School of Education

Elementary Education

Handbook and Fieldwork Guide

2015-2016

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

Credential Programs Office: 707.826.5867
handbook revised 05/28/2015 hpc
Hello!

Thank you for participating in the Elementary Education Credential Program at Humboldt State University. We are proud that we are able to offer candidates a credential program that remains small and retains a strong spirit of community. Most of our faculty, mentor teachers, and university supervisors have been affiliated with the program for many years, and we rely heavily on their wisdom and experience.

Our program offers candidates the opportunity to conduct their apprenticeship in rural, small towns and small urban districts. Over the past few years, in response to insights and requests from mentor teachers, credential candidates, and our Advisory Committee, we have systematically expanded the number of hours our candidates spend in their field placements. We strongly believe this will strengthen candidates’ experiences in the classroom and give them an overall sense of the rhythms and realities of a school year.

Our goal at Humboldt State University is to prepare outstanding teachers for California’s public schools and to prepare all candidates for the challenges facing classroom teachers in an era when many federal and state officials are attempting to constrain teachers from fully using their skills, wisdom, creativity, and experience to ensure that every child receives an excellent education. Thank you again for being a part of our program and for joining in this critically important effort!

Sincerely,

Elementary Education Faculty
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Calendar and Checklist 2015-2016

Fall Semester 2015

Aug 12 Supervisors Orientation Meeting, 3:00-4:00 p.m., HGH 217 (Date subject to change)
Aug 14 Credential Candidate Fieldwork Orientation with Supervisors, 12:00-5:00p.m. in HGH 227
Aug 17-21 Foundation Seminar, 8:00 a.m.-5:00 p.m. HGH 117
Aug 24 Phase I (EED 751) begins: Full-time at fall placement from school’s first day through Sept 4
Sep 7 Labor Day Holiday
Sep 8-11 First week of methods courses, M - Th 2:00-5:50 p.m., F 9:00 a.m.- 1:00 p.m. and four hours per morning, M-Th, 8:00-12:00 at fall fieldwork site
Sep 11 Fall Fieldwork Agreement form (EED 751 & EED 752) submitted to Cred.Office, HGH 202
Sep 8 – Oct 30 HSU methods courses in session; candidates required to attend M-Th mornings, four hours per day in their fall fieldwork classrooms
Sep 14 Performance Assessment Support Workshop: Location: NHE 102, 9:00-12:00pm
Sept 21 Visit spring fieldwork classrooms for morning half-day
Sep 28 Phase II (EED 752) begins, First fieldwork assessment due (Phase I, EED 751),
Oct 15 Supervisors meeting, 3:00-4:00 p.m., HGH 217 (Date subject to change)
Nov 2 - Dec 18 Candidates required to work full time in fall fieldwork classroom, including a minimum of three days solo student teaching
Nov 2 Registration material for spring semester and credential check forms available; contact Coordinator for required advising
Nov 11 Veterans Day Observed, K-12 schools and HSU closed (some K-12 schools also closed Nov 13)
Nov 19 Supervisors meeting, 3:00-4:00 p.m., HGH 217 (Date subject to change)
Nov 23-27 Thanksgiving Recess, vacation for most K-12 schools and HSU
Dec 11 Second fieldwork assessment due (Phase II, EED 752); end of HSU semester, fall full-time fieldwork continues through 12/18 (Winter break 12/21-1/3)
Dec 14 Performance Assessment Support Workshop: Location TBD, 12:00-3:00 p.m.
Dec 17 Supervisors meeting, 3:00-4:00 p.m., HGH 217 (Date subject to change)
Dec 14-18 Final exams at HSU; Mentor Teacher assessment forms due from Candidates and Supervisors; Candidates, Mentor Teachers, Administrators complete online evaluation of University Supervisors
Spring Semester 2016

Jan 4-15 Phase III (EED 753) begins; Elementary schools open after holiday; **full-time fieldwork** in spring placement

Jan 18 **Dr. Martin Luther King, Jr. Holiday**

Jan 19-22 **Foundations Seminars**, 8:00 a.m.- 4:30 p.m.; times and locations TBA; PACT parent permission forms due in Credential Office, HGH 202

Jan 25- Mar 11 **HSU methods courses in session** M - Th 2:00-5:50 p.m., F 9:00 a.m.- 1:00 p.m.; candidates required to attend M-Th mornings, four hours per day in their spring fieldwork classrooms

Jan TBD **Performance Assessment Support Workshop: 12:00-3:00 p.m. loc. TBD**

Jan 25 **Spring Fieldwork Agreement form (EED 753 & EED 754/755)** submitted to Credential Office, HGH 202

Feb 11 **Supervisors meeting**, 3:00-4:00 p.m., HGH 217 (Date subject to change)

Feb 15-19 **Presidents’ Week**; K-12 vacation; EED classes continue at regular times

Feb 24 **Video Elicited Lesson Reflection** turned in to University Supervisor

Mar TBD **Performance Assessment Support Workshop 12:00-3:00 p.m., location TBD**

Mar 4 **Mandatory candidates’ meeting with HSU’s Cred. Analyst (in EED 726b Prof Dev Course)**

Mar 10 **Supervisors meeting**, 3:00-4:00 p.m., HGH 217 (Date subject to change)

Mar 14-18 Candidates **full-time fieldwork** at spring school site; Phase III assessment conducted; Phase IV (EED 754/755) begins; full-time fieldwork; **HSU Spring Recess.**

Mar 14-Jun 10 **Phase IV:** Candidates required to work **full time in spring fieldwork classroom**, including a minimum of two weeks solo student teaching.

Mar 18 Third fieldwork **assessment due (Phase III, EED 753)**

Apr 7 **Supervisors meeting**, 3:00-4:00 p.m., HGH 217 (Date subject to change)

Apr 11-15 **School District Spring Recess** for some schools

Apr 15 Candidates complete **PACT Demographic Survey online** and submit proof page by email to Field Coordinator.

Apr 29 **Mentor Teacher Recognition Social**, tentative date, 4:00-6:00 p.m., location TBA

May 5 **Supervisors meeting**, 3:00-4:00 p.m., HGH 217 (Date subject to change)

May 13 HSU spring semester ends. (Full-time fieldwork continues to end of elementary school year.)

May 14 **HSU Commencement**, Redwood Bowl, followed by reception in Green & Gold Room

June 3 Fourth fieldwork **assessment due (Phase IV, EED 754/755)** after completion of solo teaching; Candidates **visit fall fieldwork classrooms** for one full day

June 17 **Mentor Teacher assessment** forms due from candidates and supervisors; candidates, mentor teachers, administrators complete **online evaluation of University Supervisors**; Elementary School year ends.
Checklist for the Credential Candidate

_____ Certificate of clearance, original CPR card, TB and MMR health records, CBEST original passing scores, computer competency passing grade/score; and CSET original passing scores submitted to Credential Office, HGH 202, by August 1st, 5pm.

_____ Fall fieldwork agreement form and program form submitted to Credential Office by September 11th.

_____ Completed “credential check” advising with Coordinator by November 13th.

_____ Credential check form to cashiers office and fee paid; submitted to Credential Analyst in Registrar’s office in December before grades are due.

_____ Spring fieldwork agreement form submitted to Credential Office by January 25th.

_____ Met United States of America Constitution requirement prior to applying for credential in June.

_____ RICA passed and original verification to Credential Office by the end of spring semester.

_____ Received Induction Program information.

_____ Completed CSU Exit Survey and proof emailed to coordinator prior to the end of public school in June.

_____ Completed EED Program Evaluation online by June 17th.
The Elementary Education Program

The Elementary Education (EED) credential program at Humboldt State University annually prepares approximately 30 credential candidates to meet credentialing standards of the California Commission on Teacher Credentialing (CCTC). The Elementary Education program is one of several credential programs in the School of Education, housed in the College of Professional Studies.

Teaching apprenticeships are offered primarily in Humboldt County. HSU's service region includes several Native American Indian tribal groups (i.e., Hupa, Karuk, Tolowa, Wiyot, and Yurok).

The program schedules classes Monday through Thursday in late afternoon and evening and half-day Friday to provide large blocks of time in the mornings for school-site observation/participation. Because of the mountainous and forested nature of this service area, some candidates may have extended driving times. Supervisors from outlying areas are hired to promote more regular contact with, and support for, candidates completing fieldwork more than an hour’s drive from campus.

Program Mission Statement

The mission of the Elementary Education (EED) program at Humboldt State University (HSU) is to prepare professionals to serve in California schools and work directly with children and youth from diverse ethnic, linguistic, socioeconomic, and cultural backgrounds, and to integrate appropriate modifications to meet the needs of students with exceptional needs. The EED program is designed to engage credential candidates in a developmental process of acquiring the knowledge, attitudes, and skills needed to promote educational excellence and equity in the classroom, and to collaborate with others in supporting students and families with special needs. The program offers credential candidates a program of course work and student teaching field experiences which is cohesively designed, well coordinated, and based on sound theoretical principles and scholarship.

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

Our society needs teachers who are independent thinkers and who exert professional leadership. Credential candidates enrolled in the program must devote themselves to a rigorous program of study combining theory and practice; demonstrate academic excellence; and commit themselves to high ethical values and dedicated service.

The program provides a sturdy bridge connecting educational theory with practice, pre-service with in-service education, and the university with the school community. The program is designed to empower all participants—credential candidates, mentor teachers, supervisors, faculty, and staff—to view one another and themselves as resourceful individuals with valuable talents and potentialities. All participants are encouraged to demonstrate a genuine spirit of professional collegiality and to collaborate with one another with energy, enthusiasm, integrity, and mutual respect.
Program Goals
Mentor teachers, supervisors, and faculty in HSU's Elementary Education program collaborate to guide and support credential candidates in developing proficiencies in four goal areas: 1) methods and materials; 2) models for instruction, classroom management, and discipline; 3) interpersonal communication skills; and 4) professional attitudes and conduct.

Methods and Materials
It is essential that teachers be proficient in selecting, organizing, and integrating subject matter content and methodologies which are relevant and appropriate for their students. Credential candidates completing the program can be expected to demonstrate proficiency in:

- writing clearly-stated lesson plans with instructional objectives, teaching strategies, materials, and assessment plans which are coordinated and consistent with each other
- planning a unit of instruction with clearly-stated goals in which a concept, skill or topic is taught fully and sequenced effectively
- building on students’ prior learning
- using strategies, activities, and materials which appeal to and challenge students

Models for Instruction, Classroom Management & Discipline
It is essential that teachers have the technical skills needed to be proficient in using a variety of appropriate instructional, classroom management, and discipline models. Credential candidates completing the program can be expected to demonstrate proficiency in:

- establishing a productive learning environment with clearly-stated expectations
- accommodating diverse learning styles and stages of development
- using approaches that are free of bias and that foster learning with diverse students
- motivating student interest; selecting stimulating activities and giving feedback
- encouraging all students to excel; equitably promoting involvement of all
- managing student conduct effectively whether in individual, small group or whole class activities
- presenting ideas and instructions clearly and meaningfully
- pacing lessons well
- adjusting the complexity of language to the linguistic abilities of students in class
- providing oral, written, and nonverbal communications which are clear, concise, and coherent
- using appropriate ways to ascertain students' prior attainments in subjects
- setting achievement criteria and communicating them clearly to students and parents
- demonstrating that students have learned a significant skill, idea, value or topic
- using formal and informal methods to assess students' achievements
- improving critical thinking skills and/or problem solving abilities of students
- motivating students' sense of purpose or importance regarding subject content
- providing for and encouraging independent learning experiences
- promoting students' positive interactions, self-esteem, and mutual respect
- encouraging respect for human diversity through lessons and interactions
**Interpersonal Communication Skills**

It is essential that teachers be proficient in their use of positive interpersonal communication skills with students and their parents as well as with the administrators, teachers, and staff members in their school and district. Credential candidates completing the program can be expected to demonstrate proficiency in:

- establishing and sustaining rapport with students
- communicating respectfully with all students and promoting mutual respect among students
- exhibiting understanding, appreciation and sensitivity toward the cultural heritage, values, and aspirations of the diverse students in class
- communicating effectively with administrators, teachers, and parents

**Professional Attitudes & Conduct**

It is essential that teachers model positive professional attitudes and conduct. Credential candidates completing the program can be expected to demonstrate proficiency in:

- fulfilling their various teaching responsibilities
- participating in school meetings, parent conferences, and other aspects of school life
- exhibiting intellectual integrity, serving students honestly, and protecting their privacy, respecting their work, and sustaining an open discussion of ideas
- assessing their own progress and remaining open to constructive criticism

**Crosscultural, Language & Academic Development (CLAD) Competencies**

Credential candidates completing the program can be expected to demonstrate proficiency in:

- modeling behaviors that demonstrate and promote cultural and linguistic sensitivity
- preparing well-designed lessons and units that reflect crosscultural and linguistic understandings, that relate to students’ backgrounds and interests, and that are effective with limited-English-proficient students
- using multidisciplinary approaches that integrate language acquisition strategies
- planning and using instructional strategies, activities and materials that are free of bias and that foster learning and positive self-esteem among students of different cultural, linguistic, racial, ethnic and socioeconomic backgrounds
- communicating effectively, adjusting the complexity of language to the linguistic abilities of all students in the class
- providing an adequate model of English usage including phonology, morphology, syntax, semantics, discourse, and pragmatics and is qualified to deliver curriculum content so that students understand it in English
- describing criteria and procedures for the identification, diagnosis, placement, transition and re-designation of limited-English-proficient students
- facilitating development of students’ cognitive skills considering the students’ diverse cultural, linguistic, racial, ethnic, and socioeconomic backgrounds
- varying instructional strategies to meet needs of students’ diverse backgrounds
- using available resources to communicate effectively with families
Humboldt State University Student Learning Outcomes:

- Click here for a link to Humboldt State University Student Learning Outcomes.

School of Educ. Credential Program Candidate Learning Outcomes:

- Demonstrate an ability to work effectively with diverse students, parents, colleagues, staff, and others in the community;
- Develop and maintain safe, positive, and productive educational environments;
- Use research-based practice to inform their work;
- Demonstrate a coherent theoretical framework of learning and human development that supports reflection on their practice;
- Collaborate on efforts to improve education opportunities for all students.

Program Learning Outcomes:

- To work effectively with diverse students, parents and colleagues including those with exceptional learning needs, emergent bilinguals and culturally and linguistically diverse communities;
- Design a learning community that encourages contributions from all learners, utilizing physical environment and personal relationships;
- Demonstrate an ability to implement diverse and research based practices which include multiple learning styles, developmentally appropriate practice, collaborative groups, arts, community resources and student-centered instruction;
- Demonstrate an ability to reflect, linking practice to theory and theory to practice, including critically examining bias;
- Collaborate to improve educational opportunities for students, high ethical standards, leadership roles in the profession, collaborate to support students with families with special needs and demonstrate a spirit of professional collegiality; collaborate with one another with energy, enthusiasm, integrity and mutual respect;
- Demonstrate the ability to advocate and be an agent of social change.
The Credential Year and Fieldwork Apprenticeship

Balance of theory and practice is emphasized in the fall and spring semester courses, including the fieldwork apprenticeship. Candidates experience two full-semester placements. Placements are in culturally-diverse classrooms with mentor teachers whose pedagogical practices in the teaching of reading are verified as meeting requirements of the CCTC Program Standard 7: Preparation to Teach Reading-Language Arts. Fall and spring semester placements are in two of the three grade level blocks: K-2, 3-5, or 6-8. At least one of these placements is in a classroom with linguistically diverse students under the guidance of CLAD- or Language Development Specialist-certified mentor teachers, or arrangements are made to give the candidate substantial experience providing English Language Development for English Language Learners with guidance and supervision from a CLAD-certified teacher.

Preliminary credential classes meet afternoon and evening, Monday through Thursday, and half-day Friday for the first eight weeks of the semesters (fieldwork phases I & III). This scheduling allows candidates to be at their fieldwork sites for a minimum of four hours in the mornings, Monday through Thursday. During fieldwork phases II and IV, candidates spend the entire day in the local school, just as full-time teachers do. When engaged in meeting demands of the credential year, candidates find it difficult to hold part-time jobs.

What courses do candidates take during the credential year?

**Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EED 720</td>
<td>The School and the Student</td>
<td>1</td>
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<tr>
<td></td>
<td>Seminar in foundations of teaching. Credential-year candidates study: development characteristics of the school-age child, issues facing elementary schools and teachers, effective teaching practices, and a variety of approaches to classroom management and discipline. <strong>Prerequisite:</strong> admittance to EED program.</td>
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<tr>
<td>EED 721</td>
<td>Multicultural Foundations</td>
<td>2</td>
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<td></td>
<td>Becoming culturally competent educators. Credential candidates develop knowledge, attitudes, and skills promoting educational excellence and equity in the elementary classroom. They explore personal cultural values, biases, and institutional practices influencing crosscultural interactions. <strong>Prerequisite:</strong> admittance to EED program.</td>
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<tr>
<td>EED 722</td>
<td>English Language Skills and Reading</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Various methods of developing English language skills, including reading. Emphasis: designing and implementing programs in which all students can participate successfully, including students from culturally and linguistically diverse backgrounds. Meets California Commission on Teacher Credentialing competency requirements for reading instruction in elementary school. <strong>Prerequisite:</strong> admittance to EED program-or Instructor approval.</td>
<td></td>
</tr>
<tr>
<td>EED 723</td>
<td>Integrating Math/Science in Elementary School</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Seminar in content, methods, and materials for teaching mathematics and science in an integrated elementary classroom. Topics include classroom management of activities and materials, planning lessons, use of technology, evaluation of learning, and integrating math and science with other content areas. <strong>Prerequisite:</strong> admittance to EED program.</td>
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<tr>
<td>EED 724</td>
<td>Fine Arts in the Integrated Elementary Curriculum</td>
<td>1</td>
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<tr>
<td></td>
<td>Seminar in appropriate content, methods, and materials for teaching art, dance, music, and</td>
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drama as part of an integrated curriculum in the elementary classroom. Topics include lesson planning, classroom management of activities and materials, creative expression, aesthetic perception, and integrating the fine arts with other content areas. Prerequisite: admittance to EED program.

