesson plans available from supervisors) with objectives and content standards, assessments and adaptations for differentiated teaching for any individually designed lesson. These lesson plans may follow a direct instruction format, any other lesson plan format used in EED classes, or a format you suggest. You and the university supervisors are required to review student teacher's plans for the solo. All lesson

plans should provide sufficient detail for use by a substitute teacher. University supervisors are expected to observe at least once during the fall solo and twice during the spring solo.

- g) During the solo be present at the school site and plan time to reflect/regroup with the student teacher at the end of each day.
- h) Involve student teachers in providing feedback to students, maintaining grades, and planning for parent-teacher conferences.
- i) Following the solo, student teachers may team-teach with mentor teachers, help determine grades, participate in special events, visit other classrooms, attend job interviews, and help with end-of-the-year activities.

What are the mentor teacher's responsibilities to the supervisor?

- a) Provide time (at mutual convenience) for conferences with the supervisor. These should follow each of the supervisor's clinical supervisions. Brief contacts may follow other visits, as appropriate.
- b) Document student teacher performances (may use student contact forms, Observation Summary) to share with the supervisor and student on a regular basis.
- c) Provide time (at mutual convenience) for three-way assessment conferences (ST-MT-US) at the end of each fieldwork phase.

What are the mentor teacher's responsibilities to Humboldt State University?

- a) Review required online training course and clinical supervision [video](#) available on the School of Education website. Other training in clinical supervision may be substituted.
- b) Complete university-required evaluation forms promptly.
- c) Inform the EED fieldwork coordinator of any problems between the student teacher and supervisor that are not being resolved.

UNIVERSITY SUPERVISORS

Supervisors are full- or part-time university faculty members who have experience as public school educators. Part-time university personnel are subject to standard university hiring procedures.

Supervisors serve as liaisons between cooperating schools and the elementary education program. Supervisors work closely with mentor teachers and student teachers to ensure that proper procedures are followed and all timelines met.

As former public school educators, supervisors can offer valuable insights into student teachers' progress. Supervisors visit student teachers periodically and perform clinical supervisions.

What are the university supervisor's required responsibilities to the student teacher?

- a) Contact the student a minimum of eight times during each semester. Six of the semester contacts must be site visits, of which three are for the purpose of clinical supervision and are usually completed prior to the solo. One site visit observation is required during a fall solo and two are required during a spring solo teaching period.
- b) Provide fieldwork orientation for fall and spring student teachers at the beginning of fall semester.
- c) In the observation phase, help the candidate understand what is to be observed and how to observe by conducting a "[guided observation](#)", within the first four weeks of fall semester.
- d) In collaboration with the mentor teacher, help the candidate reflect on his/her progress toward meeting the performance assessment criteria. The supervisor and mentor teacher determine candidate competency for continuing on to full-time studentship. If a candidate is advanced to full-time fieldwork with conditions, collaborate with the mentor teacher to write a Performance Improvement Plan that the candidate must fulfill before beginning solo teaching.
- e) Require lesson plans from the candidate, in a timely manner, prior to each clinical supervision observation. Clarify the material required in a lesson plan if a textbook lesson is taught. Provide feedback to the candidate and mentor teacher regarding the

lesson plans. One week prior to the solo, require complete daily/weekly plans and detailed lesson plans for each individually designed lesson and provide feedback to the candidate.

- f) Use clinical supervision knowledge and skills to assist the student after each observation. Feedback—for both student and mentor teacher—should follow as soon as schedules permit. Complete a student teacher contact form for each clinical supervision observation, have the student teacher sign the form, give the student teacher and mentor teacher copies and turn in the original to the Credential Programs Office, HGH 202.
- g) Advise student teachers regarding the fieldwork agreements at the beginning of each semester.
- h) Ensure adequate communication among the student teacher, mentor teacher, and supervisor by scheduling three-way meetings periodically.
- i) Hold a three-way assessment conference with the student teacher and mentor teacher at the end of each of the four phases of fieldwork.
- j) Write a letter of recommendation for each student teacher supervised in spring and give two originals to the student teacher.

What are the university supervisor's required responsibilities to the mentor teacher?

- a) By performing responsibilities described in a) - j) in the previous section, assist the mentor teacher to create a successful mentorship for the student teacher.
- b) Provide web links to the handbook to mentor teachers and, during the first three weeks of fall and spring semester, conduct a school site meeting to orient mentor teachers to credential year program changes and review the calendar and EED handbook explanations of university requirements and procedures involved in fieldwork.
- c) On a regular basis, confer with mentor teachers (by phone, if necessary) regarding the progress of the student teacher. Supervisors must avoid disrupting classes.
- d) Provide the mentor teacher with copies of contact reports in a timely manner.

What are the university supervisor's responsibilities to the site administrator?

- a) Meet with the administrator, provide web links to the handbook and inform the administrator of university requirements and procedures involved in fieldwork. If possible, include the administrator(s) in the school site orientation meeting for the mentor teachers.
- b) Inform the administrator's office when supervising in a school. If a visitors' record is provided, sign in.
- c) Advise the administrator immediately of special problems with a student teacher, including any student placed on a Performance Improvement Plan.

What are the university supervisor's responsibilities to HSU?

- a) Participate in coordination, in-service and required activities (supervisors' meetings) related to the program at HSU.
- b) Read/incorporate EED core texts and teaching Performance assessment materials into observations and supervision comments.
- c) Use prescribed forms and procedures in documenting observations and evaluations of student teachers. Make and keep copies of all forms filed with the Credential Programs Office. For clinical supervision observations, attach a copy of student teacher's lesson plan to the contact form. File all forms with the Credential Programs Office within three weeks of the contact.
- d) Work with the Coordinator in identifying and evaluating fieldwork placements.

How are supervisors evaluated?

During the final assessment conferences for both fall and spring the student teacher and university supervisor are both evaluated. Set aside an adequate amount of time to discuss the student teacher's progress as well as effectiveness and quality of guidance provided by both the mentor teacher and university supervisor. Formal evaluation also occurs at the end of each semester; the mentor teacher, student teacher, and administrator independently evaluate the university supervisor using an online format.

What is clinical supervision?

In its simplest form, clinical supervision includes:

- a) a conference with the student teacher to preview objectives and the lesson plan,
- b) direct observation of the lesson, and
- c) a follow-up conference with the student teacher, with feedback on strengths and areas for improvement.

What is the theory behind clinical supervision?

A successful apprenticeship is the keystone of pre-service teacher preparation. Clinical supervision is a means of ensuring that fieldwork is carried out most effectively through systematic planning, observation, and feedback. Clinical supervision models are designed to help teachers grow. They systematically build on strengths while eliminating counterproductive approaches. They recognize that each student teacher is different. No candidate will be a carbon copy of "the ideal teacher" or teach every lesson exactly according to a given model. Clinical supervision models develop the student teacher's ability to reflect on experience and apply principles and concepts to self-improvement efforts. Three actors must play their roles well for a clinical supervision visit to succeed. The student teacher must plan lessons early enough that the supervisor and mentor teacher can review them before class. The mentor teacher and supervisor must find compatible strategies in supporting the student teacher. When clinical supervision is a cooperative endeavor, the results can be rewarding to all.

What is the process of clinical supervision?

Clinical supervision is a continuous series of cycles in which the supervisor assists the student in developing ever more successful instructional strategies (not necessarily the mentor's pet methods). The approach was first published by Goldhammer (1969) and Cogan (1973) but effective supervisors had been using similar methods for some time. There are now many models of clinical supervision.

In *Clinical Supervision: A State of the Art Review* (ASCD, 1980), Cheryl Sullivan describes clinical supervision as an eight-phase cycle of instructional improvement:

- a) Supervisor establishes clinical relationship with the teacher by explaining the purpose and sequence of clinical supervision. (No secrets; this is not "snoopervision.")
- b) Planning of the lesson(s), either independently by the student teacher or jointly.
- c) Discussion/evaluation of the lesson plan.
- d) Observation of the lesson, recording of appropriate data.
- e) Teacher and supervisor analyze the teaching/learning process, especially "critical incidents and pattern analysis." Questions are preferable to lectures: "Why do you think the students started to talk when you ...?" (This should follow the observation as soon as possible so that both participants have a clear recollection of what happened.)
- f) Teacher makes decisions about his/her behavior and students' behaviors and learning.
- g) Supervisor and teacher decide on changes sought in the teacher's behavior, then create a plan for implementing the changes.
- h) Arrangements for the next pre-observation conference.

Obviously these may be modified, but the significant elements of each should be addressed. The process is assessment-formative, not summary-evaluative. Subsequent evaluation may be based on progress toward the goals set in the post-observation conference.

What do supervisors look for in the classroom?

In the pre-observation conference, the objectives of the lesson will be established. During observation, the supervisor will record performance and pupil response in relation to the objectives. The supervisor will also note critical incidents that impact on teaching effectiveness. In the pre-observation conference, the student teacher may ask the supervisor to watch for particular teaching practices.

The supervisor may want to delay revealing all the “warts” in the first session. A person can handle only so much criticism at one time. This is especially true when using videotaped reviews, where the student teacher may see many things that are wrong. The role of the supervisor is to support the teacher and point out what went well rather than dwelling too long on the errors. As fieldwork progresses, and the major problems have been addressed, there will be time to introduce secondary considerations.

There are many methods for recording observations. Ned Flanders’ interaction analysis methodology is appropriate. One useful book is Keith Acheson and Meredith Gall’s *Techniques in the Clinical Supervision of Teachers* (Longman, 1987).

Which teaching models are appropriate?

When clinical supervision was first introduced, participants said, "Fine. Now what should I look for as the critical incidents of teaching?" Since direct instruction is the most common teaching strategy, and since Madeline Hunter's seven-step model is an effective direct-instruction model, the Hunter model was provided. But some supervisors tried to make it fit where it wasn't appropriate, resulting in an undeserved negative reputation for clinical supervision.

