



School of Education

Elementary Education

Handbook and Fieldwork Guide

2020-2021

Fieldwork Guide for:

Student Teachers * Mentor Teachers * Supervisors * Administrators

Credential Programs Office: 707.826.5867

handbook revised 6/20-SG & JW

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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 individualized instruction and strong community that are characteristic of a small program. Candidates benefit from the combined wisdom and experience of our faculty, mentor teachers, and university supervisors, each and all professional educators with unique perspectives and backgrounds. .

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 critically reading and raising clarifying questions about this handbook in order to familiarize yourself with the program, your rights, and your responsibilities. Further, this handbook is a living document, and if any aspect of it can be improved in order to better inform members of the program, we are grateful for any thoughts and feedback regarding its contents.

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, just, equitable, socially impactful and richly educative 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

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

ABBREVIATED CALENDAR 2020-2021 (DATES MAY VARY ACCORDING TO DISTRICT CALENDARS)

FALL 2020

Aug 17-Aug 21	MANDATORY Foundations seminar; Multicultural Ed 8:00 a.m.-5:00 p.m.
Aug 24 - Aug 28	Fieldwork: Full-time at fall placement
Aug 31 – Oct 23	Coursework at HSU (afternoons and Fridays); in schools M-Th. 4 hours/morning
Sept 12	Fall Fieldwork Agreement form DUE
Sept 23	Fall mid-semester assessment DUE
Oct 26 – Dec 18	Full-time fieldwork, including five days of solo student teaching
Nov 23-27	Thanksgiving Recess
Dec 18	Fall Semester Final Assessment DUE; Field Setting Assessment form DUE
Dec 18-Jan 19	HSU Winter Recess

SPRING 2021

Jan 4	Give Parent Permission forms to students for parent signatures
Jan 4-16	Full-time fieldwork (Film VELR)
Jan 10	Permission Cover Page and attached permission forms due to Credential Office
Jan 18	Martin Luther King Day
Jan 19 – Mar 20	Coursework at HSU (afternoons and Fridays); in schools M-Th. 4 hours/morning
Jan 29	Spring fieldwork agreement form DUE
Feb 19	VELR DUE
Feb 15-19	Presidents' Week Recess
TBD	edTPA Task 1: Literacy Planning DUE
Mar 16 – May 3	Fieldwork: Full-time at Spring Placement (including at least 2 weeks solo teaching)
TBD	edTPA Task 2: Literacy Instruction DUE
Mar 19	Spring mid-semester assessment DUE
TBD	DAY OFF FROM FIELD PLACEMENT TO COMPLETE edTPA Task 3
TBD	edTPA Task 3: Literacy Assessment DUE
Apr 5-9	HSU Spring Break
TBD	DAY OFF FROM FIELD PLACEMENT TO COMPLETE edTPA TASK 4
Apr 8-12	Spring break in schools (varies by district)
TBD	DAY OFF FROM FIELD PLACEMENT TO WORK ON edTPA COMPLETION
TBD	edTPA Task 4: Mathematics Assessment DUE
May 6 – Jun 13	Fieldwork: Full-time at spring placement
TBD	edTPA RESULTS RELEASED TO CANDIDATES
May 14	Spring Semester Final Assessment DUE; Spring Field Setting Assessment Forms DUE
May 15	HSU Commencement
May 18-June 11	Fieldwork: Full-time at Spring Placement
June 11	School Sites Close

THE HUMBOLDT STATE UNIVERSITY EED PROGRAM OVERVIEW

Mission Statement

The Elementary Education Credential Program at Humboldt State University is committed to the education of exceptional classroom teachers who are committed to being strong and articulate advocates for children and adolescents, and who keep those students at the heart of their teaching. We see the individuals enrolled in our program as professional scholars committed to the process of becoming teachers, and we help these candidates become aware of their own assumptions, preconceptions, and personal filters, and assist them in understanding how those biases affect their teaching and the equity of the education that their students receive. Though situated in a secluded rural environment, we emphasize and encourage culturally responsive instruction that can meet the needs of students in any context.

While richly varied in our fields of discourse and individual perspectives, our faculty share some central aims and beliefs: We believe that passion must be the touchstone of all teaching, and we believe that we as teachers should join with our students to bring caring and compassion as well as our intellects into the classroom. We believe that literacy is the responsibility of every teacher in every school, regardless of the teacher's primary discipline. We celebrate teachers as agents of social change, committed to the act of teaching as social activism and the promotion of social justice in public education, such that students are not passive recipients, but active seekers of knowledge and learning. We assist those agents in taking their place in systems as thoughtful, critical, and sensitive leaders, constantly working to bridge, narrow, and eventually close the gap between what they experience in schools and what they believe. Finally, we know that teaching is hard work, but we truly believe that no profession is more rewarding or worthy of dedication.

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. Obtain an adult and infant/child CPR certification
8. Provide three letters of recommendation
9. Provide documentation of current MMR and TB inoculations
10. 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 paperwork 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 must complete program forms during the Fall Semester. Extra forms are available online at: <https://education.humboldt.edu/content/elementary-education-formsl>.

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 the Certificate of Clearance
2. verification of passing the CBEST or CSET Writing Skills

3. verification of passing the CSET multiple subjects
4. verification of CPR (adult, child, infant)
5. verification of passing EdTPA
6. verification of passing the RICA.

Though the HSU Semester ends in early May, candidates are expected to remain in their student teaching placements until the end of their placement school's academic year. 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.