EED728 History/Social Science in the Integrated Elementary Curriculum 1 unit
Content, methods, and materials for teaching history/social science as part of integrated curriculum in the elementary classroom. Classroom management of activities/materials, planning lessons, use of technology, evaluating learning, integrating history/social science with other content areas. CR/NC. Prerequisite: admittance to EED Program.

EED 733/b Teaching English Learners 2 unit
Theoretical frameworks relating to how English learners needs can be met in the integrated classroom. Topics include identification, assessment and redesignation of English learners. There is a strong emphasis on English language development and appropriate methods and materials for teaching students at each of the five levels of learning outlined in the California English Language Development Standards. Prerequisite: admittance to credential program.

EED 701 Teaching and Learning 1 unit
[Catalog course description in process; Educational Psychology] Prerequisite: admittance to EED program.

EED 701 Performance Assessment Support 1 unit
Credential candidates receive support as they learn necessary skills to complete their Content Area Tasks and Teaching Event for the performance assessment required by the CCTC. Content Area Tasks are completed fall semester; the Teaching Event is completed spring semester. Satisfactory completion is required for recommendation for a California credential. Prerequisite: admittance to EED program.

EDUC 377 Teaching in Inclusive Classrooms 2
Concepts, definitions, specific support and educational techniques related to special populations.

Conducted at the School Site
EED 751 Fieldwork in Elementary School 2 units
Orientation to the elementary school and classroom. Analysis of school/classroom organization and teaching styles. Observation and limited participation teaching individuals and small groups. Minimum 16 hrs per week in assigned school during weeks 1-8 of fall semester. CR/NC. Prerequisite: admittance to EED program.
Note: The Phase I fieldwork experience during the fall semester (EED 751) is limited student teaching. Virtually all students enter the Multiple Subjects professional preparation program with little prior professional training. They do not normally have the professional background at this early stage to assume large group instruction, nor the lesson planning skills for whole class instruction, until the second half of the fall semester.

EED 752 Student Teaching in Elementary School (Phase II) 6 units
Practice teaching individuals, small groups, and large groups with close guidance from teacher. Attend to cultural and socioeconomic backgrounds of children. Full-time fieldwork in assigned classrooms during the first week (or two) and last 7 weeks of fall semester. CR/NC. Prerequisite: admittance to EED program.
Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Unit(s)</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>EED 720b</td>
<td>The Student and the School</td>
<td>1</td>
<td>See description for EED 720</td>
</tr>
<tr>
<td>EED 741</td>
<td>Health and PE Curriculum in Elementary Schools</td>
<td>2</td>
<td>Provides prospective teachers with the knowledge and skills to plan, teach, and evaluate health and physical education programs for K-8 classrooms.</td>
</tr>
<tr>
<td>EED 722b</td>
<td>English Language Skills and Reading</td>
<td>2</td>
<td>See description for EED 722</td>
</tr>
<tr>
<td>EED 723b</td>
<td>Integrating Math/Science in Elementary</td>
<td>2</td>
<td>See description for EED 723</td>
</tr>
<tr>
<td>EED 724b</td>
<td>Fine Arts in the Integrated Elementary Curriculum</td>
<td>1</td>
<td>See description for EED 724</td>
</tr>
<tr>
<td>EED 726</td>
<td>Professional Development Seminar</td>
<td>1</td>
<td>Promote professional growth using California Standards for the Teaching Profession. Incorporate reflective journals and portfolios. CR/NC. Prerequisite: admittance to EED program.</td>
</tr>
<tr>
<td>EED 728b</td>
<td>History/Social Science in the Integrated Elem. Curriculum</td>
<td>1</td>
<td>See description for EED 728</td>
</tr>
<tr>
<td>EED 701</td>
<td>Performance Assessment Implementation</td>
<td>1</td>
<td>See description for EED 701 Performance Assessment Support</td>
</tr>
</tbody>
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Conducted at the School Site:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Unit(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EED 753</td>
<td>Fieldwork in Elementary School (Phase III)</td>
<td>3 units</td>
<td>See description for EED 751. Limited lesson planning and whole class instruction articulate with coursework. Minimum 16 hrs per week in assigned school during the entire months of January and February.</td>
</tr>
<tr>
<td>EED 754</td>
<td>Student Teaching in Elementary School (Phase IV)</td>
<td>6 units</td>
<td>Practice teaching individuals, small groups, and large groups, with close guidance from teacher. Attend to children’s cultural and socio-economic backgrounds. Complete solo teaching requirements. Full-time fieldwork in assigned classrooms from week 9 of HSU’s spring semester. CR/NC. Prerequisite: admittance to EED program.</td>
</tr>
<tr>
<td>EED 755</td>
<td>Student Teaching in Elementary School (Phase IV)</td>
<td>2 units</td>
<td>Continue practice teaching individuals, small groups, and large groups and participate in professional development opportunities. Full-time fieldwork in assigned or approved classrooms through the end of the K-8 school year in June.</td>
</tr>
</tbody>
</table>

**How many units must students complete for their preliminary credential?**
The total number of 45 course and fieldwork units permits candidates to earn the preliminary credential in one academic year (defined as fall and spring semesters) as required by the California Commission on Teacher Credentialing (CCTC).

**What GPA must a student maintain in the credential program?**
The university requires post-baccalaureate students to maintain a 3.0 cumulative GPA. To continue in the credential program, candidates must maintain a 3.0 grade point average in all multiple subjects preliminary credential courses. Only B quality work will receive credit in a credit/no credit course. To be recommended for a credential, candidates must have no grade lower than a C in a preliminary credential course.
What is the attendance policy?
Attendance at all credential classes is mandatory. In case of illness and/or emergencies, candidates are expected to notify the professor by telephone or e-mail and arrange to receive notes and handouts from a colleague in the class. For fieldwork classes, candidates are expected to notify the mentor teacher and university supervisor in cases of illness and/or emergencies. Candidates who are absent without notification and/or to excess will meet with the Coordinator to assess seriousness of intent and to plan a course of action to maximize their potential for success in the program. Absences/tardies may affect grades and performance assessments in credential courses. See individual course syllabi for specific information. Candidates may not bring children and/or pets to classes or field sites during working hours.

Do candidates take courses on the HSU campus during full-time fieldwork in the fall and spring semesters?
For both fall and spring semesters, candidates take courses that meet one day per week, 2-6 p.m. throughout the HSU semester. Candidates may choose to take other courses, however, they are advised to give priority to fieldwork responsibilities and strictly limit the number of additional course units.

When must subject-matter competency be verified?
The California State University Office of the Chancellor (Executive Order 1032) requires that students take the CSET Multiple Subjects for admission to a basic teaching credential program. Students must pass the CSET Multiple Subjects Exam before beginning their solo teaching in fall semester. (Note: The EED program requirements regarding the CSET pre-requisite are subject to change from year to year. The current requirement is that applicants to the EED credential program must submit passing CSET scores by August 1st of the year they intend to start the program.) HSU Liberal Studies Elementary Education Integrated (LSEI) program majors must pass CSET Multiple Subjects for admission to student teaching. Applicants who do not meet subject matter competency requirements by August 1 of the year they apply will not be eligible for admission to the credential program beginning that fall semester. Applicants are welcome to reapply for a later credential-year program after subject matter competency requirements have been successfully completed.

What level of computer competency must a candidate demonstrate?
Before beginning the program, all credential candidates are required to demonstrate competency in the technology standards established by the California Commission on Teacher Credentialing by one of the following options: (1) pass EDUC 285, Technology Skills for Educators, 3 units (information online, www.humboldt.edu/registrar/catalog/) or an equivalent CCTC approved course; (2) pass the CSET Preliminary Educational Technology Exam; registration is online, www.ctcexams.nesinc.com; or (3) complete a computer technology minor. Accommodations to this deadline may be made on a case-by-case basis.

What credential(s) may a candidate pursue during the year?
Successful completion of the required course work, the fieldwork component, and all the necessary test scores and paper work will yield a preliminary multiple subjects credential, valid for five years. The preliminary credential must be renewed with a professional clear credential.

Authorizations may be added to a multiple subjects credential that qualify the credential holder to teach specific subjects, e.g., math, music, in middle school, junior high school, or high school. Complete information is available at www.ctc.ca.gov by clicking on “Credential Information/Credential Requirements/Supplementary and Subject Matter Authorization. See the descriptions of a Supplementary
Authorization, Introductory Subject Matter Authorization, Specific Subject Matter Authorization in the descriptions section. A Bachelor’s Degree in the subject may qualify you for any of these authorizations.

A single subject credential may be pursued concurrently with the multiple subjects credential. Requirements to add a single subject credential include:

- Three semester units of single subject teaching methods per subject matter in the content areas (HSU’s Secondary Education (SED) program offers a 2-unit course fall semester and a 1-unit course spring semester; these courses are taught online.
- A subject matter approved degree major (e.g., math education) or passage of CSET in a content area (e.g., math). Without a degree in the subject at least one of the CSET subtests must be passed by the beginning of fall semester to be eligible to take SED methods courses at HSU, or by instructor approval.

**What is the purpose of the fieldwork apprenticeship?**

Fieldwork apprenticeship provides a real-life laboratory for integrating the knowledge gained in EED course work with successful teaching practices. The candidate can acquire teaching skills in a relatively safe environment, guided by a mentor teacher and university supervisor who meet university and collaborating district qualifications.

**What activities are required for the four phases of fieldwork?**

Below is a partial list of activities candidates are expected to experience or perform and responsibilities they are expected to assume during the four phases of fieldwork. While new activities/responsibilities are added at each phase, all responsibilities are cumulative throughout the year. A cooperative review of this partial list by apprentice, mentor teacher, and university supervisor will produce clarification, shared understanding, and additional suggested activities/responsibilities.

**Phase I — EED 751** (90 hours: one to two full-time weeks followed by mornings, four hours daily, M-Th, per week for eight weeks)

Apprentices:

a) Observe the mentor teachers establishing classroom management and classroom climate during the first weeks of school; discuss these observations with mentor teachers.

b) Observe patterns and interactions within the classroom or on the playground during recess; discuss these observations with mentor teachers.

c) Observe the mentor teachers in small groups and whole class instruction and discuss these observations with the mentor teachers.

d) Become familiar with the rules, regulations and policies of the classroom, school and district, including confidentiality policies.

e) Become familiar with and follow the grading policies and evaluation procedures practiced by the mentor teacher and school/district mandates.

f) Become familiar with the scope of the subject matter within the daily and weekly curriculum.

\[g\] Become knowledgeable about each student in the classroom (learning styles, strengths, weaknesses), become familiar with the school’s special education program and the inclusion support system for students, and complete the practice assignment for Task 1 Context for Learning of the Teaching Event. Notify the EED Coordinator about the number of English language learners in the classrooms for both fall and spring placements.

h) Debrief with mentor teacher and university supervisor regarding (a)-(g) above and articulate practice with coursework.

i) Exhibit punctuality, responsibility, and initiative with assigned classroom observation and participation activities.

j) Assist mentor teachers in preparing and presenting lessons;
k) Learn to locate and use the school’s technology materials and other resources.
l) Learn procedures for off-campus field trips, including student transportation.
m) Attend district and/or county professional development meetings if possible.

**Phase II — EED 752** (280 hours: thirty-five hours per week for eight weeks)
During Phase II the candidate gradually assumes increasing responsibility for planning lessons, delivering instruction, and evaluating student progress at the school site. The mentor teacher reviews his/her anecdotal evidence or recorded thoughts relevant to the apprentice’s performance in each lesson taught. The candidate is responsible for completing a minimum of three days of solo teaching experience. See the EED 752 Assessment (and TPE 7 assessment if teaching English language learners) for a complete list of competencies evaluated at the end of Phase II. In addition to all activities/responsibilities in Phase I, candidates:

a) Exhibit respect for human diversity and individuality while developing goals and objectives for lessons/units.
b) Adjust language usage to pupils’ linguistic abilities and pace delivery of lessons to meet individual student needs.
c) Provide lesson plans for the mentor teacher and university supervisor, in a timely manner, prior to a clinical supervision observation. The university supervisor will clarify material required in a lesson plan from a textbook.
d) Prepare and complete Content Area Tasks (CATs) Task 2 Planning in Science, Literacy and History/Social Science.
e) Provide the mentor teacher and university supervisor, at least one week before solo teaching begins, daily lesson plans with sufficient detail to be used successfully by a substitute teacher. Solo teaching may begin only after the mentor teacher and university supervisor approve the lesson plans.

**Phase III — EED 753** (135 hours: mornings, two weeks full-time followed by four hours daily, M-Th, per week for seven weeks)
In addition to all activities under Phase I, candidates:

a) Prepare for and complete Teaching Event tasks (State required Teacher Performance Assessment) following instructions and timeline provided by instructors in HSU methods classes.
b) Assist mentor teachers in the preparation and presentation of short lessons or units and begin planning their spring solo teaching experience.
c) Plan, with mentor teachers, opportunities to adapt and utilize materials and activities developed in HSU methods classes to the real world of the classroom.

**Phase IV — EED 754/755** (360 hours: thirty-five hours per week for thirteen weeks)
The candidate gradually assumes responsibility for planning lessons, delivering instruction, and evaluating student progress at the school site, and is responsible for completing and passing the Elementary Mathematics Teaching Event (mathematics learning segment of 3-5 lessons that is designed to support students in building conceptual understanding, computational/procedural fluency, and mathematical reasoning skills) prior to beginning a minimum of two weeks solo teaching. In addition to all activities/responsibilities in Phase I-III, candidates:

a) Work with the mentor teacher early in Phase IV to finalize plans for the dates and curriculum of the solo.
b) Provide the mentor teacher and university supervisor, at least one week before solo teaching begins, complete daily/weekly plans and detailed lesson plans for any individually designed lessons. All plans have sufficient detail to be used successfully by a substitute teacher. Solo teaching may begin only after the mentor teacher and university supervisor approve all the plans for the two weeks.
See the EED 754/755 Assessment (and TPE 7 assessment of teaching English language learners) for a complete list of competencies evaluated.

**How do candidates meet requirement to teach English language learners?**

Humboldt County has relatively few students whose primary language is not English. Candidates are strongly encouraged to seek placements in schools with the potential for English language learners in classrooms for at least one semester. For candidates who do not have English language learners in either their fall or spring placements, the following procedure is in place and required to meet the standards for the 2042 credential:

a) Candidate notifies EED Coordinator that s/he has no ELs in placements  
b) EED Coordinator notifies fall and spring supervisors, and, if possible, one of the supervisors (1) arranges an opportunity in another classroom at the same school site for the candidate to complete forty-five hours of fieldwork with ELs; (2) completes a clinical supervision observation, and (3) evaluates the candidate’s performance using the TPE 7 assessment. When the above arrangement is not possible because neither of the candidate’s school sites has ELs, the Coordinator assigns the candidate to a designated university supervisor who works at a school site with a greater number of ELs. The designated supervisor coordinates with the candidate and teachers at his/her school site to complete steps (1), (2), and (3) above. The designated supervisor is remunerated on the basis of 0.5 WTU per three candidates.

**What fieldwork agreements must be completed?**

The university supervisor, mentor teacher, and apprentice fill out the fieldwork agreement forms (Fall: EED 751/752; Spring: EED 753/754/755) at the beginning of each semester that are due to the Coordinator by mid September and mid January respectively. These forms, agreed upon and signed by all parties, outline the candidate’s day for the semester. The apprentice will spend a minimum of four hours per morning, M-Th per week in the assigned classroom during Phase I (EED 751) and Phase III (EED 753), and a minimum of 35 hours per week during full-time fieldwork in Phase II (EED 752) and Phase IV (EED 754/755). For each of these agreements, the mentor teacher, university supervisor, and apprentice must consider the specific situation and the apprentice’s strengths and needs.

**How much solo teaching is required of the candidate?**

The California Commission on Teacher Credentialing (CCTC) requires a minimum of ten days of solo teaching, in which candidates are responsible for the planning, preparation, and presentation of lessons and units. The solo hours should include all the subjects taught in a self-contained K-8 classroom. The EED program requires a minimum of 13 days for the total hours of fall and spring solo teaching experiences.

**What are the requirements of a candidate during a solo?**

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

1. A copy from the lesson plan book of your daily instructional plans.  
2. Daily lesson plans in substitute lesson plan format.  
3. Detailed lesson plans in SIOP format for all individually designed lessons—a minimum of one for the Fall Semester and a minimum of three for the Spring Semester.  
4. A copy of the parent letter you wrote before beginning your solo (if available).
What is PACT?

PACT stands for Performance Assessment for California Teachers. It is a required component of all accredited California credential programs, consisting of a Teaching Event, which candidates conduct during their solo student teaching. Documentation and commentary on the Teaching Event are uploaded onto the Taskstream website, formatted as a set of five tasks: Context for Learning, Planning, Instructing, Assessing, and Reflecting. Each task has an associated deadline by which a substantial portion of the task must be complete. Candidates may continue to edit their Teaching Event tasks until the final submission deadline in early April (exact date to be determined).

EED 701 PACT Support

EED 701 is a PACT Support class that is graded as credit/no credit. Credit will be tied to attendance at workshops and meeting deadlines for PACT uploads. Students who don’t pass EED 701 will need to take another course to make up their credits (course to be decided by program leadership). Failing EED 701 will result in a No Credit mark in the course, though will not impact PACT passing or remediation.

PACT DEADLINE

The final submission deadline for PACT is in mid April each year. The Teaching Event needs to be uploaded on Taskstream by this time. Students who miss the deadline (by any amount of time) will not be allowed to submit again until the remediation deadline in early May. Students who missed the deadline will have their events scored by a calibrated scorer and will either pass or fail. Candidates have one opportunity to remediate in the spring semester. If a candidate fails to pass their next opportunity to remediate will be in the fall semester of the next year.

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 EED 701. Candidates will also need a fieldwork site in which to complete a new Teaching Event. Depending on circumstances involved at their placement site, they may be able to complete their Teaching Event in their original placement, but this is not always possible. In this case, candidates will be placed locally in Humboldt County schools for four weeks to complete a new Teaching Event, including a Context for Learning. They will work with the Fieldwork Coordinator to make those arrangements.