The Association of California School Administrators (ACSA), recognizing this problem, published *A Practical Guide for Instructional Supervision: A Tool for Administrators and Supervisors*. This excellent handbook contains ten models describing a range of the more useful teaching strategies. Bruce Joyce and Marsha Weil's *Models of Teaching* (Prentice-Hall, 1987) describes more than eighty strategies.

More than 130 lesson plan models have been identified, each appropriate to certain teaching objectives. The California State Department of Education identifies these models within four families (same as Joyce and Weil's, with different titles):

Behavioral: Transmits the culture by teaching skills and knowledge. Strategies: direct instruction, written language.

Social Interaction: Teaches social skills and communication. Strategies: cooperative learning, group discussion, total physical response.

Generative: Develops internal resources to see things in new ways. Strategies: brainstorming, synectics.

Cognitive: Improves logical thinking processes, develops thoughtful citizens through critical thinking. Strategies: concept attainment inquiry, math problem solving.

The supervisor should determine whether the model chosen is appropriate for the student teacher's objectives.

Is it appropriate for HSU employees other than supervisors to make site visits to local schools?

Before visiting any school site in the Humboldt State University service area, non-supervising HSU employees should observe the following protocol:

- a) Check with the program leader to determine whether the visit is appropriate. The program leader may notify the school site of this official visit.
- b) If visiting a candidate, consult with the assigned university supervisor prior to the visit.

- c) Check in at the school's administrative office upon arrival.
- d) Introduce yourself to the appropriate persons. State the reason for your visit.
- e) Conduct your site business in a professional manner, as you will be seen to represent both the credentialing program and HSU.
- f) Check out at the school's administrative office when leaving.

What is the role of the school (or district) administrator in the fieldwork process?

For the credential candidate, fieldwork can be both exciting and fraught with anxiety. School administrators can help create an atmosphere of support through the following:

- a) Formally introduce candidates to office staff, counselors, school nurses, vice-principals, and others with whom they may have contact.
- b) Use an orientation meeting at the beginning of fall and spring semesters to expose students to the school's philosophy, discipline procedures, chain of command, and demographic makeup. Express your expectations of the student teacher, including professional responsibilities, time commitments, and personal attire.
- c) Invite the student teachers to attend faculty meetings.
- d) Have mentor teachers include student teachers in curriculum meetings, thus exposing them to issues and the decision-making involved in curriculum matters.
- e) Include student teachers in the loop for information routinely distributed to the teaching staff.
- f) Encourage student teachers to involve themselves in the school's extracurricular activities. They often have expertise valuable to the school community.
- g) If possible, observe student teachers in solo teaching situations. They'll appreciate your input. Observation also allows you to assess potential teachers for the school.
- h) Evaluate fieldwork supervisors working with mentor teachers at your schools.

Substitute teaching during the credentialing year

During the credential year, a candidate's primary responsibility is to the HSU credential program. When the Humboldt County Office of Education and/or the candidate's school district determine a substitute shortage, qualified credential candidates (holders of emergency permit to substitute teach) may choose to work as paid substitute teachers if they (1) provide advance notice to the mentor teacher and school site administrator and get their signatures on the "Request to Substitute Teach" form (see Protocol below), (2) do not miss required class meetings at HSU, and (3) are able to complete the required hours of fieldwork excluding the hours of substitute teaching. See ["Request to Substitute Teach" form](#). (Phase I, 90 hrs.; Phase II, 280 hrs.; Phase III, 135 hrs.; Phase IV, 360 hrs.) Substitute teaching is allowed spring semester only and is restricted to the credential students' fieldwork placement classroom.

Protocol:

1. Mentor teacher and school-site principal sign the credential candidate's "Request to Substitute Teach" form;
2. Credential Candidate sends the "Request to Substitute Teach" form to the EED coordinator;
3. EED coordinator indicates approval/non-approval, signs and faxes the form to the school-site administrator; EED coordinator maintains record of candidates cleared for substitute teaching.

Insurance

School districts require each candidate to carry professional liability insurance, secured at the student's expense, prior to entering the credential program in the fall. The California State University (includes all campuses) has a student Professional

Liability Insurance Policy (#SLS 106500510) that provides coverage (up to \$2,500,000 per loss) from August 1, 2017 to July 31, 2018, for a flat, non-refundable fee of \$20.00 per enrolled student. This policy covers “professional liability” of enrolled students in a CSU Education credential program who are required by a host institution (local school districts) to obtain professional liability insurance for participation in the institution’s affiliation program. During fieldwork, the university provides Workman’s Compensation insurance for student teachers injured in the performance of their duties. Candidates who want medical coverage may wish to consider a package obtainable through HSU’s Student Health Center.

What does a student do in case of a strike or work stoppage in the school district?

In the event of a strike or work stoppage, effected candidates and supervisors should communicate with the Coordinator. Candidates will not cross picket lines and will be expected to fulfill program related requirements for the duration of the work stoppage or strike.

What are a candidate's legal rights & responsibilities?

As enrolled students at HSU, credential candidates are protected under federal and state constitutions, statutes, and/or regulations which prohibit discrimination on the basis of race, color, religion, national origin, gender, marital status, pregnancy, age, disability, disabled veteran’s status, or Vietnam-era veteran’s status. In addition, HSU students are protected under California State University policies, which prohibit discrimination on the basis of all of the above plus sexual orientation. Legal rights and responsibilities of HSU students are described in the Humboldt State University current catalog.

It is important to recognize that there may be some differences between the legal rights and responsibilities of HSU students and their rights and responsibilities as student teachers serving in cooperating school districts. Some current practices also may affect HSU student teachers’ legal rights and responsibilities, i.e., the separate admissions interviews conducted at HSU and at cooperating schools; the worker’s compensation coverage paid for by HSU; and the personal liability coverage paid for by enrolled candidates. Please be aware that there may be differences between private and public schools in this regard, i.e., there may be situations where private schools have a legal right to discriminate against individuals on the basis of religion under First Amendment rights guaranteed in the US Constitution.

Employees of Humboldt State University, including faculty and supervisors in credential programs, are bound by CSU nondiscrimination policies in regard to disclosure of personal information about credential candidates. Questions, concerns, or grievances related to credential candidates’ legal rights and responsibilities should be directed to the EED coordinator, who will refer them to the appropriate university office.

At what point may a student take over the class during fieldwork?

Each team of mentor teacher, university supervisor, and student teacher decides when the candidate is ready to take over the class. This decision depends on the specific situation and the student teacher’s particular strengths. The EdTPA must be passed by a student teacher prior to beginning the two-week solo teaching. The mentor teacher should never hand the class over to the student teacher and abandon the class for many days in succession. The mentor teacher can observe, participate, grade papers, or perform maintenance tasks in and out of the room. For the required period of solo teaching, the mentor teacher may remain in the classroom but is encouraged to not do so. However, the mentor should remain at the school site and be available for conferencing after classroom hours. Following completion of solo teaching, team teaching can be a great experience and students are encouraged to observe different grade levels and teaching styles to broaden experience.

May students get involved in the school's extracurricular activities?

Yes! Students should involve themselves in the same types of activities as regular teachers: attend general faculty meetings, serve for bus and yard duties, coach, chaperone school/class events, etc.

Which holidays do candidates observe?

During each semester, candidates follow the HSU schedule in their courses. However, they adhere to public school schedules throughout their full-time student teaching in the second-half of each semester.

Are credential candidates allowed to transport students in their cars?

You should always have prior approval from the school site principal if you plan to transport students off-campus. Find out if your car insurance is adequate and if your car needs to be checked by the district transportation department or if there are any additional district policies. K-12 students are allowed to be in a vehicle with credential candidates or any school personnel only if they have a signed parent/guardian consent form and a signed medical release. Students should only be transported for legitimate school purposes such as a field trip. Contact the office at your school site for the protocol you should follow in requesting permission for students to accompany you off-campus. Only transport students for whom you have received prior parent/guardian consent and a signed medical release.

Is it appropriate to invite students into credential candidates' homes?

In general, the answer is no. Credential candidates have a professional relationship with the students in their care, and this does not include socializing outside of the school site. In rare cases when such a visit can be justified, candidates must obtain prior approval from the site administrator, supply evidence of this approval to the university supervisor, and obtain parent/guardian consent and signed medical releases. It is also recommended that other adults present, preferably parents/guardians, administrators and/or teachers, to assist with student supervision.

Am I required to follow all school policies at my site, even if I do not agree with them?

Yes. As a student teacher, you are a guest on campus and have a professional obligation to follow school policies. You may want to talk with your mentor teacher and/or the site administrator in regard to policies you do not understand or with which you disagree, so that you better understand the policies and the rationale behind them.

I have heard from teachers that my personal life will be subject to inspection now that I am becoming a teacher. Is this true?

As teachers, we are held to a higher standard than other professionals because we serve as role models for children and adolescents. As we enter the profession we often feel that our personal and professional lives overlap and that activities we consider personal are now subject to scrutiny when they are conducted in public space. Thus, as a teacher, you can of course go out for a drink with friends, but public drunkenness can cause you great embarrassment and create very real difficulties for you in your professional life with your students, their parents, and your colleagues at school. For credential candidates who were undergraduates until just recently, this shift into having a public persona can initially feel alarming and somewhat uncomfortable. The reality is that we as teachers are judged by our actions, both in and out of the classroom, and over time we learn how to balance our private lives with our public personas.

Google Group Guidelines

Each cohort has its own Google Group to facilitate easy communication.

1. When sending messages to the Google Group, please make sure that your posting has a clear and descriptive title on the "Subject:" line of the header.
2. Be sure to sign your full name at the bottom of your posting and make sure that it is also included in the header. Pseudonyms are not appropriate.
3. Do not include names of students, mentor teachers, or school personnel in Google Group messages.
4. Every posting should begin with a clear introduction of the topic or offer some kind of reference to the topic or a previous posting.
5. Keep quotations short and relevant. Quoting entire messages, signatures and all is inconsiderate because it unnecessarily lengthens messages.

