Humboldt State University
Liberal Studies - Elementary Education
Integrated Program Handbook
Letter of Welcome

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

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

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

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

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

Sincerely,
LSEE ITP Faculty & Staff
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Program Overview

Mission Statement
The mission of the LSEE ITP program at HSU is to prepare professionals to serve in California schools and work directly with children and youth from diverse ethnic, linguistic, socioeconomic, and cultural backgrounds, and to integrate appropriate modifications to meet the needs of students with exceptional needs. The program is designed to engage candidates in a developmental process of acquiring the knowledge, attitudes, and skills needed to promote educational excellence and equity in the classroom and in the school community. The LSEE ITP program integrates subject matter, teaching methods, how different learners learn and make sense of their world, and field/clinical experiences to provide pre-service candidates the depth and breadth of a liberal education with sustained and supportive clinical experience.

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

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

Learning Outcomes

LSEE Program Learning Outcomes
With the guidance and support of mentor teachers, supervisors, and faculty, credential candidates in HSU’s LSEE ITP 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
- Use physical environment and personal relationships to design a learning community that encourages contributions from all learners
- 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 and leadership roles in the profession; maintain high ethical standards; 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 for and be an agent of social change.

School of Education Learning Outcomes

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
## 2019-2020 Calendar of Important Dates (credential year in italics)

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humboldt State University - Liberal Studies/Elementary Education</td>
<td></td>
</tr>
<tr>
<td>Fall Instruction begins</td>
<td>August 26, 2019</td>
</tr>
<tr>
<td>First day in fieldwork for Fall practicum classes</td>
<td>September 2, 2019</td>
</tr>
<tr>
<td>Student Teachers must report EL population</td>
<td>September 6, 2019</td>
</tr>
<tr>
<td>Add/Drop deadline</td>
<td>September 9, 2019</td>
</tr>
<tr>
<td>Mid-Fall Assessment should be done</td>
<td>October 28, 2019</td>
</tr>
<tr>
<td>Alternative placement week(s)</td>
<td>October 28 - November 1, 2019</td>
</tr>
<tr>
<td>Veteran’s Day - no classes at HSU or schools</td>
<td>November 11, 2019</td>
</tr>
<tr>
<td>Credential Check w/Credential analyst</td>
<td>November 15, 2019</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>November 25-29, 2019</td>
</tr>
<tr>
<td>Final Fall Assessment due at the Credential Office</td>
<td>December 20, 2019</td>
</tr>
<tr>
<td>Last day in fieldwork for Fall</td>
<td>December 13, 2019</td>
</tr>
<tr>
<td>Winter Break</td>
<td>December 21 - January 20, 2020</td>
</tr>
<tr>
<td>Spring Instruction begins</td>
<td>January 21, 2020</td>
</tr>
<tr>
<td>First day in fieldwork for Spring practicum classes</td>
<td>January 27, 2020</td>
</tr>
<tr>
<td>Add/Drop deadline</td>
<td>February 3, 2020</td>
</tr>
<tr>
<td>President’s Week, HSU classes still meet</td>
<td>February 17 - 21, 2020</td>
</tr>
<tr>
<td>edTPA permission slips due, VELR packet due to supervisors</td>
<td>March 2, 2020</td>
</tr>
<tr>
<td>HSU Spring Break, schools are still in session</td>
<td>March 16 - 20, 2020</td>
</tr>
<tr>
<td>Mid-Spring Assessment should be done</td>
<td>March 27, 2020</td>
</tr>
<tr>
<td>Alternative placement week(s)</td>
<td>March 30 - April 3, 2020</td>
</tr>
<tr>
<td>Cesar Chavez Holiday, no HSU classes</td>
<td>March 31, 2020</td>
</tr>
<tr>
<td>Spring Break in schools, HSU classes still meet</td>
<td>April 13 - 17, 2020</td>
</tr>
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LSEE ITP Coursework Overview

The LSEE program balances theory and practice, and fieldwork is the means by which that happens. Candidates learn about the profession of teaching by observing in local partner schools from their very first semester. As the program progresses, candidates take on progressively intensive tutoring, small group, and whole class teaching responsibilities, culminating in 4 weeks of solo or co-teaching in the final semester of their senior year. The total course and fieldwork units permits candidates to earn the bachelor's degree and preliminary credential in four years.

Fieldwork provides a real-life laboratory for integrating the knowledge gained in LSEE 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.

In the first three years, each LSEE course includes at least 2 hours per week of fieldwork. Candidates will be applying course concepts and implementing course work in the elementary school classroom during this time. Candidates should notify the mentor teacher and the university supervisor if they will be absent.

This major has specific GE course requirements in addition to the LSEE courses, please refer to the MAP for your catalog year for a recommended sequence. A list of courses* that comprise the major is below.

Lower Division Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 104</td>
<td>General Biology</td>
</tr>
<tr>
<td>CD 209</td>
<td>Middle Child Development</td>
</tr>
<tr>
<td>COMM 100</td>
<td>Fundamentals of Speech Communication</td>
</tr>
<tr>
<td>COMM 103</td>
<td>Critical Listening &amp; Thinking</td>
</tr>
<tr>
<td>CRGS 108</td>
<td>Power and Privilege: Gender, Race, Sexuality, &amp; Class</td>
</tr>
<tr>
<td>ENGL 102/103</td>
<td>Composition and Rhetoric</td>
</tr>
<tr>
<td>ENGL 105</td>
<td>Literature, Media, and Culture</td>
</tr>
<tr>
<td>GEOL 109</td>
<td>General Geology</td>
</tr>
<tr>
<td>HIST 104</td>
<td>Western Civilization to 1650</td>
</tr>
<tr>
<td>HIST 110</td>
<td>U.S. History to 1877</td>
</tr>
<tr>
<td>LSEE 101</td>
<td>Foundations of Education</td>
</tr>
<tr>
<td>LSEE 211</td>
<td>Developmental Literacy</td>
</tr>
<tr>
<td>LSEE 212</td>
<td>Language and Literacy</td>
</tr>
</tbody>
</table>