What is the 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. It should be completed and discussed with candidates’ supervisors before filming for PACT takes place.

At what point may an apprentice take over the class?

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

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

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

**Which holidays do candidates observe?**

During each semester, candidates follow the HSU schedule in their courses. However, they adhere to public school schedules throughout their full-time student teaching in Phases II and IV.

**What formal assessments does a candidate receive?**

Candidates are formally assessed twice during the fall semester; the EED 751 assessment occurs after the first eight weeks, followed by the EED 752 assessment at the end of the semester. During spring semester, candidates also are formally assessed on two occasions: after the first eight weeks (EED 753) and a final assessment just prior to the end of the elementary school year (EED 754/755). The TPE 7 Teaching English Learners Assessment must be completed by the end of the semester (fall or spring) that the candidate teaches English language learners. In addition, candidates must pass a State approved Teacher Performance Assessment to be recommended for a California credential. The EED credential program implements the Elementary Mathematics Teaching Event developed as part of the Performance Assessment for California Teachers (PACT). Candidates practice related tasks and complete the Content Area Tasks during fall semester and complete the Teaching Event spring semester.

**What is the formal assessment procedure?**

For the Teaching Event (TE), candidates follow procedures outlined in the *Elementary Mathematics Teaching Event Candidate Handbook* and upload their completed Teaching Event tasks to Taskstream (see schedule of due dates in calendar pp 3-4). The Teaching Events are scored by trained scorers (EED faculty, supervisors and retired mentor teachers). Candidates receive their score reports and debrief individually with EED faculty. If necessary, candidates may repeat one or more TE tasks and resubmit the product for scoring.

The EED credential program formal assessments are conducted by mentor teacher, university supervisor, and apprentice, who meet together to discuss how each member of the triad met his/her individual responsibilities. The mentor teacher and university supervisor must reach consensus on the grade (CR/NC) and recommendation to continue in the program or overall performance rating. When the mentor teacher and university supervisor recommend the apprentice continue with conditions, the mentor teacher, supervisor, and field coordinator create a performance improvement plan specifically stating which performance criteria the apprentice must meet to their satisfaction to be allowed to advance to solo student teaching. For some deficiencies the plan may also extend throughout the solo as a requirement to receive credit for the fieldwork course. The assessment forms (see Program forms section) must be completed and signed by the apprentice, mentor teacher, and university supervisor. The apprentice’s signature is required to verify receipt of the assessment, and does not necessarily imply agreement with the assessment.
What are candidates’ professional responsibilities?
Candidates are expected to follow the Code of Ethics of the Education Profession developed by NEA and endorsed by CTA and to meet TPE 12: Professional, Legal, and Ethical Obligations.

When may a credential candidate be placed on a Performance Improvement Plan and what is the procedure?
At any time during fieldwork courses an apprentice may be placed on a Performance Improvement Plan (PIP). The purpose of the plan is to ensure the apprentice has knowledge of specific teaching practice deficiencies and has a documented and fair opportunity to remedy these deficiencies. When the mentor teacher and/or university supervisor observe an apprentice behavior which will hinder his/her professional development toward becoming an effective teacher, the mentor teacher and/or supervisor is/are responsible for documenting the behavior in relation to the performance criteria and discussing the behavior with the apprentice in a non-threatening and sensitive manner. The mentor teacher and supervisor provide the apprentice with documented options for alternative/desired behavior, a clear statement of expectations, and a reasonable time for the apprentice to demonstrate behavior change. The mentor teacher, supervisor, and field coordinator collaborate to write a PIP after discussion with the apprentice to determine which measures will be most helpful for the apprentice in working to change the behavior. See the Sample Performance Improvement Plan, p 80.

What are the student-initiated procedures for resolving coursework, fieldwork, or supervision problems?
An apprentice with a fieldwork, or supervision problem should first contact the person with whom the problem exists, i.e., mentor teacher, supervisor. The university supervisor is the person who should be called upon to mediate any problems between the apprentice and the mentor teacher. The Coordinator assists with conflicts between the supervisor and the apprentice. Once the candidate has contacted the appropriate individuals and is not satisfied with the outcome, the candidate should contact the Coordinator and request assistance. The Coordinator will investigate the issue, attempt to mediate the dispute, and share the results with the Program Leader.

If the situation cannot be resolved informally, the Coordinator will forward all documentation about the dispute to the Program Leader. The Program Leader and Coordinator will meet with the individuals involved and may request written documentation from all involved parties. Once they have reviewed all relevant information, the Program Leader and Coordinator will make a decision about the situation and convey the decision to involved parties in writing. Such decisions are final. Because credential candidates are held to different standards than those students enrolled in traditional academic programs, they do not have access to university grievance processes if they are unsatisfied with an outcome or decision in regard to their status in the credential program.

What are the program-initiated procedures for responding to allegations about a credential candidate’s unprofessional behaviors?
All credential programs at HSU share a standard procedure for responding to allegations about a credential candidate’s unethical or unprofessional behaviors. Teacher education professionals share a responsibility to ensure the care, welfare, safety, and security of children and adolescents as well as K-12 colleagues with whom our credential candidates work. Occasionally, a serious problem arises during the credential year, i.e., a credential candidate becomes involved in unprofessional conduct such as endangering students, relating in a romantic or sexual way with students, creating an unhealthy climate for others at the school site, abusing alcohol or other drugs, etc.
Allegations of misconduct are first brought forward to the Program Coordinator, who immediately activates the formal Hearing and Decision Process for Allegations of Unprofessional Conduct.

Hearing and Decision Process for Allegations of Unprofessional Conduct:

1) Allegations are brought forward to the Program Coordinator. By the school site administrator’s request, the candidate may be temporarily removed from the school site for the duration of the Hearing and Decision Process. In the case of unprofessional conduct associated with the student teaching placement process, the Program Coordinator will bring forward information and/or allegations to the Program Leader.

2) The Program Coordinator informs the Program Leader.

3) The Program Coordinator and the Program Leader invite all observers of the alleged behaviors to provide input and receive their responses first verbally and then in writing.

4) The Program Coordinator and Program Leader share the allegations with the credential candidate and ask the candidate to respond first verbally and then in writing.

5) After all relevant information in regard to the allegation has been collected, the Program Coordinator and Program Leader assess the information and then render a decision in writing. Decisions may include, and are not limited to, actions such as placing the candidate on a professional conduct Performance Improvement Plan, removing the candidate from the school site and/or district, referring the candidate to judicial actions within the university, dismissing the candidate from the program. Such decisions are final. Because credential candidates are held to different standards than those students enrolled in traditional academic programs, they do not have access to university grievance processes if they are unsatisfied with an outcome or decision in regard to their status in the credential program.

Are credential candidates allowed to transport students in their cars?

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

Is it appropriate to invite students into credential candidates’ homes?

In general, no. Credential candidates are in professional relationships with their students who are in their care, and such relationships do not include socializing outside of the school site. Candidates must have prior approval from the site administrator and supply evidence of this approval to the university supervisor. In rare cases in which it is acceptable, parent/guardian consent and signed medical releases are required. It is also recommended that you have other adults present, preferably parents/guardians, administrators and/or teachers, to assist you in student supervision.

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

Yes. You are a guest on the campus as well as an apprentice and have a professional obligation to follow school policies. You may want to talk with your mentor teacher and/or the site administrator in regard to policies you do not understand or with which you disagree, so that you better understand the policies and the rationale behind them.
I have heard from teachers that my personal life will be subject to inspection now that I am becoming a teacher. Is this true?

This is an issue with which everyone who enters our 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 public space. Thus, as a teacher, you can of course go out for a drink with friends, but public drunkenness can cause you great embarrassment and create very real difficulties for you in your professional life with your students, their parents, and your colleagues at school. For credential candidates who were undergraduates until just recently, this shift into having a public persona can initially feel alarming and somewhat uncomfortable. The reality is that we as teachers are judged by our actions, both in and out of the classroom, and over time we learn how to balance our private lives with our public personas.

Do all candidates complete the program successfully?

Occasionally a candidate decides teaching is not the best profession for him/her and withdraws from the program. A candidate will be subject to dismissal from the program for:

- Abusing alcohol or drugs,
- Endangering the safety of school-site children,
- Criminal offenses,
- Not maintaining a 3.0 grade point average in credential courses.

Note: the above listed behaviors are not the only causes for dismissal. If a candidate is dismissed from an HSU teaching credential program, s/he will not be admitted to other credential programs at HSU. A credential candidate dismissed for cause may not participate in commencement ceremonies. A few candidates experience problems during coursework or fieldwork and need to repeat courses. If a candidate does not meet the requirements of a Performance Improvement Plan (PIP) and/or receives “no credit” for a fall fieldwork course, EED 751 or EED 752, s/he must repeat the course and receive “credit” to be eligible to advance to the next phase of student teaching. When a candidate does not successfully complete a repeated phase of student teaching, s/he is disqualified from the program. If a candidate is or has been on a Performance Improvement Plan, the candidate must complete all field work through the program for HSU to be the institution recommending the candidate for a credential.

What is the procedure to change a fieldwork placement during the credential year?

Fieldwork placement changes are made only after the involved parties (candidate, mentor teacher, supervisor, Coordinator) have determined this is the best option for those involved. The candidate needs to follow the informal resolution process described on page 20. If the informal resolution process results in a decision to find a new placement, the candidate must work with the coordinator in the placement process and not contact other teachers without the coordinator’s prior approval. A candidate may change his/her fieldwork placement no more than once per semester.

May candidates also substitute teach during the credentialing year?

During the credential year, a candidate’s primary responsibility is to the HSU credential program. When the Humboldt County Office of Education and/or the candidate’s school district determine a substitute shortage, qualified credential candidates (holders of emergency permit to substitute teach) may choose to work as paid substitute teachers if they (1) provide advance notice to the mentor teacher and school site administrator and get their signatures on the “Request to Substitute Teach” form (see Protocol below), (2) do not miss required class meetings at HSU, and (3) are able to complete the required hours of fieldwork
excluding the hours of substitute teaching. See “Request to Substitute Teach” form on p 81. (Phase I, 90 hrs; Phase II, 280 hrs; Phase III, 135 hrs; Phase IV, 360 hrs.) Substitute teaching is allowed spring semester only and is restricted to the credential students’ fieldwork placement classroom.

Protocol:

a) Mentor teacher and school-site principal sign the credential candidate’s “Request to Substitute Teach” form;
b) Credential Candidate sends the “Request to Substitute Teach” form to the EED coordinator;
c) EED coordinator indicates approval/non-approval, signs and faxes the form to the school-site administrator; EED coordinator maintains record of candidates cleared for substitute teaching.

Is insurance required of the candidate?

School districts require each candidate to carry professional liability insurance, secured at the student’s expense, prior to entering the credential program in the fall. The California State University (includes all campuses) has a student Professional Liability Insurance Policy (#SLS 106500510) that provides coverage (up to $2,500,000 per loss) from August 1, 2015 to July 31, 2016, for a flat, non-refundable fee of $20.00 per enrolled student. This policy covers “professional liability” of enrolled students in a CSU Education credential program who are required by a host institution (local school districts) to obtain professional liability insurance for participation in the institution’s affiliation program.

During the apprenticeship, the university provides Workman’s Compensation insurance for student teachers injured in the performance of their duties. Candidates who want medical coverage may wish to consider a package obtainable through HSU’s Student Health Center.

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

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

What are a candidate's legal rights & responsibilities?

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

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

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

The California Commission on Teacher Credentialing approves teacher preparation programs based on Standards of Quality and Effectiveness for Professional Teacher Preparation Programs (SB2042). Standards 15-18 address the field experience; Standards 19-21 address the Teaching Performance Assessment. These standards are available online at www.ctc.ca.gov.

What are the California Standards for the Teaching Profession (CSTP), and what are Teaching Performance Expectations (TPEs)?

The California Standards for the Teaching Profession, adopted by CCTC January 1997, approved by the State Superintendent of Public Instruction January 1997, and endorsed by the State Board of Education July 1997, (State of California, Sacramento, California, July 1997) were developed “to guide teachers as they define and develop their practice” from pre-service preparation through induction and through lifelong professional development. These standards are based on research and expert advice on best teaching practice and developed through work in the California New Teacher Project (CNTP) and Beginning Teacher Support and Assessment (BTSA). Complete text of the standards and additional information is available online. In 1998-99, the Elementary Education program began using the California Standards for the Teaching Profession as performance criteria in student teacher fieldwork assessment.

As a result of the 2001 adoption by the CCTC of Standards of Quality and Effectiveness for Professional Teacher Preparations Programs (SB2042), the Elementary Education Program was required to adopt a new set of performance criteria. The EED credential program that meets SB2042 standards was approved by CCTC in 2003 to be implemented in fall 2004. The 2042 standards include Teaching Performance Expectations (TPEs) for formative assessment of each candidate’s pedagogical performance and the Teaching Performance Assessment of California Teachers (PACT), a summative assessment composed of pedagogical tasks. For the complete text of the TPEs, see pages 24-29. Portions of the TPEs are addressed and candidate performance is evaluated through pedagogical assignments in foundations and methods courses. Some portions of the TPEs are most appropriately practiced by candidates and assessed by supervisors and mentor teachers in fieldwork. See assessment forms on pages 60-68. The TPEs are related to the CSTP (pages 55-56).

University Supervisors receive training in application of the standards and candidates are introduced to the TPEs by their fall semester supervisors.
Teaching Performance Expectations (TPEs)

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS (CSTP 3)

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

Background Information: TPE 1. TPE 1 is divided into two categories intended to take into account the differentiated teaching assignments of multiple subject and single subject teachers. Multiple subject credential holders work in self-contained classrooms and are responsible for instruction in several subject areas; single subject teachers work in departmentalized settings and have more specialized assignments. These categories are Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments (1-A), and Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments (1-B).

TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

Teaching Reading-Language Arts in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning, and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.

Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students’ proficiency after instruction.

Teaching Mathematics in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (K-8). They enable students to understand basic mathematical computations, concepts, and symbols, to use these tools and processes to solve common problems, and apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using...
mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

*Teaching Science in a Multiple Subject Assignment*

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in science (K-8). They balance the focus of instruction between science information, concepts, and investigations. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation.

*Teaching History-Social Science in a Multiple Subject Assignment*

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (K-8). They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to give students a sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.

**B. ASSESSING STUDENT LEARNING (CSTP 5)**

**TPE 2: Monitoring Student Learning During Instruction**

Candidates for a Teaching Credential use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students. They pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products. Candidates anticipate, check for, and address common student misconceptions and misunderstandings.

**TPE 3: Interpretation and Use of Assessments**

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students’ progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students’ needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students’ primary language. They
give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.

C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING (CSTP 1)

TPE 4: Making Content Accessible
Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students’ current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students’ current level of achievement.

TPE 5: Student Engagement
Candidates for Teaching Credentials clearly communicate instructional objectives to students. They ensure the active and equitable participation of all students. They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals. If students are struggling and off-task, candidates examine why and use strategies to re-engage them. Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences, and applied learning activities to make instruction relevant. They extend the intellectual quality of student thinking by asking stimulating questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.

TPE 6: Developmentally Appropriate Teaching Practices
Background information for TPE 6: TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level. This TPE describes professional practices that are most commonly used and needed for students in each major phase of schooling, grades K-3, 4-8, and 9-12.

TPE 6A: Developmentally Appropriate Practices in Grades K-3
During teaching assignments in Grades K-3, candidates for a Multiple Subject Teaching Credential understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional activities connect with the
children’s immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn. Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). They understand that some children hold naïve understandings of the world around them. Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment. They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.

TPE 6B: Developmentally Appropriate Practices in Grades 4-8

During teaching assignments in Grades 4-8, candidates for a teaching credential build on students’ command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students. They teach from grade-level texts. Candidates design learning activities to extend students’ concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies to cope with increasingly challenging academic curriculum. They assist students, as needed, in developing and practicing strategies for managing time and completing assignments. Candidates develop students’ skills for working in groups to maximize learning. They build on peer relationships and support students in trying new roles and responsibilities in the classroom. They support students’ taking of intellectual risks such as sharing ideas that may include errors. Candidates distinguish between misbehavior and over-enthusiasm, and they respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility.

TPE 7: Teaching English Language Learners

Candidates for a teaching credential know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students’ language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development.

Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students’ abilities to comprehend and produce English. They use English that extends students’ current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.

Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books. They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.
Candidates understand how cognitive, pedagogical, and individual factors affect students’ language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS (CSTP 4)

TPE 8: Learning about Students
Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students’ prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students’ abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students’ behavior, and understand the connections between students’ health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

TPE 9: Instructional Planning
Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students’ current levels of achievement. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students’ linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.

E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING (CSTP 2)

TPE 10: Instructional Time
Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

TPE 11: Social Environment
Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. The candidates promote student effort and engagement and create a positive climate for
learning. They know how to write and implement a student discipline plan. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions. They help students learn to work responsibly with others and independently. Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.

F. DEVELOPING AS A PROFESSIONAL EDUCATOR (CSTP 6)

TPE 12: Professional, Legal, and Ethical Obligations
Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior. Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

TPE 13: Professional Growth
Candidates for a Teaching Credential evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies. Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness.
Applying for the Credential

How does a candidate apply for the preliminary or professional clear credential?

All candidates pursuing a preliminary credential must complete a credential check form before fall semester ends. Failure to do so prevents the Credential Analyst from initiating the application process in a timely manner, which may prevent a student from being hired by a school district for the following year. Credential check forms are given to candidates in November with their spring semester registration materials. All candidates must also complete a Multiple Subjects Preliminary Credential program form. Candidates complete program forms fall semester. Extra forms are available online at http://www.humboldt.edu/education/credentials/eed/forms.html. The Credential Analyst will meet with all candidates during EED 726b Professional Development to clarify each candidate’s status in the credential application process, explain the electronic process, and answer questions.

