

ELEMENTARY EDUCATION PROGRAM  
HUMBOLDT STATE UNIVERSITY

FALL SEMESTER  
**FIELDWORK AGREEMENT: EED 751 & 752**

This is an agreement between \_\_\_\_\_, a student in the  
Elementary Education Program, and \_\_\_\_\_, mentor teacher  
in grade(s) \_\_\_\_\_ at \_\_\_\_\_ School.

In the assigned classroom, the student will complete the obligation of a minimum of four hours per morning, Monday through Thursday, per week during Phase I, EED 751, and a minimum of thirty-five hours per week during full-time elementary student teaching in Phase II, EED 752. Students should attend any in-service scheduled during their regular hours in the assigned classroom.

**Student's Phase I Schedule of Hours per week at the Fieldwork Site  
M-Th (list hours)**

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**Student's Phase II Schedule of Hours per week at the Fieldwork Site M-F (list hours)**

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The student teacher must consult with his/her mentor teacher and university supervisor before completing this form. Signatures below confirm agreement. Return the completed form to the Education & Credentialing Office, 202 Harry Griffith Hall, by the end of the **third week of fall semester**.

Student Teacher \_\_\_\_\_ Date \_\_\_\_\_

Mentor Teacher \_\_\_\_\_ Date \_\_\_\_\_

Site Administrator \_\_\_\_\_ Date \_\_\_\_\_

HSU Supervisor \_\_\_\_\_ Date \_\_\_\_\_

ELEMENTARY EDUCATION PROGRAM  
HUMBOLDT STATE UNIVERSITY

**SPRING SEMESTER  
FIELDWORK AGREEMENT: EED 753 & 755**

This is an agreement between \_\_\_\_\_, a student in the  
Elementary Education Program, and \_\_\_\_\_, mentor teacher  
in grade(s) \_\_\_\_\_ at \_\_\_\_\_ School.

In the assigned classroom, the student will complete the obligation of a minimum of four hours per morning, Monday through Thursday, per week during Phase III, EED 753, and a minimum of thirty-five hours per week during full-time elementary student teaching in Phase IV, EED 755. Students should attend any in-service scheduled during their regular hours in the assigned classroom.

**Student's Phase III Schedule of Hours per week at the Fieldwork Site  
M-Th (list hours)**

\_\_\_\_\_

**Student's Phase IV Schedule of Hours per week at the Fieldwork Site M-F (list hours)**

\_\_\_\_\_

The student teacher must consult with his/her mentor teacher and university supervisor before completing this form. Signatures below confirm agreement. Return the completed form to the Education & Credentialing Office, 202 Harry Griffith Hall, by the end of the **third week of spring semester.**

Student Teacher _____	Date _____
Mentor Teacher _____	Date _____
Site Administrator _____	Date _____
HSU Supervisor _____	Date _____

# EED 751

## Phase I Fieldwork Assessment Elementary Education Credential Program Humboldt State University

CLAD PLACEMENT       NON-CLAD PLACEMENT

Student Teacher (ST) \_\_\_\_\_ Date \_\_\_\_\_  
 Mentor Teacher (MT) \_\_\_\_\_ School \_\_\_\_\_  
 University Supervisor (US) \_\_\_\_\_ Grade \_\_\_\_\_

In Phase I of fieldwork, the student teacher is responsible for observing and participating in the classroom a minimum of four hours per day Monday through Thursday each week. **Directions:** The student teacher, mentor teacher, and university supervisor shall conduct a three-way meeting to evaluate student teacher progress and complete the rating portion of this form. Ratings are for performance as a student teacher, not as an experienced teacher. Individual ratings may differ; however, the mentor teacher and university supervisor need to reach consensus on their recommendation at the bottom of this page. The term "credit" indicates a 3.00 or better grade-point on a 4.00 scale.