6. Humor is appreciated, but the cryptic, often uninflected style of e-mail writing can cause misinterpretation. Without important nonverbal clues like facial expressions, gestures, and other body language, use of humor may result in unintended consequences.
7. Although program instructors will read Google Group messages, faculty will not censor them unless warranted. We, in the Elementary Education program, are committed to sustaining this type of open forum for professional discussion, but to do this, it is imperative that all members are considerate of others.
8. Just as it is important that relevant discussion items be posted for the entire readership, private correspondence should remain private. In other words, personal messages do not belong in this public forum.
9. If you are offended by something posted on the Google Group, you have a right to voice your objections. Please express your concerns to any of the credential instructors and to the person responsible.

PROBLEM-SOLVING PROTOCOLS

PROGRAM LEADER

The Program Leader is the faculty member in charge of program policy who oversees curricular and accreditation matters, and works together with the Fieldwork Coordinator to consider disciplinary and advising matters.

Do all candidates complete the program successfully?

Occasionally a candidate decides teaching is not the best profession for him/her and withdraws from the program. A candidate will be subject to dismissal from the program for:

Abusing alcohol or drugs,

Endangering the safety of school-site children,

Criminal offenses,

Not maintaining a 3.0 grade point average in credential courses.

Note: the above listed behaviors are not the only causes for dismissal. If a candidate is dismissed from an HSU teaching credential program, s/he will not be admitted to other credential programs at HSU. A credential candidate dismissed for cause may not participate in commencement ceremonies. A few candidates experience problems during coursework or fieldwork and need to repeat courses. If a candidate does not meet the requirements of a Performance Improvement Plan (PIP) and/or receives “no credit” for a fall fieldwork course, s/he must repeat the course and receive “credit” to be eligible to advance to the next phase of student teaching. When a candidate does not successfully complete a repeated phase of student teaching, s/he is disqualified from the program. If a candidate is or has been on a Performance Improvement Plan, the candidate must complete all field work through the program for HSU to be the institution recommending the candidate for a credential.

When may a credential candidate be placed on a Performance Improvement Plan and what is the procedure?

At any time during fieldwork courses a student teacher may be placed on a Performance Improvement Plan (PIP). The purpose of the plan is to ensure the student has knowledge of specific teaching practice deficiencies and has a documented and fair opportunity to remedy these deficiencies. When the mentor teacher and/or university supervisor observe a student teacher behavior which will hinder his/her professional development toward becoming an effective teacher, the mentor teacher and/or supervisor is/are responsible for documenting the behavior in relation to the performance criteria and discussing the behavior with the student teacher in a non-threatening and sensitive manner. The mentor teacher and supervisor provide the student teacher with documented options for alternative/desired behavior, a clear statement of expectations, and a reasonable time for the student teacher to demonstrate behavior change. The mentor teacher, supervisor, and field coordinator collaborate to write a PIP after discussion with the student teacher to determine which measures will be most helpful for the student in working to change the behavior. See the sample Performance Improvement Plan in Appendix 2.

What are the student-initiated procedures for resolving coursework, fieldwork, or supervision problems?

A student teacher with a fieldwork, or supervision problem should first contact the person with whom the problem exists, i.e., mentor teacher, supervisor. The university supervisor is the person who should be called upon to mediate any problems between the student teacher and the mentor teacher. The Coordinator assists with conflicts between the supervisor and the student teacher. Once the candidate has contacted the appropriate individuals and is not satisfied with the outcome, the candidate should contact the Coordinator and request assistance. The Coordinator will investigate the issue, attempt to mediate the dispute, and share the results with the Program Leader.

If the situation cannot be resolved informally, the Coordinator will forward all documentation about the dispute to the Program Leader. The Program Leader and Coordinator will meet with the individuals involved and may request written documentation from all involved parties. Once they have reviewed all relevant information, the Program Leader and

Coordinator will make a decision about the situation and convey the decision to involved parties in writing. If the student teacher disagrees with the decision, there is a formal grievance process at HSU.

What is the procedure to change a fieldwork placement during the credential year?

Fieldwork placement changes are made only after the involved parties (candidate, mentor teacher, supervisor, Coordinator) have determined this is the best option for those involved. The candidate needs to follow the informal resolution process. If the informal resolution process results in a decision to find a new placement, the candidate must work with the coordinator in the placement process and not contact other teachers without the coordinator's prior approval. A candidate may change his/her fieldwork placement no more than once per semester.

What are the program-initiated procedures for responding to allegations about a credential candidate's unprofessional behaviors?

All credential programs at HSU share a standard procedure for responding to allegations about a credential candidate's unethical or unprofessional behaviors. Teacher education professionals share a responsibility to ensure the care, welfare, safety, and security of children and adolescents as well as K-12 colleagues with whom our credential candidates work. Occasionally, a serious problem arises during the credential year, i.e., a credential candidate becomes involved in unprofessional conduct such as endangering students, relating in a romantic or sexual way with students, creating an unhealthy climate for others at the school site, abusing alcohol or other drugs, etc.

Allegations of misconduct are first brought forward to the Program Coordinator, who immediately activates the formal *Hearing and Decision Process for Allegations of Unprofessional Conduct*.

Hearing and Decision Process for Allegations of Unprofessional Conduct:

Allegations are brought forward to the Program Coordinator. By the school site administrator's request, the candidate may be temporarily removed from the school site for the duration of the Hearing and Decision Process. In the case of unprofessional conduct associated with the student teaching placement process, the Program Coordinator will bring forward information and/or allegations to the Program Leader.

The Program Coordinator informs the Program Leader.

The Program Coordinator and the Program Leader invite all observers of the alleged behaviors to provide input and receive their responses first verbally and then in writing.

The Program Coordinator and Program Leader share the allegations with the credential candidate and ask the candidate to respond first verbally and then in writing.

After all relevant information in regard to the allegation has been collected, the Program Coordinator and Program Leader assess the information and then render a decision in writing. Decisions may include, and are not limited to, actions such as placing the candidate on a professional conduct Performance Improvement Plan, removing the candidate from the school site and/or district, referring the candidate to judicial actions within the university, dismissing the candidate from the program. Such decisions are final. Because credential candidates are held to different standards than those students enrolled in traditional academic programs, they do not have access to university grievance processes if they are unsatisfied with an outcome or decision in regard to their status in the credential program.

THE JOB SEARCH

What do most school districts require of applicants for teaching positions?

School districts, public and private, typically require the following items from candidates applying for teaching positions:

- a) cover letter (electronic and/or paper)
- b) résumé (electronic and/or paper)

- c) a district application form and/or EdJoin online application
- d) transcripts (electronic and/or paper copies are often adequate initially)
- e) letters of reference (electronic and/or paper)

Optional: A professional portfolio

Only a few districts require a *professional file*, also called a *placement* or *credential* file. The HSU Career Center no longer establishes and stores professional files for candidates. Creating and maintaining a professional file is now a credential candidate's responsibility. Career Center staff can give information and explain how to establish the professional file.

What other services does the Career Center offer candidates?

The Career Center can help students plan a job search, identify school districts, and prepare paperwork in applying for positions. *Candidates should be sure to use this resource.* Some specific services include:

- a) workshops providing valuable information on résumé writing, job search strategies, interviewing techniques, and career fairs, all geared toward teaching positions
- b) individual career counseling (help with a job search, résumé critique, discussion of specific job search questions or career concerns)
- c) a résumé lab with computers to use for writing résumés and cover letters
- d) vacancy announcements on individual teaching openings
- e) information and resources on teaching overseas
- f) resources on credential processes in other states
- g) access to job search information via Internet and through the Career Center web page at <http://www.humboldt.edu/career/>.
- h) candidates who activate HSU e-mail accounts will receive e-mail job information from the Career Center.

Besides the application process, the Career Center assists many credential candidates with interviewing skills, alumni services, or career alternatives to teaching. For further information, contact the Career Center in Gist Hall, room 114, or call (707) 826-3341 to set up an appointment with the career counselor assigned to credential candidates.

CONTACTS

The School of Education faculty and staff offices are located in Harry Griffith Hall.

The Credential Programs Office is in room 202, phone number 707.826.5867, fax number 707.826.5868.

Title	Name	Office Location	Phone Number	Email Address
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Program Personnel:

Department Chair	Dr. Eric Van Duzer	HGH 209	707.826.3719	Evv1@humboldt.edu
Program Leader	Dr. Tom Cook	HGH 206	707.826.5822	sm7@humboldt.edu
Program Coordinator	Dr. Janine Woolfson	HGH 202D	707.826.5108	Hb481@humboldt.edu
Program Support		HGH 202	707.826.5867	education@humboldt.edu
Credential Analyst	Amy Lennox	Registrar's Office	707.826.6217	amy.lennox@humboldt.edu

Core Teaching Personnel:

Faculty	Dr. Shannon Morago	HGH 206	707.826.5822	sm7@humboldt.edu
Faculty	Dr. Tom Cook	HGH 223	707.826.3734	tom.cook@humboldt.edu
Faculty	Dr. Marisol Ruiz	HGH 208	707.826.3738	ls1607@humboldt.edu
Faculty	Dr. Jim Woglom	ART A 026A	707.826.5832	jan.west@humboldt.edu
Lecturer	Arianna Thobaben	LIB 017	707.826.5226	amt7002@humboldt.edu

College of Professional Studies Personnel:

Dean	Dr. Manohar Singh	Gist Hall 214B	707.826.3961	mh216@humboldt.edu
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University Supervisors:

- Pamela Philley
- Susan Haase
- Jan West
- Geoffrey Proust
- Helen McRostie

EVACUATION PROCEDURES

In a disaster or major emergency, evacuation of a specific building may be necessary. Individuals should be aware of all marked exits from the building and the locations of the University's Emergency Assembly Points (EAPs), where information and assistance will be provided. A building evacuation will occur when a fire alarm sounds or upon notification from emergency personnel (Police Department, Fire Department, the building's SAFE Response Team, etc.).