There is a filing fee for the credential. In addition, candidates must have on file in the Credential Programs Office:

a) verification of computer competency (EDUC 285 or equivalent)
b) the Certificate of Clearance printed from the CCTC website
c) the original verification of passing the CBEST or CSET Writing Skills
d) the original verification of passing the CSET multiple subjects
e) the original verification of CPR (infant through adult)
f) verification of passing the Performance assessment for California Teachers
g) and the original verification of passing the RICA.

Once student teaching is completed in mid June, the Credential Analyst can initiate the electronic credential process for you as soon as you have received passing grades for all of your required preliminary credential courses. Prior to the completion of student teaching, the Coordinator can prepare a letter verifying satisfactory progress that you can include with your applications for teaching jobs.

If you have trouble passing the RICA, contact the EED Field Coordinator or Program Leader to discuss support strategies.

How do candidates and elementary teachers qualify for a single subject credential?

Before, during, or after the credential year, candidates can pass the appropriate CSET exams in the desired subject and pass the appropriate content area secondary education methods courses to obtain a single subject credential after completion of the multiple subjects credential. Contact the Coordinator, (707) 826-5108, for more complete information.

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

Oath or Affirmation of Loyalty to State – Nation and to be Disaster Service Workers

All certificated employees must affirm that they support the Constitution of the United States of America, the Constitution of the State of California, and the laws of the United States and the State of California. This oath or affirmation is a licensing requirement of Education Code 44334 and must be filed with the Commission on Teacher Credentialing. All public employees are declared by law to be disaster service workers and thus shall take the oath or affirmation required for disaster workers before beginning employment with a district. In the event of natural, manmade or war-caused emergencies which result in conditions of disaster or extreme peril to life, property and resources, all district employees are subject to disaster service activities as assigned to them by their supervisors or by law. (Government Code 3100-3102)
The Job Search

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

School districts, public and private, typically require the following items from candidates applying for teaching positions:

a) cover letter (electronic and/or paper)

b) résumé (electronic and/or paper)

c) a district application form and/or EdJoin online application

d) transcripts (electronic and/or paper copies are often adequate initially)

e) letters of reference (electronic and/or paper)

Optional: A professional portfolio

Only a few districts require a professional file, also called a placement or credential file. The HSU Career Center no longer establishes and stores professional files for candidates. Creating and maintaining a professional file is now a credential candidate’s responsibility. Career Center staff can give information and explain how to establish the professional file.

**What other services does the Career Center offer candidates?**

The Career Center can help students plan a job search, identify school districts, and prepare paperwork in applying for positions. *Candidates should be sure to use this resource.* Some specific services include:

a) workshops providing valuable information on résumé writing, job search strategies, interviewing techniques, and career fairs, all geared toward teaching positions

b) individual career counseling (help with a job search, résumé critique, discussion of specific job search questions or career concerns)

c) a résumé lab with computers to use for writing résumés and cover letters

d) vacancy announcements on individual teaching openings

e) information and resources on teaching overseas

f) resources on credential processes in other states

g) access to job search information via Internet and through the Career Center web page at [http://www.humboldt.edu/career/](http://www.humboldt.edu/career/).

h) candidates who activate HSU e-mail accounts will receive e-mail job information from the Career Center.

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

Who are mentor teachers?
The mentor teacher (also called cooperating, master, partner, or resident teacher) is a key player in the apprenticeship experience, serving as a model of effective teaching.

The mentor teacher observes the candidate interact with students, parents, and colleagues and helps the candidate prepare and present lessons. These activities put the mentor teacher in the best position to assess the apprentice’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 assessed, recognized, and rewarded by the institution.

What are the selection criteria for mentor teachers?

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

1) are credentialed multiple subjects teachers with a minimum of three years of successful K-8 teaching experience, and at least one year of successful experience at the assigned grade level(s):

2) achieve and effectively model the six standards of the California Standards for the Teaching Profession (p 54), 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 apprentices’ 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 provided by the Elementary Education program.

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

6) possess valid Language Development or (Bilingual) Crosscultural, Language and Academic Development certificates or credentials;

7) model effective English language development (ELD), specially designed academic instruction delivered in English (SDAIE), or development and instruction in the language of emphasis; and

8) present ELD, SDAIE, and/or bilingual demonstration/application lessons for student teachers to observe, and provide regular opportunities for them to practice and receive feedback.
How does the program meet the Standard for the Preparation of Multiple Subjects Teaching Credential Candidates for Reading, Writing, and Related Language Instruction in English?

The California Commission on Teacher Credentialing Standard for the Preparation of Multiple Subjects Teaching Credential Candidates for Reading, Writing, and Related Language Instruction in English requires verification that all mentor teachers are utilizing specified reading practices. The program meets this requirement through the use of a verification form signed by the administrator.

What are the EED requirements of all mentor teachers?

Mentor teachers are required to attend the orientation meeting led by the university supervisor at their school site. The university supervisor will provide web links to and review the updated EED Handbook; clarify roles, responsibilities, forms, procedures and program changes; and answer questions student teachers, mentor teachers and the administrator may have. The orientation also provides an opportunity for the administrator to address apprentices regarding expectations and pertinent school site information.

In order to support mentor teachers in providing helpful feedback to their apprentice, a clinical supervision video is available for use by mentor teachers and supervisors. Viewing and discussing the video with mentor teacher colleagues and the university supervisor can be helpful.

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

As in any classroom, apprentices have a wide variety of backgrounds and experiences. While some will easily adapt to the teaching role, other apprentices 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 apprentice. Leading the apprentice into the role of a "junior partner" in a common enterprise, equally interested in and responsible for the progress of the students in the classroom, provides helpful support for the apprentice.

Mentor teachers are required to:

a) Orient the apprentice to the school site, classroom, and curriculum.

b) Create an atmosphere of acceptance among the students by introducing the apprentice to the class as a co-teacher and by providing personal space (desk, counter space) for her/him to use.

c) Introduce the apprentice to fellow teachers and site personnel; monitor/assist student teacher with letter of introduction to parents or other appropriate communication with parents.

d) Set a specific time for conferencing with the apprentice. This will allow for open communication and discussion and usually helps prevent or solve problems that arise. Conferencing may be done in person, by phone, e-mail, written notes and/or journal.

e) Beginning with Phase I in fall semester and in Phase III in spring semester, transition the apprentice into greater and greater involvement with students. From the beginning of Phase II (fall), provide ample opportunities for the apprentice to practice teaching the whole class prior to the required solo teaching (minimum of three days) toward the end of the semester. The apprentice will be completing the State mandated Teaching Performance Assessment from January through March and will need ample opportunities to practice teaching in preparation for the Teaching Event (3-5 hours of math instruction) that should be scheduled toward the end of February, prior to the regular spring semester solo teaching (minimum of two weeks).

During Phases II and IV, the university supervisor, mentor teacher, and apprentice must agree as to the proper timing for solo teaching.
f) Be aware of the teaching competencies which apprentices need to acquire before they are recommended for a Multiple Subjects credential.

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

h) Provide the apprentice with professional advice and models of current instructional techniques (e.g., a balanced approach to reading instruction).

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

j) Keep the principal and university supervisor apprised of the apprentice’s gains in proficiency. *Please inform the HSU supervisor of any difficulties that are not being resolved in a satisfactory manner.* (See procedures for Performance Improvement Plan initiation and unprofessional behavior allegations on pp 19-20.)

k) Complete all university required assessment forms in a timely manner, including a final letter of reference for the candidate’s placement file.

l) Release the apprentice one day in September to visit the spring fieldwork classroom for a half-day. This facilitates building rapport and communication among mentor teacher, credential candidate, and students in the spring fieldwork classrooms.

m) Release the apprentice one day in June to visit the fall fieldwork classroom for a full day. This allows the candidate to grow the fall placement students make by the end of the year.

n) Mentor teachers are strongly encouraged to provide a small amount of bulletin board space in early fall where their apprentice(s) can display photos of themselves and things they enjoy.

o) During the solo teaching period, be present on the school site and available for conferencing with the apprentice each day of the solo.

p) Following successful solo teaching by the apprentice, team teach with the apprentice, encourage visitation of other classrooms to experience more grade levels and teaching styles, shadow resource and education specialist teachers, and allow the apprentice to attend job interviews.

How can mentor teachers integrate apprentices into the classroom?

**Phases I & III, early fall & early spring (EED 751 & 753)**

The apprentice may have a checklist of activities provided by the instructor(s) of credential course(s) designed to articulate coursework with fieldwork experiences. In general, the sequence of activities is:

1) Apprentice observes mentor teacher teach particular lesson and debriefs with mentor teacher;

2) Apprentice teaches similar lesson using mentor teacher’s lesson plans and debriefs;

3) Apprentice writes lesson plans for similar lesson and after approval of lesson plans, teaches the lesson and debriefs.

From the beginning of Phase III, plan together with the apprentice for completion of the Teaching Event (TE) required by the State.

*The Rubric for Instructional Teaching Behavior (p 53)* and the *Observation Summary (pp 77-78)* may be useful for the apprentice-mentor teacher debriefing.

For additional integrating activities, the apprentice could: observe specific students; read aloud; help with "getting to know you" activities; lead students in/out to recess, library; take anecdotal records; work at centers; work with students one on one; read answers to math facts, homework; lead brief sponge activity; be in charge of the class for a few minutes while the mentor teacher takes a student out or makes a phone call; take running reading records, one on one; become familiar with district's curriculum and safety expectations; begin thinking about a central focus for the TE mathematics learning segment and themes for solo; explore ideas for lesson plans/unit plans for EED 752 or 754 solo; attend after school activities and meetings (PTA, IEP, staff, student study teams, in-services).
How can the mentor teacher build on student teacher skills and help apprentices prepare for solo teaching?

Phases II & IV, late fall & late spring (EED 752 & 754/755)

a) Review the EED 752 or 754/755 assessment form (pp 62-63, 68-69) with the apprentice at the beginning of full-time fieldwork.

b) Plan together with the apprentice from the beginning of full-time fieldwork for the two-week solo teaching. This can include field trip planning.

c) Well before the solo, give the apprentice responsibility for one subject, then several subjects, building to half-day and then whole-day teaching. The apprentice needs to feel comfortable and be capable of teaching all areas of the curriculum. A week or so before the solo, have the apprentice do most of the teaching. Provide written feedback to the apprentice. University supervisors are required to do a minimum of three clinical observations preferably prior to the solo fall semester and three clinical supervision observations preferably prior to the solo spring semester.

d) Ensure that the apprentice has a good grasp of your management/discipline system. Discuss with the apprentice the management/discipline plan to be used during the solo.

e) Discuss the role you will play during the solo. As much as possible, allow the apprentice to work independently during the solo. Some teachers prefer to be out of the classroom all of the time. Others plan to be in the room at specified times. Some teachers (usually in primary) assume the role of an aide. We encourage apprentices to invite you in at designated times to enable you to state in your reference letter that you observed specific strengths during their solo teaching. We also encourage apprentices to invite the principal, vice principal, or another teacher to observe them during their solo.

f) At least one week prior to the solo require apprentices to have (1) lesson plans for the solo teaching blocked out on a “lesson plan book,” or facsimile, with time slots and curriculum areas filled in, and (2) detailed lesson plans (see sample lesson plans available from supervisors) with objectives and content standards, assessments and adaptations for differentiated teaching for any individually designed lesson. These lesson plans may follow a direct instruction format, any other lesson plan format used in EED classes, or a format you suggest. You and the university supervisors are required to review apprentice’s plans for the solo. All lesson plans should provide sufficient detail for use by a substitute teacher. University supervisors are expected to observe at least once during the fall solo and twice during the spring solo.

g) During the solo be present at the school site and plan time to reflect/regroup with the apprentice at the end of each day.

h) Involve apprentices in providing feedback to students, maintaining grades, and planning for parent-teacher conferences.

i) Following the solo, apprentices may team-teach with mentor teachers, help determine grades, participate in special events, visit other classrooms, attend job interviews, and help with end-of-the-year activities.

What are the mentor teacher’s responsibilities to the supervisor?

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

b) Document apprentice performances (may use apprentice contact forms, Observation Summary) to share with the supervisor and apprentice on a regular basis.

c) Provide time (at mutual convenience) for three-way assessment conferences (A-MT-US) at the end of each fieldwork phase.
What are the mentor teacher's responsibilities to Humboldt State University?

a) Review required clinical supervision video available on the School of Education website. Other training in clinical supervision may be substituted.

b) Complete university-required evaluation forms promptly.

c) Inform the EED fieldwork coordinator of any problems between the apprentice and supervisor that are not being resolved.

How are mentor teachers rewarded?

Mentor teachers’ greatest rewards come from the satisfaction of helping to mentor new teachers. They also receive HSU privileges, including HSU library privileges during the year of service, and in some cases, the opportunity to purchase a computer through the HSU bookstore with an HSU employee’s discount. Mentor teacher privileges are based on information from the fieldwork agreement form (p 52) so the Credential Office must be notified of any changes taking place after the form is submitted.
University Supervisors

Who are the university supervisors?
Supervisors are full- or part-time university faculty members who have experience as public school educators. Part-time university personnel are subject to standard university hiring procedures.

Supervisors serve as liaisons between cooperating schools and the elementary education program. Supervisors work closely with mentor teachers and apprentices to ensure that proper procedures are followed and all timelines met.

As former public school educators, supervisors can offer valuable insights into apprentices’ progress. Supervisors visit apprentices periodically and perform clinical supervisions.

What are the university supervisor’s required responsibilities to the apprentice?

a) Contact the apprentice a minimum of eight times during each semester. Five of the semester contacts must be site visits, of which three are for the purpose of clinical supervision and are usually completed prior to the solo. One site visit observation is required during a fall solo and two are required during a spring solo teaching period.

b) Provide fieldwork orientation for fall and spring apprentices at the beginning of fall semester.

c) In the observation phase, help the candidate understand what is to be observed and how to observe by conducting a “guided observation”, within the first four weeks of fall semester (see p 73) for more complete description of procedure and responsibilities).

d) In collaboration with the mentor teacher, help the candidate reflect on his/her progress toward meeting the performance assessment criteria. The supervisor and mentor teacher determine candidate competency for continuing on to full-time apprenticeship. If a candidate is advanced to full-time fieldwork with conditions, collaborate with the mentor teacher to write a Performance Improvement Plan that the candidate must fulfill before beginning solo teaching.

e) Require lesson plans from the candidate, in a timely manner, prior to each clinical supervision observation. Clarify the material required in a lesson plan if a textbook lesson is taught. Provide feedback to the candidate and mentor teacher regarding the lesson plans. One week prior to the solo, require complete daily/weekly plans and detailed lesson plans for each individually designed lesson and provide feedback to the candidate.

f) Use clinical supervision knowledge and skills to assist the student after each observation. Feedback— for both apprentice and mentor teacher—should follow as soon as schedules permit. Complete an apprentice contact form for each clinical supervision observation, have the apprentice sign the form, give the apprentice and mentor teacher copies and turn in the original to the Credential Programs Office, HGH 202.

g) Advise apprentices regarding the fieldwork agreements at the beginning of each semester.

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

i) Hold a three-way assessment conference with the apprentice and mentor teacher at the end of each of the four phases of fieldwork.

j) Write a letter of recommendation for each apprentice supervised in spring and give two originals to the apprentice. Letters of recommendation for apprentices supervised fall semester are optional.
What are the university supervisor's required responsibilities to the mentor teacher?

a) By performing responsibilities described in a) - j) in the previous section, assist the mentor teacher to create a successful mentorship for the apprentice.

b) Provide web links to the handbook to mentor teachers and, during the first three weeks of fall semester, conduct a school site meeting to orient mentor teachers to credential year program changes and review the calendar and EED handbook explanations of university requirements and procedures involved in fieldwork.

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

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

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

a) Meet with the administrator, provide web links to the handbook and inform the administrator of university requirements and procedures involved in fieldwork. If possible, include the administrator(s) in the school site orientation meeting for the mentor teachers.

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

c) Advise the administrator immediately of special problems with an apprentice, including any apprentice placed on a Performance Improvement Plan.

What are the university supervisor's responsibilities to HSU?

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

b) Read/incorporate EED core texts and teaching Performance assessment materials into observations and supervision comments.

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

d) Work with the Coordinator in identifying and evaluating fieldwork placements.

e) If possible, participate in a two-day training to learn how to score a Mathematics Teaching Event and score three teaching events. Additional monetary compensation is provided for training and scoring. Supervisors who have not scored math teaching events are encouraged to attend the first PACT workshop for candidates held in fall semester.

How are supervisors evaluated?

During the final assessment conferences for both fall (EED 752) and spring (EED 754/755) the apprentice and university supervisor are both evaluated. Set aside an adequate amount of time to discuss the apprentice’s progress as well as effectiveness and quality of guidance provided by both the mentor teacher and university supervisor. Formal evaluation also occurs at the end of each semester; the mentor teacher, apprentice, and administrator independently evaluate the university supervisor using an online format.
What is clinical supervision?

In its simplest form, clinical supervision includes:

a) a conference with the apprentice to preview objectives and the lesson plan,
b) direct observation of the lesson, and
c) a follow-up conference with the apprentice, with feedback on strengths and areas for improvement.

What is the theory behind clinical supervision?

A successful apprenticeship is the keystone of pre-service teacher preparation. Clinical supervision is a means of ensuring that fieldwork is carried out most effectively through systematic planning, observation, and feedback. Clinical supervision models are designed to help teachers grow. They systematically build on strengths while eliminating counterproductive approaches. They recognize that each apprentice is different. No candidate will be a carbon copy of "the ideal teacher" or teach every lesson exactly according to a given model. Clinical supervision models develop the apprentice’s ability to reflect on experience and apply principles and concepts to self-improvement efforts. Three actors must play their roles well for a clinical supervision visit to succeed. The apprentice must plan lessons early enough that the supervisor and mentor teacher can review them before class. The mentor teacher and supervisor must find compatible strategies in supporting the apprentice. When clinical supervision is a cooperative endeavor, the results can be rewarding to all.

What is the process of clinical supervision?

