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Greetings

In the School of Education at Humboldt State University, we deeply value our collaboration with mentor teachers and the contributions they make to the professional growth and development of our students. It is our partnership that provides students with the opportunity to attain both a strong theoretical base and the ability to translate that base into practical application, in short to put theory into practice in their professional lives.

Because we are committed to excellence and on-going growth, we will continue to strive to select the best qualified candidates, provide the highest quality instruction, and forge increasingly solid and varied links between the schools and HSU.

Thank you for your contributions to the profession through your hard work with the students in our programs, our mutual future colleagues.
## Humboldt State University - Liberal Studies/Elementary Education

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<th>Event</th>
<th>Date</th>
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<tr>
<td>HSU Fall Instruction begins</td>
<td>August 26, 2019</td>
</tr>
<tr>
<td>Student Teachers must report EL population</td>
<td>September 6, 2019</td>
</tr>
<tr>
<td>Mid-Fall Assessment should be done</td>
<td>October 28, 2019</td>
</tr>
<tr>
<td>Veteran’s Day - no classes at HSU or schools</td>
<td>November 11, 2019</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>November 25-29, 2019</td>
</tr>
<tr>
<td>Final Fall Assessment should be done</td>
<td>December 20, 2019</td>
</tr>
<tr>
<td>HSU Winter Break</td>
<td>December 21 - January 20, 2020</td>
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<tr>
<td>HSU Spring Instruction begins</td>
<td>January 21, 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>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>
<tr>
<td>HSU Commencement</td>
<td>May 16, 2020</td>
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<tr>
<td>Final Spring Assessment Due at the Credential Office</td>
<td>May 18, 2020</td>
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MENTOR TEACHER RESPONSIBILITIES

TO THE STUDENT TEACHER

● 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

● Attend university-sponsored 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.
CTC REQUIREMENTS FOR BEING A MENTOR TEACHER

The full text of these Standards can be accessed here:
https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/prelimmsstandard-pdf.pdf?sfvrsn=a35b06c_2

- Mentors must be certified and experienced in teaching the subject(s) of the class.
- Mentors must be trained in supervision.
- Mentors must be evaluated, recognized, and rewarded by the institution.
- Have a minimum of three years of successful teaching experience in the subject area(s).
- Have tenure in the school district.
- Model effective instructional and classroom management strategies with student teachers and provide regular opportunities for them to practice and receive feedback.
- Demonstrate excellent communication skills.
- Commit to provide support for student teachers' ongoing reflection and professional development.
- Meet the CCTC and HSU requirements.
- Achieve and model the six standards of the California Standards for the Teaching Profession.
- Possess valid Language Development certificates or credentials.
- Model effective English Language Development strategies.
- Commit to ongoing professional development in mentoring (attending training provided by the School of Education and receive at least satisfactory evaluations from prior student teachers and university supervisors).
- Fill out a Mentor Teacher Service Agreement

CTC MANDATED MENTOR TRAINING

As mentioned above, it is a CTC requirements for mentor teachers to complete a training course. We have provided that course online to access at your convenience. Please complete this over the summer or within the first few months of mentor teaching.

Mentor Teacher Training Canvas Course

https://canvas.humboldt.edu/courses/13936

Additional resources are available in the Canvas course.
STRUCTURE OF THE LSEE PROGRAM - SENIOR YEAR

FALL SEMESTER

LSEE Courses

LSEE 413: Integrated Elementary Science & Math Education I
LSEE 415: Integrated Art, Language Arts & Social Studies I
LSEE 421: Critical Multicultural Education
LSEE 423: School Student and Social Development
LSEE 455: Senior Capstone

Before starting their senior/student-teaching year, LSEE student teachers are evaluated by their supervisors, and education faculty in terms of their academic abilities and suitability for joining the teaching profession. Students must maintain a “B” average in the above courses to continue into the spring semester.

During this first semester in the program, student teachers will be in the classroom Monday - Thursday. In the first 9 weeks, they will be with their mentor from 8:00 - 12:00pm and in the last 7 weeks, they will be with their mentor from 8:00 - 2:30. We recommend that student teachers:

- start by working one-on-one with a student assigned to them in their mentor teacher's classroom
- continue to participating in small group instruction
- and end the semester by engaging in whole class instruction on a limited basis, with supervision and support from their mentor teacher

The actual instruction of students, first on a one-on-one basis, then in a small group, and finally, as a whole class, will provide student teachers with the opportunity to integrate theory and practice, as well as to teach and work with children.