Any time you hear an alarm or are instructed to evacuate the building:

*Evacuate the building immediately and quickly go to the nearest or most available Emergency Assembly Point (EAP). An Evacuation map, listing the building's exits and the locations of the EAPs, is posted by the door in each Harry Griffith Hall classroom.

*Alert others around you to evacuate. Knock on doors, check bathrooms, and yell to others as you leave. Assist anyone who is physically limited or disabled. Always attempt to evacuate mobility aids (wheelchairs, walkers, crutches) with the person.

*Use stairs to evacuate! Elevators may become a hazard during a disaster. Do not use elevators unless directed by emergency personnel.

*Do not get into your car and leave campus as you may block road access necessary for emergency vehicles. Keep streets and walkways clear for emergency vehicles and personnel.

*Instructors should monitor the evacuation of their classes. Students should remain with their class members and instructors at the EAP until emergency personnel provide additional instructions.

*An emergency Incident Command Post (ICP) may be set up near the emergency site. Keep clear of the ICP unless you have important information to report (such as missing persons).

*If requested, assist emergency personnel.

*Do not return to an evacuated building unless directed to do so by emergency personnel. Evacuated buildings will be inspected by emergency personnel as soon as possible and posted with a red Closed or green Open sign. Do not re-enter a building that has not been inspected and does not display a green Open sign.

In case of fire:

*If you smell smoke or detect a fire, pull the nearest alarm and call the University Police Department at 911. Begin evacuation procedures.

*Before opening any door, feel to see if it is hot. If it is hot, leave it closed and stuff towels or clothing in the cracks around the door, and open the window. If the window is too high for a safe exit, turn on the lights and signal for help. If the door is not hot, open cautiously. Be prepared to close it immediately if you discover a fire.

*Exit cautiously. Carry a damp cloth over your mouth and nose to protect yourself from smoke. If you can see or smell smoke in a hallway or stairway, use another exit route if you can. If you must escape through smoke, stay close to the floor where the air is clearer. If possible, use the buddy system. Go to the nearest or most available EAP.

In case of an earthquake:

*Immediate evacuation IS NOT advisable as injuries may occur from falling debris. Find cover where you are and DUCK, COVER AND HOLD. This could be under a desk or table, if available, or inside wall, but stay away from windows, shelves, and free-standing heavy office equipment. STAY OUT OF DOORWAYS. Protect your head, neck and back from falling debris. If outdoors, get to a wide-open space free of power lines, trees, or any structures.

*After the shaking stops, exit the building immediately and go to the nearest or most available EAP. STAY CALM!

APPENDIX 1: TEACHER PERFORMANCE EXPECTATIONS

http://humboldt.edu/education/images/uploads/documents/OFFICIAL_Standards_and_TPEs.pdf

Aligned with the *California Standards for the Teaching Profession*

Introduction

The *Teaching Performance Expectations (TPEs)* comprise the body of knowledge, skills, and abilities that beginning general education teachers have the opportunity to learn in approved teacher preparation programs in California. Beginning teachers demonstrate their knowledge of the TPEs by successfully completing course work, engaging in clinical practice, and passing a Teaching Performance Assessment (TPA) based on the TPEs. Beginning teachers must meet these requirements prior to being recommended for a preliminary teaching credential in California. TPEs guide teacher preparation program development; candidate competency with respect to the TPEs is measured through the TPA.

The TPEs are research-based and aligned to national teaching standards expectations. They link to expectations set forth in California's adopted content standards for students. They require beginning teachers to demonstrate the knowledge, skills, and abilities to provide safe, healthy, and supportive learning environments to meet the needs of each and every student and to model digital literacy and ethical digital citizenship. In addition, the TPEs explicitly require beginning teachers to know and be able to apply pedagogical theories, principles, and instructional practices for the comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development to assist students to achieve literacy in English within the content area(s) of their credential(s). They create inclusive learning environments, in person or online, and use their understanding of all students' developmental levels to provide effective instruction and assessment for all students, including students with disabilities in the general education classroom.

The TPEs are directly and purposely aligned to the *California Standards for the Teaching Profession (CSTP)* that guide California's teacher induction programs and ongoing teacher development in California. This direct alignment signals to beginning teachers, preparers of beginning teachers, and those who support and mentor teachers in their first years of employment the importance of connecting initial teacher preparation with ongoing support and development of teaching practice in the induction years and beyond.

The TPEs are organized by the six CSTP domains. Detail about expectations for beginning teacher knowledge and performance is provided through TPE elements and narratives within each of the six CSTP Domains:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Section one of this document provides the TPE elements and narratives. Section two describes subject-specific pedagogy expectations and provides additional descriptions of subject-specific pedagogical strategies appropriate to the content area(s) of the teacher's multiple and/or single subject California credential.

Throughout this set of TPEs, reference is made to "all students" or "all TK–12 students." This phrase is intended as a widely inclusive term that references **all** students attending public schools. Students may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin. The range of students in California public schools also includes students whose first language is English, English learners, and Standard English learners. This inclusive definition of "all students" applies whenever and wherever the phrase "all students" is used in the TPEs.

TPE 1: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

TPE 1: Elements

Beginning teachers:

Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.

Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 1: Narrative

Student Engagement

Beginning teachers understand and value the socioeconomic, cultural, and linguistic background, funds of knowledge, and achievement expectations of students, families, and the community and use these understandings not only within the instructional process but also to establish and maintain positive relationships in and outside the classroom. They use technology as appropriate to communicate with and support students and families.

Beginning teachers provide opportunities and adequate time for students to practice and apply what they have learned within real-world applications and community-based instruction as appropriate and as available. They use available community resources, prior student experiences, and applied learning activities, including arts integration, to make instruction individually and culturally relevant.

Beginning teachers use a variety of instructional principles and approaches such as UDL and linguistic scaffolding to assure the active and equitable participation of all students and to promote engagement of all students within general education environments using the principles of Multi-Tiered System of Supports (MTSS) as appropriate.

Language Acquisition and Development

Beginning teachers understand and apply theories, principles, and instructional practices for the comprehensive language instruction of English learners, Standard English learners, and students whose first language is English. They understand and use appropriate instructional approaches and programs for developing language proficiency and the use of academic language for English language development, including structured English immersion, integrated and designated English language development, and Standard English acquisition. They appropriately apply theories, principles, and instructional practices for English language development to assist students to achieve literacy in English. Beginning teachers understand and apply pedagogical theories and principles and practices for the development of students' academic language, comprehension, and knowledge across the subjects of the core curriculum.

Beginning teachers use a student's background and assessment of prior learning both in English and the home language, if applicable, to differentiate instruction and to select instructional materials and strategies, including the incorporation of visual and performing

arts, to support the student in comprehension and production of Standard English. They are able to determine communicative intent, particularly with students at emerging and expanding English proficiency levels and with students who may have an identified disability affecting their ability to acquire Standard English proficiency.

Beginning teachers design and implement instruction based on the student's level of English proficiency and academic achievement, keeping in mind that the student's individual needs vary and may be multifaceted. Additionally, beginning teachers understand the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

Beginning teachers assure that students understand what they are to do during instruction and monitor student progress toward learning goals as identified in the academic content standards and Individualized Education Plans (IEPs), Individualized Family Service Plans (IFSPs), Individualized Transition Plans (ITPs), and Section 504 plans, as applicable.

TPE 2: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 2: Elements

Beginning teachers:

Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 2: Narrative

Beginning teachers create healthy learning environments by promoting positive relationships and behaviors, welcoming all students, using routines and procedures that maximize student engagement, supporting conflict resolution, and fostering students' independent and collaborative learning. Beginning teachers use a variety of strategies and approaches to create and maintain a supportive learning environment for all students. They use principles of positive behavior intervention and support processes, restorative justice and conflict resolution practices, and they implement these practices as appropriate to the developmental levels of students to provide a safe and caring classroom climate.

Beginning teachers understand the role of learners in promoting each other's learning and the importance of peer relationships in establishing a climate of learning. They encourage students to share and examine a variety of points of view during lessons. Beginning teachers support all students' mental, social-emotional, and physical health needs by fostering a safe and welcoming classroom environment where students feel they belong and feel safe to communicate. Beginning teachers recognize that in addition to individual cultural, linguistic, socioeconomic and academic backgrounds, students come to school with a wide range of life experiences that impact their readiness to learn, including adverse or traumatic childhood experiences, mental health issues, and social-emotional and physical health needs.

Beginning teachers design and maintain a fair and appropriate system of classroom management that fosters a sense of community, incorporates student input, and engages families. They regularly assess and adapt this system in response to students, families, and school contexts. Beginning teachers align their classroom management plan with students' IEP, IFSP, ITP, and 504 plans as applicable.

TPE 3: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

TPE 3: Elements

Beginning teachers:

Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.

Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.¹

Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.

Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

TPE 3: Narrative

Subject-Specific Pedagogy and Making Content Accessible

Beginning teachers use subject matter knowledge to plan, deliver, assess and reflect on content-specific instruction for all students, consistent with the California State Standards in the content area(s) of their credential(s). Beginning teachers provide multiple means for students to access content such as linguistic supports; technology, including assistive technology; elements of UDL; integrating other content areas, such as the arts; and accommodations and/or modifications to assessments and instruction. They also address access to content standards as specified in plans such as IEPs, IFSPs, ITPs and 504 plans. Beginning teachers design learning sequences that highlight connections, relationships, and themes across subjects and disciplines. They also engage students in real-world applications to make learning relevant and meaningful. Beginning teachers work with colleagues through collaboration and consultation to support students' engagement with instruction.

Beginning teachers also articulate and apply pedagogical theories, principles, and practices for the development of literacy, academic language, comprehension, and knowledge in the subjects of the core curriculum for all students.

Integrating Educational Technology

¹ See Subject-Specific Pedagogical Skills in Section 2 for reference.

Beginning teachers design, implement, and evaluate technology-rich learning environments to customize and individualize learning opportunities and assessments for students. They integrate knowledge of subject matter, pedagogy, and available instructional technology tools, including assistive technology, to design learning experiences that engage and support all students in learning the California State Standards, along with improving students' conceptual understanding, cultivating their critical thinking, and promoting their creative learning.