Clinical supervision is a continuous series of cycles in which the supervisor assists the apprentice in developing ever more successful instructional strategies (not necessarily the mentor's pet methods). The approach was first published by Goldhammer (1969) and Cogan (1973) but effective supervisors had been using similar methods for some time. There are now many models of clinical supervision.

In Clinical Supervision: A State of the Art Review (ASCD, 1980), Cheryl Sullivan describes clinical supervision as an eight-phase cycle of instructional improvement:

1) Supervisor establishes clinical relationship with the teacher by explaining the purpose and sequence of clinical supervision. (No secrets; this is not "snoopervision.")
2) Planning of the lesson(s), either independently by the student teacher or jointly.
3) Discussion/evaluation of the lesson plan.
4) Observation of the lesson, recording of appropriate data.
5) Teacher and supervisor analyze the teaching/learning process, especially "critical incidents and pattern analysis." Questions are preferable to lectures: "Why do you think the students started to talk when you ...?" (This should follow the observation as soon as possible so that both participants have a clear recollection of what happened.)
6) Teacher makes decisions about his/her behavior and students' behaviors and learning.
7) Supervisor and teacher decide on changes sought in the teacher’s behavior, then create a plan for implementing the changes.
8) Arrangements for the next pre-observation conference.

Obviously these may be modified, but the significant elements of each should be addressed. The process is assessment-formative, not summary-evaluative. Subsequent evaluation may be based on progress toward the goals set in the post-observation conference.

What do supervisors look for in the classroom?

In the pre-observation conference, the objectives of the lesson will be established. During observation, the supervisor will record performance and pupil response in relation to the objectives. The supervisor will
also note critical incidents that impact on teaching effectiveness. In the pre-observation conference, the apprentice may ask the supervisor to watch for particular teaching practices.

The supervisor may want to delay revealing all the “warts” in the first session. A person can handle only so much criticism at one time. This is especially true when using videotaped reviews, where the apprentice may see many things that are wrong. The role of the supervisor is to support the teacher and point out what went well rather than dwelling too long on the errors. As fieldwork progresses, and the major problems have been addressed, there will be time to introduce secondary considerations.

There are many methods for recording observations. Ned Flanders’ interaction analysis methodology is appropriate. One useful book is Keith Acheson and Meredith Gall’s *Techniques in the Clinical Supervision of Teachers* (Longman, 1987).

### Which teaching models are appropriate?

When clinical supervision was first introduced, participants said, "Fine. Now what should I look for as the critical incidents of teaching?" Since direct instruction is the most common teaching strategy, and since Madeline Hunter's seven-step model is an effective direct-instruction model, the Hunter model was provided. But some supervisors tried to make it fit where it wasn't appropriate, resulting in an undeserved negative reputation for clinical supervision.


More than 130 lesson plan models have been identified, each appropriate to certain teaching objectives. The California State Department of Education identifies these models within four families (same as Joyce and Weil's, with different titles):

- **Behavioral**: Transmits the culture by teaching skills and knowledge. Strategies: direct instruction, written language.
- **Social Interaction**: Teaches social skills and communication. Strategies: cooperative learning, group discussion, total physical response.
- **Generative**: Develops internal resources to see things in new ways. Strategies: brainstorming, synectics.

The supervisor should determine whether the model chosen is appropriate for the apprentice's objectives.

### Is it appropriate for HSU employees other than supervisors to make site visits to local schools?

Before visiting any school site in the Humboldt State University service area, non-supervising HSU employees should observe the following protocol:

- a) Check with the program leader to determine whether the visit is appropriate. The program leader may notify the school site of this official visit.
- b) If visiting a candidate, consult with the assigned university supervisor prior to the visit.
- c) Check in at the school’s administrative office upon arrival.
- d) Introduce yourself to the appropriate persons. State the reason for your visit.
- e) Conduct your site business in a professional manner, as you will be seen to represent both the credentialing program and HSU.
- f) Check out at the school’s administrative office when leaving.
School Administrators

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

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

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

b) Use an orientation meeting at the beginning of fall and spring semesters to expose apprentices to the school’s philosophy, discipline procedures, chain of command, and demographic makeup. Express your expectations of the apprentice, including professional responsibilities, time commitments, and personal attire.

c) Invite the apprentices to attend faculty meetings.

d) Have mentor teachers include apprentices in curriculum meetings, thus exposing them to issues and the decision-making involved in curriculum matters.

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

f) Encourage apprentices to involve themselves in the school’s extracurricular activities. They often have expertise valuable to the school community.

g) If possible, observe apprentices in solo teaching situations. They’ll appreciate your input. Observation also allows you to assess potential teachers for the school. See p 22 for information on hiring apprentices as substitute teachers.

h) Evaluate fieldwork supervisors working with mentor teachers at your schools.

What is the role of the school/district in the selection of mentor teachers?

Based on recommendations from mentor teachers and administrators, the Elementary Education program faculty developed approved mentor teacher selection criteria and verification of qualifications for the teaching of reading. Use of these criteria by administrators in cooperating districts is critical to the success of the fieldwork experience. Each February, the Coordinator requests from administrators a list of qualified mentor teachers who wish to serve the following credential year (pp 70-74, Mentor Teacher Service for 2014-2015, Verification of Mentor Teacher Reading Instruction Qualification, Declaration of Intent to Serve as Mentor Teacher).

What is the protocol for placing candidates?

Acceptance of a program applicant by administrators for fall and spring fieldwork is the final step in admitting candidates to the program. With the exception of some larger districts, the Coordinator contacts school site administrators with the names of applicants wishing to interview for fall or spring placements. The Coordinator directs applicants to call the administrator and set up an appointment for an interview. As soon as possible following interviews, administrators/mentors are encouraged to set up an opportunity for the applicant to observe/participate in the mentor teacher’s classroom for at least a half-day to provide an opportunity for mutual acquaintance and help insure a quality experience for both mentor teacher and apprentice. (See Fieldwork Placement Verification Form, p 75.)
If both parties feel comfortable with the placement, they complete the verification form and the applicant returns the form to the Coordinator. When the placement does not appear to be a good match, the mentor teacher should contact the administrator and the Coordinator; the apprentice should contact the Coordinator.
Definitions and Descriptions

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, the Career Center.

Credentials and Authorizations

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 subjects credential teach in kindergarten through eighth grade self-contained classrooms.

Professional Clear Credential
Preliminary 2042 credential holders can earn a Professional Clear Credential by completing a CCTC approved Induction Program. The Induction Program requires teaching employment and includes advanced study in health education; special populations, technology, and instruction of English language learners. The Induction Program is state-subsidized.

HSU has a CCTC approved Fifth Year Program for holders of the Ryan Multiple Subjects Credential. In addition to advanced courses in health education, special populations and technology, this program requires Kinesiology 475, Elementary School Physical Education, if the preliminary credential was granted prior to July 1, 2004. The university recommends the individual student for the credential to the CCTC.

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

Supplementary and Subject Matter Authorizations:

Supplementary Authorization qualifies the holder to teach single subjects up to ninth grade; requires 20 units in the subject including courses in specific aspects of the subject (does not meet No Child Left Behind qualified teacher standards for core academic subjects that include art, English, language other than English, mathematics, music, science, and social science).

Introductory Subject Matter Authorization qualifies the holder to teach core academic subjects (see above) up to ninth grade and is No Child Left Behind compliant (for Title I schools); requires 32 units in the subject including courses in specific aspects of the subject.
Specific Subject Matter Authorization qualifies the holder to teach a single subject in grades K-12 and in classes organized primarily for adults (art history/appreciation, biological sciences, chemistry, civics/government, dance, drama/theater, economics, English composition, geography, geo-science, history, instrumental music, literature, philosophy, physics, plant science, three-dimensional art, two-dimensional art, vocal music); requires 32 units in the subject including courses in specific aspects of the subject.

Certificate of Clearance

Credential program applicants desiring to become teachers must apply online to the California Commission on Teacher Credentialing for a certificate of clearance and may not begin the program without clearance. This certificate states that the applicant has the necessary "personal and health qualifications" to receive a teaching credential. Upon electronic receipt of the certificate of clearance, the candidate must print a copy and file this with the Credential Programs Office, HGH 202.

Credential Check

In early November, prior to web registration for spring semester, credential candidates schedule a meeting with the EED 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.

Emergency Permit to Substitute Teach (30 Days)

This permit allows the credential candidate to substitute for the mentor teacher or another teacher at the school site for a few days fall and/or spring semester. To apply for this permit at a school district office or county office of education, the candidate will need an official copy of transcripts with degree posted, CBEST passing card, certificate of clearance, and $57 for the application fee.

Fieldwork Coordinator

The Fieldwork Coordinator is the academic advisor of all current and prospective Elementary Education credential candidates and makes and monitors field placements. The Fieldwork Coordinator works with the Program Leader to consider disciplinary and advising matters.

Program Leader

The Program Leader is the professor in charge of program policy who oversees curricular and accreditation matters, and works together with the Fieldwork Coordinator to consider disciplinary and advising matters.

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. Writing Center drop-in hours: MTWR 6:30 p.m. to 8:30 p.m.; TR 2:00 p.m. to 5:00 p.m.; F 10:00 a.m. to 2:00 p.m.

**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 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 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.

The 2002 reauthorization of the Federal Education Act, “No Child Left Behind” (NCLB), requires school districts receiving federal funds to employ “highly qualified” teachers or notify parents if they do not. A “highly qualified” teacher is defined in NCLB as a teacher who has passed the appropriate subject matter competency exam. To be a “highly qualified” teacher, students who completed an approved subject matter major (Liberal Studies Elementary Education or Child Development Elementary Education at HSU) will have to pass the CSET exam.

**Supervision of Fieldwork Apprenticeship**

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

**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.
CERTIFICATE OF LIABILITY INSURANCE

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFER NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER
Alliant Insurance Services, Inc.
100 Pine Street - 11th Floor
San Francisco, CA 94111

INSURER
The California State University (CSU)
401 Golden Shore, 5th Floor
Long Beach, CA 90802

COVERAGE

COVERAGES

CERTIFICATE NUMBER: 134077824

INSURER A: Lloyds of London

INSURER B:

INSURER C:

INSURER D:

INSURER E:

INSURER F:

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 161, Additional Remarks Schedule, if more space is required)

THIS CERTIFICATE IS PROVIDED FOR EVIDENCE ONLY. General Liability and Professional Liability coverage is provided on a claims-made basis including a 3 year extended reporting period. Coverage extends to students enrolled in covered academic courses. Coverage applies only when there exists a written agreement between the University and the affiliate institution, which is executed prior to an incident giving rise to a claim for a covered loss.

CERTIFICATE HOLDER

CANCELLATION

EVIDENCE OF COVERAGE

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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ACORD 25 (2010/05)

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Advice from Former Candidates

- Research a classroom management style that works for you. Review the classroom rule system set up by your resident teacher before you take over the class.

- 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 all different subjects and levels at all 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 resident teacher.

- Understand and use the resources available: the Career Center, Academic Information & Referral (AIR) Center, campus buddy system (mutual protection), Humboldt Education Resource Center (HERC) at the County Office of Education in Eureka, and the Financial Aid Office.

- 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.

- Treat your entire credential year as a job interview. Be professional and socially appropriate at all times. Do not waiver from your goal of getting hired as a teacher.
HSU 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!
The following pages contain sample forms used in the EED program. These forms are included to familiarize you with the various fieldwork agreements, contact documentation, credential forms, and evaluation standards.

- **Fieldwork Agreement** .......................... 52
- **Rubric for Instructional Teaching Behavior** .................................. 53
- **California Standards for the Teaching Profession** .................. 54
- **Comparison of CSTP and TPEs** ................................ 55
- **Credential Candidate Fieldwork Guidelines** .................. 57
- **Assessment and Annotated TPEs (EED 751)** .................. 60
- **Assessment and Annotated TPEs (EED 752)** .................. 62
- **Assessment and Annotated TPE 7** ................................ 64
- **Assessment and Annotated TPEs (EED 753)** .................. 66
- **Assessment and Annotated TPEs (EED 754/755)** ............ 68
- **Mentor Teacher Service Agreement** .......................... 70
- **Fieldwork Placement Verification** .......................... 75
- **Apprentice Contact** .................................. 76
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- **Supervisor Contact Log** .................................. 79
- **Sample Performance Improvement Plan** .................. 80
- **Request to Substitute Teach** .................................. 81
- **Handbook Agreement Form** – turn in Aug. 14th ..................... 83
ELEMENTARY EDUCATION PROGRAM  
SCHOOL OF EDUCATION, HUMBOLDT STATE UNIVERSITY

AGREEMENT FOR FIELDWORK APPRENTICESHIP

This is an agreement between

________________________________________________________   (print name),
an credential candidate in the Elementary Education Program,
and____________________________________________________   (print name),
mentor teacher in grade(s)_________ at _________________________ School.

Circle the appropriate semester and fieldwork courses below:

Fall semester EED 751 & 752 Phase I & II
or spring semester or EED 753 & 754/755 Phase III & IV

In the assigned classroom, the apprentice will complete the obligation of a minimum of four hours per
morning, Monday through Thursday, per week during Phase I or Phase III, and a minimum of thirty-five
hours per week during full-time apprenticeship in Phase II or Phase IV. Apprentices should attend any in-
service scheduled during their regular hours in the assigned classroom.

Phase I or Phase III schedule of apprenticeship hours per week
List hours for Monday through Thursday at the fieldwork site below (e.g. M-Th 8am-12pm).

Phase II or Phase IV schedule of apprenticeship hours per week
List beginning and ending hours for Monday through Friday at the fieldwork site below (e.g. M-F 8am-3:30pm).

The apprentice must consult with his/her mentor teacher and university supervisor before completing
this form. Signatures below confirm agreement. By the end of the third week of fall semester, return
completed forms for both fall and spring semesters to the Credential Programs Office.

Apprentice ____________________________ Date __________
Mentor Teacher ________________________ Date __________
Site Administrator _______________________ Date __________
HSU Supervisor _________________________ Date __________
RUBRIC FOR INSTRUCTIONAL TEACHING BEHAVIORS

This rubric is offered to supervisors and mentor teachers to assist you in looking for basic elements of good teaching in lessons observed, especially during the solo units, and to help apprentices design and evaluate their solo unit lessons. This is not a lesson plan form, but a list of elements found in most effective lessons, including—but not limited to—direct instruction. You may use this form as a guideline, not as a limiting, inflexible format. Good reasons often exist for some elements below to be missing from a lesson. Additional considerations are listed in the California Standards for the Teaching Profession in the EED 752 and 754/755 assessment forms.

<table>
<thead>
<tr>
<th>Effective</th>
<th>Minimal</th>
<th>Missing</th>
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</thead>
<tbody>
<tr>
<td><strong>GAIN ATTENTION AND INTEREST</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>STATE LESSON OBJECTIVE IN STUDENT TERMS</strong></td>
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<tr>
<td><strong>ALERT STUDENTS TO THEIR DEMONSTRATION OF LEARNING</strong></td>
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</tbody>
</table>

**INSTRUCTION (Heart of Lesson)**

**INPUT:** Students are focused to learn about something new through completed models, pictures, media, experiences, demonstration, reading, recall or quick review of prior knowledge, vocabulary review or preview, a paradox, a leading question, etc. This may come before the set.

**MODELING:** Teacher actually demonstrates (not just tells about or shows a completed example of) the behavior that students will be expected to do during Guided Practice. If students will write a poem, the teacher does all the steps of writing a poem; if students will share materials, teacher shows how he or she would share with another person. This is often left out of “traditional” lessons. In Direct Instruction, and sometimes in other lessons as well, there is a second level of modeling, where the teacher demonstrates a second or third time, but with student input to be sure they were paying attention and getting the concept.

**STRATEGY:** Teacher has planned some clear instructional strategy (Direct Instruction, Partner Reading, Prediction/Proof, Learning Together, Kindling, KWL, Venn Diagrams, Jig Saw, Instant Quiz, Intention/Reflection, etc.), to be sure every student is likely to become actively involved in the learning.

**GUIDED PRACTICE:** Each student practices the learning with room for mistakes and clear, swift feedback about success, quantity or quality of work. It could be: partner work, answers on the board, teacher monitoring of writing or hand signals, raised hands for teacher to star correct work several times, etc. Students are not usually evaluated on this work, but should be graded for participation or completion.

**CLOSURE (Assessment at End of Lesson)**

**CHECK FOR UNDERSTANDING:** Can be a brief quiz to be graded, or the student’s choice of best writing, or a completed project turned in, or a brief oral individual quiz. Determine who did and who did not gain the objective.

**INDEPENDENT PRACTICE (After the Lesson—Optional)**

**SEATWORK OR HOMEWORK PRACTICE:** This is given once the student clearly demonstrates an independent-level understanding of the learning. Its purpose is retention. It can be a repeat of the skill or a meaningful application.

**EXTENSION:** After mastery of the skill, invite students to go a step further and relate it to their own lives, or other subject matter, or new situations. This can take many forms but if it is assigned as independent work it should not require an additional skill that some students may not be able to employ.

**OTHER ELEMENTS THAT OCCUR THROUGHOUT THE LESSON**

**MATERIALS:** Prepared, with an effective plan for dispersal & collection.

**DIRECTIONS:** Physical directions (how to move, how to get help or materials, what to do if confused, or if finished, etc.) are pre-planned, given, & reviewed. “So where will you get your pencils?” and “What will you do to get help?”

**TRANSITIONS:** These are planned, smooth, with little loss of time, little opportunity for misbehavior, optimum time-on-task.