*Note: Courses with an asterisk (*) are specific to the LSEE program and are required for completion of the major.
MATH 103 or 103i: Math as a Liberal Art
MUS 104: Introduction to Music
PSCI 110: American Government
TA 104: or DANC 103:

Upper Division Courses:

ART 358: Art Structure
CD 310: Perspectives - History & Theory
LSEE 317: Numbers & Operations in Elementary School Math
LSEE 308: Algebra, Geometry, & Data in Elementary School Math
LSEE 313: Science for Elementary Education
LSEE 315: Social Studies for Elementary Education
LSEE 316: Language Arts For Elementary School
LSEE 333: English Language & Bilingual Development
LSEE 377: Education of Exceptional Individuals
LSEE 421: Critical Multicultural Education

Credential Track Courses:

LSEE 413: Integrated Elementary Science and Math Education I
LSEE 414: Integrated Elementary Science and Math Education II
LSEE 415: Integrated Art, Language Arts, & Social Studies I
LSEE 416: Integrated Art, Language Arts, & Social Studies II
LSEE 423: School, Student, & Social Development
LSEE 455: Senior Credential Capstone I
LSEE 456: Senior Credential Capstone II
LSEE 475: Health & Physical Education
LSEE 754: Student Teaching I
LSEE 755: Student Teaching II

Non-Credential Track courses:

LSEE 443: Action Research I
LSEE 444: Action Research II
LSEE 453: Senior Seminar I
LSEE 454: Senior Seminar II
Depth of Study - 12 credits of electives
Upper Division GE Area C and D - 6 credits

*pending WSCUC & Chancellor’s Office approval

Admission Requirements for Student Teaching Year

In order to be placed with a mentor teacher and complete student teaching in their senior year, LSEE ITP students must:

1. Complete all 100, 200, and 300 level LSEE courses required for the major
2. Have a minimum 2.67 cumulative GPA
3. Have an unexpired Certificate of Clearance from the California Teaching Commission
4. Satisfy the Basic Skills Requirement test (CBEST)
5. Pass all three CSET: Multiple Subject subtests
6. Demonstrate knowledge of the principles and provisions of the Constitution of the United States (passed PSCI 110 with a C- or better)
7. Demonstrate proficiency in basic technology (passed EDUC 285 or equivalent)
8. Have an adult, child, and infant CPR certification
9. Provide unexpired documentation of TB screenings
10. Complete the Student Teaching Readiness Review and be recommended by their professors.

Non-Credential Track option

For students who do not meet the admission requirements above, or for students who choose not to pursue their teaching credential in their senior year, there is a non-credential track for the final two semesters. This track focuses on developing expertise in an area of interest in which they will plan and conduct an action research project. This will culminate in a senior capstone project.

Students who pursue this track will not be recommended for a credential upon graduating.

Fieldwork Placement Process

This process will begin in the Spring of the junior year. As LSEE ITP students attend their practicum hours in local schools, they should consider what kind of placement they would like—grade, school, immersion or EL/bilingual experiences. Some students may even begin to talk to collaborating teachers about being their mentor teacher.

Students will complete a survey of their preferences for placement. Then, the Coordinator contacts school site administrators for mentor teacher recommendations and matches those recommended teachers to LSEE ITP students. The Coordinator directs LSEE ITP students to contact the mentor teacher and set up an appointment for an interview. As soon as possible following interviews, mentors/student pairs are encouraged to set up an opportunity for the LSEE ITP student 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.

Students will be matched to a second mentor teacher if the first match doesn’t work out. However, after a second failed match, placement will happen as time and mentor availability
allows. The LSEE ITP student may be responsible for finding their own, program-approved, placement if this happens.

Teaching English Language Learners

LSEE student teachers are required to work in schools with the potential for English language learners in classrooms. For candidates who do not have English language learners in their placement, the following procedure is in place and required to meet the standards for the 2042 credential:

a) Candidate notifies LSEE Coordinator that they have no ELs in placement classroom

b) Students will do 2-3 weeks of alternative placement in both fall and spring semester in another classroom for the candidate to complete forty-five hours of fieldwork with ELs. In the Spring, the supervisor completes a clinical supervision observation and evaluates the candidate’s performance.

Completion Requirements

Successful completion of the required course work, the fieldwork component, and all the necessary test scores and paperwork will yield a BA degree and preliminary Multiple Subject Credential, valid for five years.

Degree Completion

To complete the degree, LSEE ITP students must meet all requirements listed in the HSU Catalog for their academic year and have taken and passed the Graduate Writing Proficiency Exam (GWPE).

LSEE majors must have a grade of C- or better in all major courses, optional credit/no credit is not allowed.

Candidates must apply for graduation after they have earned 90+ units, usually in their final semester of their Junior year.

Credential Recommendation

In addition to completing requirements for the BA degree, candidates will need to complete the following requirements to be recommended for a credential:

- have an average GPA of 3.0 in their senior year courses
- pass the Reading Instruction Competence Assessment (RICA)
- pass the state-mandated Teaching Performance Assessment (edTPA)
- Successfully complete a total of 4 weeks of solo or co-teaching
Credential Check Requirement

All candidates pursuing a preliminary credential must complete a credential check. Failure to do so prevents the Credential Analyst from initiating the application process in a timely manner, which may delay the credential and prevent a student from being hired by a school district for the following year. Credential check forms are given to candidates in October during mandatory advising weeks for Spring semester.

