HUMBOLDT STATE UNIVERSITY

School of Education

Secondary Education

Handbook and Fieldwork Guide

2020-2021

Fieldwork Guide for:
Student Teachers * Mentor Teachers * Supervisors * Administrators

Credential Programs Office: 707.826.5867

handbook revised 03/29/2019 skg

Table of Contents

Calendar & Checklist 3
Significant Dates • Credential Candidate Checklist

The Program 5
The Secondary Education Program • School of Education Mission Statement & Candidate Learning Outcomes • Secondary Education Program Mission Statement & Program Learning Outcomes

The Credentialing Year & Student Teaching 8
Core Texts • Courses for Candidates • GPA Requirements • Credentials • Attendance • Insurance • Field Experience • Purpose of Fieldwork • Solo Teaching During Fall Fieldwork • Activities • Subject Matter Competency • Intersessions • VELR • edTPA • Spring Semester Schedule • Courses at HSU • Solo Teaching Required • Class Takeover • Student Teacher's Day • Classroom Visits • Teaching Outside One's Major • Extracurricular Activities • Observed Holidays • Transporting Students • Appropriate Relationships with Students • School Policies • Professionalism • Online Behavior • Completion of Student Teaching • Graduation • Substitute Teaching During Credential Year • Resolving Fieldwork and Supervision Problems • Strike/Work Stoppage • Legal Rights and Responsibilities • Formal Assessments • Completion • Consequences of Unprofessional Conduct

Teaching Performance Expectations (TPEs) 26

Applying for the Credential 35
Applying for the Preliminary or Professional Clear Credential • Expanding Credentials to Teach Additional Subjects

The Job Search 36
Requirements of Applicants • HSU's Career Center

The Mentor Teacher 37
Description of Mentor Teacher • Mentor Teacher Selection Criteria • Mentor Teacher's Responsibilities to Student Teacher • Mentor Teacher's Responsibilities to University Supervisor • Mentor Teacher's Responsibilities to Humboldt State University • Evaluation of Mentor Teachers • Mentor Teacher Rewards • Mentor Teacher's Determination of Student's Schedule •

The University Supervisor 41
Description of University Supervisor • University Supervisor's Responsibilities to the Student Teacher • University Supervisor's Responsibilities to the Mentor Teacher • University Supervisor's Responsibilities to the Site Administrator • University Supervisor's Responsibilities to Humboldt State University • Evaluation of Supervisors • University Supervisors Under Contract• Clinical Supervision • The Theory behind Clinical Supervision •

The School Administrator 43
Role of the School (or District) Administrator in Program • Role of the Administrator in the Mentor Teacher Selection

Definitions & Descriptions 45
Additional Teaching Authorizations • Advisement and Counseling • Basic Credential Types (Preliminary Multiple Subjects 2042 Credential, Professional Clear Credential, Single Subject Credential) • Certificate of Clearance • Credential Check • Fieldwork Coordinator • Program Leader • Student Resources • Subject-Matter Competency •

Certificate of Liability Insurance 48

Advice from Former Teaching Students 49

Google Group Guidelines 50

HSU Evacuation Procedures 51

Agreement and Assessment Forms 52

Contacting Program Faculty and Staff 81

Handbook Agreement Form 82

2020-2021 Calendar

Fall Semester

Aug 17-21 **SED 715 Multicultural Issues in Education via Zoom, details communicated by instructor Nora Wynne**

Aug 26-Dec 18 **HSU Courses in Session**–Candidates must attend all course sessions. Candidates are required to spend nine hours weekly at their assigned school sites (SED 762).

Sept 7 **Labor Day Holiday**

Sept 8 **Video Permission Slips DUE**

Sept 8-11 **Solo Week #1**

Sept 27 **Fall Fieldwork Agreement Form DUE.**

Nov 11 **Veteran's Day Observed, no classes at HSU or county schools**

Nov 9-13 **Solo Week #2**

Nov 15 **Credential Check Meetings Fieldwork Coordinator and Register for Spring Classes**

Nov 23-27 **Thanksgiving Recess**

Dec 14-18 **Final Examinations at HSU**

Dec 18 **Fall Final Assessment Forms DUE. Spring Fieldwork Agreement Forms DUE.**

Dec 18-Jan 19 **HSU's Winter Break**

Spring Semester

Jan 4 **Schools in Session**

Jan 4-19 **SED Intersession- Full Time Student Teaching Film VELR**

Jan 19-May14 **HSU Courses in Session-** Candidates must attend all course sessions. Candidates are required to be at their assigned school sites full time

Feb 15-19 **Public Schools Presidents' Week Recess**

Mar 1 **VELR Packet DUE to Supervisors**

Mar 15-19 **HSU Spring Recess**

Mar 19 **Mid-semester Evaluations of University Supervisors and Fieldwork Settings** AND **Spring mid-semester Assessment Forms DUE**

May 14-Jun 11 **Full-time student teaching Student Teaching through the end of the *public school* calendar**

May 15 **HSU Commencement–Redwood Bowl (Please plan on attending)** Graduation Party for Education students occurs prior to Commencement in HGH.

May 19 **Final Evaluations of University Supervisors and Fieldwork Settings** AND **Spring Final Assessment Forms DUE**

Jun 11 **County Schools Semester Ends**

Checklist for Credential School Year

___ **Completion of Program Requirements**

Basic Skills (CBEST or other options) Due to the closure of testing facilities, we have extended the **deadline: November 1st**

CSET Due to the closure of testing facilities, we have extended the **deadline: November 1st**

Certificate of Clearance Because clearance is required to enter the classroom, we can only extend the deadline to the beginning of the public school academic calendar. **Deadline: August 21st**

CPR Online certification is accepted, and CPR Certification is required for student safety, deadline extended to the beginning of the public school academic calendar **deadline: August 21st**

US Constitution Online option for completion, **deadline: August 21st**

Early Field Experience **NO LONGER REQUIRED**

Proof of MMR Vaccination: **deadline: August 21st**

TB Screening: Most schools require a TB screening before entry into the classroom **deadline: August 21st**

___ "Request for Credential Check" form and graduation fee submitted to Credential Office **by January 31st, 2020.**

___ Received *Induction Program* Information

The Secondary Education Program

The Program

The Secondary Education (SED) Program at Humboldt State University works with 40-60 credential candidates annually, preparing them to meet credentialing standards of the California Commission on Teacher Credentialing (CCTC). The program is housed in the School of Education which resides in the College of Professional Studies.

For their teaching apprenticeship, credential candidates can be placed either in local public schools, or in other areas of California. Local school placements can occur in southern Humboldt County, the Eureka area, northern Humboldt County, Del Norte County, and the Klamath-Trinity district which includes the Hoopa Valley Indian Reservation.

The SED program is distance-accessible, so candidates in other parts of the state may be placed in public schools near where they live while being supervised by HSU employees and participating in classes via web-based software. In the interest of being distance-accessible and in line with preparing our credential candidates to teach in the classrooms of tomorrow, our program is heavily reliant on technology, so it is important to student success that credential candidates be comfortable with and have access to computers.

The Secondary Education Credential Program also offers an Intern Program for qualified applicants. Interns complete their credential program while employed as a teacher working under an intern credential. The Internship Program partners with county offices of education and school districts throughout California to develop highly qualified teachers. Interns typically find their own job placement.

Intern applicants must meet certain preconditions set by the California on Teacher Credentialing. There is also an Early Completion Option. If you are interested in the intern program or Early Completion Option, please make an appointment with the Secondary Education Program Coordinator.

Secondary Education Program Mission Statement

We in the Secondary Education Program at Humboldt State University are committed to the high quality education of teachers. As former classroom teachers ourselves, we are all deeply committed to children and adolescents and keep them at the heart of our teaching. Our goal for all of our students is that, upon graduation from our program, they will become exceptional classroom teachers and take on leadership roles within public schools across the state as strong and articulate advocates for children and adolescents and for public education.

We believe that our rigorous and thorough selection process of the individuals we accept into our program helps to promote success in our public schools because that success relies on the hiring of highly qualified teachers. We believe in offering a challenging academic program that focuses on best educational practices and the creation of a community of caring in our program and in our public school classrooms. Because of our small size, we are able to offer the personal, community-centered program that best aligns with our educational philosophy. Thus, we respond to our students' work personally; help our students become aware of their own assumptions, preconceptions, and personal filters; and assist them in understanding how such assumptions, preconceptions, and filters affect their teaching and the equity of the education that their students receive.

We believe that passion must be the touchstone of all teaching, and we believe that we as teachers should join with our students to bring our hearts as well as our minds into the classroom.

We are committed to the act of teaching as being one of social activism and promotion of social justice. We see teachers as being agents of social change. We are aware that prospective teachers may perceive a disconnect between the philosophy of education in some public school systems and that which we profess, and we see it as part of our mission to assist our students in their development so that they are able to take their place in those systems as thoughtful and sensitive agents of change, constantly working to bridge, narrow, and eventually close the gap between what they experience in schools and what they believe.