Beginning teachers model knowledge, skills, and fluency in using digital tools. Beginning teachers teach students how to use digital tools to learn, to create new content, and to demonstrate what they are learning. Beginning teachers model and promote digital citizenship and critical digital literacy, including respecting copyright law, understanding fair use guidelines, understanding Creative Commons license, and maintaining Internet security. Beginning teachers promote equal access of all students to digital tools and assure that students are safe in their digital participation.

Beginning teachers use appropriate educational technologies to deepen teaching and learning to provide students with opportunities to participate in a digital society and economy. Beginning teachers use established learning goals and students' assessed needs to frame the choices of digital tools and instructional applications consistent with standards of the International Society for Technology in Education (ISTE) and the International Association for K–12 Online Learning (iNACOL).

TPE 4: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

TPE 4: Elements

Beginning teachers:

Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:

- appropriate use of instructional technology, including assistive technology;
- applying principles of UDL and MTSS;
- use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
- appropriate modifications for students with disabilities in the general education classroom;
- opportunities for students to support each other in learning; and
- use of community resources and services as applicable.

Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)

Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

TPE 4: Narrative

Beginning teachers access and apply knowledge of students' prior achievement and current instructional needs; knowledge of effective instructional techniques for supporting the academic language needs of all students, the specific language needs of students whose first language is English, English learners, and Standard English learners; the knowledge of effective instructional techniques for students with disabilities in the general education classroom; and knowledge of formative and/or summative student assessment results relative to the TK–12 academic content standards to improve teaching and learning for all students.

Beginning teachers are knowledgeable about typical and atypical child and adolescent abilities and disabilities and their effects on student growth and development, learning, and behavior. Beginning teachers also are knowledgeable about the range of abilities of gifted and talented students in the general education classroom.

Beginning teachers understand how to effectively use content knowledge, content pedagogy, and student learning targets to design appropriate instruction and assessment for all students. Beginning teachers demonstrate the ability to design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum in alignment with California's adopted content standards and their underlying principles.

In planning for instruction consistent with California's TK–12 content standards, beginning teachers access and apply their deep content knowledge of the subject area and use appropriate content-specific pedagogy consistent with research-based practices in the field. Beginning teachers understand the principles of UDL and MTSS and apply these principles in the content field(s) of their credential(s) to plan instruction that meets individual student needs for all students. Beginning teachers align instructional goals and student learning objectives, including IEP, IFSP, ITP, and 504 plans, instructional procedures, assessment tools/processes, and criteria for evaluation of learning. They provide access to the curriculum for all students by removing barriers and providing access through a range of appropriate instructional strategies tailored and adapted as necessary to meet individual student needs.

Beginning teachers research, evaluate, and utilize current technological practices to improve teaching and learning (e.g., blended and online learning technologies).

TPE 5: ASSESSING STUDENT LEARNING

TPE 5: Elements

Beginning teachers:

Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.

Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

TPE 5: Narrative

Beginning teachers develop, implement, and use a range of effective classroom assessments to inform and improve instructional design and practice. Beginning teachers demonstrate knowledge of student assessment design principles, such as test construction, test question development, and scoring approaches, including rubric design. They explain the importance of validity and reliability in assessment and know how to mitigate potential bias in question development and in scoring. Beginning teachers demonstrate knowledge of a variety of types of assessments and their appropriate uses, including diagnostic, large-scale, norm-referenced, criterion-referenced, and teacher-developed formative and summative assessments. They effectively select and administer assessments to inform learning.

Beginning teachers use multiple measures to make an informed judgment about what a student knows and is able to do. Beginning teachers analyze data to inform instructional design, self-reflect, reteach, provide resources, and accurately document student academic and developmental progress. They support students in learning how to peer- and self-assess work using identified scoring criteria and/or rubrics. Beginning teachers provide students with opportunities to revise or reframe their work based on assessment feedback, thus leading to new learning. They implement fair grading practices, share assessment feedback about performance in a timely way, utilize digital resources to inform instruction, analyze data, and communicate learning outcomes.

Beginning teachers utilize assessment data and collaborate with specialists to learn about their students. They apply this information to make accommodations and/or modifications of assessment for students whose first language is English, English learners, and Standard English learners. They also utilize this process for students with identified learning needs, students with disabilities, and advanced learners. Beginning teachers are informed about student information in plans such as IEPs, IFSPs, ITPs, and 504 plans and participate as appropriate.

TPE 6: DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 6: Elements

Beginning teachers:

Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

TPE 6: Narrative

Beginning teachers seek opportunities to reflect on and improve their practice through collaborative inquiry, observation feedback, and their own performance data. Beginning teachers are aware of their potential implicit and explicit biases and the potential impact, positive and/or negative, on their expectations for and relationships with students, families, and colleagues. They understand their responsibility for ongoing professional learning and for maintaining their certification as members of a profession. Throughout their preparation program, beginning teachers develop an understanding of their fundamental responsibilities as professional educators and of their accountability to students, families, colleagues, and employers. Beginning teachers participate as team members with colleagues and families. Beginning teachers take responsibility for all students' academic learning outcomes. They hold high expectations for all students.

Beginning teachers articulate and practice the profession's code of ethics and professional standards of practice, and they uphold relevant laws and policies, including but not limited to those related to:

- professional conduct and moral fitness;
- use of digital content and social media;
- education and rights of all stakeholders, including students with disabilities, English learners, and those who identify as LGBTQ+;
- privacy, health, and safety of students, families, and school professionals;
- mandated reporting; and
- students' acts of intolerance and harassment such as bullying, racism, and sexism.

Beginning teachers understand that they have chosen to become members of complex organizations. Beginning teachers are familiar with issues of equity and justice within the structures and contexts of public education, including state, district, and school governance; curriculum and standards development; testing and assessment systems; and basic school finance.

Part 2: Subject-Specific Pedagogy

Introduction

This section provides additional required expectations for beginning teachers focused on subject-specific pedagogies and strategies. The selection and use of subject-specific pedagogy and strategies are dependent on students' levels of developmental ability and their English language proficiency. Approved preliminary preparation programs provide opportunities for beginning teachers to learn and practice subject-specific pedagogies and strategies, including language development strategies. Beginning teachers demonstrate their knowledge of these pedagogies and strategies for student support by passing a subject-specific Teaching Performance Assessment (TPA), successfully completing course work that includes both instructional and subject-specific pedagogy, and engaging in a range of clinical practice experiences.

Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy

Beginning teachers understand that students' development varies across and within age ranges; is influenced by social, cultural, linguistic, and other contexts; and that these factors influence each other in complex ways. Beginning teachers understand that students' learning and development are also influenced by the interaction between their prior experiences; ethnic, cultural, and linguistic backgrounds; maturational status; and the range of environmental and cultural experiences that they bring to the classroom.

Beginning teachers approach classroom practice with the belief that all students can learn, and they recognize that the social and academic environment within their classroom has tremendous impact on learning.

English Language Development in Relation to Subject-Specific Pedagogy

Beginning teachers know and can apply pedagogical theories, principles, and instructional strategies for comprehensive instruction of students whose first language is English, English learners, and Standard English learners. They know and can apply theories, principles, and instructional strategies for English language development leading to academic literacy in English in relation to the subject-specific content area. Beginning teachers are familiar with the philosophy, design, goals, and characteristics of programs for English language development. They implement an instructional program that facilitates integrated English language development, including all domains (reading, writing, listening, and speaking).

Subject-Specific Pedagogical Skills

Beginning teachers in all disciplines demonstrate knowledge of and the ability to teach content aligned with the California State Standards and the English Language Development Standards. The interdisciplinary nature of these standards requires beginning teachers to demonstrate both the capacity and a disposition to collaborate with their colleagues to assure that all students are provided curriculum and instruction that effectively merges literacy within each content area. Moreover, beginning teachers embrace the concept that English Language and literacy development is a shared responsibility of all content area educators.

Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

Teaching English Language Arts in a Multiple Subject Assignment

Teaching Mathematics in a Multiple Subject Assignment

Teaching History-Social Science in a Multiple Subject Assignment

Teaching Science in a Multiple Subject Assignment

Teaching Physical Education in a Multiple Subject Assignment

Teaching Health Education in a Multiple Subject Assignment

Teaching Visual and Performing Arts in a Multiple Subject Assignment

Teaching English Language Arts in a Multiple Subject Assignment

Beginning Multiple Subject teachers demonstrate the ability to design and deliver instruction in reading, writing, speaking, listening, and language that assures that all students develop English proficiency and meet or exceed the California standards.

Beginning teachers know the California Standards in English Language Arts and Literacy, as well as the English Language Development Standards that are integrated in the Standards document. In addition, beginning teachers are aware of the integrated nature of using English Language Arts to facilitate learning across the curriculum, such as in History-Social Studies, Science, and Technical Subjects. Beginning teachers understand that these sets of content-specific standards are intended to be complementary to each other in terms of outlining expected student learning while allowing teachers to best determine how to promote integration. Beginning teachers learn how to provide students with the tools and knowledge that research, professional judgment, and experience deem to be most helpful for meeting the Standards. Beginning teachers adopt and use an integrated and interdisciplinary model of literacy.

Preparation programs use the current frameworks in English Language Arts and English Language Development as a required resource for beginning teachers, faculty, and university field supervisors. Beginning teachers study, observe, and practice the five key themes of a robust and comprehensive instructional program: making meaning, language development, effective expression, content knowledge, and foundational skills. Beginning teachers have opportunities to study, observe, and practice several approaches to teaching and learning, including inquiry-based learning, collaborative learning, and direct instruction. Beginning teachers study, observe, and practice the principles of Universal Design for Learning (UDL), Multi-Tiered System of Supports (MTSS), and a culture of shared responsibility for student learning and development.