The Credential Analyst will meet with all candidates during Fall semester 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:

1. verification that all LSEE coursework is completed
2. verification of the Certificate of Clearance
3. verification of passing the CBEST (or equivalent)
4. verification of passing the CSET: Multiple Subject exams
5. verification of CPR (adult, child, infant)
6. verification of passing the RICA
7. verification of passing edTPA

Once student teaching is completed and students have received passing grades in all LSEE courses, the Credential Analyst can initiate the electronic credential process. Prior to the completion of student teaching, the Coordinator can prepare a letter verifying satisfactory progress that students can include with applications for teaching jobs.

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

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 Subject 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 can be obtained to teach the following subject-matter categories in kindergarten, grades 1-12, or classes for adults:


Most teachers with single subjects authorizations teach in junior and senior high schools.

Adding a Single Subject Credential
After the credential year, candidates can add a Single Subject Credential that qualifies the credential holder to teach specific subjects, such as math or music, in middle school or high school. Complete the following requirements:

1. Pass the CSET subtests of the content area of the credential. Must be completed before taking the methods courses.
2. Take three semester units of single subject teaching methods (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)

Complete information is available at https://www.ctc.ca.gov/credentials/req-credentials under the “Adding Authorizations or Teaching Areas Requirements” tab.
Student Responsibilities During Fieldwork

Students participating in fieldwork for the LSEE program must adhere to the Humboldt State University Code of Conduct and Student Discipline found in the Humboldt State University Catalog. In addition, all LSEE students are expected to follow these guidelines for professional conduct:

**Accountability:**

- Attend fieldwork, arrive on time, return from breaks in a timely manner
- Complete work according to directions provided and by the deadline given by the collaborating teacher
- Participate in classroom activities and assignments at a comparable level to peers
- Come to class prepared

**Respect:**

- Treat all your peers, instructors, and those with whom you come in contact with dignity and respect at all times
- Listen while others are speaking
- Give feedback to peers in a constructive manner with positive, nonjudgmental language
- Approach conflict with peers, instructors, collaborating teachers, and students in a cooperative manner

**Confidentiality:**

- Treat any personal information that you hear about a peer or student as strictly confidential
- Maintain any information shared in class or smaller groups within that unit
- Use judgment in self-disclosing information of a very personal nature in the classroom. Counseling services are available on campus for HSU students struggling with issues.
- Use discretion when using names of students or disclosing other identifying information in the classroom.

**Competence:**

- Apply yourself to all your academic pursuits with seriousness and conscientiousness. Constantly strive to improve your abilities.
- Seek out appropriate support to ensure success in completing course requirements
- Take responsibility for the quality of the work you produce
- Work toward greater awareness of personal issues that may impede your effectiveness.

**Integrity:**
• Practice honesty with yourself, your peers, and your instructors.
• Commit yourself to learning the rules of citing others’ work properly
• Do your own work and take credit only for your own work
• Acknowledge areas where improvement is needed
• Accept and benefit from constructive feedback

Diversity:

• Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace difference.
• Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping
• Exhibit a willingness to work with diverse groups of people
• Demonstrate an understanding of how values and culture interact

Communication:

• Develop verbal and written communication skills
• Demonstrate assertive communication with peers and instructors
• Practice positive, constructive, respectful, and professional communication skills with students, peers, and instructors (body language, empathy, listening)

*Adapted from Dept of Kinesiology & Recreation Admin

Holidays Observed

During each semester, candidates follow the HSU schedule in their LSEE courses. However, they adhere to public school holiday schedules throughout the fieldwork of their student teaching year.
Student Teaching Year Coursework and Fieldwork

Required 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. As long as you are enrolled in the LSEE program and have paid the course fee, you are covered.

The California State University (all campuses) has a student Professional Liability Insurance Policy that provides one year of coverage (up to $2,000,000 per loss) 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 student teaching, the university provides Workman’s Compensation insurance for student teachers injured in the performance of their duties.

Fall Semester

Coursework

LSEE 413: Integrated Elementary Science & Math I
LSEE 415: Integrated Arts, Language Arts, & Social Studies I
LSEE 423: School, Student, & Social Development
LSEE 455: Senior Capstone (Performance Evaluation support class)
LSEE 754: Student Teaching I

Fieldwork

Candidates are encouraged to start their fieldwork placements following the school schedule. However, they are not required to start until the HSU start date. If an early start is not possible for them, they are encouraged to communicate early with their mentor and the Program Coordinator.

In the first 9 weeks of the semester, the student teacher will be at their placement site from 8:00am to 1:00pm, Monday to Thursday.

In the last 6 weeks of the semester, the student teacher will be at their placement site from 8:00am to 2:30pm, Monday to Thursday.

The candidate gradually assumes increasing responsibility in the classroom. The mentor teacher reviews his/her anecdotal evidence or recorded thoughts relevant to the student’s
performance in each lesson taught. See the Fall Final Assessment for a complete list of competencies evaluated at the end of fall semester.

For two or three weeks, the student will be in an alternative placement in a different classroom if there are no English Language Learners in their year-long placement.