We know that teaching is hard work, and we believe that no profession is more rewarding and more worth the dedication it requires than our profession. This becomes especially apparent when we as teachers perceive students not as passive recipients but rather as active seekers of knowledge and learning, and this philosophy is central to our program and our teaching. We believe that literacy is the responsibility of every teacher in secondary schools, and we recognize that this too represents hard work and, for some, a stretch beyond our students' definition of what should be included in their disciplines and their teaching.

We see the individuals in the Secondary Education Program as being involved in the process of *becoming a teacher* in lieu of *being a student*. Such a transition is, by definition, sometimes a difficult one, and we believe it is our responsibility to attempt to ease that transition and to assure that every person who graduates from our program is one we are proud to number among those we have prepared for entrance into our profession.

Secondary Education Program Learning Outcomes

Credential candidates in Humboldt State's Secondary Education Program will…

• Demonstrate an examination of social structures and personal biases that result in social inequities for their diverse students.

• Demonstrate professional disposition in their cohort coursework and fieldwork and create caring communities in their classrooms.

• Be active seekers of knowledge and utilize literacy development in their content area.

• Demonstrate an understanding of the needs of diverse learners.

• Demonstrate an understanding of human development and a theoretical development of learning.

The Credential Year and Teaching Apprenticeship Program

What courses do candidates take during the credentialing year?

Fall Semester

SED 708 Teacher Performance Assessment 0.5 units
This class provides support to credential candidates as they learn necessary skills to complete their teaching event for the performance assessment required by the CCTC. The teaching event is completed in spring semester, and satisfactory completion of the teaching event is required for recommendation for a California credential.

SED 712 Teaching and Learning in Secondary Schools 2 units
This course cultivates credential candidates' ideas about what education should be. Students write a philosophy of teaching and learning based upon personal experience, weekly reading and journal writing, fieldwork assignments, discussions, and class activities. Each philosophy reflects values and beliefs that serve as a template for future development.

SED 713 Classroom Management 1 unit
Focus on a variety of methodologies for creating and managing a classroom community.

SED 714 Educational Psychology 2.5 units
Physical, social, moral, and cognitive development of the adolescent; social and family issues; learning theories, motivation, and assessment.

SED 715 Multicultural Education 2 units
Explores educational equity and diversity, including ethnicity and race, gender, exceptionality, social class, sexual orientation, language, and religion. This course is conducted as a full-community class the week prior to the beginning of fall semester.

SED 717 Service Learning in Multicultural Settings 1 unit

Drawing upon personal interests and talents, candidates select a service learning site and project which involves direct engagement with diverse students of any age. Candidates' work must contribute to the mission of their site and inform their abilities to work successfully with diverse students.

SED 730 Bilingual Theory and Methods 3 unit
Through readings, discussions, activities, and reflection, candidates become familiar with nine ELD Candidate Competence and Performance standards, trace the development of bilingual education in the U.S., explore the nature of language, and develop effective instructional and assessment practices for limited-English students. As the focus of this course is teacher

preparation as well as theory/methods, classroom practices are selected to provide students with models which exemplify learning targets of the ELD standards.

SED 731-741 Secondary Curriculum Instruction 2 units
Common problems, strategies, and practical applications related to student teaching in the single subject specialty area, such as preparing for the opening and closing of school. The specific course numbers are: Art 731, Business 732, English 733, Modern Language 734, Industrial Technology 736, Math 737, Music 738, Physical Education 739, Science 740, Social Studies 741.

SED 743 Content Area Literacy 2 units
Development of a conceptual framework, knowledge, and skills to promote and develop content literacy (reading, writing, listening, speaking, and thinking for learning) in single subject classes. Special emphasis is placed on supporting English language development for second language learners.

Conducted off-campus at school setting:
SED 762 Supervised Fieldwork in Teaching Apprenticeship 2 units
Field experience integrated with secondary curriculum instruction (SED 731-741). Observation under supervision in secondary school classrooms. Students keep observation logs and perform specific activities assigned in secondary curriculum instruction.

Because of the heavy class load and candidates' lack of prior knowledge of teaching methods, the candidates should not have teaching responsibilities during the fall semester. During the fall semester, credential candidates will be evaluated by the mentor teacher, supervisor, and both discipline-specific and education faculty in terms of academic abilities and suitability for joining the teaching profession.

Spring Semester

SED 709 Teacher Performance Assessment II 1.5 unit
This course provides support to candidates as they complete their teaching event, including the context for teaching, planning, videotaped instruction, assessment, and reflection. Videotaped instruction is edited, and all aspects of the teaching event are uploaded onto an electronic platform per Ed TPA requirements.

SED 776 Teaching in Inclusive Classrooms 2 units
Designed to help prospective secondary educators develop an understanding of the education needs of students with disabilities within the context of the general education setting.

SED 744-754 Single Subject Methods Course 1 unit
Common problems, strategies, and practical applications related to apprenticeship in the single subject specialty area, such as preparing for the opening and closing of school. Specific course numbers are: Art 744, Business 745, English 746, Modern Language 747, Industrial Technology 749, Math 750, Music 751, Physical Education 752, Science 753, Social Studies 754.

In the spring, student teachers are required to spend the entire day in the local school, as any other teacher would. SED 744-754 seminar courses meet one evening a week. Most candidates find it difficult to hold a part-time job or take substantial additional course work during this period.

Conducted off-campus at school setting:

SED 764 Teaching Apprenticeship Single Subject 14 units
Solo teaching full time under supervision of HSU and cooperating public school teachers in departmentalized single subject classes.

SED 790 Supervised Teaching Experience 1-3 units

Intern Teaching experience in secondary departmentalized classrooms with mentor and university supervision.

What GPA must a student maintain in the credential program?

Candidates need a 3.0 cumulative grade-point average in their fall courses to continue to the spring semester. Candidates must earn no grade lower than a C- in their fall courses to continue to the spring semester. In credit/noncredit courses, only B quality work will receive credit.

After the conclusion of fall semester, candidates are required to check to ensure their cumulative GPA is a 3.0 or above. Students with a GPA below 3.0 will not be allowed to continue into the spring semester, and are required to meet with the program coordinator to discuss their options for re-entering the program in the fall.

Candidates who earn below a C- (or a NC) in any spring classes, or who fail to achieve a 3.0 GPA in spring semester classes, will discontinue their solo student teaching at the end of HSU's spring semester.

Candidates who have been dismissed from the program due to low GPA, and who wish to re-enter the program in the future will be required to re-apply as a low-GPA appeal student. They will re-apply to the program by updating their Experiences and Skills, and their Professional Goal Statement. They will also need to obtain three confidential letters of recommendation. In addition, they will be required to write a letter to the program leader and coordinator that addresses the following three things: what they will do to address their insufficiencies, what they have learned from the issues that led to their dismissal, and how things would be different if they were allowed to re-enter the program.

What credential(s) will a candidate pursue during the credentialing year?

The program is a two-semester program designed to meet the requirements for a California single subject preliminary teaching credential (2042). A California single subject credential permits teaching a specific subject, kindergarten through grade 12 (typically in middle and

senior high schools). The program begins in August, and courses are offered in a two semester sequence. Generally in the first semester, candidates learn *how* to teach; in the second semester, they practice what they have learned.

What is the attendance policy?

Attendance at all credential classes is mandatory. If you are ill or have an emergency and find you will be unable to attend a class, you must notify the professor by telephone or email **before the class** and arrange to receive notes and handouts from a colleague in the class. Students who are absent excessively will meet with the Secondary Education Student Review Team to assess seriousness of intent and to plan a course of action to maximize their potential for success in the program. If you are going to be absent from your field placement, please notify your mentor teacher and university supervisor prior to your absence.

Is insurance required of the credential candidate?

System-wide, the CSU now carries Student Professional Liability Insurance ($2,000,000 each loss). The coverage period is August 1st until the following July 31st and the cost is $20.00. This fee will be assessed when you register for one of your fieldwork courses.
During observation and student teaching, the university provides Workers' Compensation insurance for student teachers injured in the performance of their duties.
Candidates who want medical coverage may wish to consider an insurance package obtainable through HSU's Student Health Center.

What is the first semester field experience?

During the fall semester, the candidates observe their mentor teachers' classrooms for the equivalent of two units which is a total of no fewer than 90 hours. Candidate becomes familiar with teaching styles, grading and discipline standards, school procedures, and individual student personalities in that classroom. There are two "Fall Fieldwork Week(s)" during this semester in which the candidate is required to participate at their school site "bell-to-bell" and complete relevant SED assignments.

SED 762 (Supervised Fieldwork in Teaching Apprenticeship) is the course Student teachers take during their first semester in the program while they are doing their course work at the university. In the past, it has been interpreted as a time when credential candidates observe in the classrooms in which they will be doing their apprenticeship. However, in order to provide an optimal learning experience for them, we recommend a more interactive approach. During their first semester in the program, while they are doing their course work at HSU and are doing observation in their cooperating teachers' classrooms, we recommend that credential candidates:

- *work one-on-one with a student* assigned to them in their cooperating teacher's classroom during the first quarter, and
- *participate in small group instruction* during the second quarter.

- *engage 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 and then in a small group, will provide credential candidates with the opportunity to integrate theory and practice, as well as to begin teaching and working with adolescents.