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 as soon as possible, and prior to the start of the school day in question. Candidates who are absent without notification and/or to excess will meet with program faculty to assess the event or trend 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 on Monday-Thursday 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 experiential 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 during the Fall Semester, and the Teaching Event is completed during the 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 competencies through developing the knowledge, attitudes, and skills needed to promote equity in elementary classrooms. Course explores personal and cultural values, biases, and institutional practices influencing culturally reflexive practices. .

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. 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.

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 teachers. 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) consists of limited student teaching. Candidates enter the Multiple Subjects professional preparation program with varied prior professional training. They

are not expected to 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 mentor 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 areas of excellence and suggestions for improvement in 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.

Candidates are expected to email or call their respective 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 the mentor teacher, university supervisor, and student teacher in collaboration, when they meet together to discuss how each member of the triad met their 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 in order to be allowed to advance to solo student teaching. In some instances the plan may also extend throughout the solo week 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, and 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 relevant solo teaching 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 the School of Education approved format for all individually designed lessons, including 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 teaching event (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. It is a performance-based assessment that requires candidates to plan, instruct, and assess student learning from a connected set of lessons. 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 sequential lessons connected 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 film 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 regarding areas for improvement based on scorer feedback and candidates 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)

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 coursework, 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. Candidates should know and apply theories, principles, and instructional practices for English Language Development to assist students in achieving literacy in English within the content area(s) of their credential(s). They should commit to creating 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 and needs, as well as a diverse range of ethnicities, races, socioeconomic statuses, gender identities, sexual orientations, religion, and/or geographic origin. California public schools also include students who communicate via a vast spectrum of native or primary languages. 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 they have 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.

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 above (a-g) and articulate how the practice they have observed relates to their 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 their 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 daily lesson plans with sufficient detail to be used successfully by a substitute teacher at least one week before solo teaching begins. 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:

Work with the mentor teacher early to finalize plans for the dates and curriculum of the solo.

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 (alternately 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 their currently 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 training 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) strategies, 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, 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 the student teacher with a 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, or whatever format is most comfortable for both parties .
- e) Beginning with Fall Semester and continuing in Spring Semester, the mentor should 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 the mentor teacher, the credential candidate, and students in the Spring Fieldwork classrooms.
- m) Release the student teacher one day in the Fall in order to allow the candidate to visit the Spring fieldwork classroom for a full day. This allows the candidate to develop a baseline understanding of the Spring placement site's students such that they can assess the academic development made by the students there through 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 instruction.
- 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. "The Rubric for Instructional Teaching Behavior and the Observation Summary" may be useful for the student-mentor teacher debriefing.;
- 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.

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 instruction, 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 instruction in the Fall Semester and three clinical supervision observations, preferably prior to the solo instruction in the 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 instruction.

- e) Discuss the role you will play during the solo instruction. As much as possible, allow the student teacher to work independently during the solo instruction. 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 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 the student teacher's plans for the solo instruction. 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 instruction and twice during the spring solo instruction.
- 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 instruction, 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 courses and the 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 Fall solo instruction 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, instruction at their placement. 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 the previous section (a-j), 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 the 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 favorite methods).

- a) Supervisor establishes a clinical relationship with the teacher by explaining the purpose and sequence of clinical supervision. (No secrets; all critical evaluation should be discussed openly amongst all stakeholders")
- 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 their 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) Stakeholders make arrangements for the next pre-observation conference.

Obviously these may be modified, but the significant elements of each should be addressed. The process is meant to be formative, not summative. 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 should be mindful of the candidates' feelings during the first session, as instruction is potentially new to them. This is especially true when reviewing recorded instruction, 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 perceived errors. As fieldwork progresses, and the major problems have been addressed, there will be time to introduce secondary considerations.

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 introducing 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 (including all campuses) has a student Professional Liability Insurance Policy (#SLS 106500510) that provides coverage (up to \$2,500,000 per loss) from August 1, 2020 to July 31, 2021, 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, affected 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.

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, as long as the student teacher is informed of their location and a means of reaching them. 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.

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 high professional standard 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.

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.

Further, a candidate will be subject to dismissal from the program for:

Abusing alcohol or drugs,

Endangering the safety of school-site children,

Criminal offenses,

or failing to maintain 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, they 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, they 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, they are 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 recommend 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 observes a student teacher behavior which will hinder their 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, (the mentor teacher or 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.

The HSU grievance policy is available at this link:

<https://policy.humboldt.edu/uml-00-01-grievance-policy-and-procedures-students-filing-complaints-other-discimination-or>

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 their 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)

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.

<i>Title</i>	<i>Name</i>	<i>Office Location</i>	<i>Phone Number</i>	<i>Email Address</i>
<i>Program Personnel:</i>				
Department Chair	Dr. Libbi Miller	HGH 209	707.826.3719	erm81@humboldt.edu
Program Leader	Dr. James F. Woglom	A206	707.826.5831	jw2311@humboldt.edu
Program Coordinator	Sarah Green	HGH 202D	707.826.5867	skm38@humboldt.edu
Program Support	Frank Fini	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. Marisol Ruiz	HGH 208	707.826.3738	ls1607@humboldt.edu
Faculty	Dr. Jim Woglom	ART A 026A	707.826.5831	jw2311@humboldt.edu
Lecturer	Arianna Thobaben	LIB 017	707.826.5226	amt7002@humboldt.edu

College of Professional Studie. Personnel:

Dean	Dr. Shawna Young	Gist Hall 214B	707.826.3961	shy4@humboldt.edu
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APPENDIX A: 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 <https://education.humboldt.edu/content/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

APPENDIX B: 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 C: CAMPUS POLICIES AND RESOURCES

CAMPUS POLICIES, PROCEDURES AND RESOURCES CAN BE FOUND AT:

<https://academicprograms.humboldt.edu/content/syllabus-addendum>

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