Guidelines and Responsibilities

- Exhibit punctuality, responsibility, and initiative with assigned classroom observation and participation activities.
- 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 LSEE Coordinator about the number of English language learners in the classroom.**
- Observe the mentor teacher establishing classroom management and classroom climate during the first weeks of school and discuss these observations with mentor teachers.
- Observe patterns and interactions within the classroom or on the playground during recess and discuss these observations with mentor teachers.
- Observe the mentor teachers in small groups and whole class instruction and discuss these observations with mentor teachers.
- Become familiar with the rules, regulations and policies of the classroom, school and district, including confidentiality policies.
- Become familiar with and follow the grading policies and evaluation procedures practiced by the mentor teacher and school/district mandates.
- Become familiar with the scope of the subject matter within the daily and weekly curriculum.
- Debrief with mentor teacher and university supervisor regarding the points above and articulate practice with coursework.
- Assist mentor teachers in preparing and presenting lessons.
- Learn to locate and use the school’s technology materials and other resources.
- Learn procedures for off-campus field trips, including student transportation.
- Attend district and/or county professional development meetings if possible.

**Spring Semester**

**Coursework**

LSEE 414: Integrated Elementary Science & Math II  
LSEE 416: Integrated Arts, Language Arts, & Social Studies II  
LSEE 475: Health & Physical Education  
LSEE 455: Senior Capstone (Performance Evaluation support class)  
LSEE 755: Student Teaching II
Fieldwork

Candidates are encouraged to return to their fieldwork placements following the school winter break schedule. However, they are not required to return until the HSU semester start date. They are also encouraged to complete their fieldwork placements following the school schedule (ending in June). However they are not required to continue past the HSU semester end date. In all cases, students are encouraged to communicate early with their mentor and the Program Coordinator about their plans for Spring Semester.

In the first 9 weeks of the semester, the student teacher will be at their placement site from 8:00am to 1:00pm, Monday to Thursday.

In the last 6 weeks of the semester, the student teacher will be at their placement site from 8:00am to 2:30pm, Monday to Thursday.

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.

The student must complete 600 hours of student teaching and 4 weeks of solo or co-teaching.

There will be 6 formal evaluations by a university supervisor (see below).

For two or three weeks, the student will be in an alternative placement in a different classroom if there are no English Language Learners in their year-long placement.

Guidelines and Responsibilities

First Half

In addition to all activities in Fall semester, candidates:

- Prepare for and complete EdTPA, following instructions and timeline provided by LSEE 455.
- Assist mentor teachers in the preparation and presentation of short lessons or units and begin planning their spring solo teaching experience.
- Plan, with mentor teachers, opportunities to adapt and utilize materials and activities developed in LSEE classes to the real world of the classroom.

Second Half

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 teaching experiences. They must complete a total of 4 weeks of solo teaching, but they do not need to be 4 consecutive weeks.
- At least one week before a solo teaching experience begins, provide the mentor teacher and university supervisor complete daily/weekly plans and detailed lesson plans for any
individually designed lessons. All plans should 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.
Student Teaching Assessments

Fieldwork Assessments and Observations

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

The Mid-Semester Spring Assessment and Final Spring Assessment are conducted by mentor teacher, university supervisor, and student teacher, who meet together to discuss how each member of the triad met his/her individual responsibilities.

The mentor teacher and university supervisor must reach consensus on the grade (C/NC) and recommendation to continue in the program or overall performance rating. 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 a developing teacher, not as experienced teachers.

Continuing with Conditions

If 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 (see below) specifically stating which performance criteria the student teacher must meet to their satisfaction to be allowed to advance to solo student teaching. For some deficiencies the plan may also extend throughout the solo as a requirement to receive credit for the fieldwork course. The assessment forms 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.

Observations

In the Fall semester, the student familiarizes themselves with the Teaching Performance Expectations (TPEs) and observes the mentor teacher’s lessons to learn how those are applied in the classroom. The mentor teacher informally observes and provides feedback to students as they progressively take on responsibilities for teaching to the TPEs in the classroom.

At the beginning of the Spring Semester, when students should start to apply their knowledge and understanding of the TPEs, LSEE students are assigned a supervisor, 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
A clinical supervision report describes strengths and weaknesses of the student teacher's teaching skills, as observed, and is reviewed with the student teacher and the mentor teacher in a conference held soon after the observation. The student teacher receives a copy of the report, signed by both student and supervisor. The supervisor retains a copy; the mentor teacher receives a copy, and another copy is filed in the Credential Programs Office.

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

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

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

Each Supervisor uses their own calendar for scheduling observation appointments. Email or call your Supervisor to set up appointments.

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

**VELR (Video Elicited Lesson Reflection)**

The VELR (Video-Elicited Lesson Reflection) is an assignment that candidates submit to their university supervisors in the Spring. 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 teacher may assist, if needed. You may invite your supervisor to observe or not. You will review the video and complete the VELR form for 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, 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.

Solo Teaching

Credential candidates must complete a total of 4 weeks of solo or co-teaching in the Spring Semester.

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

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

State Mandated Assessment - edTPA

The State of California requires all teaching credential candidates to pass an assessment called edTPA. edTPA is a performance-based assessment that requires candidates to plan, instruct, and assess student learning. For the Teaching Event, candidates follow procedures outlined in the edTPA Handbook that they will receive in their Senior Capstone course. This course is created to help candidates navigate the TPA requirements and understand their responsibilities.

More information about the edTPA can be found at this website:

Candidates complete edTPA by planning and teaching 3-5 connected lessons to their mentor’s class. The lessons must demonstrate a particular discipline specific best practice in literacy or math. Candidates videotape their teaching to demonstrate how they monitor student learning and show their students’ building understanding of the content. Candidates also administer an assessment in order to analyze student learning and reflect on next steps for instruction. Every step is documented as part of the edTPA.

The edTPA deadline is in mid-April, for all candidates. The Teaching Events are scored by trained scorers. Candidates usually receive their score reports within three weeks. A candidate
who fails has one chance to remediate during their student teaching year; essentially they will complete another lesson portfolio.

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 (edTPA) 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.