The total time credential candidates are involved in either tutoring or small group instruction must not exceed nine hours per week because their primary responsibility during the first semester is to their university studies. Unless during designated solo weeks.

During the third week of the semester, the candidate will meet with the university supervisor and mentor teacher to complete the Fieldwork Agreement. Candidates must participate in 90 hours of field experience (average of six hours per week for two units of credit).

What is the purpose of the fieldwork in the fall semester?

Fall fieldwork provides a real-life laboratory for the theoretical knowledge gained in the university classroom. Candidates can acquire teaching skills in a relatively safe environment, guided by the experience of a cooperating mentor teacher and university supervisor. In short, once candidates have the foundational knowledge of the profession, the way to learn to teach is by teaching.
HSU prohibits assignments in a school attended by the student teacher's children or direct relatives.
If any close relationship exists between a student teacher and a member of a school's staff or faculty, the Fieldwork Coordinator should be informed prior to a placement being made.

May candidates solo teach during the fall fieldwork?

They may not take over full responsibility for the class, no. Credential candidates are taking their first education courses (e.g., teaching methodology, educational psychology, reading, multicultural education, classroom management) during this period. They do not yet have the expertise or skills for solo teaching. Assisting the mentor teacher as an instructional aide and completing the recommended tutoring, small group instruction, and whole class activities are excellent ways to interact with students and begin feeling part of the class. During weeks 3 and 12 of the fall semester, candidates will engage in "Fall Fieldwork Week(s)", in which candidates engage in teaching prepared mini-lessons, and completing field-based assignment tasks for their courses. They do not attend any synchronous courses during this week, and should be present at their school site from bell to bell, Monday through Thursday. This time is counted as equivalent to co-teaching.

What other activities are appropriate for the first semester?

The credential candidate might observe student interaction in other classes, become familiar with the school's special education program, assist individual students in the learning process, or become more familiar with the scope and sequence of the subject matter. Here is a typical list of activities:

a) With the mentor teacher and university supervisor, establish a regular schedule through the fieldwork agreement. (Every candidate will do this.)

b) Observe the unique learning patterns of individual pupils. Become familiar with attendance patterns, which pupils come to class well prepared, how students respond to various questioning strategies, etc.

c) Observe small group interaction patterns within the classroom, in other classes, and elsewhere on campus.

d) Become familiar with classroom and school rules and how the 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?

e) Become familiar with the school's special education program and the support system for learning disabled pupils.

f) Become familiar with the school's ELL program and the support system for students learning English.

g) Assist the mentor teacher in preparing and presenting a lesson.

h) Become familiar with the scope and sequence of the subject matter covered in the curriculum.

i) 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.)?

j) Assist with classroom activities such as taking roll, setting up demonstrations, preparing the lab, or tutoring.

k) Use the classroom observation to build upon theoretical material presented in HSU classrooms.

l) Learn to locate and use the school's audiovisual materials and other technological resources.

m) Learn procedures for off-campus field trips.

n) 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?

May a candidate begin full-time student teaching without completing subject matter competency requirements?

No. Executive Order 1032 from the California State University Office of the Chancellor requires that student teachers successfully complete all subject matter competency requirements before the beginning of full-time teaching apprenticeship.

Credential candidates who have been allowed to start the program without having met subject matter competency will be required to sign a "Student Teacher Performance Contract" agreeing to a prolonged period of wait until their scores have been submitted. Candidates that do not meet subject matter competency requirements by the contract date will be dismissed from the program. Dismissed candidates can re-apply for admission to the program the following school year, after subject matter competency requirements have been successfully completed.

What are fieldwork requirements when HSU courses are not in session?

During January prior to the start of the HSU semester, public schools are in session. Students are expected to be in their field suite placement full-time during public school. This time is useful to begin the transition between working with small groups and actually working with an entire class of students. Thus candidates have the opportunity to begin being involved in whole-class instruction, although they do not have full responsibility for planning and delivering instruction. They should use this time to complete their Video-Elicited Lesson Reflection packet (described below), and discuss it with their university supervisor.

They may also use this time to prepare and plan for the solo instruction in which they will be involved during second semester. There is a second time period from the end of Humboldt State's spring semester to the end of the public school spring semester when candidates are expected to be at their field site placement full-time. Candidates must successfully pass all fall coursework to be allowed to continue with fieldwork.

What is the Video-Elicited Lesson Reflection (VELR)?

The VELR (Video-elicited Lesson Reflection) is an assignment that candidates submit to their university supervisors. The VELR provides an opportunity for candidates to practice filming in their classrooms, and helps them practice reflecting on their filmed teaching performance.

What is edTPA?

edTPA is a state-approved Teacher Performance Assessment that is used by HSU to meet the state-mandated Teacher Performance Assessment. In prior years HSU teacher preparation programs have used the Performance Assessment for California Teachers (PACT). This assessment is no longer aligned to the TPE's, therefore we are moving to the state approved edTPA, a similar TPA. edTPA was developed by the same faculty at Stanford University who previously developed PACT. edTPA is the intellectual property of Stanford but logistics and scoring are run by Pearson Education. The edTPA system is very similar to PACT in that it is a performance based assessment that requires candidates to plan, instruct, and assess the learning from a connected set of lessons. Candidates will complete edTPA in their mentors classroom with one class of students by planning and teaching 3-5 connected lessons. Candidates must plan a lesson that demonstrates a particular discipline specific best practice (i.e. using inquiry in science, focusing on conceptual understanding in math, critical analysis of primary documents in social science etc.). Candidates will need to videotape part of the lesson that shows them monitoring student learning and of students building their own understanding of the discipline. Candidates will analyze student learning from an assessment and reflect on next steps for instruction. Candidates need to have freedom to plan and instruct in the manner required by edTPA - which is always related to best practice in a particular discipline.

SED 708/709

SED 708 and 709 are edTPA Support classes that are graded as credit/no credit. Credit will be tied to attendance at workshops and meeting deadlines for edTPA uploads. Students

who don't pass SED 708/709 will need to take another course to make up their credits (course to be decided by program leadership). Failing SED 708/709 will result in a No Credit mark in the course, though will not impact edTPA passing or remediation.

edTPA DEADLINE

The edTPA is due mid-April for all candidates. Candidates should receive scores within 3 weeks. If a candidate fails they will have one chance to remediate during their credential year, essentially they will complete another lesson portfolio. Candidates take a TPA Support Workshop in the Fall and Spring to help them navigate the TPA requirements and understand their responsibilities. For further information on the philosophy, development and purpose of edTPA explore the following link: http://edtpa.aacte.org/faq#52

Candidates that complete and submit a remediated Teaching Event by the deadline established, yet do not pass, should complete their coursework and their placement requirements during the remainder of the spring semester. Suggestions will be offered as to areas for improvement based on scorer feedback and they can take advantage of the learning opportunities afforded by their continuing fieldwork placement to focus on these areas. The next opportunity to submit a remediated Teaching Event will be the following fall semester. Candidates will need to enroll in independent study to make up for the No Credit grade in SED 709. Candidates will also need a fieldwork site in which to complete a new Teaching Event. Depending on circumstances involved at their placement site, they may be able to complete their Teaching Event in their original placement, but this is not always possible. In this case, candidates will be placed locally in Humboldt County schools for four weeks to complete a new Teaching Event. They will work with the Fieldwork Coordinator to make those arrangements.

What is the student teacher's schedule during spring semester?

The student teacher follows the public school schedule, and remains at the school site full days until the end of the public school spring semester. Student teachers who do not remain at the school site for the entire day will not earn adequate credits to obtain a California teaching credential.

Do student teachers take any courses on the HSU campus during the semester?

Candidates take three courses during spring semester. 1) The Special Methods Seminar is a course in which a university faculty member and student teachers in a particular subject area convene. They discuss the fieldwork experience, share ideas, and suggest solutions to problems. The scheduling of this seminar (late afternoon or early evening) and the course's light workload prevent any interference with the student teacher's commitment to the public school. 2) The Teacher Performance Assessment seminar is designed to assist student teachers in the successful completion of their teaching event, a required part of the assessment of their teaching abilities. We also offer electives such as Elementary Methods, counseling skills for teachers, conflict management skills for teachers, etc. See the spring course schedule for the courses being offered.

How much student teaching is required of the student teacher?

The California Commission on Teacher Credentialing (CCTC) requires a minimum of 4 weeks of solo teaching in which the student is responsible for the planning, preparation, and presentation of lessons (units). While two grade levels or two levels of learners are no longer required by the CTC, the 4 weeks should cover two different classes (for example, Algebra I and Geometry, or English II and World Lit). Ideally, the student teacher will exceed this minimum requirement. It is important to note that the CCTC 4 week solo teaching requirement is a minimum credentialing requirement. The student teacher must remain at the school site the whole school day for the entire semester in order to earn the units required to complete the SED program. We recommend that the student teacher be responsible for instruction of no less than one course for the entire semester.

At what point may a student teacher take over the class?

The mentor teacher, university supervisor, and the student teacher make this decision jointly. It will depend on the specific situation and the candidate's particular strengths. The mentor teacher should never hand the class over to the student teacher and abandon the class; credential candidates 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.

Besides solo teaching, what makes up a student teacher's day?