Beginning teachers create a print-rich environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts through a multiplicity of texts. They understand the role of foundational reading skills assessment and instruction in early grades and are equipped to teach these skills effectively. Beginning teachers know how to select and use instructional materials appropriate to the interests and abilities of students that include a wide range of increasingly complex literary and informational texts. They employ appropriate teaching strategies to develop students' abilities to read and comprehend narrative and informational texts and to cite specific evidence when offering an oral or written interpretation of a text or making a claim. They select appropriate teaching strategies to develop students' abilities to write increasingly more sophisticated opinion/persuasive, expository, and narrative texts and for students to adapt their communication in relation to audience, task, purpose, and discipline.

Beginning teachers provide opportunities for students to read purposefully and listen attentively to build discipline-specific knowledge in the content areas. They approach literacy through an interdisciplinary lens, finding ways to integrate literacy into a variety of subject areas. Beginning teachers provide opportunities for students to develop oral communication and interpersonal skills. Beginning teachers plan for and encourage students' use of academic language to extend across reading, writing, speaking, and listening. They make language (vocabulary, conventions, and knowledge of language) comprehensible to students. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Beginning teachers know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts, how to use this information to inform instruction, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Teaching Mathematics in a Multiple Subject Assignment

Beginning Multiple Subject teachers demonstrate the ability to understand and teach the progression of the state-adopted academic content standards and applicable English Language Development Standards for students in mathematics. They facilitate students' development of the knowledge, skills, and academic language required to (a) appropriately use processes of problem solving, reasoning and proof, communication, representation, and connections in real-world situations, and (b) appropriately apply the strands of mathematical proficiency, including adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and productive disposition. Beginning teachers facilitate student understanding of mathematical concepts and support students in making and testing conjectures and recognizing relationships within and among concepts. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Beginning teachers provide a secure environment for taking intellectual risks, and they model and encourage students to use multiple approaches to mathematical problems. They facilitate student collaboration and written and oral communication that demonstrates students' ability to construct logical arguments based on substantive claims, sound reasoning, and relevant evidence. They foster positive attitudes toward mathematics and encourage student curiosity, academic discourse, and persistence in solving mathematical problems. Beginning teachers engage students in the Standards for Mathematical Practice: 1) Make sense of problems and persevere in solving them; 2) Reason abstractly and quantitatively; 3) Construct viable arguments and critique the reasoning of others; 4) Model with mathematics; 5) Use appropriate tools strategically; 6) Attend to precision; 7) Look for and make use of structure; and 8) Look for and express regularity in repeated reasoning. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

Teaching History-Social Science in a Multiple Subject Assignment

Beginning Multiple Subject teachers demonstrate the ability to teach the state-adopted academic content standards and applicable English Language Development Standards for students in history-social science. They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted standards for students. Beginning teachers use history and the related social sciences to develop students' understanding of the physical world, encourage their participation and responsibility within the democratic system of government, teach students about our past, help students understand basic economic principles, develop basic concepts of personal financial literacy, and improve their ability to make reasoned decisions based upon evidence. Beginning teachers understand the vital role these disciplines play in the development of student literacy because of their shared emphasis on text, argumentation, and use of evidence. Beginning teachers use time lines and maps to give students a sense of temporal and spatial scale. Beginning teachers teach students how social science concepts and themes provide insights into historical periods and cultures. Beginning teachers help students understand events and periods from multiple perspectives by using primary sources, simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities. Beginning teachers teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Beginning teachers also teach students to write a variety of texts in which they make claims and form interpretations based on a variety of primary and secondary documents. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Teaching Science in a Multiple Subject Assignment

Beginning Multiple Subject teachers demonstrate the ability to teach the state-adopted academic content standards and applicable English Language Development Standards for students in science. They balance the focus of instruction between disciplinary core ideas, crosscutting concepts, and scientific and engineering practices as indicated in the Next Generation Science Standards. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Beginning teachers emphasize the nature of science, the integration of engineering design, and the connections between science, society, technology, and the environment. Further, beginning teachers integrate mathematical concepts and practices, including the importance of accuracy, precision, estimation of data, and literacy, into science pedagogy. Beginning teachers teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts, and graphic/media representations presented in diverse formats. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content. Beginning teachers also teach students to engage in disciplinary discourse practices that foster evidence-based explanations and argumentations to write opinion/persuasive and expository text in the content area. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

Teaching Physical Education in a Multiple Subject Assignment

Beginning Multiple Subject teachers demonstrate the ability to design and implement instruction that assures all students meet or exceed state-adopted content standards for physical education and applicable English Language Development Standards. They balance the focus of instruction between motor skill development and

concepts, principles, and strategies of physical education content. Beginning teachers know how to collect evidence of student learning through the use of appropriate assessment tools and how to use the evidence they collect to inform instructional decisions and provide feedback to students. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

Their explanations, demonstrations, and class activities serve to help students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities and demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performing of physical activities. Further, beginning teachers demonstrate ability to support students learning how to assess and maintain a level of physical fitness that improves health and performance, as well as using their knowledge of psychological and sociological concepts that apply to the learning and principles of physical activity.

Beginning teachers provide a safe environment for discussion of sensitive issues, taking intellectual risks, and the risks associated with learning to move in a public environment.

Beginning teachers teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Beginning teachers also teach students to write opinion/persuasive and expository text in the content area. They provide students the opportunity to use and evaluate media and technology as integral tools for learning the content of physical education.

Teaching Health Education in a Multiple Subject Assignment

Beginning Multiple Subject teachers demonstrate the ability to design and implement instruction that assures all students meet or exceed state-adopted content standards for health education and appropriate English Language Development Standards.

Beginning teachers balance the focus of instruction to support students in comprehending essential concepts of good health; analyzing internal and external influences that affect health; demonstrating the ability to access and analyze health information, products, and services; use interpersonal communication skills to enhance health; use decision-making skills and goal setting to enhance health; practice behaviors that reduce risk; and practice behaviors that promote and support personal, family, and community health. They select appropriate teaching strategies to enhance learning and provide appropriate feedback for students and align instruction with assessment.

Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content. Beginning teachers teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Beginning teachers also teach students to write opinion/persuasive and expository text in the content area. They provide students the opportunity to use and evaluate media and technology as integral tools for learning the content of health education.

Teaching Visual and Performing Arts in a Multiple Subject Assignment

Beginning Multiple Subject teachers are responsible for instruction in the four arts content areas, per the California Education Code. They demonstrate the ability to teach the state-adopted academic content and applicable English Language Development Standards

for students in the four arts content areas of dance, music, theatre, and visual arts. Beginning teachers understand that students gain from sequential instruction in each art content area, which extends student learning in the specific art discipline and students' realization that learning in these content areas builds transferable college and career readiness skills. Beginning teachers understand that learning in an arts discipline supports students in other academic subjects, fosters engagement in school and motivation to learn, and builds students' skills in collaboration and communication and in navigating and understanding the diversity of the world needed for success in college and career. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

Beginning teachers:

- Understand and teach the foundational academic content of each arts discipline within the standards.
- Facilitate the students' literacy development in the art form as well as in English.
- Craft a progression of complexity within each of the four arts content areas.
- Know the difference of discrete and interdisciplinary approaches and how to craft instruction in each arts discipline within multiple subject settings.
- Assess student learning in each art content area to promote student learning.
- Provide students with opportunity to see the value of arts learning and skill development for their future schooling and careers.
- Collaborate where possible with single subject arts teachers and/or community arts resources.
- Facilitate students' abilities to identify the aesthetic qualities of works of art and artistic performances.
- Assure that students are provided access to works of art that are broadly representative of cultural diversity.

APPENDIX 2: PROGRAM FORMS

The next few pages contain sample forms used to assess the performances of teaching student teachers, mentor teachers, and university supervisors. These forms are included to familiarize you with the various evaluation standards. They are arranged according to the person/s responsible for their completion and submission.

Each **agreement** is a formal contract which specifies the times, dates, and classroom teacher under which student teaching will occur. These contracts ensure that certain general provisions of the student teacher placement are reviewed and agreed upon by the student teacher, mentor teacher, school administrators, and HSU officials. The credential candidate and HSU supervisor are responsible for helping negotiate these contracts. It is the HSU supervisor's responsibility to mediate any problems that may arise in regard to student teaching time, dates, etc.

Each **assessment** form documents the conditions for continuation of the teaching student teacher in the program. All assessment and evaluation forms are available on line at <http://www.humboldt.edu/education/credentials/sed/forms.html>.

ELEMENTARY EDUCATION FORMS

	Form (in order of appearance here)	Responsibility
1	Certificate of liability insurance	Student
2	Handbook Agreement Form	Student
3	Fieldwork Placement Verification	Student and Mentor
4	Agreement for Fieldwork Apprenticeship (student and mentor)	Student and Mentor
5	Request to Substitute Teach (student and program coordinator)	Student and Program Coordinator
6	Declaration of Interest to Serve as Mentor Teacher (mentor)	Mentor
7	Mentor Service Agreement (mentor and administrator)	Mentor and Administrator
8	Mentor Qualifications Verification (mentor and administrator)	Mentor and Administrator
9	Supervisor Contact Log (supervisor)	Supervisor
10	Student Teacher Contact I (supervisor)	Supervisor
11	Student Teacher Contact II (supervisor)	Supervisor
12	Fieldwork Assessment I (supervisor, student and mentor)	Supervisor, Student and Mentor
13	Fieldwork Assessment II (supervisor, student and mentor)	Supervisor, Student and Mentor
14	Performance Improvement Plan (supervisor, student and mentor)	Supervisor, Student and Mentor

ELEMENTARY EDUCATION REFERENCE DOCUMENTS

1. [Teaching Standards and Teaching Performance Expectations \(TPE's\) WORD](#)
2. [Teaching Standards and Teaching Performance Expectations \(TPE's\) PDF](#)
3. [Guided Observation](#) - instructions on how supervisors can complete a guided observation with their apprentice

4. [Lesson Plan Template](#)
5. [Content Standards](#)
6. [Guidelines for School Placement Interviews](#)
7. [School Site Interview Report Form](#)
8. [School Site Placement Interview Guidelines \(PDF\)](#)
9. Humboldt County: [Schools List](#) (from HCOE website)



Handbook Agreement Form 2018-2019

Student Name: _____

Date: _____

I understand that the Secondary Education Handbook provides information on the program as well as the rights and responsibilities of credential candidates, mentor teachers, and supervisors.