A the full CTC document of Teaching Performance Expectations can be found at this website: https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf?sfvrsn=0

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

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

California Standards for the Teaching Profession (CSTP)

For the full CTC document on California Standards for the Teaching Profession, please go to this link: https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/cstp-2009.pdf?sfvrsn=0
Student Teaching FAQ

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

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

What are a candidate's legal rights & responsibilities?

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

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

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

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

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

**May students get involved in the school’s extracurricular activities?**

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

**Are student teachers allowed to transport students in their cars?**

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

**Is it appropriate to invite students into student teachers’ homes?**

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

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

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

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

As teachers, we are held to a higher standard than other professionals because we serve as role models for children and adolescents. As we enter the profession we often feel that our personal and professional lives overlap and that activities we consider personal are now subject to scrutiny when they are conducted in public space. For example, as a teacher, you can of
course go out for a drink with friends, but public drunkenness can cause you great
difficulties for you in your professional life with your
students, their parents, and your colleagues at school. 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.

Mentor Teachers

Roles and Qualifications

The mentor teacher (also called cooperating, master, partner, or resident teacher) is a key
player in the student teaching experience, serving as a model of effective teaching.
The mentor teacher observes the candidate interact with students, parents, and colleagues and
helps the candidate prepare and present lessons. These activities put the mentor teacher in the
best position to assess the student’s strengths and areas needing improvement.
Mentor teachers selected to participate in the Elementary Education program at Humboldt State
University:

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

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

1. possess valid Language Development or (Bilingual) Cross-cultural, Language and
   Academic Development certificates or credentials
2. model effective English language development (ELD), specially designed academic
   instruction delivered in English (SDAIE), or development and instruction in the language
   of emphasis
3. 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 review the updated LSEE 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.

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

**Mentor Teacher Responsibilities**

**To the Student**

- Establish a positive professional relationship with the student teacher.
- Observe student teacher interactions with students, parents, and colleagues and provide feedback.
- Help to prepare, present, and assess lessons.
- Serve as a model of excellent teaching and professionalism.
- Take a leadership role in orienting the student teacher to the school site, classroom, and curriculum.
- Provide personal space (desk, counter space, bulletin board) for the student teacher to use.
- Introduce the student teacher to fellow teachers and site personnel.
- Gradually transition the candidate into greater involvement with students.
- Set aside specific time for conferencing with student teacher.
- Share planning strategies.
- Complete assessments in a timely manner.
- Assist and advise the student teacher in the process of securing a teaching job (write a letter of recommendation).

**To the University Supervisor**

- Keep the supervisor apprised of the student teacher’s progress.
- Provide a mutually convenient time for conferences with the supervisor.
- Document student teacher performances to share with the supervisor and the student teacher on a regular basis.
To Humboldt State University

- Complete 10 hour training for mentor teachers.
- Complete evaluation forms promptly.
- Inform the Program Coordinator of problems not being resolved properly between the student teacher and the supervisor.

For additional information and guidance as a mentor teacher, please see the LSEE Mentor Teacher Handbook.

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.

Supervisor Responsibilities

To the Student

- Contact the student a minimum of eight times during Spring semester. Six of the semester contacts must be site visits for the purpose of clinical supervision and are usually completed prior to solo teaching.
- 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 fieldwork. If a candidate is advanced with conditions, collaborate with the mentor teacher to write a Performance Improvement Plan that the candidate must fulfill before beginning solo teaching.
- 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 solo teaching, require complete daily/weekly plans and detailed lesson plans for each individually designed lesson and provide feedback to the candidate.
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.

Ensure adequate communication among the student teacher, mentor teacher, and supervisor by scheduling three-way meetings periodically.

Hold a three-way assessment conference with the student teacher and mentor teacher at the end of each of the phases of fieldwork.

Write a letter of recommendation for each student teacher supervised in spring and give two originals to the student teacher.

To the Mentor Teacher

By performing responsibilities described in the previous section, assist the mentor teacher to create a successful mentorship for the student teacher.

On a regular basis, confer with mentor teachers (by phone, if necessary) regarding the progress of the student teacher. Supervisors must avoid disrupting classes.

Provide the mentor teacher with copies of contact reports in a timely manner.

To the site administrator

Inform the administrator’s office when supervising in a school. If a visitors’ record is provided, sign in.

Advise the administrator immediately of special problems with a student teacher, including any student placed on a Performance Improvement Plan.

To Humboldt State University

Participate in coordination, in-service and required activities (supervisors’ meetings) related to the program at HSU.

Read/incorporate LSEE core texts and Teaching Performance Assessment materials into observations and supervision comments.

Use prescribed forms and procedures in documenting observations and evaluations of student teachers. Make and keep copies of all forms filed with the Credential Programs Office. For clinical supervision observations, attach a copy of student teacher’s lesson plan to the contact form. File all forms with the Credential Programs Office within three weeks of the contact.

Work with the LSEE Coordinator in identifying and evaluating fieldwork placements.

For additional information and guidance as a supervisor, please see the LSEE Supervisor Handbook.
The Role of the School Administrators in Fieldwork

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:

- Formally introduce candidates to office staff, counselors, school nurses, vice-principals, and others with whom they may have contact.
- 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.
- Invite the student teachers to attend faculty meetings.
- Have mentor teachers include student teachers in curriculum meetings, thus exposing them to issues and the decision-making involved in curriculum matters.
- Include student teachers in the loop for information routinely distributed to the teaching staff.
- Encourage student teachers to involve themselves in the school’s extracurricular activities. They often have expertise valuable to the school community.
- 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.
- Evaluate fieldwork supervisors working with mentor teachers at your schools.

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 Program Coordinator to consider disciplinary and advising matters.