The university supervisor, mentor teacher, and student teacher fill out a Fieldwork Agreement during the fall semester. This form, agreed upon and signed by all parties, outlines the student's day for the spring semester. Typically, the student teacher shares a preparation period and at least two active periods each day with the mentor teacher. The remainder of day consists of activities the three parties deem educationally valuable.

For example, a student teacher might participate actively in more than two periods. They might also spend one or more periods observing other teachers in the subject area or observing the workings of the counseling office or assistant principal's office. In short, the mentor teacher, university supervisor, and student teacher must look at the specific situation and their strengths and interests in designing a day that maximizes the field work experience.

Can candidates invite others to visit their classroom?

Before visiting any school site in the Humboldt State University service area, potential visitors should check with the Program Leader or Fieldwork Coordinator to determine whether the visit is appropriate.

May candidates teach courses outside their majors?
For example, could a science candidate also teach math classes?

Normally, candidates only teach courses within their specific subject area. A second subject may be possible, however, if the student teacher has either passed the CSET exam in another discipline or acquired sufficient units to add a supplementary authorization to the credential. Candidates must consult with the Fieldwork Coordinator before teaching an additional subject.

May student teachers get involved in the school's extracurricular activities?

Yes! Student teachers should involve themselves in the same types of activities as regular teachers: attend department and general faculty meetings, coach, chaperone dances, etc. However, extracurricular activities must not be done at the expense or in lieu of courses, program requirements, or student teaching responsibilities.

Which holidays do credential candidates observe?

During fall semester, student teachers follow the HSU schedule. Beginning with the return of public school employees after winter break, student teachers adhere to public school schedules. If students are taking HSU courses outside of the credential program, they must attend all scheduled classes even in the case of conflict with county schools' holiday schedule.

Are student teachers allowed to transport students in their cars?

Generally no. K-12 students are allowed to be in a vehicle with any school personnel, including credential candidates **only if** the school administration is aware of the situation (e.g., field trip, etc.), they have a signed parent/guardian consent form, and they have a signed medical release. Students should only be transported for legitimate school purposes such as a field trip. Contact the school site office for the protocol that should be followed in requesting permission for students to accompany teachers off- campus. Teachers may only transport students for whom they have received prior parent/guardian consent and a signed medical release. Prior approval from the administration must always be obtained before transporting students off-campus.

Is it appropriate to invite students into student teachers' homes?

No. Student teachers are in professional relationships with the students who are in their care, and such relationships do not include socializing outside of the school site.

There is not much difference between my age and that of seniors at my school. Is it OK for me to date one of my students? Is it acceptable if that person is 18 or older?

No. It is always a breach of professional ethics for an educator to date or become involved in a romantic and/or sexual relationship with a student, regardless of the age of the student. Such a relationship would result in the candidate's immediate dismissal from the program and possible additional sanctions from the university.

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

Yes. Student teachers are guests on the campus and have a professional obligation to follow school policies. They may want to talk with mentor teachers and/or the site administrators in regard to policies they do not understood or with which they disagree to obtain a better understanding of the policies and rationale behind them.

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

Yes. This is an issue with which everyone who enters the profession grapples. As teachers, we are held to a higher standard than other professionals because we serve as role models for children and adolescents. We often feel as we enter the profession that our personal and professional lives collide and that activities we viewed as personal are now subject to scrutiny within our community when they are conducted in the public space. Thus, as a teacher, you can of course go out for a drink with friends. However, public drunkenness can cause you great embarrassment and create real difficulties for you in your professional life with your students, their parents, your colleagues at school, administrators, and the school board. For credential candidates who were undergraduates until just recently, this shift into having a public persona can initially feel alarming and somewhat uncomfortable. The reality is that as teachers we 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.

Posting Personal Material Online

Please be aware that any personal material you post online (e.g., personal website, Twitter, Facebook, online journal, blog, etc.) is in the public domain. This means it can be accessed by prospective employers, your students, their parents, colleagues and administrators at your school site, school board members, community members, etc. You have no right to privacy in any online communication.

As a new member of the education profession, you will want to carefully consider the kinds of information you place online for public access. Examples of information that should never be placed in any online format would include comments about colleagues, students, and their families; any communication that includes your private thoughts, feelings, and experiences; and details about your private life, to name a few. Think carefully before you post any personal information online to ensure that you do not reveal information that could result in a breach of professionalism, loss of placement in the program, loss of employment, and/or public embarrassment. We also recommend that if you maintain, for example, a Facebook profile, you should go over the information you have posted to determine that it meets professional standards (i.e., it is information you would feel comfortable having your students, their parents/guardians, administrators, and school board members read). If it is questionable, remove it immediately. You also want to ensure that no photos or videos exist that other people have posted that could be potentially embarrassing or professionally damaging. If you find such items, ask the poster to remove them and check to ensure it has been done.

May candidates complete their student teaching by the end of *Humboldt State University's* spring semester?

No. Student teachers are required to stay at their school sites until the end of the *public school* spring semester (usually in mid-June) in order to experience the closing of school and the assigning of final grades. It would also be detrimental to change instructors in the last weeks of the school year and would not be in the best interest of the students in the classroom.
Therefore, only under extraordinary circumstances (e.g., illness, death in the family, etc.) and by special arrangement may a student teacher leave an assignment at the end of Humboldt's spring semester. Student teachers in this situation must file a written request with the Fieldwork Coordinator. The request must cite compelling reasons for early release and be endorsed (with signatures) by the mentor teacher, principal, and university supervisor. (Endorsements do not necessarily guarantee approval by the Fieldwork Coordinator and Program Leader.) Since this final fieldwork carries university credit and is required for completing the program, any request for early release must include a proposal for making up the missed time.

Do credential candidates participate in graduation?

Yes. We strongly encourage all candidates to celebrate with us at graduation. Additionally, we encourage people to participate in the HSU graduation Pledge of Social & Environmental Responsibility which states: *I pledge to investigate thoroughly and take into account the social and environmental consequences of any job opportunity I consider*.

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

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

May candidates also substitute teach during the credentialing year?

Sometimes. During the credential year, a candidate's primary responsibility is to the HSU credential program. However, when the Humboldt County Office of Education and/or the student teacher's school district determines a substitute shortage, an exception to this rule may apply.

If student teachers have:

a) passed the CBEST exam,
b) successfully completed all SED fall semester course work,
c) received favorable assessment for fieldwork, and
d) successfully completed at least 30 hours of solo student teaching,

then they may apply through the school district for a 30-day emergency sub permit during spring semester.

Student teachers are only allowed to serve as a substitute teacher for their assigned mentor teacher. Student teachers cannot substitute teach and earn fieldwork hours at the same time; substitute teaching days may not exceed 8 days during Spring Semester.

Any request for an exception to this policy must come from the school principal or superintendent, directed to the Program Leader or the Coordinator.

What are the procedures for student teachers who are having problems with coursework, fieldwork, or supervision?

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

If the situation cannot be resolved informally, the Fieldwork Coordinator will forward all documentation about the dispute to the Program Leader. The Program Leader and Fieldwork Coordinator will meet with the individuals involved and request written documentation from all involved parties. Once they have reviewed all relevant information, the Program Leader and Fieldwork Coordinator will make a decision about the situation and convey the decision to involved parties in writing. Such decisions are final. If the student is not satisfied with the decision, the student has the right to appeal the decision through university grievance procedures. Note: credential program candidates are held to different standards than those students enrolled in traditional academic programs.

What are a credential candidate's legal rights and responsibilities?

As enrolled students at HSU, credential candidates are protected under federal and state constitutions, statutes, and/or regulations which prohibit discrimination on the basis of race, color, religion, national origin, gender, marital status, pregnancy, age, disability, disabled veteran's status, or Vietnam-era veteran's status. In addition, HSU students are protected under California State University policies, which prohibit discrimination on the basis of all of the above as well as sexual orientation. Legal rights and responsibilities of HSU students are described in the Humboldt State University 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. Copies of school district policies (describing legal rights and responsibilities which apply to student teachers) are available in the Coordinator's office. Please be aware that there may be differences between private and public schools in this regard, that there may be situations in which private schools have a legal right to discriminate against individuals on the basis of religion under First Amendment rights guaranteed in the U.S. 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 Coordinator who will refer them to the appropriate university office.

What formal assessments does a candidate receive?