I acknowledge that I have read the handbook which details professional and ethical conduct for credential candidates as well as information for the resolution of problems related to professional conduct.

I understand that I am responsible for registering for each of the required classes in order to be recommended for a Single Subjects teaching credential. If I fail to register for one or more of the required credential courses, I understand that I will not be able to retroactively enroll in them.

Student Signature: _____

Note: Print this page and submit it to the Credential Coordinator or to the School of Education, HGH 202, by August 19, 2018. Thank you.



Fieldwork Placement Verification 2018-2019

After completion of your student teaching school-site interview, please take a few minutes with your Mentor Teacher(s) to complete this form. Also arrange time for observation/participation in the classroom to become familiar with the teacher and classroom environment, and to give the teacher an opportunity to experience your style.

To be completed by mentor teacher:

_____ (name of candidate) is accepted for a fall / spring fieldwork placement. The candidate completed a classroom observation on _____ (date).

Mentor Teacher(s):

Phone & email: _____

School & Grade(s) _____

CLAD placement (at least one English Language Learner)? Yes ___ No _

Mentor Signature: _____

To be completed by candidate:

Candidate's summer phone & email: _____

Congratulations on securing your fieldwork placement. The Elementary Education faculty and staff look forward to working with you and your Mentor Teacher(s) as you prepare to enter the teaching profession.

CREDENTIAL CANDIDATES: Please make yourself a copy of this information and return the form to the Credential Programs Office,



Agreement for Fieldwork Apprenticeship 2018-2019

After completion of your student teaching school-site interview, please take a few minutes with your Mentor Teacher(s) to complete this form. Also arrange time for observation/participation in the classroom to become familiar with the teacher and classroom environment, and to give the teacher an opportunity to experience your style.

This is an agreement between _____ (print name), a credential candidate in the Elementary Education Program, and _____ (print name), mentor teacher in grade(s) _____ at _____ School.

In the assigned classroom, the student will complete the obligation of a minimum of four hours per morning, Monday through Thursday, per week during the first half of fall and spring semesters, and a minimum of thirty-five hours per week during full-time student teaching in the second half of fall and spring. Students should attend any in-service scheduled during their regular hours in the assigned classroom.

CIRCLE THE APPROPRIATE SEMESTER BELOW:

Fall (first half)	Fall (second half)	Spring (first half)	Spring (second half)
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The student must consult with his/her mentor teacher and university supervisor before completing this form. Signatures below confirm agreement. By the end of the third week of fall semester, return completed forms for both fall and spring semesters to the Credential Programs Office.

Student _____

Mentor Teacher _____

Site Administrator _____



Request to Substitute Teach 2018-2019

SUBSTITUTE TEACHING GUIDELINES

Credential candidates who have emergency permits to substitute teach may do so for pay if they (1) provide advance notice to the mentor teacher and school site principal, (2) do not miss required class meetings at HSU, and (3) are able to complete the required hours of fieldwork (spring semester = 495 hours) excluding the hours of substitute teaching and absences.

Number of days available for paid substitute teaching: fall semester = 0 days; spring semester = 15 days maximum (subtract days absent spring) if school ends 6/15/18

EMPLOYMENT DETAILS

Credential Candidate's Name:

Request to substitute teach for pay: _____ days in spring semester.

Valid permit to substitute teach (attach photocopy if not previously submitted to Credential Programs Office).

Number of days absent from fieldwork to date plus future planned absences:

Verification Signatures

Student: _____

Mentor: _____



Declaration of Interest to Serve as Mentor Teacher 2018-2019

Our goal is to create and maintain effective and rewarding fieldwork placements for our candidates and mentor teachers. The information you provide below will help us achieve this goal. (All applicants may include an optional letter of introduction and intent with this form.)

What grade level do you currently teach? _____

Years of experience teaching current grade level? _____

Do you have previous mentoring experience? _____

What other grade levels have you taught and for approximately how many years? _____

In your classroom practice, what do you do that demonstrates your philosophy of teaching?

What is the focus in your current professional development plan?

What specific qualities would you look for in an ideal student teacher?

The EED Program requires university supervisors to provide each candidate (within the first month of Fall Semester) a guided observation of the Mentor Teacher teaching (see attached page for complete description).

Are you willing to participate in the guided observation process? Y / N



Mentor Service Agreement 2018-2019

Our goal is to create and maintain effective and rewarding fieldwork placements for our candidates and mentor teachers. The information you provide below will help us achieve this goal.

Name: _____

Grade level(s) for 2018-2019: _____

Years of Service as Mentor Teacher: _____

Availability (circle the appropriate below):

School: _____

Fall / Spring / Fall and Spring

Administrator: _____

CLAD Certified: Yes No

Email address: _____

English Learners in Classroom: Yes No

In your classroom practice, what do you do that demonstrates your philosophy of teaching?

What is the focus in your current professional development plan?

What specific qualities would you look for in an ideal student teacher?

The EED Program requires university supervisors to provide each candidate (within the first month of Fall Semester) a guided observation of the Mentor Teacher teaching (see attached page for complete description).

Are you willing to participate in the guided observation process? Y / N

Signature: _____

Date: _____

Administrator Signature: _____ Date: _____

Note: Return the completed form to education@humboldt.edu by August 19, 2018. Thank you.



Mentor Qualifications Verification 2018-2019

Mentor Teacher Selection Criteria

Teachers selected to mentor credential candidates:

- are credentialed multiple subjects teachers with a minimum of three years of successful K-8 teaching experience, and at least one year of successful experience at the assigned grade level(s);
- are willing to participate in 10 hours of initial training and in Professional Learning Communities (PLC);
- are willing to give time and space in their classroom for the student teacher for PACT (5 days of student teacher planned math instruction) and SOLO teaching events (4 weeks of SOLO teaching or co-teaching or it's equivalent);
- achieve and effectively model the six standards of the *California Standards for the Teaching Profession*, presenting demonstration/application lessons for student teachers to observe and providing regular opportunities for them to practice and receive feedback;
- demonstrate excellent communication skills in working with students, families, colleagues, and community members;
- are committed to providing support for their student teachers' ongoing reflection and professional development through regular communication about curriculum, instruction, classroom management, parent/family involvement, and other professional concerns; and
- are committed to ongoing professional development in mentoring (attend in-services provided by the EED Program.)
- (if classroom students include English Language Learners) possess valid Language Development or (Bilingual) Crosscultural, Language and Academic Development certificates or credentials;
- model effective English language development (ELD), specially designed academic instruction delivered in English.

Verification of Mentor Teacher Reading Instruction Qualification

The California Commission on Teacher Credentialing Standard for the Preparation of Multiple Subjects Teaching Credential Candidates for Reading, Writing, and Related Language Instruction in English requires verification that all mentor teachers are utilizing reading practices listed below. Please help us fulfill this requirement by placing a checkmark next to all approaches which you use and by having your administrator sign at the bottom of the form on the reverse side.

READING PRACTICES REQUIRED BY CALIFORNIA STATE POLICY (Circle the # of every practice you use):

Grades K – 3

1. Phoneme awareness instruction
2. Systematic explicit phonics instruction
3. Decoding instruction and the diagnosis of a pupil's ability to decode
4. Word-attack skills instruction
5. Spelling and vocabulary instruction
6. Effective classroom and school-wide interventions for low-performing readers
7. Practices consistent with research on how reading skills are acquired
8. Effective reading instruction for English language learners
9. Effective integration of listening, speaking, reading and writing
10. Planning and delivery of appropriate reading instruction based on assessment and evaluation
11. Explicit instruction of comprehension skills
12. Ways to promote extensive, self-selected independent reading

Grades 4 - 8

1. Word-attack skills instruction
2. Spelling and vocabulary instruction
3. Effective classroom and school-wide interventions for low-performing readers
4. Practices consistent with research on how reading skills are acquired
5. Effective reading instruction for English language learners
6. Effective integration of listening, speaking, reading and writing
7. Planning and delivery of appropriate reading instruction based on assessment and evaluation
8. Explicit instruction of comprehension skills
9. Ways to promote extensive, self-selected independent reading of a variety of genres for a variety of purposes, including both fiction and non-fiction texts
10. Text handling and strategic reading strategies for text use across the curriculum for a variety of purposes

Teacher name and signature: _____ School: _____:

Administrator Name and Signature: _____ Date: _____

***The above signature constitutes administrator endorsement that this teacher meets the selection criteria and uses strategies in reading and language arts that are balanced, comprehensive and consistent with State policy.**

Note: Email the completed form to the Credential Coordinator or to the School of Education, HGH 202, by August 19, 2018. Thank you.



Supervisor Contact Log 2018-2019

Student Teacher	School	Grade
Mentor Teacher	Supervisor	Semester
Contact # 1 /N	Date: _____	On site Y / N
Clinical Observation Y		
NOTES:		
Contact # 2 /N	Date: _____	On site Y / N
Clinical Observation Y		
NOTES:		
Contact # 3 /N	Date: _____	On site Y / N
Clinical Observation Y		
NOTES:		

Contact # 4 /N	Date: _____	On site Y / N	Clinical Observation Y

NOTES:

Contact # 5 /N	Date: _____	On site Y / N	Clinical Observation Y
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NOTES:

Contact # 6 /N	Date: _____	On site Y / N	Clinical Observation Y
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NOTES:

Contact # 7 /N	Date: _____	On site Y / N	Clinical Observation Y
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NOTES:

Contact # 8 **Date:** _____ **On site Y / N** **Clinical Observation Y /N**

NOTES:

Contact # 9 **Date:** _____ **On site Y / N** **Clinical Observation Y /N**

NOTES:

Contact # 10 **Date:** _____ **On site Y / N** **Clinical Observation Y /N**

NOTES:



Student Teacher Contact I 2018-2019

Student Teacher	School	Grade
Mentor Teacher	Supervisor	ELL Y /N

For formal assessments, supervisors are expected to write a brief narrative related to the sub-TPE's identified in each of the main areas. [Cite specific examples where appropriate.]
(INCLUDE STRENGTHS & AREAS FOR IMPROVEMENT)

1. Contact # _____ General Expectations:

2.