**EQUITABLE QUESTIONING:** Students are called on and treated equitably and respectfully during the lesson.

**MONITORING:** Teaching includes strategies to insure all students are engaged and learning, both during the lesson delivery and the guided practice.
<table>
<thead>
<tr>
<th>STANDARD ONE: ENGAGING &amp; SUPPORTING ALL STUDENTS IN LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-1 Connecting students’ prior knowledge, life experience, and interests with learning goals</td>
</tr>
<tr>
<td>1-2 Using a variety of instructional strategies and resources to respond to students’ diverse needs</td>
</tr>
<tr>
<td>1-3 Facilitating learning experiences that promote autonomy, interaction, and choice</td>
</tr>
<tr>
<td>1-4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful</td>
</tr>
<tr>
<td>1-5 Promoting self-directed, reflective learning for all students</td>
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<tr>
<th>STANDARD TWO: CREATING &amp; MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</th>
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<tr>
<td>2-1 Creating a physical environment that engages all students</td>
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<td>2-5 Planning and implementing classroom procedures and routines that support student learning</td>
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<td>2-6 Using instructional time effectively</td>
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<tr>
<th>STANDARD THREE: UNDERSTANDING &amp; ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</th>
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<tbody>
<tr>
<td>3-1 Demonstrating knowledge of subject matter content and student development</td>
</tr>
<tr>
<td>3-2 Organizing curriculum to support student understanding of subject matter</td>
</tr>
<tr>
<td>3-3 Interrelating ideas and information within and across subject matter areas</td>
</tr>
<tr>
<td>3-4 Developing student understanding through instructional strategies that are appropriate to the subject matter</td>
</tr>
<tr>
<td>3-5 Using material, resources, and technologies to make subject matter accessible to students</td>
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<tr>
<th>STANDARD FOUR: PLANNING INSTRUCTION &amp; DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</th>
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<tbody>
<tr>
<td>4-1 Drawing on and valuing students’ backgrounds, interests, and developmental learning needs</td>
</tr>
<tr>
<td>4-2 Establishing and articulating goals for student learning</td>
</tr>
<tr>
<td>4-3 Developing and sequencing instructional activities and materials for student learning</td>
</tr>
<tr>
<td>4-4 Designing short-term and long term plans to foster student learning</td>
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<tr>
<td>4-5 Modifying instructional plans to adjust for student needs</td>
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<tr>
<th>STANDARD FIVE: ASSESSING STUDENT LEARNING</th>
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<tr>
<td>5-1 Establishing and communicating learning goals for all students</td>
</tr>
<tr>
<td>5-2 Collecting and using multiple sources of information to assess student learning</td>
</tr>
<tr>
<td>5-3 Involving and guiding all students in assessing their own learning</td>
</tr>
<tr>
<td>5-4 Using the results of assessments to guide instruction</td>
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<tr>
<td>5-5 Communicating with students, families, and other audiences about student progress</td>
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<tr>
<th>STANDARD SIX: DEVELOPING AS A PROFESSIONAL EDUCATOR</th>
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<tr>
<td>6-1 Reflecting on teaching practice and planning professional development</td>
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<tr>
<td>6-2 Establishing professional goals and pursuing opportunities to grow professionally</td>
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<tr>
<td>6-3 Working with communities to improve professional practice</td>
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<td>6-4 Working with families to improve professional practice</td>
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<tr>
<td>6-5 Working with colleagues to improve professional practice</td>
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<tr>
<td>6-6 Balances professional responsibilities and maintains motivation</td>
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## Comparison of TPE and CSTP

<table>
<thead>
<tr>
<th>TPE</th>
<th>CSTP</th>
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<tbody>
<tr>
<td><strong>A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS</strong></td>
<td>UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING (3)</td>
</tr>
</tbody>
</table>
| **TPE 1:** Specific Pedagogical Skills for Subject Matter Instruction | **Key Element:** Demonstrating knowledge of subject matter content and student development.  
**Key Element:** Organizing curriculum to support student understanding of subject matter.  
**Key Element:** Interrelating ideas and information within and across subject matter areas.  
**Key Element:** Developing student understanding through instructional strategies that are appropriate to the subject matter.  
**Key Element:** Using materials, resources, and technologies to make subject matter accessible to students. |
| **TPE 1A:** Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments |  |
| **TPE 1B:** Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments |  |
| **B. ASSESSING STUDENT LEARNING** | ASSESSING STUDENT LEARNING (5) |
| **TPE 2:** Monitoring Student Learning During Instruction | **Key Element:** Establishing and communicating learning goals for all students.  
**Key Element:** Collecting and using multiple sources of information to assess student learning.  
**Key Element:** Involving and guiding all students in assessing their own learning.  
**Key Element:** Using the results of assessments to guide instruction.  
**Key Element:** Communicating with students, families, and other audiences about student progress. |
| **TPE 3:** Interpretation and Use of Assessments |  |
| **C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING** | ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING (1) |
| **TPE 4:** Making Content Accessible | **Key Element:** Connecting students’ prior knowledge, life experience, and interests with learning goals.  
**Key Element:** Using a variety of instructional strategies and resources to respond to students’ diverse needs.  
**Key Element:** Facilitating learning experiences that promote autonomy, interaction, and choice.  
**Key Element:** Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful.  
**Key Element:** Promoting self-directed, reflective learning for all students. |
<p>| <strong>TPE 5:</strong> Student Engagement |  |
| <strong>TPE 6:</strong> Developing Appropriate Teaching Practices |  |
| <strong>TPE 6A:</strong> Developmentally Appropriate Practices in Grades K-3 |  |
| <strong>TPE 6B:</strong> Developmentally Appropriate Practices in Grades 4-8 |  |
| <strong>TPE 6C:</strong> Developmentally Appropriate Practices in Grades 9-12 |  |
| <strong>TPE 7:</strong> Teaching English Language Learners |  |</p>
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<tr>
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<th>CSTP</th>
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<tr>
<td><strong>D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS</strong></td>
<td><strong>PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES (4)</strong></td>
</tr>
<tr>
<td><strong>TPE 8:</strong> Learning about Students</td>
<td><strong>Key Element:</strong> Drawing on and valuing students’ backgrounds, interests, and developmental learning needs.</td>
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<td><strong>TPE 9:</strong> Instructional Planning</td>
<td><strong>Key Element:</strong> Establishing and articulating goals for student learning.</td>
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<td><strong>E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</strong></td>
<td><strong>CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING (2)</strong></td>
</tr>
<tr>
<td><strong>TPE 10:</strong> Instructional Time</td>
<td><strong>Key Element:</strong> Creating a physical environment that engages all students.</td>
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<td><strong>TPE 11:</strong> Social Environment</td>
<td><strong>Key Element:</strong> Establishing a climate that promotes fairness and respect.</td>
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<td><strong>F. DEVELOPING AS A PROFESSIONAL EDUCATOR</strong></td>
<td><strong>DEVELOPING AS A PROFESSIONAL EDUCATOR (6)</strong></td>
</tr>
<tr>
<td><strong>TPE 12:</strong> Professional, Legal, and Ethical Obligations</td>
<td><strong>Key Element:</strong> Reflecting on teaching practice and planning professional development.</td>
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<tr>
<td><strong>TPE 13:</strong> Professional Growth</td>
<td><strong>Key Element:</strong> Establishing professional goals and pursuing opportunities to grow professionally.</td>
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<td><strong>Key Element:</strong> Balancing professional responsibilities and maintaining motivation.</td>
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The following section is a quick reference guide for candidates to track their fieldwork requirements:

Calendar: How to Schedule an Observation 56
TPE 7: How to Meet the Requirements 56
Forms: VELR & Solo Info: What is Required 57
Observations: Information & Procedures 57
Assessments: Information & Procedures 58
SoE Mission and Candidate Learning Outcomes (CLO) 58

Scheduling Observations with your Supervisor

Each Supervisor uses their own calendar for scheduling observation appointments.
Email or call your Supervisor to set up appointments.
The calendar in the EED Handbook can be useful as a guide.

TPE 7 Requirements

TPE 7 REQUIREMENTS for CLASSROOM PLACEMENTS:

If this semester is a TPE 7 placement and you have enough students in your classroom for it to qualify to meet these requirements, please follow these procedures:
1. Inform your supervisor and program coordinator how many ELL students are in your placement class.
2. Read the TPE 7 Description in the document below to understand your learning expectations and your assessment.
3. Prepare a SIOP lesson that best displays your ability to work with English Language Learners, based on the criteria of your assessment and schedule a clinical observation with your supervisor.
4. Submit a summary of your experience working with English Language Learners via e-mail to your supervisor. Please include what you did to assist ELL's, the strategies you learned, your reflections on this experience and anything else you think valuable to your experience.
5. Download the TPE 7 Assessment to complete with your mentor and supervisor, along with your Phase II or Phase IV Assessment.

TPE 7 REQUIREMENTS for ALTERNATIVE PLACEMENT:

If your classroom does not qualify for a TPE 7 placement because there are not enough ELL students in your classroom, you will be required to spend 45 hours in a classroom with ELL students. Please follow these guidelines if you are required to do an alternate placement:
1. Inform your program coordinator and supervisor that you need an alternate placement. If you know of an appropriate classroom on your site, share that with them.
2. If you are doing an alternate placement, provide the teacher's name and contact information (e-mail/phone number), grade level, and the # of ELL students with their levels to your supervisor and program coordinator.
3. Read the TPE 7 Description in the document below to understand your learning expectations and your assessment.
4. Schedule times to complete the 45-hours of required participation in your alternate placement throughout the semester (not mostly after your solo) and inform your supervisor at the beginning of the semester what your schedule will be. Try to schedule your hours during times when you can learn the most about working with ELL students.
5. Create a log to record your date, time and a brief description of what you did during each visit in your TPE7 classroom. Your mentor for this class will need to verify that you have completed these hours by signing your log (weekly is recommended).
6. Prepare a SIOP lesson that highlights your skills in working with ELL students as described in your assessment and schedule one of your visits to this classroom near the end of your hours as a clinical observation with your supervisor.
7. At the meeting after this observation, your TPE7 mentor and supervisor will meet to complete the TPE 7 assessment with you. Download a copy of the TPE 7 Assessment to complete with your mentor and supervisor below.
8. Submit a summary of your experience in your TPE 7 placement via e-mail to your supervisor. Please include what you did to assist ELL’s, the strategies you learned, your reflections on this experience and anything else you think valuable to your experience.

Forms, VELR & Solo Requirements

VELR INFORMATION:

Any subject can be videotaped for 20-25 minutes—a complete lesson. Your mentor may assist, if needed. You may invite your Supervisor to observe or not. You will review the video tape and complete the VELR form on your reflections about the lesson. Schedule an appointment with your Supervisor to watch the video together while you narrate and reflect upon your experience. The VELR form will be turned in to your Supervisor who will submit it with your other observation documents. The VELR can be a clinical observation (including a pre-meeting with the supervisor to review lesson planning and supervisor on-site observation during the teaching of the lesson and a follow-up meeting with the supervisor.) Remember to get your permission slips from parents to videotape their children in advance. The video does not have to be uploaded, but make sure you understand how to do this for the PACT video. If you want to upload for viewing with your Supervisor, Ken Weiderman can assist.

SOLO REQUIREMENTS:

Lesson plans and solo information should be submitted to your supervisor one week in advance of the beginning of your solo. The submitted plans should be discussed and reviewed with the mentor teacher before submitting them to your supervisor. Please submit the following:
1. A copy from the lesson plan book of your daily instructional plans.
2. Daily lesson plans in substitute lesson plan format.
3. Detailed lesson plans in SIOP format for all individually designed lessons—a minimum of one for the Fall Semester and a minimum of three for the Spring Semester.
4. A copy of the parent letter you wrote before beginning your solo (if available).

Observation Information

A minimum of eight total contacts are required during each semester. Five of the semester contacts must be site visits, of which three are for the purpose of clinical supervision and are usually completed prior to the solo. Two site visit observations are required during a spring solo teaching period. The following breakdown is one example of a supervision schedule (this example is above the minimum requirements as all eight of these contacts are on-site):

1. The first site visit will be an initial orienting meeting with Mentor, Supervisor, Apprentice
2. The second site visit will be an informal guided observation with Mentor, Supervisor, Apprentice
3. The third, fourth, and fifth visits will be informal observations: Send an e-mail stating your objective and writing a paragraph about your lesson. Requires a meeting following the lesson observation with your supervisor.
4. The sixth, seventh and eighth visits will be clinical observations, which require written lessons in SIOP lesson plan format. These require a pre-meeting (usually a phone call) and the follow-up meeting with your supervisor. Usually these three occur before a solo but two of them could be during a solo. Regardless of the number of clinical observations before a solo, there has to be at least one clinical observation during the solo teaching event.
5. TPE 7 Observation for Alternate Placements: This observation will take place near the end of the 45-hour requirement. The TPE 7 observation can be a clinical observation (requires a pre-meeting with the supervisor to review the lesson planning). There is a meeting after the observation with your mentor, supervisor, and the apprentice to do TPE 7 Assessment. (See the TPE 7 requirements above. All are due at the meeting for the TPE 7 Assessment.) OTHER NOTES: The VELR can be a clinical observation (including a pre-meeting with the supervisor to review lesson planning and supervisor on-site observation during the teaching of the lesson and a follow-up meeting with the supervisor.)
Phase I - IV Assessments

Assessments are usually scheduled when the supervisor comes to observe a lesson just before the phase assessment is due or after the last observation of the semester. A meeting is scheduled with the mentor, supervisor and apprentice to complete the form.

The expectations for each phase increase over time and are different for each phase, so please make sure you read these expectations on the assessment and share them with your mentor.

Scoring: The term "credit" indicates a minimum of 65% of the total points available on a given assessment. You must get a score that is at least 65% of the total available points to continue to the next phase. *Ratings are for performance as apprentices, not as experienced teachers.*

NOTE: All required forms are available on the School of Education website or in Moodle.

School of Education Mission Statement and Candidate Learning Outcomes

**Mission:** To prepare knowledgeable and effective education professionals to promote excellence and equity with students of diverse talents and cultural backgrounds in rural and urban settings. We develop professionals who are committed to reflective practice, scholarship, collaborative action, and social justice to take leadership in improving the quality of education for all students.

Candidates in School of Education programs will *(CLOs)* …

1. Demonstrate an ability to work effectively with diverse students, parents, colleagues, staff, and others in the community;
2. Develop and maintain safe, positive, and productive educational environments;
3. Use research-based practice to inform their work;
4. Demonstrate a coherent theoretical framework of learning and human development that supports reflection on their practice;
5. Collaborate on efforts to improve education opportunities for all students.

**Teaching Performance Expectations with CLO’s aligned**

Candidate Learning Outcomes (CLO) are aligned to Teaching Performance Expectations (TPE) on the fieldwork assessment forms. The CLO/TPE relationships are displayed in the following list and also appear on each assessment form.

1. Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments (CLO 1, 2, 3, 4)
2. Monitoring Student Learning During Instruction (CLO 2, 3, 4)
3. Interpretation and Use of Assessments (CLO 2, 3, 4, 5)
4. Making Content Accessible (CLO 1, 2, 3, 4)
5. Student Engagement (CLO 1, 2, 3, 4)
6. Developmentally Appropriate Practices (CLO 1, 2, 4)
   6D. Developmentally Appropriate Practices for Special Education (CLO 1, 2, 4)
7. Teaching English Learners (CLO 1, 2, 4)
8. Learning about Students (CLO 1, 2, 3)
9. Instructional Planning (CLO 2, 3, 5)
10. Instructional Time (CLO 2)
11. Social Environment (CLO 2)
12. Professional, Legal, and Ethical Obligations (CLO 1, 2, 3, 4, 5)
13. Professional Growth (CLO 3, 4, 5)
In fieldwork phase I, the apprentice is responsible for observing and participating in the classroom a minimum of four hours per day Monday through Thursday each week. Directions: the apprentice, mentor teacher, and university supervisor shall conduct a three-way meeting to evaluate apprentice performance and complete the rating portion of this form. Individual ratings may differ; however, the mentor teacher and university supervisor need to reach consensus on their recommendation below. If the university supervisor has not observed a criterion themselves, they may ask for examples of its occurrence from the mentor teacher and the student teacher. The term “credit” indicates a total of 24 points out of a possible 48 points. Ratings are for performance as apprentices, not as experienced teachers.

**Performance Criteria**

Use Rating Code: 4 = Exceptional; 3 = Substantial; 2 = Developing; 1 = Inadequate

**Use the Annotated Teaching Performance Expectations (TPE) for Phase I Assessment.**

| TPE 1: Demonstrates Subject-Specific Pedagogical Skills (CLO 1,2,3,4) | A | MT | US |
| TPE 2: Monitors Student Learning During Instruction (CLO 2,3,4) | | | |
| 2c Gives clear directions; checks understanding, re-engages off-task students | | | |
| TPE 5: Engages Students (CLO 1,2,3,4) | | | |
| 5b Ensures active and equitable participation of all students | | | |
| TPE 8: Learning about Students (CLO 1,2,3) | | | |
| 8b Assesses students’ mastery; learns about students’ abilities, interests, aspirations | | | |
| 8e Identifies students needing specialized instruction | | | |
| TPE 10: Manages Instructional Time (CLO 2) | | | |
| 10b Maintains routine task procedures; manages transitions to maximize instructional time | | | |
| TPE 11: Manages Social Environment (CLO 2) | | | |
| 11a Develops and maintains clear expectations for academic and social behavior | | | |
| 11b Creates a positive climate for learning and establishes rapport with all students | | | |
| 11d Responds appropriately to sensitive issues; resists racism and acts of intolerance | | | |
| 11f Reinforces, maintains a climate of safety and respect for diversity | | | |
| TPE 12: Professional, Legal, and Ethical Obligations (CLO 1,2,3,4,5) | | | |
| 12c Appropriately manages professional time | | | |
| TPE 13: Professional Growth (CLO 3,4,5) | | | |
| 13b Solicits feedback/engages in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies | | | |

**Recommendation** (check appropriate responses): Grade earned is ___ “credit” ___ “no credit” The term “credit” indicates a total of 24 points out of a possible 48 points.