Other activities that would be appropriate for the first semester include:

- Observe the unique learning patterns of individual pupils. Become familiar with attendance patterns, how students respond to various questioning strategies, etc.
- Observe small group interaction patterns within the classroom, in other classes, and elsewhere on campus.
- Become familiar with classroom and school rules and the ways in which teachers enforce them. What is the teacher's discipline plan? Is there a school-wide plan? What is the procedure when a problem cannot be resolved in class?
● Become familiar with the school’s special education program and the support system for learning-disabled pupils.
● Become familiar with the school’s ELL program and the support system for students learning English.
● Assist the mentor teacher in preparing and presenting lessons.
● Become familiar with the scope and sequence of the subject matter covered in the curriculum.
● Become familiar with grading policies of the mentor teacher. Are there school/district mandates (e.g., sending deficiency notices before giving a failing grade, etc.)?
● Assist with classroom activities such as taking roll, setting up demonstrations, preparing the lab, or tutoring.
● Use the classroom observations to build upon theoretical material presented in HSU classrooms.
● Learn to locate and use the school’s audiovisual materials and other technological resources.
● Learn procedures for off-campus field trips.
● Become familiar with procedures related to the attendance office, counseling office, other support services, and library. Are there library resources to support the courses you will teach?

Mid Fall Informal Fieldwork Assessment

See dates on the calendar above for when to complete this. Meet with your student teacher and the faculty mentor to informally evaluate student performance so far as a developing teacher. In the Fall, student teachers only need to be evaluated on how they assist their mentor in modeling the TPE’s and teaching the subject matter. Be sure to provide examples along with your feedback.

Final Fall Informal Fieldwork Assessment

Conduct another meeting with the student teacher and faculty mentor to revisit and reevaluate student performance.

SPRING SEMESTER

LSEE Courses

LSEE 414: Integrated Elementary Science & Math Education II
LSEE 416: Integrated Art, Language Arts & Social Studies II
LSEE 475: Health & Physical Education
LSEE 455: Senior Capstone
In the spring, student teachers will be in the classroom Monday - Thursday. In the first 8 weeks, they will be with their mentor from 8:00 - 12:00pm and in the last 8 weeks, they will be with their mentor for the full day.

In the spring, the student teacher takes over classes from the mentor teacher when the mentor teacher, university supervisor, and student teacher agree that it is appropriate. It will depend on the specific situation and the student’s particular strengths. The mentor teacher should never hand the class over to the student teacher and abandon the class. Student teachers don’t need to be alone in the classroom for days at a time in order to have a realistic experience. The mentor teacher can observe, participate, grade papers, or perform maintenance tasks in and out of the room.

Typically, the student teacher shares a preparation period and at least two active periods each day with the mentor teacher. The remainder of the day consists of activities the mentor teacher, university supervisor, and student teacher deem educationally valuable. In short, the mentor teacher, university supervisor, and student teacher must look at the specific situation and the student teachers’ strengths and interests in designing a day that maximizes the field work experience.

**Mid Semester Fieldwork Assessment Part 1 and 2**

See dates on the calendar above for when this is due. Meet with your student teacher and supervisor and evaluate together their performance so far as a developing teacher and how they model the TPE’s and teach the subject matter. Be sure to provide examples along with your feedback. Individual score rating may differ; however, the mentor and supervisor need to reach a consensus on their recommendation. If they university supervisor has not observed a criterion themselves, they may ask for examples of its occurrence from the mentor teacher and the student teacher.

**End of Semester Fieldwork Assessment Part 1 and 2**

In the Spring final assessment, the term “credit” indicates a minimum of 3 points on each expectation. Raters are for performance as a student teacher, not as an experienced teacher.
Being An Effective Mentor

Preparing For Having A Student Teacher

Before the start of the school year:

1. List your goals and expectations for the student teaching experience

2. Organize an area in your room for your student teacher – start collecting books and materials for him or her to use.

3. Prepare a Student Teacher Survival Packet

   **Sample Student Teacher Survival Packet Items:**
   
   - School and student handbooks with mission statements and policies
   - Curriculum guides and textbooks with teacher editions
   - Daily schedule
   - Class lists and seating chart for students
   - List of teachers and other staff
   - Fire drill and building evacuation procedures
   - Students with special needs or health issues (e.g., first aid and medications)
   - Sample of report card and progress reports
   - Map of school with room numbers for location of copy room, restrooms, faculty room, and library
   - Policies for communication with parents – any special forms required
   - Discipline policies for school and classroom – written and informal procedures
   - Guidelines for referring students to principal – forms and expectations
   - Supervisory duties during the school day (e.g., cafeteria, hall duty, study hall, etc.)
   - Policies for reporting child abuse, neglect, and other legal issues – state laws
   - Professional development opportunities during student teaching
   - Procedures for supporting/assisting at-risk students
   - Other?