Not meeting student teaching year admission requirements
If a student has not completed the prerequisites for their student teaching year by the first day of classes, they will not be able to continue in the credential track. In this case, students will pursue the non-credential track of the LSEE major in their senior year. Those wishing to obtain a credential will need to continue to work on their prerequisites and apply to post-baccalaureate credential programs.
Not completing program requirements

If a student does not meet all the requirements during their student teaching year, they may not be recommended for a credential. These requirements include: passing all classes, maintaining a 3.00 GPA, passing the RICA exam, completing and passing the edTPA.

A candidate will be subject to dismissal from the credential track of the program for the following reasons:
  - Abusing alcohol or drugs
  - Endangering the safety of school-site children
  - Criminal offenses
  - Not maintaining a 3.0 grade point average in credential courses

Performance Improvement Plan

At any time during fieldwork courses a student teacher may be placed on a Performance Improvement Plan (PIP). The purpose of the plan is to ensure the student has knowledge of specific teaching practice deficiencies and has a documented and fair opportunity to remedy these deficiencies. When the mentor teacher and/or university supervisor observe a student teacher behavior which will hinder their professional development toward becoming an effective teacher, the mentor teacher and/or supervisor 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.

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 be the institution recommending the candidate for a credential.

Fieldwork problems

Conflict:

A student teacher with a fieldwork, or supervision problem should first contact the person with whom the problem exists, i.e., 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. Students have the right to submit any questions for the Program Leader and Coordinator to ask of the other individuals involved. 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.

Changing Placement:

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 outlined above. If the informal resolution process results in a decision to find a new placement, the candidate must work with the coordinator in the placement process and not contact other teachers without the coordinator’s prior approval. A candidate may change his/her fieldwork placement no more than once per semester.

Allegations of Unprofessional Behavior:

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.

1. The Program Coordinator informs the Program Leader.
2. 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.
3. 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.
4. 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.
5. A student dismissed from the credential program will complete their degree on the non-credential track.

Substitute Teaching and the Job Search

Can I substitute teach during my student teaching year?

You can substitute teach as a credential candidate when you have completed a minimum of 90 semester unit from a regionally accredited university and if you are currently enrolled in the LSEE ITP program.

Please see the CTC website for the most up-to-date information on application procedures and requirements for an Emergency Substitute Teaching Permit for Prospective Teachers: https://www.ctc.ca.gov/credentials/req-substitute

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.

Substitute teaching is restricted to the credential students’ fieldwork placement classroom.

Protocol:

Mentor teacher and school-site principal sign the credential candidate’s “Request to Substitute Teach” form.

Candidate sends the “Request to Substitute Teach” form to the LSEE coordinator

LSEE coordinator indicates approval/non-approval, signs and faxes the form to the school-site administrator

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:

1. cover letter (electronic and/or paper)
2. résumé (electronic and/or paper)
3. a district application form and/or EdJoin online application
4. transcripts (electronic and/or paper copies are often adequate initially)
5. letters of reference (electronic and/or paper)

What services does the HSU Career Center offer candidates?
The Academic and 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:

- workshops providing valuable information on résumé writing, job search strategies, interviewing techniques, and career fairs, all geared toward teaching positions
- individual career counseling (help with a job search, résumé critique, discussion of specific job search questions or career concerns)
- a résumé lab with computers to use for writing résumés and cover letters
- vacancy announcements on individual teaching openings
- information and resources on teaching overseas
- resources on credential processes in other states
- access to job search information via Internet and through the Career Center web page at: http://www2.humboldt.edu/acac/students

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.
Contacts

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<thead>
<tr>
<th>Contact</th>
<th>Email</th>
<th>Phone number</th>
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<tbody>
<tr>
<td>School of Education</td>
<td><a href="mailto:education@humboldt.edu">education@humboldt.edu</a></td>
<td>707-826-5873</td>
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<tr>
<td>General Information</td>
<td></td>
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<tr>
<td>Marisol Ruiz-Gonzales</td>
<td><a href="mailto:marisol.ruiz@humboldt.edu">marisol.ruiz@humboldt.edu</a></td>
<td>707-826-5870</td>
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<tr>
<td>Program Leader</td>
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<tr>
<td>Tyler Bradbury</td>
<td><a href="mailto:tyler.bradbury@humboldt.edu">tyler.bradbury@humboldt.edu</a></td>
<td>707-826-3752</td>
</tr>
<tr>
<td>Program Advisor</td>
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LSEE Faculty contacts can be found here: [School of Education Directory](#)

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

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

- Evacuate the building immediately and quickly go to the nearest or most available Emergency Assembly Point (EAP). An Evacuation map, listing the building’s exits and the locations of the EAPs, is posted by the door in each Harry Griffith Hall classroom.
- Alert others around you to evacuate. Knock on doors, check bathrooms, and yell to others as you leave. Assist anyone who is physically limited or disabled. Always attempt to evacuate mobility aids (wheelchairs, walkers, crutches) with the person.
- Use stairs to evacuate! Elevators may become a hazard during a disaster. Do not use elevators unless directed by emergency personnel.
- Do not get into your car and leave campus as you may block road access necessary for emergency vehicles. Keep streets and walkways clear for emergency vehicles and personnel.
- Instructors should monitor the evacuation of their classes. Students should remain with their class members and instructors at the EAP until emergency personnel provide additional instructions.
● An emergency Incident Command Post (ICP) may be set up near the emergency site. Keep clear of the ICP unless you have important information to report (such as missing persons).
● If requested, assist emergency personnel.
● Do not return to an evacuated building unless directed to do so by emergency personnel. Evacuated buildings will be inspected by emergency personnel as soon as possible and posted with a red Closed or green Open sign. Do not re-enter a building that has not been inspected and does not display a green Open sign.