The candidate is ____ qualified to continue in the EED Program; ____ allowed to continue in the EED Program only under a PIP addressing areas of concern; ____ not qualified to continue in the program (see attached explanation).
TPE 1: Teaches lessons successfully from coursework plans: reading, social science, mathematics, science (1a-d)

TPE 8b: Assesses students’ prior mastery to maximize learning opportunities for all; learns about students’ abilities, ideas, interests, and aspirations

TPE 8e: Identifies students needing specialized instruction, including physical and/or learning disabilities, self-control deficits, and gifted abilities

TPE 11b: Creates a positive climate for learning and establishes rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness, and communicates to parents through letters (one at start of placement and one before solo)

TPE 11f: Reinforces and maintains a climate of safety and of respect for diversity; protects students’ physical, intellectual and emotional safety

TPE 12c: Appropriately manages professional time spent in teaching responsibilities to ensure that academic goals are met; demonstrates awareness of professional and ethical standards and school/district policies; is punctual to student teaching assignment and maintains appropriate hours at the placement site to plan and implement all appropriate teaching tasks; notifies mentor teacher/university supervisor in advance of absences and makes appropriate arrangements for classroom activities/instruction during absences; demonstrates initiative and reliability in lesson planning, instruction, and daily classroom routines

TPE 13b: Solicits feedback and engages in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies; uses reflection and feedback to formulate and prioritize goals for increasing subject matter knowledge and teaching effectiveness
In fieldwork phase II, the apprentice is responsible for full-time involvement in the classroom, including a minimum of three days solo teaching. Directions: the apprentice, mentor teacher, and university supervisor shall conduct a three-way meeting to evaluate apprentice performance and complete the rating portion of this form. Individual ratings may differ; however, the mentor teacher and university supervisor need to reach consensus on their recommendation below. If the university supervisor has not observed a criterion themselves, they may ask for examples of its occurrence from the mentor teacher and the student teacher. The term “credit” indicates a total of 76 points out of a possible 116 points. Ratings are for performance as apprentices, not as experienced teachers.

**Performance Criteria** *Use Rating Code: 4 = Exceptional; 3 = Substantial; 2 = Developing; 1 = Inadequate
** *Use the Annotated Teaching Performance Expectations (TPE) for Phase II Assessment.

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<thead>
<tr>
<th>TPE 1: Demonstrates Subject-Specific Pedagogical Skills (CLO 1,2,3,4)</th>
<th>*A</th>
<th>MT</th>
<th>US</th>
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<tr>
<td>TPE 2: Monitors Student Learning During Instruction (CLO 2,3,4)</td>
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<tr>
<td>2a Monitors during instruction to pace the lesson</td>
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<tr>
<td>2c Gives clear directions; checks understanding, re-engages off-task students</td>
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<td>TPE 3: Interprets and Uses Assessments (CLO 2,3,4,5)</td>
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<tr>
<td>3g Gives students specific, timely feedback on their learning</td>
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<td>3h Attends some parent/teacher conferences</td>
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<td>TPE 4: Makes Content Accessible (CLO 1,2,3,4)</td>
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<tr>
<td>4c Explains content clearly and reinforces content in multiple ways</td>
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<tr>
<td>4h Takes additional steps to foster access and comprehension for all learners</td>
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<tr>
<td>4i Encourages student creativity and imagination</td>
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<td>4j Builds choice into lessons to motivate and to teach personal responsibility</td>
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<td>TPE 5: Engages Students (CLO,1,2,3,4)</td>
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<tr>
<td>5a Clearly communicates instructional objectives to students</td>
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<tr>
<td>5b Ensures active and equitable participation of all students</td>
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**Recommendation** (check appropriate responses): Grade earned is ___ “credit” ___ “no credit”
The term “credit” indicates a total of 76 points out of a possible 116 points.
The candidate is ____ qualified to continue in the EED Program; ____ allowed to continue in the EED Program only under a PIP addressing areas of concern; ____ not qualified to continue in the program (see attached explanation).
Annotated Teaching Performance Expectations (TPE) for Phase II Assessment

(If no part of an annotation is underlined, the entire annotation applies.
If part of an annotation is underlined, only the underlined portion applies.

TPE 1: Teaches lessons successfully from coursework plans: reading, social science, mathematics, science (1a-d)

TPE 4c: Explains content clearly and reinforces content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology, community resources and student experiences

TPE 5d: Extends the intellectual quality of student thinking by asking stimulating questions and challenging student ideas and engages in active listening (includes 4g)

TPE 6Ac: Teaches and models norms of social interactions (e.g., consideration, cooperation, responsibility, empathy)

TPE 6Ad: Makes special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities

TPE 6Bd: Develops students’ skills for working in groups (two students or more) to maximize learning

TPE 8b: Assesses students’ prior mastery to maximize learning opportunities for all; learns about students’ abilities, ideas, interests, and aspirations

TPE 8e: Identifies students needing specialized instruction, including physical and/or learning disabilities, self-control deficits, and gifted abilities

TPE 9e: Connects content with students’ linguistic and cultural backgrounds, experiences, interests, and developmental learning needs through appropriate teaching strategies (includes TPE 8f)

TPE 9i: Includes a strategy in lesson plans (such as monitoring, graphic organizers, manipulatives, partner work) designed to “ensure the active and equitable participation of each student.”

TPE 11b: Creates a positive climate for learning and establishes rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness, and communicates to parents through letters (one at start of placement and one before solo)

TPE 11f: Reinforces and maintains a climate of safety and of respect for diversity; protects students’ physical, intellectual and emotional safety

TPE 12c: Appropriately manages professional time spent in teaching responsibilities to ensure that academic goals are met; demonstrates awareness of professional and ethical standards and school/district policies; is punctual to student teaching assignment and maintains appropriate hours at the placement site to plan and implement all appropriate teaching tasks; notifies mentor teacher/university supervisor in advance of absences and makes appropriate arrangements for classroom activities/instruction during absences; demonstrates initiative and reliability in lesson planning, instruction, and daily classroom routines

TPE 13b: Solicits feedback and engages in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies; uses reflection and feedback to formulate and prioritize goals for increasing subject matter knowledge and teaching effectiveness

62
During either fall or spring semester (as a minimum), the apprentice is responsible for full- or part-time involvement in a classroom with English language learners and a CLAD certified mentor teacher to practice meeting TPE 7 performance criteria. Directions: the apprentice, mentor teacher, and university supervisor shall conduct a three-way meeting to evaluate apprentice performance and complete the rating portion of this form. Individual ratings may differ; however, the mentor teacher and university supervisor need to reach consensus on their recommendation below. If the university supervisor has not observed a criterion themselves, they may ask for examples of its occurrence from the mentor teacher and the student teacher. The term “credit” indicates a total of 13 points out of a possible 20 points. As a minimum, this TPE 7 assessment grade is a required part of either the phase II (EED 752) or phase IV (EED 754/755) assessment. Ratings are for performance as apprentices, not as experienced teachers.

Performance Criteria *Use Rating Code: 4 = Exceptional; 3 = Substantial; 2 = Developing; 1 = Inadequate
Use the Annotated Teaching Performance Expectations (TPE) for Assessment.

Recommendation (check appropriate responses):

TPE 7 is ____ “met” ____ “not met” for EED 752 ___ or 754/755___
The term “credit” indicates a total of 13 points out of a possible 20 points.

If the recommendation is “not met”, the candidate is allowed to continue in the EED Program under a PIP addressing areas of concern (see attached PIP).

To be recommended for a credential, the candidate must receive a recommendation of “met” for TPE 7.
Annotated Teaching Performance Expectations 7

**TPE 7c** Implements an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade-level reading/language arts program for English speakers.

**TPE 7d** Draws upon information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students’ language abilities.

**TPE 7f** Selects instructional materials and strategies, including activities in the area of visual and performing arts, to develop students’ abilities to comprehend and produce English; uses English that extends students’ current level of development yet is still comprehensible.

**TPE 7h** Uses systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners, allows students to express meaning in a variety of ways, including in their first language, and makes learning strategies explicit.

**TPE 7i** Takes cognitive, pedagogical and individual factors into account in planning lessons for English language development and for academic content; includes ELL adaptations in lessons developed for the class as a whole.
In fieldwork phase III, the apprentice is responsible for observing and participating in the classroom a minimum of four hours per day Monday through Thursday each week for two weeks of full-time involvement. Directions: the apprentice, mentor teacher, and university supervisor shall conduct a three-way meeting to evaluate apprentice performance and complete the rating portion of this form. Individual ratings may differ; however, the mentor teacher and university supervisor need to reach consensus on their recommendation below. If the university supervisor has not observed a criterion themselves, they may ask for examples of its occurrence from the mentor teacher and the student teacher. The term “credit” indicates a total of 65 points out of a possible 100 points. Ratings are for performance as apprentices, not as experienced teachers.

**Performance Criteria** *Use Rating Code: 4 = Exceptional; 3 = Substantial; 2 = Developing; 1 = Inadequate
** Use the Annotated Teaching Performance Expectations (TPE) for Phase III Assessment.*

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<thead>
<tr>
<th>TPE 1: Demonstrates Subject-Specific Pedagogical Skills (CLO 1,2,3,4)</th>
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<td>4h Takes additional steps to foster access and comprehension for all learners</td>
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**Recommendation** (check appropriate responses): Grade earned is ____ “credit” ____ “no credit”

The term “credit” indicates a total of 65 points out of a possible 100 points.

The candidate is ____ qualified to continue in the EED Program; ____ allowed to continue in the EED Program only under a PIP addressing areas of concern; ____ not qualified to continue in the program (see attached explanation).
Annotated Teaching Performance Expectations (TPE) for Phase III Assessment

TPE 1: Teaches lessons successfully from coursework plans: reading, social science, mathematics, science (1a-d)

TPE 4c: Explains content clearly and reinforces content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology, community resources and student experiences

TPE 5d: Extends the intellectual quality of student thinking by asking stimulating questions and challenging student ideas and engages in active listening (includes 4g)

TPE 6Ac: Teaches and models norms of social interactions (e.g., consideration, cooperation, responsibility, empathy)

TPE 8b: Assesses students’ prior mastery to maximize learning opportunities for all; learns about students’ abilities, ideas, interests, and aspirations

TPE 8e: Identifies students needing specialized instruction, including physical and/or learning disabilities, self-control deficits, and gifted abilities

TPE 9e: Connects content with students’ linguistic and cultural backgrounds, experiences, interests, and developmental learning needs through appropriate teaching strategies (includes TPE 8f)

TPE 9i: Includes a strategy in lesson plans (such as monitoring, graphic organizers, manipulatives, partner work) designed to “ensure the active and equitable participation of each student.”

TPE 11b: Creates a positive climate for learning and establishes rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness, and communicates to parents through letters (one at start of placement and one before solo)

TPE 11f: Reinforces and maintains a climate of safety and of respect for diversity; protects students’ physical, intellectual and emotional safety

TPE 12c: Appropriately manages professional time spent in teaching responsibilities to ensure that academic goals are met; demonstrates awareness of professional and ethical standards and school/district policies; is punctual to student teaching assignment and maintains appropriate hours at the placement site to plan and implement all appropriate teaching tasks; notifies mentor teacher/university supervisor in advance of absences and makes appropriate arrangements for classroom activities/instruction during absences; demonstrates initiative and reliability in lesson planning, instruction, and daily classroom routines

TPE 13b: Solicits feedback and engages in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies; uses reflection and feedback to formulate and prioritize goals for increasing subject matter knowledge and teaching effectiveness
EED 754/755 Phase IV Fieldwork Assessment  
Elementary Education Credential Program, Humboldt State University

Apprentice (A) ___________________________ Date ____________ ELL placement? ______
Mentor Teacher (MT) ________________________ School ________________________
University Supervisor (US) ____________________ Grade(s) ________________________

In fieldwork phase IV, the apprentice is responsible for full-time involvement in the classroom, including a minimum of two weeks solo teaching. Directions: the apprentice, mentor teacher, and university supervisor shall conduct a three-way meeting to evaluate apprentice performance and complete the rating portion of this form. Individual ratings may differ; however, the mentor teacher and university supervisor need to reach consensus on their recommendation below. If the university supervisor has not observed a criterion themselves, they may ask for examples of its occurrence from the mentor teacher and the student teacher. The term “credit” indicates a total of 86 points out of a possible 132 points. Ratings are for performance as apprentices, not as experienced teachers.

Performance Criteria *Use Rating Code: 4 = Exceptional; 3 = Substantial; 2 = Developing; 1 = Inadequate

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| 2a | Monitors during instruction to pace the lesson |
| 2c | Gives clear directions; checks understanding, re-engages off-task students |

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<th>TPE 3: Interprets and Uses Assessments (CLO 2,3,4,5)</th>
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| 3a | Uses variety of informal/formal assessments to plan and adjust instruction |
| 3g | Gives students specific, timely feedback on their learning |
| 3h | Attends some parent/teacher conferences |

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<tr>
<th>TPE 4: Makes Content Accessible CLO 1,2,3,4</th>
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| 4c | Explains content clearly and reinforces content in multiple ways |
| 4h | Takes additional steps to foster access and comprehension for all learners |

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<th>TPE 5: Engages Students (CLO 1,2,3,4)</th>
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| 5a | Clearly communicates instructional objectives to students |
| 5b | Ensures active and equitable participation of all students |
| 5d | Extends intellectual quality of student thinking |

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<th>TPE 6A &amp; 6B: Uses Developmentally Appropriate Practices (K-8) (CLO 1,2,4)</th>
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| 6Aa | Creates a structured day with opportunities for movement |
| 6ac | Teaches and models norms of social interactions |
| 6Ad | Makes special plans for students who require extra help |
| 6Bd | Develops students’ skills for working in groups |

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<th>TPE 8: Learning about Students (CLO 1,2,3)</th>
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| 8b | Assesses students’ mastery; learns about students’ abilities, interests, aspirations |
| 8e | Identifies students needing specialized instruction |

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<th>TPE 9: Plans Instruction (CLO 2,3,5)</th>
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| 9c | Plans to explain content clearly; makes abstract concepts concrete, meaningful |
| 9d | Sequences instruction to connect preceding and subsequent content |
| 9e | Connects content with students’ linguistic/cultural backgrounds, interests, developmental learning needs |
| 9h | Plans/uses lessons that deliberately engage students in higher-order thinking |

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<tr>
<th>TPE 10: Manages Instructional Time (CLO 2)</th>
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| 10b | Maintains routine task procedures; manages transitions to maximize instructional time |
| 10f | Reinforces, maintains a climate of safety and respect for diversity |

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<th>TPE 11: Manages Social Environment (CLO 2)</th>
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| 11a | Develops and maintains clear expectations for academic and social behavior |
| 11b | Creates a positive climate for learning and establishes rapport with all students |
| 11d | Responds appropriately to sensitive issues; resists racism and acts of intolerance |

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<tr>
<th>TPE 12: Professional, Legal, and Ethical Obligations (CLO 1,2,3,4,5)</th>
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| 12c | Appropriately manages professional time |

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<th>TPE 13: Professional Growth (CLO 3,4,5)</th>
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| 13b | Solicits feedback/engages in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies |

Recommendation (check appropriate responses): Grade earned is ___“credit” ___“no credit”

The term “credit” indicates a total of 86 points out of a possible 132 points.
Annotated Teaching Performance Expectations (TPE) for Phase IV Assessment

TPE 1: Teaches lessons successfully from coursework plans: reading, social science, mathematics, science (1a-d)

TPE 4c: Explains content clearly and reinforces content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology, community resources and student experiences

TPE 5d: Extends the intellectual quality of student thinking by asking stimulating questions and challenging student ideas and engages in active listening (includes 4g)

TPE 6Ac: Teaches and models norms of social interactions (e.g., consideration, cooperation, responsibility, empathy)

TPE 6Ad: Makes special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities

TPE 6Bd: Develops students' skills for working in groups (two students or more) to maximize learning (grades 4-8)

TPE 8b: Assesses students' prior mastery to maximize learning opportunities for all; learns about students' abilities, ideas, interests, and aspirations

TPE 8e: Identifies students needing specialized instruction, including physical and/or learning disabilities, self-control deficits, and gifted abilities

TPE 9e: Connects content with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs through appropriate teaching strategies (includes TPE 8f)

TPE 9h: Plans/uses lessons that deliberately engage students in higher-order thinking such as analysis, application, classification, synthesis, evaluation, debate, creative problem solving, use of logic

TPE 9i: Includes a strategy in lesson plans (such as monitoring, graphic organizers, manipulatives, partner work) designed to "ensure the active and equitable participation of each student."

TPE 11b: Creates a positive climate for learning and establishes rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness, and communicates to parents through letters (one at start of placement and one before solo)

TPE 11f: Reinforces and maintains a climate of safety and of respect for diversity; protects students' physical, intellectual and emotional safety

TPE 12c: Appropriately manages professional time spent in teaching responsibilities to ensure that academic goals are met; demonstrates awareness of professional and ethical standards and school/district policies; is punctual to fieldwork assignment and maintains appropriate hours at the placement site to plan and implement all appropriate teaching tasks; notifies mentor teacher/university supervisor in advance of absences and makes appropriate arrangements for classroom activities/instruction during absences; demonstrates initiative and reliability in lesson planning, instruction, and daily classroom routines

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Humboldt State University  
School of Education, Elementary Education Program

Mentor Teacher Service for 2015-2016

As educators we know that the continuation of our profession relies upon the willingness of professionals who demonstrate mastery in teaching to mentor individuals who wish to become teachers. The HSU Elementary Education (EED) Credential Program is fortunate to have the support and participation of many excellent school districts. Our candidates have the opportunity to work with and learn from exemplary mentor teachers. If you would like to serve as a Mentor Teacher for the upcoming school year, please take a few moments to review and complete the following forms. For more information about the responsibilities of a Mentor Teacher please read the attached pages 4-5 and/or call the Coordinator, at (707) 826-5108.