4. Think about how you will introduce your student teacher to your students. (Introducing them as a co-teacher lends them more credibility.)

5. Write a letter to introduce your student teacher to your students’ parents

   **Necessary Skills**

   - Communicating feedback
   - Communicating concerns
   - Providing support when needed
   - Fostering healthy reflection
Signs of Student Teachers in Need of Support

Teaching Issues

- Verbalizes anxiety/concerns frequently
- Shares faults (puts her/himself down) with students during a lesson
- Demonstrates difficulty reflecting on personal strengths/weaknesses
- Can't verbalize or is not accurate on several occasions
- Demonstrates difficulty with "timing"
- Lesson pacing-frequently doesn't finish/begin on time
- Demonstrates difficulty conducting lessons
- Not prepared for lessons (more than once)
- Doesn't check for student understanding

Behavior Management Issues

Issue becomes a cause for concern when addressed by the mentor once and candidate’s teaching behavior does not change.

- Doesn't address distracting behavior during a lesson and continues to teach.
- Makes rude comments or disciplines students in an inappropriate manner.

Professionalism Issues

- ST attendance issues
- ST arrives late to school or leaves early more than once
- ST doesn't call in to notify school of his/her absence
- Doesn't address safety issues/procedures in the classroom
- Doesn't use school procedure---hall passes, checking students in/out, etc.
- Personality issues
- Develops strong opinions about students (stereotypes, etc.)
- ST advises MT how to teach
- Confidentiality
- Gossips with instructional aide/parents
- Makes inappropriate comments about students

What To Do When Concerns Arise

- Talk with ST about their current strengths and areas that need improvement.
- Document conversation with ST.
- Share concerns with faculty and coordinator during Fall Semester, or with supervisor during Spring semester.
• Arrange for faculty or supervisor to observe.
• Discuss concerns with faculty or supervisor confidentially following observation.
• Meet with faculty or supervisor and ST to document strengths and areas of improvement.
• Write specific goals with ST and connect them with the Teacher Performance Expectations.
• Review upcoming fieldwork assessments to emphasize the need to meet those criteria by the date of the assessment.
• If criteria are not met, a Performance Improvement Plan is written. This is a contract between the student, mentor, and supervisor or faculty. It should have clearly written goals and a timeline for meeting them. The university supervisor or faculty will be in touch with the fieldwork coordinator during this time to keep them apprised of concerns and what is being done to address them.
• If the student teacher does not meet documented goals in the time set, a meeting will be called for the student teacher, mentor teacher, university supervisor, fieldwork coordinator, and program leader to determine whether the student teacher will continue in the program.
**Evaluation**

Mid-semester assessments evaluate the student teacher, fieldwork setting, and university supervisor.

End-of-the-semester evaluations of the student teacher and fieldwork setting are completed by the supervisor and the student teacher.

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**California Teaching Performance Expectations (TPE)**

Please refer to the TPEs when completing the Fieldwork Assessment I listed below.

**California Teaching Performance Expectations (TPE)**

1. **ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING**

Elements - Beginning teachers:

- Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
- Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
- Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
- Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
- Promote students’ critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
- Provide a supportive learning environment for students’ first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire
- Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
- Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

2. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

Elements - Beginning teachers:

- Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
- Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
- Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
- Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
- Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
- Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

3. UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

Elements - Beginning teachers:

- Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
- Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
- Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.
- Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
- Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
● Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
● Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.
● Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

4. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

Elements - Beginning teachers:

● Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
● Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
● Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
● Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: appropriate use of instructional technology, including assistive technology; applying principles of UDL and MTSS; use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; appropriate modifications for students with disabilities in the general education classroom; opportunities for students to support each other in learning; and use of community resources and services as applicable.
● Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
● Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
● Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
● Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons
to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

5. ASSESSING STUDENT LEARNING:

Elements - Beginning teachers:

- Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
- Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
- Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
- Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
- Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
- Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
- Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
- Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

6. DEVELOPING AS A PROFESSIONAL EDUCATOR:

Elements - Beginning teachers:

- Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
- Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
- Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
- Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
- Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of
students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

- Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
- Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

**Forms**

**Examples in This Handbook**

- Mentor Teacher Service Form
- Fieldwork Placement Form
- Information Mid and Final Fall Assessment
- Spring Fieldwork Assessment I and II
- Performance Improvement Plan

