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 10 hours of initial training and in Professional Learning Communities (PLC);
- are willing to give time and space in their classroom for the student teacher for 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.
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.