In case of fire:
● If you smell smoke or detect a fire, pull the nearest alarm and call the University Police Department at 911. Begin evacuation procedures.
● Before opening any door, feel to see if it is hot. If it is hot, leave it closed and stuff towels or clothing in the cracks around the door, and open the window. If the window is too high for a safe exit, turn on the lights and signal for help. If the door is not hot, open cautiously. Be prepared to close it immediately if you discover a fire.
● Exit cautiously. Carry a damp cloth over your mouth and nose to protect yourself from smoke. If you can see or smell smoke in a hallway or stairway, use another exit route if you can. If you must escape through smoke, stay close to the floor where the air is clearer. If possible, use the buddy system. Go to the nearest or most available EAP.

In case of an earthquake:
● Immediate evacuation IS NOT advisable as injuries may occur from falling debris. Find cover where you are and DUCK, COVER AND HOLD. This could be under a desk or table, if available, or inside wall, but stay away from windows, shelves, and free-standing heavy office equipment. STAY OUT OF DOORWAYS. Protect your head, neck and back from falling debris. If outdoors, get to a wide-open space free of power lines, trees, or any structures.
● After the shaking stops, exit the building immediately and go to the nearest or most available EAP. STAY CALM!

Student Records Policy

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.

HSU Catalog for your Academic Year

Please refer to this website for the HSU Catalog for your academic year (the year you began classes at HSU). For past catalogs, scroll to the very bottom of the page.
Program Forms

The following 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.

List of Forms

<table>
<thead>
<tr>
<th>Form</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handbook Agreement Form</td>
<td>Student</td>
</tr>
<tr>
<td>Request to Substitute Teach</td>
<td>Student and Program Coordinator</td>
</tr>
<tr>
<td>Fieldwork Placement Verification</td>
<td>Student and Mentor</td>
</tr>
<tr>
<td>Mentor Teacher Service Form</td>
<td>Mentor and Administrator</td>
</tr>
<tr>
<td>Supervisor Contact Logs</td>
<td>Supervisor</td>
</tr>
<tr>
<td>Student Teacher Contact Log (TPE and ESM)</td>
<td>Supervisor</td>
</tr>
<tr>
<td>Fieldwork Assessment I</td>
<td>Student, Mentor, Supervisor</td>
</tr>
<tr>
<td>Fieldwork Assessment II</td>
<td>Student, Mentor, Supervisor</td>
</tr>
<tr>
<td>Performance Improvement Plan</td>
<td>Student, Mentor, Supervisor</td>
</tr>
</tbody>
</table>
HUMBOLDT STATE UNIVERSITY
LIBERAL STUDIES/ELEMENTARY EDUCATION

Handbook Agreement Form 2019-2020

Student Name: ______________ Date: ______________

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

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

I understand that I am responsible for meeting all requirements in order to be recommended for a Multiple Subject teaching credential.

Student Signature: _______________________

Note: Print this page and submit it to the LSEE Program Advisor or to the School of Education, HGH 202, by August 26, 2019. Thank you.
HUMBOLDT STATE UNIVERSITY
LIBERAL STUDIES/ELEMENTARY EDUCATION

Request to Substitute Teach 2019-2020

SUBSTITUTE TEACHING GUIDELINES

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

EMPLOYMENT DETAILS

Credential Candidate’s Name:

________________________________________

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

________________________________________

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

________________________________________

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

________________________________________

Verification Signatures

Student: __________________________________________

Mentor: __________________________________________

Principal: _________________________________________

Approval

Program Advisor: ____________________________ Date: _____

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Fieldwork Placement Verification 2019-2020

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

To be completed by mentor teacher:
__________________________ (name of candidate) is accepted for fieldwork placement. The candidate completed a classroom observation on ________________ (date).

Mentor Teacher(s):
Phone & email: ________________________________
School & Grade(s): ______________________________
CLAD placement (ie. at least one English Language Learner in class)? Yes ___ No ___

Mentor Signature: ________________________________

To be completed by candidate:
Candidate’s summer phone & email: ________________________________

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

CREDENTIAL CANDIDATES: Please make yourself a copy of this information and return the form to the School of Education HGH 202, HSU, Arcata, CA 95521
Fax: 707-826-5860
Mentor Qualifications Verification 2019-2020

Please complete all pages of this form and provide required signatures.

Mentor Teacher Selection Criteria

Teachers selected to mentor credential candidates:

- are credentialed multiple subjects teachers with a minimum of three years of successful K-8 teaching experience, and at least one year of successful experience at the assigned grade level(s);
- are willing to participate in 30 hours of initial training and in Professional Learning Communities (PLC);
- are willing to give time and space in their classroom for the student teacher for edTPA (5 days of student teacher planned math or literacy instruction) and solo teaching events (4 weeks of solo or co-teaching or its equivalent);
- achieve and effectively model the six standards of the California Standards for the Teaching Profession, presenting demonstration/application lessons for student teachers to observe and providing regular opportunities for them to practice and receive feedback;
- demonstrate excellent communication skills in working with students, families, colleagues, and community members;
- are committed to providing support for their student teachers’ ongoing reflection and professional development through regular communication about curriculum, instruction, classroom management, parent/family involvement, and other professional concerns, and
- are committed to ongoing professional development in mentoring (attend in-services provided by the EED Program.)
- (if classroom students include English Language Learners) possess valid Language Development or (Bilingual) Crosscultural, Language and Academic Development certificates or credentials;
- model effective English language development (ELD), specially designed academic instruction delivered in English.
# Supervisor Contact Log 2018-2019