The most up-to-date versions of all of the LSEE Program forms are available for download and use on the LSEE Program website: [https://education.humboldt.edu/content/lsee-program-forms](https://education.humboldt.edu/content/lsee-program-forms)

**Additional Information Can Be Found In**

The LSEE Program Handbook

- Program overview and policies
- Completion requirements
- Information about University Supervisor responsibilities
- Information about School Administrator responsibilities
- Contact information for program faculty and staff

Available online on the LSEE Program Website: [https://education.humboldt.edu/content/lsee-program-handbooks](https://education.humboldt.edu/content/lsee-program-handbooks)
Mentor Service Agreement 2019-2020

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

Name: ___________________________ Grade level(s) for next year: ______
Years of Service as Mentor Teacher: ______ Availability (circle the appropriate below):
School: ___________________________ Fall / Spring / Fall and Spring
Administrator: ______________________ CLAD Certified: Yes  No
Email address: ______________________ English Learners in Classroom: Yes  No

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

What is the focus in your current professional development plan?

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

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

Are you willing to participate in the guided observation process? Y / N
Signature: ______________________ Date: _______________

Administrator Signature: ______________ Date: ______________

Note: Return the completed form to education@humboldt.edu. Thank you.
Verification of Mentor Teacher Reading Instruction Qualification

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

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

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

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

Teacher name and signature: ____________________________ School: _______________________

Administrator Name and Signature: ____________________________ Date __________

*The above signature constitutes administrator endorsement that this teacher meets the selection criteria and uses strategies in reading and language arts that are balanced, comprehensive and consistent with State policy.
HUMBOLDT STATE UNIVERSITY
LIBERAL STUDIES/ELEMENTARY EDUCATION

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 (i.e. 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: 707-826-5868
HUMBOLDT STATE UNIVERSITY
School of Education, Liberal Studies Elementary Education - Integrated Teacher Preparation

Mid-Fall Fieldwork Assessment

Please return this completed form to the Program Coordinator (tyler.bradbury@humboldt.edu) or via fax to the Credential Office at 707-826-5868.

Mentor Teacher: ___________________________ Signature: __________________

Faculty Mentor: ___________________________ Signature: __________________

Student Name: ___________________________ Signature: __________________

HSU ID#: ________________________________ Assessment Date: ____________________

School: ___________________________ Room: ___________________________ Grade: ___________________________

Please rate the student on consistency of attendance in fieldwork:

<table>
<thead>
<tr>
<th>Fell Well Short of Expectations</th>
<th>1</th>
<th>2</th>
<th>Met Expectations</th>
<th>3</th>
<th>4</th>
<th>Greatly Exceeded Expectations</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□</td>
<td>□</td>
<td></td>
<td>□</td>
<td>□</td>
<td></td>
<td>□</td>
</tr>
</tbody>
</table>

If rating is below a 3, please provide more information:

[Blank space for comments]
Please rate the student on their level of professionalism:

<table>
<thead>
<tr>
<th>Needs Substantial Improvement</th>
<th>2</th>
<th>Improving Satisfactorily</th>
<th>4</th>
<th>Professionalism Greatly Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>2</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

If rating is below 3, please provide more information:
Please characterize and provide examples of ways the student has interacted with children:

<table>
<thead>
<tr>
<th></th>
<th>OBS</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td>General teacher support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One-on-one tutoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small Group tutoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole class teaching/co-teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Are there other ways students have interacted with children that are not mentioned here? Please explain:

[Blank space for explanation]
Please report if you have observed the student demonstrating the California Teaching Performance Expectations (TPEs). The full text of TPEs is attached to this document.

<table>
<thead>
<tr>
<th>TPE</th>
<th>OBS</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPE 1: Engaging and Supporting All Students in Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TPE 2: Creating and Maintaining Effective Environments for Student Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TPE 3: Understanding and Organizing Subject Matter for Student Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TPE 4: Planning Instruction &amp; Designing Learning Experiences for All Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TPE 5: Assessing Student Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TPE 6: Developing as a Professional Educator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<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 in how they assist the MT in teaching the ESMs.</td>
</tr>
</tbody>
</table>

Student Teacher (ST) ____________________________ Date __________ ELL placement? ______
Mentor Teacher (MT) ____________________________ School ____________________________
University Supervisor (US) ______________________ Grade(s) ______________________
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>
<td>--</td>
<td>--</td>
<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 ____________
Performance Improvement Plan 2019-2020

Student __________________  School ______________  Grade ____
Mentor ________________  Supervisor ________________  Semester _______

FEED 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:________