Fall Semester:

SED Semester 1 FALL						
	Contact 1	**Contact 2**	**Contact 3**	**Contact 4**	**Contact 5**	**Contact 6**
Suggested Week	Week 1 or 2	Week 3 Fall Solo Week 1	Week 6	Week 9	Week 12 Fall Solo Week 2	Week 15
Meeting Purpose	-Observe ST with students, **offer feedback** related to interactions with students -Establish relationships among stakeholders	-Observe ST with students (small or whole group), offer feedback related to TPEs -**Focus feedback** on ST/student relationships	-Observe ST with students (small or whole group), offer feedback related to TPEs -**Focus feedback** on supporting students with special needs (ELs, students with IEPs, 504s, etc.)	-Observe ST with students (small or whole group), offer feedback related to TPEs -**Focus feedback** on supporting students with special needs (ELs, students with IEPs, 504s, etc.)	-Observe ST instructing whole class or small group, offer feedback -**Focus feedback** on engagement and formative assessment	-**Formal evaluation** of candidate progress on TPEs 1-6 -3-way discussion of areas of improvement
TPE Focus	2	1, 2	1, 2	1, 2, 4	**1**, 2, 4, **5**	1-6
Forms*Turned in to Coordinator*	**Semester agreement**	Contact Log	Contact Log	Contact Log	Contact Log	**Fieldwork Assessment**
Stakeholders who must present	Supervisor Candidate/Mentor	Supervisor Candidate	Supervisor Candidate	Supervisor Candidate	Supervisor Candidate	Supervisor Candidate/Mentor
Meeting Guidance	-Discuss roles and responsibilities -Provide mentor access to handbook -Determine observation schedules -Distance Candidates: Permission Slips -Observation time partial period or block Approx. 1 hour	During FWS 1 ST's required to build relationships, observe various instructors, no teaching required -Observation time partial period or block (approx. 20 min)	-Observation time partial period or block	-Observation time partial period or block	During FSW 2 ST's required to teach one lesson and assess student learning, observation of ST instruction	-Observation time partial period or block
Interns Only	Pre-service requirements 75 hours observation of qualified mentor by end of semester					

Spring Semester:

SED Semester 2 SPRING					
	Contact 1	**Contact 2**	**Contact 3**	**Contact 4**	**Contact 5**
Suggested Week	Week 1	Week 2	Week 4	Week 6	Week 8
Purpose	-Establish relationships among stakeholders -Establish schedule, roles and responsibilities of all stakeholders -Permission slips	-Check in on student/teacher relationships -Clarity of responsibilities	-Clinical supervision **-Feedback focus** – participation of all students and focus of instruction on learning objective, use of UDL	-Clinical supervision **-Feedback focus** – use of formative assessment, monitoring student understanding, *how* ST is providing feedback on learning to student	-Clinical supervision **-Feedback focus** – use of formative assessment and focus of instruction on learning objective
TPE Focus	6	6	1-4	1-5	1-5
Forms **Turned in to FWC*	**Semester agreement**	Contact Form	Clinical Supervision Report	Clinical Supervision Report (VELR)	Clinical Supervision Report
Stakeholders who must be present	Supervisor Candidate/Mentor	Supervisor Candidate	Supervisor Candidate	Supervisor Candidate	Supervisor Candidate

Semester 2 SPRING					
	Contact 6	**Contact 7**	**Contact 8**	**Contact 9**	**Contact 10**
Suggested Week	Week 10	Week 11	Week 12	Week 14	Week 15
Purpose	- Determine areas for growth and of strength -Set goals for last weeks of instruction -Complete FW forms	-Clinical supervision **-Feedback focus** – use of UDL planning principles, use of summative assessments for learning objectives	-Clinical supervision **-Feedback focus** – monitoring student understanding during instruction, use of UDL to plan lessons,	-Clinical supervision **-Feedback focus** – meeting the needs of all learners, using UDL, SDAIE and MTSS principles	**-Develop IDP with ST and mentor input** - Complete final fieldwork evaluation with input from all stakeholders
TPE Focus	6	1-5	1-5	1-5	6
Forms **Turned in to FWC*	**Fieldwork Assessment**	Clinical Supervision Report	Clinical Supervision Report	Clinical Supervision Report	**Fieldwork Assessment & IDP**
Stakeholders who must be present	Supervisor Candidate/Mentor	Supervisor Candidate	Supervisor Candidate	Supervisor Candidate	Supervisor Candidate/Mentor

Do all candidates complete the program successfully?

Unfortunately, no. Occasionally a candidate experiences problems during course work or fieldwork. Secondary Education Program faculty or local school personnel may then request termination of an student teacher's credential candidacy. In such a case, a committee consisting of the student teacher's university supervisor, Program Leader, Coordinator, and mentor teacher(s) determines whether the student teacher will continue in the program. *(For more information on how to address concerns in fieldwork, see the Mentor Teacher section of this handbook.)*

The committee may require remedial action to improve the candidate's progress within the program.

A candidate who abuses alcohol or drugs or who is involved in unprofessional conduct will be subject to dismissal from the Secondary Education Program. Candidates dismissed for unprofessional conduct during either fall or spring semester will not be allowed to participate in commencement ceremonies.

What happens if the student teacher does not exhibit professional conduct?

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. This means we function as gate-keepers for the profession, a responsibility we take very seriously.

On exceedingly rare occasions and despite our rigorous screening process, a serious problem surfaces prior to or during the credential year (e.g., a credential candidate becomes involved in unethical or unprofessional conduct such as endangering students, relating in a romantic or unhealthy way with students, creating an unhealthy climate for others at the school site, abusing alcohol or other drugs, etc.). All credential programs at HSU share a standard procedure for responding to allegations about a credential candidate's unethical or unprofessional behavior.

Allegations of misconduct are first brought forward to the Fieldwork Coordinator who immediately activates an investigation protocol. This protocol requires that the Fieldwork Coordinator informs the Program Leader of the allegations, and together they engage in fact finding. They invite all observers of the alleged behaviors to provide input and then receive their responses first verbally and then in writing. They then share the allegations with the credential candidate, asking the candidate to respond first verbally and then in writing. Depending on the seriousness of the allegations, they may request a meeting with all parties present. Once they have collected all relevant information in regard to the allegations, they assess that information and then render a decision in writing.

Depending on the seriousness of the conduct, repercussions may include such sanctions as the candidate being placed on contract with the ultimate goal of successful completion of the program, pulled from the school site indefinitely, dismissed immediately from the program, or referred for judicial sanctions within the University, among others. If misconduct is suspected during the application process, the program reserves the right to investigate applicants and depending on the seriousness of the conduct, repercussions may include dismissal from the program prior to its start.

What are the CCTC Standards?

The California Commission on Teacher Credentialing approves teacher preparation programs based on certain standards for program quality and effectiveness. A full text of the CCTC Standards can be requested in the Education and Credentialing office and are available online at www.ctc.ca.gov. A comprehensive list of all the ways of meeting these standards would go beyond the scope of this handbook.

What are the California Standards for the Teaching Profession?

The *California Standards for the Teaching Profession* (CSTPs) were developed "to guide teachers as they define and develop their practice" from pre-service preparation through induction and through lifelong professional development. Student teachers are introduced to the standards through their coursework and fieldwork.

What are the Teaching Performance Expectations?

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

The TPEs are research-based and aligned to national teaching standards expectations. They link to expectations set forth in California's adopted content standards for students. They require beginning teachers to demonstrate the knowledge, skills, and abilities to provide safe, healthy, and supportive learning environments to meet the needs of each and every student and to model digital literacy and ethical digital citizenship. In addition, the TPEs explicitly require beginning teachers to know and be able to apply pedagogical theories, principles, and instructional practices for the comprehensive instruction of English learners.

They know and can apply theories, principles, and instructional practices for English Language Development to assist students to achieve literacy in English within the content area(s) of their credential(s). They create inclusive learning environments, in person or online, and use their understanding of all students' developmental levels to provide effective instruction and assessment for all students, including students with disabilities in the general education classroom.

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

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

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

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

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

Teaching Performance Expectations (TPEs)

TPE 1: Engaging and Supporting All Students in Learning

Elements

Beginning teachers:

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

Narrative

Student Engagement

Beginning teachers understand and value the socioeconomic, cultural, and linguistic background, funds of knowledge, and achievement expectations of students, families, and the community and use these understandings not only within the instructional process but

also to establish and maintain positive relationships in and outside the classroom. They use technology as appropriate to communicate with and support students and families.

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

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

Language Acquisition and Development

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

Beginning teachers use a student's background and assessment of prior learning both in English and the home language, if applicable, to differentiate instruction and to select instructional materials and strategies, including the incorporation of visual and performing arts, to support the student in comprehension and production of Standard English. They are able to determine communicative intent, particularly with students at emerging and expanding English proficiency levels and with students who may have an identified disability affecting their ability to acquire Standard English proficiency.

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

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

TPE 2: Creating and Maintaining Effective Environments for Student Learning

Elements

Beginning teachers:

1. 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.
2. 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.
3. 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.
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
6. 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.

Narrative

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

Beginning teachers understand the role of learners in promoting each other's learning and the importance of peer relationships in establishing a climate of learning. They encourage students to share and examine a variety of points of view during lessons. Beginning teachers

support all students' mental, social-emotional, and physical health needs by fostering a safe and welcoming classroom environment where students feel they belong and feel safe to communicate. Beginning teachers recognize that in addition to individual cultural, linguistic, socioeconomic and academic backgrounds, students come to school with a wide range of life experiences that impact their readiness to learn, including adverse or traumatic childhood experiences, mental health issues, and social-emotional and physical health needs.

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

TPE 3: Understanding and Organizing Subject Matter for Student Learning

Elements

Beginning teachers:

1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
2. 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.
3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.[1]
4. 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.
5. 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.
6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law,

[1]

understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.
8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

Narrative

Subject-Specific Pedagogy and Making Content Accessible

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

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

Integrating Educational Technology

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

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

Beginning teachers use appropriate educational technologies to deepen teaching and learning to provide students with opportunities to participate in a digital society and economy. Beginning teachers use established learning goals and students' assessed needs

to frame the choices of digital tools and instructional applications consistent with standards of the International Society for Technology in Education (ISTE) and the International Association for K–12 Online Learning (iNACOL).