<table>
<thead>
<tr>
<th>Student</th>
<th>School</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor</td>
<td>Supervisor</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact # 1</th>
<th>Date:</th>
<th>On site Y/N</th>
<th>Clinical Observation Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTES:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact # 2</th>
<th>Date:</th>
<th>On site Y/N</th>
<th>Clinical Observation Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTES:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact # 3</th>
<th>Date:</th>
<th>On site Y/N</th>
<th>Clinical Observation Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTES:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Humboldt State University
Liberal Studies/Elementary Education

Student Teacher Contact: TPEs - 2019-2020

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>School</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor Teacher</td>
<td>Supervisor</td>
<td>ELL? Y/N</td>
</tr>
</tbody>
</table>

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

Contact # __________ General Expectations:

NOTES:

Engaging and Supporting All Students in Learning

NOTES:

Creating and Maintaining Effective Environments for Student Learning

NOTES:
# Understanding and Organizing Subject Matter for Student Learning

**NOTES:**

# Planning Instruction and Designing Learning Experiences for All Students

**NOTES:**

# Assessing Student Learning

**NOTES:**

# Developing as a Professional Educator

**NOTES:**

---

Student Signature: _______________________

Supervisor Signature: ____________________

---
<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>School</th>
<th>Grade</th>
<th>Mentor Teacher</th>
<th>Supervisor</th>
<th>ELL Y/N</th>
</tr>
</thead>
</table>

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

Contact #_________ General Expectations:

**NOTES:**

Teaching English Language Arts

**NOTES:**

Teaching Mathematics

**NOTES:**
<table>
<thead>
<tr>
<th>Subject</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching History-Social Science</td>
<td></td>
</tr>
<tr>
<td>Teaching Science</td>
<td></td>
</tr>
<tr>
<td>Teaching Physical Education</td>
<td></td>
</tr>
<tr>
<td>Teaching Visual and Performing Arts</td>
<td></td>
</tr>
</tbody>
</table>

Student Signature: ________________________________

Supervisor Signature: ________________________________
Fieldwork Assessment Part I 2019-2020

Directions: the student teacher and mentor teacher shall conduct a meeting to evaluate student teacher performance and complete the rating portion of this form. Individual ratings may differ. The mentor teacher should provide examples of how criterion are met. Ratings are for performance as student teachers, not as experienced teachers. For the FALL Mid-Semester assessment, ST’s only need to be evaluated in how they assist the MT in modeling these TPE’s.

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

<table>
<thead>
<tr>
<th>CIRCLE THE APPROPRIATE PHASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Mid-Semester</td>
</tr>
<tr>
<td>The term “credit” indicates a total of 12 points out of a possible 24 points. ST’s should be evaluated on how they assist the MT in modeling the TPE’s.</td>
</tr>
</tbody>
</table>

Candidate: ______________________  
School: ______________________  
Grade: ______________________  
English Language Learners (at least one) in class Y/N
**ASSESSMENT RUBRIC**

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

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

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

Recommendation (check appropriate responses):

Grade earned is ___ “credit” ___ “no credit”
The candidate is: (circle the appropriate #)

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

Student Teacher (ST): ________________

Mentor Teacher (MT): ________________

University Supervisor (US): ________________

Date: ________________
Fieldwork Assessment Part II 2019-2020

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

CIRCLE THE APPROPRIATE PHASE:

<table>
<thead>
<tr>
<th>Fall Mid-Semester</th>
<th>Fall Final</th>
<th>Spring Mid-Semester</th>
<th>Spring Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>The term “credit” indicates a total of 12 points out of a possible 24 points. ST’s should be evaluated in how they assist the MT in teaching the ESMs.</td>
<td>The term “credit” indicates a total of 15 points out of a possible 24 points.</td>
<td>The term “credit” indicates a total of 15 points out of a possible 24 points.</td>
<td>The term “credit” indicates a minimum of 3 points on each expectation. Ratings are for performance as student teachers, not as experienced teachers.</td>
</tr>
</tbody>
</table>

Student Teacher (ST) ___________________________ Date _______ ELL placement? _____
Mentor Teacher (MT) ___________________________ School _________________________
University Supervisor (US) ___________________________ Grade(s) ____________________

1 | 3
ASSESSMENT RUBRIC

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

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

<table>
<thead>
<tr>
<th>California Elementary Subject Matter Part II</th>
<th>ST</th>
<th>MT</th>
<th>US</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching English Language Arts:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching History-Social Science:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Mathematics:</td>
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<td></td>
</tr>
<tr>
<td>Teaching Science:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Physical Education and Health:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Visual and Performing Arts:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Recommendation (check appropriate responses):

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

The candidate is: (circle the appropriate #)

___ Qualified to continue in the Program

___ Allowed to continue in the Program only under a PIP addressing areas of concern

___ Not qualified to continue in the program (see attached explanation).

Student ___________________________ Date ____________

Mentor Teacher ___________________________ Date ____________

HSU Supervisor ___________________________ Date ____________

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Performance Improvement Plan 2019-2020

Student __________________  School ______________  Grade ___
Mentor __________________  Supervisor ______________  Semester ______

EDD PROGRAM POLICY

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

TO ADVANCE TO SOLO TEACHING, (STUDENT TEACHER'S NAME) WILL MEET THE FOLLOWING REQUIREMENTS BY THE SPECIFIED DATE(S). MORE SPACE AVAILABLE ON THE BACK.

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

Mentor Teacher Signature and Date ________________________________

University Supervisor Signature and Date ____________________________

Verification of discussion of Performance Improvement Plan (PIP) and date received and acknowledged:
I have read and discussed this PIP with my mentor teacher and university supervisor, and I understand the requirements.

Student Teacher Signature ________________________________

Date PIP Received __________________

Evaluation Date:__________  Met:__________  Not Met:__________