<b>PERFORMANCE CRITERIA</b> <b>**Use the <i>Annotated Teaching Performance Expectations</i> (TPE) for Phase I Assessment. If one or more criteria are "not met" or "partially met", the student teacher is allowed to continue in the EED Program only under a Performance Improvement Plan addressing areas of concern.</b>	RATING *		
	ST	MT	US
<b>TPE 1: DEMONSTRATES SUBJECT-SPECIFIC PEDAGOGICAL SKILLS**</b>			
<b>TPE 2: MONITORS STUDENT LEARNING DURING INSTRUCTION</b>			
2c Gives clear directions; checks understanding; re-engages off-task students			
<b>TPE 5: ENGAGES STUDENTS</b>			
5b Ensures active and equitable participation of all students			
<b>TPE 8: LEARNING ABOUT STUDENTS</b>			
8b Assesses students' mastery; learns about students' abilities, interests, aspirations**			
8e Identifies students needing specialized instruction**			
<b>TPE 10: MANAGES INSTRUCTIONAL TIME</b>			
10b: Maintains routine task procedures; manages transitions to maximize instructional time			
<b>TPE 11: MANAGES SOCIAL ENVIRONMENT</b>			
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**			
<b>TPE 12: PROFESSIONAL, LEGAL, AND ETHICAL OBLIGATIONS</b>			
12c Appropriately manages professional time**			
<b>TPE 13: PROFESSIONAL GROWTH</b>			
13 b Solicits feedback/engages in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies**			

**\* Rating Code:**                      **M=Met**                      **PM=Partially Met**                      **NM=Not Met**

**Recommendation** (check appropriate responses): Grade earned is \_\_\_\_ "credit" \_\_\_\_ "no credit"  
 The student is \_\_\_\_ qualified to continue in the EED Program; \_\_\_\_ allowed to continue in the EED Program only under a Performance Improvement Plan addressing areas of concern; \_\_\_\_ not qualified to continue in the program (see attached explanation).

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Student Teacher (ST)  
White - EED    Yellow - Student
Mentor Teacher (MT)  
Pink - Mentor Teacher    Goldenrod - University Supervisor
HSU Supervisor (US)  
07/04

# EED 752

## Phase II Fieldwork Assessment Elementary Education Credential Program Humboldt State University

CLAD PLACEMENT     NON-CLAD PLACEMENT

Student Teacher (ST) \_\_\_\_\_ Date \_\_\_\_\_

Mentor Teacher (MT) \_\_\_\_\_ School \_\_\_\_\_

University Supervisor (US) \_\_\_\_\_ Grade \_\_\_\_\_

In Phase II of fieldwork, the student teacher is responsible for full-time, extensive involvement in the classroom, including a minimum of three days solo student teaching. **Directions:** The student teacher, mentor teacher, and university supervisor shall conduct a three-way meeting to evaluate student teacher progress and complete the rating portion of this form. Ratings are for performance as student teachers, not as experienced teachers. Individual ratings may differ; however, the mentor teacher and university supervisor need to reach consensus on their recommendation below. The term "credit" indicates a 3.00 or better grade-point on a 4.00 scale.