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

Elements

Beginning teachers:

1. 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.
2. 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.
3. 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.
4. 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.

5. 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.)
6. 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.
7. 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.

8. 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.

Narrative

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

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

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

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

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

TPE 5: Assessing Student Learning

Elements

Beginning teachers:

1. 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.
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
3. 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.
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
6. 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.
7. 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.
8. 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.

Narrative

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

Beginning teachers use multiple measures to make an informed judgment about what a student knows and is able to do. Beginning teachers analyze data to inform instructional design, self-reflect, reteach, provide resources, and accurately document student academic and developmental progress. They support students in learning how to peer- and self-assess work using identified scoring criteria and/or rubrics. Beginning teachers provide students

with opportunities to revise or reframe their work based on assessment feedback, thus leading to new learning. They implement fair grading practices, share assessment feedback about performance in a timely way, utilize digital resources to inform instruction, analyze data, and communicate learning outcomes.

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

TPE 6: Developing as a Professional Educator

Elements

Beginning teachers:

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
2. 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.
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
4. 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.
5. 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.
6. 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.
7. 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.

Narrative

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

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

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

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

Applying for the Credential

How does a candidate apply for the preliminary credential?

Humboldt State University's Credential Analyst will make a presentation to credential candidates during spring semester to explain the following procedures in detail.
All candidates pursuing a Preliminary California Credential must complete a credential check form and a Preliminary Single Subject Credential program contract form before winter break. A fee also needs to be submitted to the HSU Cashier's Office. Both forms are available in the School of Education. There is a filing fee for the credential. The School of Education Office will forward information concerning completion of credential requirements to the Credential Analyst for each candidate.

If candidates are applying to jobs prior to earning their credential, they can request a Letter of Good Standing from the Fieldwork Coordinator. Once student teaching is completed and licensing paperwork and fees are on file, the Credential Analyst then recommends candidates for their credentials online with the CTC. Candidates then receive an email confirmation with a link to allow them to pay online for their credential recommendation to be processed. Once the fee has been paid, hiring committees can see the credential being processed using a secured search on the CTC website.

How do teachers expand their credentials to teach additional subjects?

a. Obtain an additional single subject credential by 1) passing the appropriate CSET exam in an additional single subject area, and 2) completing a three unit methods class in the subject area.

b. Obtain a multiple subject credential by 1) passing the Multiple Subjects CSET, 2) passing the RICA, 3) completing SED 701 Elementary Methods, (4) completing a Reading Instruction course (UC San Diego offers an online course that meets CTC requirements).

c. Obtain a supplementary authorization through course work. *Note: the "Introductory" authorizations only allow teaching of the given subject on a grade 9 level or below.*

In all cases, contact the Credential Analyst for more information.

The Job Search

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

School districts, public and private, typically ask five things from candidates applying for teaching positions:
a) a cover letter
b) a résumé
c) a district application form (optional but recommended: a professional portfolio)
d) transcripts (copies are often adequate)
e) letters of reference

Only a few districts require a *professional file,* also called a *placement* or *credential* file. The HSU Career Center does not store professional files for candidates. Creating and maintaining a professional file is the credential candidate's responsibility. At a community meeting, usually in early winter, staff from the Career Center give students information and explain how to establish the professional file. *Community meetings are mandatory for all students.*

What other services does the Career Center offer to credential candidates?

HSU's Career Center can help students plan a job search, identify school districts, and prepare paperwork in applying for positions. Some specific services include:
a) workshops providing valuable information on resume writing, job search strategies, interviewing techniques, and career fairs, all geared toward teaching positions
b) individual career counseling (help with a job search, resume critique, discussion of specific job search questions or career concerns)
c) information and resources on teaching overseas
d) job search information via Internet and Career Center information via their web page at http://www.humboldt.edu/career/

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

The Mentor Teacher

Who are the mentor teachers?

The mentor teacher is a key player in the student teaching experience, serving as a model of excellent teaching and professionalism.

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

The CCTC requires mentor teachers to be:

a) certified and experienced in teaching the subject(s) of the class;

b) trained in supervision and oriented to the supervisory role; and

c) appropriately evaluated, recognized, and rewarded by the institution.

With the support of administrators in cooperating schools, the mentor teachers selected to participate in the Secondary Education program at Humboldt State University:

a) are credentialed single subjects teachers with a minimum of three years of successful secondary teaching experience, and have tenure in the district where they currently teach;

b) 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;

c) model effective instructional and classroom management strategies with their student teachers;

d) demonstrate excellent communication skills in working with students, families, colleagues, and community members;

e) are committed to providing support for their student teacher's ongoing reflection and professional development through regular communication about curriculum, instruction, classroom management, parent/family involvement, and other professional concerns; and

f) are committed to their own ongoing professional development in clinical supervision with in-services.

How are mentor teachers selected?

In 1998, the Secondary Education Community Advisory Board – a group of current and former mentor teachers – requested a method by which the faculty and staff could become better acquainted with educators wishing to be mentor teachers. The board proposed a brief application process that would facilitate informed and favorable placement of student teachers with mentor teachers. (See "Mentor Teacher Service Agreement" on our website.)

Mentor teachers are selected based on the criteria listed above and appropriate placement with a student teacher.

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

As in any classroom, student teachers have a wide variety of backgrounds and experiences. While some easily adapt to the teaching role, other candidates 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.

It is important to remember that most student teachers do not come to the classroom fully prepared to teach. The mentor teacher will discover through interaction with the student teacher what skills, talents, and interests they bring to the classroom. This will help the mentor teacher determine the activities for which the student teacher is ready to safely assume responsibility. The following guidelines may be helpful:

a) Take a leadership role in orienting the student teacher to the school site, classroom, and curriculum.

b) Create an atmosphere of acceptance among the students by introducing the student teacher to the class as a *co-teacher* and by providing personal space (desk, counter space, bulletin board) for the student teacher to use.

c) Introduce the student teacher to fellow teachers and site personnel.

d) Beginning with the field experience phase in the fall semester, transition the candidate into greater involvement with students. Ideally the candidate will work one-on-one and then with small groups of students. This will culminate in the spring with the student having full teaching responsibility for one or more classes. A credential candidate should not assume primary teaching responsibilities during the first semester. Even in the second semester, the university supervisor, mentor teacher, and student teacher must agree as to the proper timing for solo teaching.

e) Set a specific time for conferencing with the student teacher. This will allow for open communication and discussion and usually helps prevent or solve problems that arise. When time is a major factor, consider conferencing by phone, making a list of topics to discuss, writing notes, and/or using e-mail.

f) Be aware of the teaching competencies which student teachers need to acquire before they are recommended for a Single Subjects Credential. (See SED 765.)

g) Share planning strategies (daily, weekly, etc.) *throughout the year.*

h) Provide the student teacher with professional advice and models of current instructional techniques

i) *Require* lesson plans for your review and suggestions *before* a lesson is taught.

j) Keep the principal and university supervisor apprised of the student teacher's gains in proficiency. *Please inform the supervisor of any difficulties that are not being resolved in a satisfactory manner.* (See the procedure for resolution of problems.) *The student teacher should be absolutely reliable in such matters as attendance, promptness, and daily preparation.*

k) Complete all university required assessment forms in a timely manner, including a final letter of recommendation for the student teacher's placement file.

l) Assist and advise the student teacher in the processes of securing a teaching job.

What are the procedures for mentor teachers who are having problems with their student teacher?

First, talk with your student teacher about their current strengths and share your concern about areas that need improvement. Be sure to document your conversation. Share your concerns with the university supervisor. Arrange a time for the supervisor to observe so that they can understand the nature of your concerns. Discuss concerns with supervisor confidentially following observation.

Arrange a meeting with supervisor and student teacher to document strengths and areas of improvement. For any issues that are concerning, 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 by the date of the upcoming assessment, a contract should be written in cooperation with the university supervisor. The university supervisor 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. The contract should have clearly written goals and a timeline for meeting 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.

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

a) Provide time (at mutual convenience) for conferences with the supervisor. These should follow each of the supervisor's clinical supervisions. Brief contacts may follow other visits, as appropriate.

b) Document student teacher performances to share with the supervisor and candidate on a regular basis.

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

a) Attend university-sponsored in-service programs for mentor teachers.

b) Complete university-required evaluation forms promptly.

c) Inform the Fieldwork Coordinator of any problems that are not being resolved properly between the student teacher and supervisor.

How is the fieldwork setting evaluated?

During the mid-semester assessment conference in mid-March, the student teacher, fieldwork setting (for which the mentor teacher is mostly responsible), and university supervisor are all evaluated. Set aside an adequate amount of time to discuss the student teacher's progress as well as the effectiveness and quality of the fieldwork setting, and the quality of guidance provided by the university supervisor.

At the end of the spring semester, the university supervisor, mentor teacher and the student teacher, evaluate the fieldwork setting.

How are mentor teachers rewarded?