⇒ If you completed pp 2-3 previously and have no changes or additional information, sign here ___________________________________________________________________________       MT signature

⇒ Complete the requested information on this page only and return by mail or fax to the Credential Programs Office

⇒ If you have not served as a Mentor Teacher with the EED program or have not completed pp 2-3 previously, complete the requested information on pages 1, 2 & 3 and return by mail or fax to the Credential Programs Office

Database Information, please print

Name _____________________________ Years of Service as Mentor Teacher ________

School _____________________________ CLAD Certified: Yes □ No □

English Learners in Classroom: Yes □ No □

Probably grade Level(s) for 2013-2014 ___ ( ) Service Semester(s): Fall ___ Spring . Fall or Spring: _

Email address: ________________________________ Administrator ________________________________

*The signature below indicates administrator endorsement that this teacher meets the selection criteria and uses strategies in reading and language arts that are balanced, comprehensive and consistent with State policy. (See reverse side)

Administrator’s Signature ________________________________ Date ____________

Please return or fax appropriate forms by Friday, June 12, 2015 to EED Coordinator, School of Education, Humboldt State University, Arcata, CA 95521, fax (707) 826-5868. Thanks for your cooperation.
Verification of Mentor Teacher Reading Instruction Qualification

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

**Grades K – 3**

**Reading Practices Required by California State Policy** *(Check all practices you use):*

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

**Grades 4 - 8**

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

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

1. Are you interested in participating in regular meetings of a Professional Learning Community (PLC) of teachers at your school, HSU faculty, and credential candidates? Yes ___________ No __________________________

2. What grade level do you currently teach? ________ Years experience teaching current grade level? _____
Do you have previous mentoring experience? ______

3. What other grade levels have you taught and for approximately how many years? ______________________

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

5. What is the focus in your current professional development plan?

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

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

Are you willing to participate in the guided observation process? Yes ___________ No ____________

Additional comments:

Signature __________________________________________ Date __________

Optional Information

Please describe any special interests, projects or activities that you would like to note.

All applicants may include an optional letter of introduction and intent with this form.

Please return or fax pgs. 1, 2 & 3 by Friday, June 12, 2015 to Coordinator, School of Education, Humboldt State University, Arcata, CA 95521, fax (707) 826-5868.
Credential candidates benefit greatly from the opportunity to receive guidance from their university supervisors in how to effectively observe their mentor teachers teaching. Often candidates see their mentor teachers smoothly leading students through lessons and are unaware of the preparation and myriad of strategies employed by their mentor teachers.

The supervisor’s role in a *prearranged* guided observation is to script the positive and effective actions of the mentor teacher. Simultaneously, the candidate is also scripting what he/she observes. At a prearranged time following the guided observation, the mentor teacher, supervisor and candidate debrief and the mentor teacher and candidate receive copies of the supervisor’s scripting. The supervisor reviews the scripting and the mentor teacher is encouraged to elaborate on particular aspects of preparation, management and teaching strategies. The candidate is encouraged to ask questions and is supported in understanding the connections between what the mentor teacher was doing and what the students were doing. Candidates are asked to write reflections on what they learned from the guided observation process.

Within the first month of fall semester, university supervisors are responsible for arranging a mutually suitable time for the guided observation and debriefing with each mentor teacher and candidate.

If you have questions, please contact the Program Coordinator, 826-5108.
MENTOR TEACHER RESPONSIBILITIES TO THE APPRENTICE

- Take a leadership role in orientating the apprentice to the school site, classroom, and curriculum.
- 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 apprentice to use.
- Introduce the apprentice to fellow teachers, site personnel, and include in Prof. Learning Communities.
- Beginning with Phase I in fall semester and Phase III in spring semester, transition the candidate into greater involvement with students. Beginning with Phase II (fall) and Phase IV (spring), provide ample opportunities for the apprentice to practice teaching the whole class in each content area prior to the required solo teaching.
- Set a specific time for conferencing with the apprentice. This will allow for open communication and discussion and usually helps prevent or solve problems that arise. Conferencing in person is preferable. When time is a major factor, consider conferencing by phone, making a list of topics to discuss, writing notes and/or using email.
- Be aware of the teaching competencies which apprentices need to acquire before they are recommended for a Multiple Subjects Credential.
- Share planning strategies (daily, weekly, etc.) throughout the year. (Provide the apprentice with professional advice and models of current instructional techniques.)
- Require written lesson plans for your review and suggestions before a lesson is taught.
- During the solo teaching period, be present on the school site and available for conferencing daily with the apprentice.
- Keep the principal and university supervisor apprised of the apprentice’s gains in proficiency. Please inform the HSU supervisor of any difficulties that are not being resolved in a satisfactory manner. The apprentice should be absolutely reliable in such matters as attendance, promptness and daily preparation.
- Complete all university required assessment forms in a timely manner, including a final letter of recommendation for the student teacher’s employment file.

<table>
<thead>
<tr>
<th>MENTOR TEACHER RESPONSIBILITIES TO THE UNIVERSITY SUPERVISOR</th>
<th>MENTOR TEACHER RESPONSIBILITIES TO HUMBOLDT STATE UNIVERSITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Attend university sponsored in-service programs for mentor teachers. Complete university required evaluation forms promptly.</td>
</tr>
<tr>
<td>Document apprentice’s performance to share with the supervisor and apprentice on a regular basis.</td>
<td>Inform the Coordinator of any problems that are not being resolved properly between the student teacher and supervisor.</td>
</tr>
</tbody>
</table>

EVALUATIONS

At the end of each apprenticeship phase in a semester (fall: EED 751 & EED 752, or spring: EED 753 & EED 754/755) the apprentice, mentor teacher and university supervisor are all evaluated. Set aside an adequate amount of time to discuss the apprentice’s progress as well as the effectiveness and quality of guidance provided by both the mentor teacher and university supervisor. At the end of fall and spring semesters, the apprentice and university supervisor, independently, evaluate the mentor teacher. The mentor teacher and apprentice, independently, evaluate the university supervisor.
2015-2016 Fieldwork Placement Verification

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

TERM: FALL SPRING

Credential candidate, _____________________________, is accepted for a fieldwork placement. The candidate completed a classroom observation on ______________ (date).

Mentor Teacher(s) Signature(s): ______________________________________

Candidate's
Address: __________________________________________________________

____________________________________________________________________

Summer phone & email: ______________________________________________

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

Mentor Teacher(s) (print name or names)

Address: __________________________________________________________

____________________________________________________________________

Phone & email: _____________________________________________________

School & Grade(s) __________________________________________________

CLAD placement (at least one English Language Learner in class and mentor teacher CLAD certified)?

Yes ___ No ___

Please return to the Credential Programs Office, School of Education

HGH 202, HSU, Arcata, CA 95521

Fax: 707-826-5868

CREDENTIAL CANDIDATES: Please make yourself a copy of this information!
Credential Programs
School of Education
Humboldt State University

APPRENTICE CONTACT

Clinical Supervision Observation
yes ___ no ___
ELL [square] non-ELL [square]

Apprentice ____________________________ Date __________________
Cooperating Teacher ____________________ Grade Level _____________
School ________________________________ Activity _______________

(Apprentice Signature) (University Supervisor Signature)

(INCLUDE STRENGTHS & AREAS FOR IMPROVEMENT)
<table>
<thead>
<tr>
<th>Teaching Performance Expectations (TPEs)</th>
<th>Comments/Examples</th>
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<tbody>
<tr>
<td>1. Demonstrates subject-specific pedagogical skills</td>
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<tr>
<td>Teaches lessons successfully from coursework plans (reading, soc. science, math, science)</td>
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<tr>
<td>2. Monitors student learning during instruction</td>
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<tr>
<td>Monitors at key points during instruction to pace the lesson</td>
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<tr>
<td>Gives clear directions</td>
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<td>Checks understanding</td>
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<tr>
<td>Re-engages off-task students</td>
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<tr>
<td>3. Interprets and uses assessments</td>
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<tr>
<td>Uses assessments to measure progress and plan instruction</td>
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<tr>
<td>Teaches students self-assessment strategies</td>
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<tr>
<td>Gives students specific, timely feedback</td>
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<tr>
<td>Attends some parent/teacher conferences</td>
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<tr>
<td>4. Makes content accessible</td>
<td></td>
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<tr>
<td>Explains content clearly</td>
<td></td>
</tr>
<tr>
<td>Reinforces content in multiple ways (including manipulatives, models, arts, technology, community resources and student experience)</td>
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<tr>
<td>Takes additional steps to help students who do not understand content</td>
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<tr>
<td>Encourages student creativity and imagination</td>
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<tr>
<td>Builds an element of choice into lessons</td>
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<td>5. Engages students</td>
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<tr>
<td>Clearly communicates instructional objectives to students</td>
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<tr>
<td>Ensures active and equitable participation of each student with planned strategies</td>
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<tr>
<td>Asks stimulating questions, challenges student ideas</td>
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<tr>
<td>Engages in active listening</td>
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<tr>
<td>6. Uses developmentally appropriate practices</td>
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<tr>
<td>Creates a structured day</td>
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<td>Provides opportunities for movement</td>
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<tr>
<td>Designs activities which suit attention spans</td>
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<tr>
<td>Designs activities for various learning styles</td>
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<tr>
<td>Teaches and models norms of social interactions</td>
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<tr>
<td>Plans for students with special needs or abilities</td>
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<tr>
<td>Develops skills for working groups</td>
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<tr>
<td>7. Teaching English language learners</td>
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<tr>
<td>Implements instructional plan that facilitates English language development</td>
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<tr>
<td>Uses students backgrounds and prior learning to provide instruction</td>
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<tr>
<td>Selects materials and strategies for students’ English comprehension and language development</td>
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<tr>
<td>Makes curriculum content appropriate for ELL</td>
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<td>Includes adaptations for ELL students in lessons</td>
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<td>8. Learning about students</td>
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<td>Assesses students' mastery</td>
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<td>Learns about students' abilities and interests</td>
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<td>Identifies students needing specialized instruction</td>
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<td>9. Plans instruction</td>
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<tr>
<td>Plans clear explanations of content</td>
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<td>Makes abstract concepts concrete, meaningful</td>
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<td>Connects preceding and subsequent content</td>
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<tr>
<td>Connects content with students’ linguistic and cultural backgrounds and developmental needs</td>
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<tr>
<td>Engages students in higher-order thinking</td>
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<tr>
<td>10. Manages instructional time</td>
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<td>Maintains procedures for routine tasks</td>
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<td>Manages transitions to maximize instructional time</td>
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<td>11. Manages social environment</td>
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<td>Maintains clear expectations for academic and social behavior</td>
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<tr>
<td>Creates a positive climate for learning</td>
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<tr>
<td>Establishes rapport with all students</td>
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<td>Responds appropriately to sensitive issues; resists racism and acts of intolerance</td>
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<td>Maintains a climate of physical and emotional safety</td>
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<td>12. Professional, legal, and ethical obligations</td>
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<tr>
<td>Manages professional time to meet academic goals</td>
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<td>Upholds ethical standards and school district policies</td>
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<tr>
<td>Is punctual and keeps appropriate hours at student teaching assignment</td>
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<tr>
<td>Notifies Mentor and Supervisor in advance of absences</td>
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<td>Demonstrates initiative and reliability</td>
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<td>13. Professional Growth</td>
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<td>Solicits feedback for reflection, discerning problems, and applying new strategies</td>
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<tr>
<td>Uses feedback to increase teaching effectiveness</td>
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<td>Additional Comments:</td>
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University Supervisor Signature

Apprentice Signature
### Supervisor Contact Log

Credential Programs  
School of Education  
Humboldt State University

<table>
<thead>
<tr>
<th>Contact #</th>
<th>Date</th>
<th>By email/phone</th>
<th>In person</th>
<th>On site</th>
<th>Clinical Supervision</th>
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Brief Summary:
Humboldt State University
School of Education
Elementary Education Program

Performance Improvement Plan

Apprentice:__________________________ Mentor Teacher:__________________________
Supervisor:__________________________ Semester/Year/Phase:_____________________
School:_____________________________ Grade Level(s):__________________________

EED Program Policy: If an apprentice teacher is not advanced to solo teaching in phase II (EED 752) or phase IV (EED 754/755), a “no credit” grade is assigned. The apprentice must repeat the fieldwork course and earn a “credit” grade to continue to the next phase of fieldwork. The apprentice teacher is dismissed from the program if s/he fails the repeated fieldwork phase.

To advance to solo teaching, (Apprentice Teacher’s Name) will meet the following requirements by the specified date(s).

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

Evaluation Date:__________________ Met:__________________ Not Met:__________________

______________________________
(Mentor Teacher Signature and Date)

______________________________
(University Supervisor Signature and Date)

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

______________________________
(Apprentice Teacher Signature and Date PIP Received)
Elementary Education Program  
School of Education  
Humboldt State University

Request to Substitute Teach

Substitute Teaching Guidelines
Credential candidates who have emergency permits to substitute teach may do so for pay if they (1) provide advance notice to the mentor teacher and school site principal, (2) do not miss required class meetings at HSU, and (3) are able to complete the required hours of fieldwork (spring semester = 495 hours) excluding the hours of substitute teaching and absences.

Number of days available for paid substitute teaching: fall semester = 0 days; spring semester = 15 days maximum (subtract days absent spring) if school ends 6/18/15

Directions to the credential candidate: Complete the form below and deliver, mail, or fax (826.5868) it to the EED Coordinator.

Credential Candidate’s Name  ________________________________________

Request to substitute teach for pay _____ days spring semester

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

Number of days absent from fieldwork to date, including future planned absences 
Spring Semester _____

Verification signatures:

_________________________________________________________  __________________________________________________________
(Mentor Teacher)  (Candidate)

_________________________________________________________
(Principal)  (Date)

Approval: ______________________________________________________

Coordinator’s Signature and Date: ______________________________
Contacting Elementary 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.

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Office Location</th>
<th>Phone Number</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Personnel:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Chair</td>
<td>Dr. Mary Dingle</td>
<td>HGH 210</td>
<td>707.826.3719</td>
<td><a href="mailto:Mary.Dingle@humboldt.edu">Mary.Dingle@humboldt.edu</a></td>
</tr>
<tr>
<td>Program Leader</td>
<td>Shannon Morago</td>
<td>HGH 206</td>
<td>707.826.5822</td>
<td><a href="mailto:sm7@humboldt.edu">sm7@humboldt.edu</a></td>
</tr>
<tr>
<td>Program Coordinator</td>
<td>Bryn Coriell</td>
<td>HGH 202B</td>
<td>707.826.5108</td>
<td><a href="mailto:bpc11@humboldt.edu">bpc11@humboldt.edu</a></td>
</tr>
<tr>
<td>Program Support</td>
<td></td>
<td>HGH 202</td>
<td>707.826.5867</td>
<td></td>
</tr>
<tr>
<td>Credential Analyst</td>
<td>Amy Lennox</td>
<td>Registrar’s Office</td>
<td>707.826.6217</td>
<td><a href="mailto:Amy.Lennox@humboldt.edu">Amy.Lennox@humboldt.edu</a></td>
</tr>
<tr>
<td><strong>Teaching Personnel:</strong></td>
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</tr>
<tr>
<td>Lecturer</td>
<td>Shannon Morago</td>
<td>HGH 206</td>
<td>707.826.5822</td>
<td><a href="mailto:sm7@humboldt.edu">sm7@humboldt.edu</a></td>
</tr>
<tr>
<td>Faculty</td>
<td>Dr. Larry Rice</td>
<td>HGH 223</td>
<td>707.826.3734</td>
<td><a href="mailto:lsr2@humboldt.edu">lsr2@humboldt.edu</a></td>
</tr>
<tr>
<td>Faculty</td>
<td>Dr. Lyn Scott</td>
<td>HGH 206</td>
<td>707.826.5869</td>
<td><a href="mailto:ls1607@humboldt.edu">ls1607@humboldt.edu</a></td>
</tr>
<tr>
<td>Lecturer</td>
<td>Jan West</td>
<td>N/A</td>
<td>N/A</td>
<td><a href="mailto:jan.west@humboldt.edu">jan.west@humboldt.edu</a></td>
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<tr>
<td><strong>College of Professional</strong></td>
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<tr>
<td>Studies Personnel:</td>
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</tr>
<tr>
<td>Dean</td>
<td>Dr. John Lee</td>
<td>Gist Hall 214B</td>
<td>707.826.3961</td>
<td><a href="mailto:John.Lee@humboldt.edu">John.Lee@humboldt.edu</a></td>
</tr>
<tr>
<td>Associate Dean</td>
<td>Mary Glenn</td>
<td>Gist Hall 214</td>
<td>707.826.3967</td>
<td><a href="mailto:meg12@humboldt.edu">meg12@humboldt.edu</a></td>
</tr>
<tr>
<td><strong>Campus Contacts:</strong></td>
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<tr>
<td>Admissions</td>
<td></td>
<td>Student Business Services Building lobby</td>
<td>707.826.5454</td>
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<tr>
<td>Bookstore</td>
<td></td>
<td>University Center</td>
<td>707.826.3741</td>
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<tr>
<td>Career Center</td>
<td>Cherry Ouellette</td>
<td>Nelson Hall West 130</td>
<td>707.826.3341</td>
<td><a href="mailto:cgv7001@humboldt.edu">cgv7001@humboldt.edu</a></td>
</tr>
<tr>
<td>Counseling &amp; Psychological Services</td>
<td></td>
<td>Health Center</td>
<td>707.826.3236</td>
<td></td>
</tr>
<tr>
<td>Financial Aid</td>
<td></td>
<td>Student Business Services Building room 231</td>
<td>707.826.4321</td>
<td></td>
</tr>
<tr>
<td>Health Center</td>
<td></td>
<td>Health Center</td>
<td>707.826.3146</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td>Hours Reference Desk</td>
<td>University Library</td>
<td>707.826.3416, 707.826.3418</td>
</tr>
<tr>
<td>Office of the Registrar</td>
<td>(registration assistance)</td>
<td>Student Business Services Building room 133</td>
<td>707.826.4101</td>
<td></td>
</tr>
<tr>
<td>Student Disability Resources</td>
<td>Linda Parker</td>
<td>Lower Library room 56</td>
<td>707.826.4678</td>
<td></td>
</tr>
<tr>
<td>University Writing Center</td>
<td>(drop-in assistance)</td>
<td>Lower Library room 32</td>
<td>707.826.3326</td>
<td></td>
</tr>
</tbody>
</table>
Handbook Agreement Form

ELEMENTARY EDUCATION PROGRAM

CREDENTIAL CANDIDATE SIGNATURE REQUIRED:

I understand that the Elementary 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 Multiple 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 14, 2015, (at the Program Orientation). Thank you.