NOTES:

Engaging and Supporting All Students in Learning

NOTES:

Creating and Maintaining Effective Environments for Student Learning

NOTES:

Understanding and Organizing Subject Matter for Student Learning

NOTES:

Planning Instruction and Designing Learning Experiences for All Students

NOTES:

Assessing Student Learning

NOTES:

Developing as a Professional Educator

NOTES:

Student Signature: _____

Supervisor Signature: _____



Fieldwork Assessment Part I 2018-2019

Directions: the student teacher, mentor teacher, and university supervisor shall conduct a three-way meeting to evaluate student teacher performance and complete the rating portion of this form. Individual ratings may differ; however, the mentor teacher and university supervisor need to reach a consensus on their recommendation below. If the university supervisor has not observed a criterion themselves, they may ask for examples of its occurrence from the mentor teacher and the student teacher. *Ratings are for performance as student teachers, not as experienced teachers. For the FALL Mid-Semester assessment, ST's only need to be evaluated in how they assist the MT in modeling these TPE's.*

NOTE: Please refer to the associated TPE document and give special attention to the sub-TPE's that are highlighted in that document.

CIRCLE THE APPROPRIATE PHASE:

Fall Mid-Semester

The term "credit" indicates a total of 12 points out of a possible 24 points. ST's should be evaluated on how they *assist* the MT in modeling the TPE's.

Fall Final

The term "credit" indicates a total of 15 points out of a possible 24 points.

Spring Mid-Semester

The term "credit" indicates a total of 15 points out of a possible 24 points.

Spring Final

The term "credit" indicates a total of 15 points out of a possible 24 points.

Candidate: _____

School: _____

Grade: _____

English Language Learners (at least one) in class Y / N

ASSESSMENT RUBRIC

Performance Criteria: In the bold boxes next to each TPE, write in your score for the overall TPE evaluation. Rate the ST on the following scale:

4 =Distinguished; 3 =Proficient; 2 = Basic; 1 = Unsatisfactory)

California Teaching Performance Expectations (TPE)	ST	MT	US
Engaging and Supporting All Students in Learning.			
Creating and Maintaining Effective Environments for Student Learning.			
Understanding and Organizing Subject Matter for Student Learning.			
Planning Instruction and Designing Learning Experiences for All Students:			
Assessing Student Learning:			
Developing as a Professional Educator:			

Recommendation (check appropriate responses):

Grade earned is ___ “credit” ___ “no credit”

The candidate is: (circle the appropriate #)

1. **Qualified** to continue in the Program
2. **Allowed** to continue in the Program only under a PIP addressing areas of concern
3. **Not qualified** to continue in the program (see attached explanation).

Student Teacher (ST): _____

Mentor Teacher (MT): _____

University Supervisor (US): _____

Date: _____



Fieldwork Assessment Part II 2018-2019

Directions: the student teacher, mentor teacher, and university supervisor shall conduct a three-way meeting to evaluate student teacher performance and complete the rating portion of this form. For each TPE there is a place to record a numerical score. Individual ratings may differ; however, the mentor teacher and university supervisor need to reach a consensus on their recommendation below. If the university supervisor has not observed a criterion themselves, they may ask for examples of its occurrence from the mentor teacher and the student teacher. For the SPRING Final assessment, the term "credit" indicates a minimum of 3 points on each expectation. Ratings are for performance as student teachers, not as experienced teachers. For the FALL Mid-Semester assessment, ST's only need to be evaluated in how they assist the MT in modeling the TPE's.

NOTE: Please refer to the associated TPE document and give special attention to the sub-TPE's that are highlighted in that document.

CIRCLE THE APPROPRIATE PHASE:

Fall Mid-Semester

The term "credit" indicates a total of 12 points out of a possible 24 points. ST's should be evaluated in how they assist the MT in modeling the TPE's.

Fall Final

The term "credit" indicates a total of 15 points out of a possible 24 points.

Spring Mid-Semester

The term "credit" indicates a total of 15 points out of a possible 24 points.

Spring Final

The term "credit" indicates a minimum of 3 points on each expectation. Ratings are for performance as student teachers, not as experienced teachers.

Candidate: _____

School: _____

Grade: _____

English Language Learners (at least one) in class Y / N

ASSESSMENT RUBRIC

Performance Criteria: In the bold boxes next to each TPE, write in your score for the overall TPE evaluation. Rate the ST on the following scale:

4 =Distinguished; 3 =Proficient; 2 = Basic; 1 = Unsatisfactory)

California Teaching Performance Expectations (TPE) Part II	ST	MT	US
General expectations:			
Teaching English Language Arts:			
Teaching History-Social Science:			
Teaching Science:			
Teaching Physical Education and Health:			
Teaching Visual and Performing Arts:			

Recommendation (check appropriate responses):
Grade earned is ___ "credit" ___ "no credit"

The candidate is: (circle the appropriate #)

1. **Qualified** to continue in the Program
2. **Allowed** to continue in the Program only under a PIP addressing areas of concern
3. **Not qualified** to continue in the program (see attached explanation).

Student Teacher (ST): _____

Mentor Teacher (MT): _____

University Supervisor (US): _____

Date: _____



Performance Improvement Plan 2018-2019

Student Teacher _____ School _____ Grade _____
Mentor Teacher _____ Supervisor _____ Semester _____

EED PROGRAM POLICY

If a student teacher is not advanced to solo teaching in either semester, a “no credit” grade is assigned. The student teacher must repeat the fieldwork course and earn a “credit” grade to continue to the next phase of fieldwork. The student teacher is dismissed from the program if s/he fails the repeated fieldwork phase.

TO ADVANCE TO SOLO TEACHING, (STUDENT TEACHER’S NAME) WILL MEET THE FOLLOWING REQUIREMENTS BY THE SPECIFIED DATE(S).

[Insert brief summary of performance that supports the need for improvement to meet one or more Teacher Performance Expectations (TPEs). The need to improve must have been presented to the student teacher with suggestions, modeling, and adequate practice time made available to the student teacher prior to implementing this Performance Improvement Plan (PIP). This prior notification and support for improvement must be documented in some format: student teacher contact forms, supervisor contact logs, mentor teacher notes, etc. Identify each TPE by number and write out the specific part that applies. Include a description of performance that will be considered “met”.]

Mentor Teacher Signature and Date _____

University Supervisor Signature and Date _____

Verification of discussion of Performance Improvement Plan (PIP) and date received and acknowledged:

I have read and discussed this PIP with my mentor teacher and university supervisor, and I understand the requirements.

Student Teacher Signature and Date PIP Received)

Evaluation Date: _____ Met: _____ Not Met: _____

Appendix 3: Student Records Access Policy

STUDENT RECORDS RETENTION

Students have ongoing access to their transcripts via the HSU student portal. Student application materials and fieldwork evaluations will be retained in the School of Education office for 7 years.
https://www2.humboldt.edu/records_retention/student-records

APPENDIX 4: CAMPUS POLICIES AND RESOURCES

CAMPUS POLICIES, PROCEDURES AND RESOURCES CAN BE FOUND AT:
<https://academicprograms.humboldt.edu/content/syllabus-addendum>

Policies

- Academic Honesty Policies
- Attendance and Disruptive Behavior Policy
- Complaints against Faculty Staff or Administrators
- Sexual Misconduct/Discrimination Report Form
- Student Code of Conduct
- Animals in Classrooms or Laboratories

Campus Procedures

- Dropping or Adding a Class
- (Note: January 29, 2017 is the deadline to Add or Drop classes without a serious and compelling reason for the Spring 2018 semester)
- Campus Emergency Procedures
- Students Disabilities Resource Center

Student Services and Resources

- Learning Center
- Counseling and Psychological Services
- Financial Aid Office
- Academic and Career Advising Center

More Resources and Options for the HSU Student Community can be found at:

<https://studentaffairs.humboldt.edu/resources-and-options-hsu-student-community>

- African American Center for Academic Excellence
Nelson Hall East, Room 206. 707-826-4588

- Educational Opportunity Program offers resources for undocumented students.
Hadley House #56. 707-826-4781
- Eric Rofes Multicultural Queer Resource Center
Warren House #53. 707-826-3795
- Indian Natural Resource and Science Engineering Program (INRSEP)
Walter Warren House. 707-826-4994
- Indian Tribal and Educational Personnel Program (ITEPP)
Brero House, #93. 707-826-3672
- Latinx Center for Academic Excellence
Nelson Hall East, Room 205. 707-826-4590
- MultiCultural Center (MCC)
Balabanis House, #55. 707-826-3364
- Office of Diversity Equity & Inclusion (ODEI)
Siemens Hall 209. 707-826-4503
- Student Disability Resource Center (SDRC)
Learning Commons, Lower Library. 707-826-4678
- Veterans Enrollment and Transition Services (VETS)
Lower Library, Room 58. 707-826-6272
- **Discrimination, Harassment, Retaliation and Sexual Misconduct Complaints**
- HSU's Campus Advocate Team provides 24-hour confidential support for survivors of sexualized violence including stalking, sexual assault, and intimate partner violence. 707-445-2881
- Dean of Students Office for referral to support services and/or filing complaints of discrimination including sexual misconduct against students. Siemens Hall 211. 707-826-3504
- Human Resources and Academic Personnel Services for referral to support services and/or filing complaints of discrimination including sexual misconduct against faculty, staff, and third parties.
Siemens Hall 212. 707-826-3626
- Office of Housing and Residence Life. 707-826-3451