Mentor teachers' greatest rewards come from the satisfaction of helping to mentor new teachers into our profession. They do, however, receive other compensation. The School of Education has developed a package of items for mentor teachers as a token of our deep appreciation. The mentor teacher receives HSU library privileges for the year of service as well as the opportunity to purchase a computer and software through the HSU bookstore with an HSU employee's discount.

When do mentor teachers determine the candidate's teaching schedule?

The Fieldwork Agreement must be completed and signed by the student teacher, mentor teacher, and university supervisor before winter break in December. This form outlines the student teacher's day during the spring. It also indicates compliance with applicable CCTC Standards and the mentor teacher(s) responsible for supervision during specific periods.

The University Supervisor

Who are the university supervisors?

Supervisors are university employees who have experience as public school educators.

The supervisor serves as the main link between the public school site and the Credential Office. The supervisor works closely with the mentor teacher and student teacher to ensure that proper procedures are followed and all timelines met.

As a former public school educator with specific knowledge of the subject matter, the supervisor can offer valuable insight into the candidate's progress. The supervisor visits the student teacher periodically and performs clinical supervisions.

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

a) Contact the student teacher at least six times during the first semester and twelve times during the second.

At least six fall contacts must be site visits. The first site visit should be scheduled to complete the Fieldwork Agreement before the third week of classes. Interim visits could be made to ensure that the student teacher is successfully participating in the classroom during the field experience phase. The final contact will be a site visit to complete the Fall Final Assessment Form and discuss the Fieldwork Agreement for spring semester.

In the spring, the supervisor should make at least one site visit every other week, for a total of no fewer than six clinical supervision contacts. Each clinical supervision contact should include: 1) a meeting prior to observation to discuss the lesson plan and any issues of concern to the student teacher; 2) actual in-class observation (at least one full period); and 3) a meeting after the lesson to discuss observations. Within a week of every visit, contact reports should be typed and copies delivered to the credential candidate, mentor teacher, and Credential Office.

b) During the fall, assist the student teacher in designing appropriate activity for observation and field experience. The supervisor also determines competency for continuing on to solo student teaching.

c) Use clinical supervision knowledge and skills to assist the candidate after each observation. Feedback — for both the student teacher and mentor teacher — should follow as soon as schedules permit. Written comments are to be signed by the candidate, then turned in to the Credential Office

d) Advise the student teacher in completing the Fieldwork Agreement form.

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

f) Hold final evaluation conferences with the student teacher and mentor teacher (preferably together) at the end of each semester.

g) Write a letter of recommendation for the student teacher.

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

a) Inform the mentor teacher of all university requirements and procedures involved in student teaching fieldwork. This includes meeting with mentor teachers at the beginning of the year to review the contents of this handbook. (Each mentor teacher should be provided with an SED Program Handbook, as well as a Mentor Teacher Handbook.)
b) On a regular basis, confer with the mentor teacher (by phone, if necessary) regarding the student teacher's progress. c) Serve as liaison between mentor teacher and the Credential Program.
c) Provide the mentor teacher with copies of contact reports.

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

a) Inform the administrator of university requirements and procedures involved in the student teaching.
b) Inform the administrator's office when supervising in a school. Sign school visitor record at each site visit.
c) Keep the administrator advised of any special problems with a student teacher.

What are the university supervisor's responsibilities to Humboldt State University?

a) Maintain regular communication with the Fieldwork Coordinator.
b) Participate in coordination and in-service activities related to the Secondary Education program at HSU.
c) Attend all supervisor meetings. Supervisors are also invited to attend program community meetings.
d) Use prescribed forms and procedures in documenting observations and evaluations of student teachers. *File all forms with the Credential Office within one week of the contact.*
e) Work with the Coordinator in identifying and evaluating student teaching placements.

How are supervisors evaluated?

During the mid-semester assessment conference in mid-March, the student teacher and university supervisor are evaluated. Set aside an adequate amount of time to discuss the student teacher's progress as well as the effectiveness and quality of the fieldwork setting.

At the end of the spring semester, the mentor teacher and student teacher independently evaluate the university supervisor. Supervisors will receive an evaluative letter for their professional file. These letters will reflect professional performance, school site evaluation and attendance at supervisor meetings.

How long are university supervisors under contract?

University supervisors are under contract until the end of the HSU spring semester (mid-May). By mid-May, the supervisor will have made a final assessment of the student teacher. If a problem arises after that time, supervisors may be hired on a day-to-day basis as a special consultant to help handle any issues. In some cases, it may be necessary for supervisors to continue observing and working with their supervisees after the end of HSU's spring semester. For example, this can occur when supervisors are unable to complete all required assessments or are unable to spend the full amount of required time observing and working with the candidates. In such instances, the supervisors will let the Fieldwork Coordinator know the arrangements and agreements they have with their student teachers and the mentor teachers to complete all supervisory requirements. Completion of final fieldwork is verified by the school site administrator and mentor teacher. The Fieldwork Coordinator will determine whether the candidate should be awarded the final units of credit and recommended for a teaching credential.

What is clinical supervision?

In its simplest form, clinical supervision includes:

a) a conference with the student teacher to preview objectives and the lesson plan,

b) direct observation of the lesson, and

c) a follow-up conference with the student teacher, with feedback on strengths and areas for improvement.

What is the theory behind clinical supervision?

A successful student teaching experience is the keystone of pre-service teacher preparation. Clinical supervision is a means of ensuring that the student teaching is carried out most effectively through systematic planning, observation, and feedback. The clinical supervision model is designed to help teachers grow. It systematically builds on strengths while eliminating counter-productive approaches. It recognizes that each student teacher is different. No candidate will be a carbon copy of the ideal teacher or teach every lesson exactly according to a given model. Clinical supervision develops the student teacher's

ability to reflect on experience and apply principles and concepts to self-improvement efforts.

Three actors must play their roles well for clinical supervision to succeed. The student teacher must plan lessons early enough so that the supervisor and mentor teacher can review them before class. The mentor teacher and supervisor must find compatible strategies in supporting the student teacher. When clinical supervision is a cooperative endeavor, the results can be rewarding to all.

The School Administrator

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

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

a) Formally introduce student teachers to office staff, counselors, school nurses, vice-principals, and others with whom they may have contact.

b) Use an orientation meeting at the beginning of the spring semester to expose student teachers to the school's philosophy, discipline procedures, chain of command, and demographic make-up. This is a good opportunity to express your expectations of the candidate.

c) Invite the student teacher to attend faculty meetings.

d) Have subject-area departments include student teachers in departmental meetings, thus exposing them to issues and the decision-making involved in curriculum oversight and other departmental matters.

e) Include student teachers in the loop for information routinely distributed to the teaching staff.

f) Encourage student teachers to involve themselves in the school's extracurricular activities; they often make good chaperones for field trips and dances.

g) If possible, observe the credential candidates in solo teaching situations. They will appreciate your input. Observation also allows you to assess potential teachers for the school.

h) Maintain contact with the Fieldwork Coordinator regarding student teacher progress and future fieldwork placements.

What is the role of the school (or district) administrator in the selection of mentor teachers?

Mentor teachers are selected to participate in the Secondary Education program at HSU based on support from the site administrators and according to the following selection criteria:

1) are credentialed single subjects teachers with a minimum of three years of successful secondary teaching experience;

2) model effective instructional and classroom management strategies with their students, presenting demonstration/application lessons for student teachers to observe and providing regular opportunities for them to practice and receive feedback;

3) demonstrate excellent communication skills in working with students, families, colleagues, and community members;

4) are committed to providing support for their student teacher's ongoing reflection and professional development through regular communication about curriculum, instruction, classroom management, parent/family involvement, and other professional concerns; and

5) are committed to their own ongoing professional development in clinical supervision with in-services.

In order for a teacher to be considered for placement as a mentor teacher, the site administrator (and, when applicable, the Department Chairperson) must sign the Mentor Teacher Declaration of Interest for Service.

Definitions and Descriptions

ADDITIONAL TEACHING AUTHORIZATIONS

A candidate may add additional teaching authorizations to the basic credential by passing the CSET examinations in another area or by completing additional course work. Passing the additional examination allows the candidate to apply for another credential. Currently, taking 10 upper division (or 20 lower and/or upper division) semester units in one of the supplementary authorizations listed in the California Administrative Code allows the candidate to add a supplementary authorization to the basic credential. These requirements are subject to change. The Credential Office has current details.

ADVISEMENT AND COUNSELING

Advice and counseling come from different sources. Assistance related to admissions, credential courses, and field placement is available from the Coordinator. Additional help may be obtained from the university supervisor, faculty and/or program leader, and the Career Center.

BASIC CREDENTIALS:

Preliminary Multiple Subjects Credential 2042

This credential authorizes the holder to teach multiple subjects in any self-contained classroom: preschool, kindergarten, grades 1-12, or classes for adults, including classes with English Language Learners. Most teachers with a multiple subject authorization teach in elementary and early childhood education.

Professional Clear Credential

Preliminary credential holders can earn a Professional Clear Credential by completing a CCTC approved Induction Program *or* by completing a CCTC approved Fifth Year Program at a college or university. The Induction Program option requires teaching employment and includes advanced study in health education; special populations, technology, and instruction of English language learners. The Fifth Year Program requires the same advanced courses as the Induction Program with the exception of advanced preparation in instruction of English language learners that will be required after July 1, 2005. The Induction Program option is stated subsidized; the Fifth Year Program option is not state subsidized.

Single Subject Credential

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

CERTIFICATE OF CLEARANCE

Students desiring to become teachers must apply to the California Commission on Teacher Credentialing for a “certificate of clearance” and may not enter student teaching without clearance. This certificate states that the student has the necessary "personal and health qualifications" to receive a teaching credential. Upon receipt of the certificate of clearance from the online application, the candidate must file a copy with the Credential Office.

CREDENTIAL CHECK

In early November, prior to web registration for spring semester, credential candidates schedule a meeting with the Coordinator to complete the required Credential Program Form and the Credential Check Form. The originals of these forms are forwarded to the Credential Analyst to initiate the credential application process.

STUDENT RESOURCES

If you have, or suspect that you may have, any type of disability that may affect your performance in credential courses, please contact Disabled Student Services (DSS) at 707-826-4678. DSS provides a wide variety of services to students with disabilities. Also, please contact the instructor regarding reasonable accommodations. For additional help with written assignments visit the Writing Center in FH 234 or make an appointment in the English Department office, FH 201. Please call the Writing Center at 707-826-3611 for current drop-in and appointment hours.

SUBJECT-MATTER COMPETENCY

Students in possession of a bachelor's or higher degree may verify minimal subject-matter competency by obtaining a passing score on the CSET specialty area exam(s) in the single subject area they plan to teach or on the CSET exam in multiple subjects. The University Testing Center (House 71) has information on these exams.

Students planning to obtain a credential at HSU must pass the appropriate exam, described above, or receive verification of an approved subject-matter program completion from an academic advisor at HSU (or other approved university) to be considered for admission to the Professional Practice Program. Admission requires successful completion of additional diverse measures of subject-matter competency administered by the multiple subjects or single subjects program.

Upon admission, candidates are assigned a supervisor (for each semester), who is 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 candidate. Each visit is documented with an

observation report prepared by the supervisor. A clinical supervision report describes strengths and weaknesses of the candidate's teaching skills, as observed, and is reviewed with the candidate and the mentor teacher in a conference held soon after the observation. The candidate receives a copy of the report, signed by both candidate and supervisor. The supervisor retains a copy; the mentor teacher receives a copy, and another copy is filed in the Credential Office.

SUPERVISION OF TEACHING APPRENTICESHIP

During the credentialing process, an student teacher may be found to lack some vital requirement for candidacy. In such a case, program faculty and the student's mentor teacher are obligated to request termination of the student's credential candidacy. If this occurs, a committee, which includes the university supervisor, the Program Leader, Program Coordinator, and the most recent mentor teacher, will investigate the problem and decide the possible options. This committee may advise and require remedial action to improve the student's likelihood of success in the program. If the committee recommends that the student withdraw or be removed from the program, the student has the right to appeal the decision through university appeals procedures.

A candidate who abuses alcohol or drugs will be subject to dismissal from the Secondary Education Program.

Advice from Former Teaching Apprentices

- Manage your time so new things aren't so stressful.
- Take care of yourself physically, emotionally, and spiritually. If you're not together yourself, you won't be good for others.
- Spend as much time as possible observing different subjects and levels at different schools.
- Take initiative. Be sure you're learning what you need to know.
- Get, keep, and maintain a sense of humor.
- Be responsive to constructive criticism. Don't dwell on the bad, but be flexible and try to improve.
- Establish a comfortable, communicative environment with your supervisor and mentor teacher.
- Maintain your self-esteem with all your roles – student at HSU and both student and teacher at the local school site.
- Look forward to the rewards of teaching such as when students learn, when you're respected as a teacher, and when you reach inward for personal rewards.
- Be flexible in your expectations. Don't get impatient with yourself or students.
- Be confident, but realize this is a learning experience.
- Accentuate the positive things in students and don't just focus on the negative.

Google Group Guidelines

1. When sending messages to the Google Group, please make sure that your posting has a clear and descriptive title on the "Subject:" line of the header.
2. Be sure to sign your full name at the bottom of your posting and make sure that it is also included in the header. Pseudonyms are not appropriate.
3. Do not include names of students, mentor teachers, or school personnel in Google Group messages.
4. Every posting should begin with a clear introduction of the topic or offer some kind of reference to the topic or a previous posting.
5. Keep quotations short and relevant. Quoting entire messages, signatures and all is inconsiderate because it unnecessarily lengthens messages.
6. Humor is appreciated, but the cryptic, often uninflected style of e-mail writing can cause misinterpretation. Without important nonverbal clues like facial expressions, gestures, and other body language, use of humor may result in unintended consequences.
7. Although program instructors will read Google Group messages, faculty will not censor them unless warranted. We, in the Elementary Education program, are committed to sustaining this type of open forum for professional discussion, but to do this, it is imperative that all members are considerate of others.
8. Just as it is important that relevant discussion items be posted for the entire readership, private correspondence should remain private. In other words, personal messages do not belong in this public forum.
9. If you are offended by something posted on the Google Group, you have a right to voice your objections. Please express your concerns to any of the credential instructors and to the person responsible.

HSU S.A.F.E. 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!**

**Building fire alarms may stop ringing; even if they stop, continue the evacuation.*

Assessment Forms and Other Information

Your shared google drive folder contains Fieldwork Supervision forms used to assess the performances of teaching student teachers, mentor teachers, and university supervisors. These forms are shared with you to familiarize you with the various evaluation standards. The complete set of SED observation forms can also be found on the SED website: https://education.humboldt.edu/content/secondary-education-forms.

Each student evaluation and fieldwork agreement form is completed jointly (in conference) by the student teacher, the mentor teacher, and the university supervisor.

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

Each **assessment** form documents the conditions for continuation of the teaching student teacher in the program. All assessment and evaluation forms are available on line at https://education.humboldt.edu/content/secondary-education-forms

All Fieldwork Documents:

Supervisor Sequential Progression

Fieldwork Agreement

Fieldwork Assessment

Fieldwork Supervision Contact Log

Clinical Supervision Report

Subject Specific Assessments

Individual Development Plan

Contacting Secondary Education Credential Program Personnel

The School of Education faculty and staff offices are located in Harry Griffith Hall.
The Credential Programs Office is in room 202,
phone number 707.826.5867, fax number 707.826.5868.

Title	*Name*	*Office Location*	*Phone Number*	*Email Address*
Program Personnel:				
Department Chair	Dr. Eric Van Duzer	HGH 209	707.826.3719	Evv1@humboldt.edu
Program Leader	Dr Shannon Morago	HGH 206	707.826.5822	sm7@humboldt.edu
Program Coordinator	Heather Ballinger	HGH 202D	707.826.5870	Hb481@humboldt.edu
Program Support	Sarah Anderson	HGH 202	707.826.5867	education@humboldt.edu
Credential Analyst	Amy Lennox	Registrar's Office	707.826.6217	amy.lennox@humboldt.edu
Core Teaching Personnel:				
Faculty	Dr. Shannon Morago	HGH 206	707.826.5822	sm7@humboldt.edu
Faculty	Dr. Tom Cook	HGH 223	707.826.3734	tom.cook@humboldt.edu
Faculty	Dr. Marisol Ruiz	HGH 208	707.826.3738	ls1607@humboldt.edu
Faculty	Dr. Libbi Miller	HGH 224		libbi.miller@humboldt.edu
Lecturer	Nora Wynne	HGH 120C	707.826.3733	nora.wynne@humboldt.edu
College of Professional Studies Personnel:				
Dean	Dr. Shawna Young	Gist Hall 214B	707.826.3961	shy4@humboldt.edu
Associate Dean			707.826.3967	
Campus Contacts:				
Admissions		Student Business Services Building lobby	707.826.5454	
Bookstore		University Center	707.826.3741	
Career Center	Cherry Ouellette	Nelson Hall West 130	707.826.3341	cgv7001@humboldt.edu
Counseling & Psychological Services		Health Center	707.826.3236	
Financial Aid		Student Business Services Building room 231	707.826.4321	
Health Center		Health Center	707.826.3146	
Library	Hours Reference Desk	University Library	707.826.3416 707.826.3418	
Office of the Registrar	*(registration assistance)*	Student Business Services Building room 133	707.826.4101	
Student Disability Resources	Linda Parker	Lower Library room 56	707.826.4678	
University Writing Center	*(drop-in assistance)*	Lower Library room 32	707.826.3326	

Handbook Agreement Form

SECONDARY EDUCATION PROGRAM

CREDENTIAL CANDIDATE SIGNATURE REQUIRED:

I understand that the Secondary Education Handbook provides information on the program as well as the rights and responsibilities of credential candidates, mentor teachers, and supervisors. I acknowledge that I have read the handbook which details professional and ethical conduct for credential candidates as well as information for the resolution of problems related to professional conduct.

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

Print Name_____

Signature and Date_____

Note: Print this page and submit it to the Credential Coordinator or to the School of Education, HGH 202, by August 19, 2020. Thank you.