### PERFORMANCE CRITERIA

	RATING *		
	ST	MT	US
<b>TPE1: DEMONSTRATES SUBJECT-SPECIFIC PEDAGOGICAL SKILLS**</b>			
<b>TPE2: MONITORS STUDENT LEARNING DURING INSTRUCTION</b>			
2a Monitors during instruction to pace the lesson			
2c Gives clear directions; checks understanding; re-engages off-task students			
<b>TPE3: INTERPRETS AND USES ASSESSMENTS</b>			
3g Gives students specific, timely feedback on their learning			
3h Attends some parent-teacher conferences			
<b>TPE4: MAKES CONTENT ACCESSIBLE</b>			
4c Explains content clearly and reinforces content in multiple ways**			
4h Takes additional steps to foster access and comprehension for all learners			
4i Encourages student creativity and imagination			
<b>UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</b>			
3-1 Demonstrates knowledge of subject matter content and student development			
3-2 Organizes curriculum to support student understanding of subject matter			
3-3 Interrelates ideas and information within and across subject matter areas			
3-4 Develops student understanding through instructional strategies appropriate to subject matter			
3-5 Uses materials, resources, and technologies to make subject matter accessible to students			
<b>PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</b>			
4-1 Draws on and values students' backgrounds, interests and developmental learning needs			
4-2 Establishes and articulates goals for student learning			
4-3 Develops and sequences instructional activities and materials for student learning			
4-4 Designs long-term and short-term plans to foster student learning			
4-5 Modifies instructional plans to adjust for student needs			
<b>ASSESSING STUDENT LEARNING</b>			
5-1 Establishes and communicates learning goals for all students			
5-2 Collects and uses multiple sources of information to assess student learning			
5-3 Involves and guides all students in assessing their own learning			
5-4 Uses the results of assessments to guide instruction			
5-5 Communicates with students, families, and other audiences about student progress			
<b>DEVELOPING AS A PROFESSIONAL EDUCATOR</b>			
6-1 Reflects on teaching practice and plans professional development			
6-2 Establishes and pursues opportunities to grow professionally			
6-3 Works with communities to improve professional practice			
6-4 Works with families to improve professional practice			
6-5 Works with colleagues to improve professional practice			
6-6 Balances professional responsibilities and maintains motivation			

**\*Rating Code:**    **M=Met**                      **PM=Partially Met**                      **NM=Not Met**  
**Recommendation** (check appropriate responses): Grade earned is \_\_\_\_ "credit" \_\_\_\_ "no credit"  
 The student is \_\_\_\_ qualified to continue in the EED Program; \_\_\_\_ allowed to continue in the EED Program only under a contract addressing areas of concern; \_\_\_\_ not qualified to continue in the program (see attached explanation).

\_\_\_\_\_  
Student Teacher (ST)

\_\_\_\_\_  
Mentor Teacher (MT)

\_\_\_\_\_  
HSU Supervisor (US)

CLAD PLACEMENT       NON-CLAD PLACEMENT

Student Teacher (ST) \_\_\_\_\_ Date \_\_\_\_\_  
 Mentor Teacher (MT) \_\_\_\_\_ School \_\_\_\_\_  
 University Supervisor (US) \_\_\_\_\_ Grade \_\_\_\_\_

In Phase III of fieldwork, the student teacher is responsible for observing and participating in the classroom a minimum of 2 days per week full-time. **Directions:** The student teacher, mentor teacher, and university supervisor shall conduct a three-way meeting to evaluate student teacher progress and complete the rating portion of this form. Ratings are for performance as student teachers, not as experienced teachers. Individual ratings may differ; however, the mentor teacher and university supervisor need to reach consensus on their recommendation below. The term "credit" indicates a 3.00 or better grade-point on a 4.00 scale.

### PERFORMANCE CRITERIA

ALL CRITERIA MARKED * MUST BE MET TO REMAIN IN PROGRAM WITHOUT CONDITIONS. USE THE ANNOTATED CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION ON THE REVERSE SIDE OF THIS FORM IN CONDUCTING ASSESSMENT.	RATING *		
	ST	MT	US
<b>ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING</b>			
1-1* Connects students' prior knowledge, life experience and interests with learning goals _____			
1-4 Engages students in problem solving, critical thinking and other activities that make subject matter meaningful _____			
1-5 Promotes self-directed, reflective learning for all students _____			
<b>CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</b>			
2-1 Creates a physical environment that engages all students _____			
2-2* Establishes a climate that promotes fairness and respect _____			
2-3 Promotes social development and group responsibility _____			
2-4* Establishes and maintains standards for student behavior _____			
2-5 Plans and implements classroom procedures and routines that support student learning _____			
2-6 Uses instructional time effectively _____			
<b>UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</b>			
3-1* Demonstrates knowledge of subject matter content and student development _____			
3-2 Organizes curriculum to support student understanding of subject matter _____			
3-3 Interrelates ideas and information within and across subject matter areas _____			
3-4 Develops student understanding through instructional strategies appropriate to subject matter _____			
3-5 Uses materials, resources, and technologies to make subject matter accessible to students _____			
<b>PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</b>			
4-1 Draws on and values students' backgrounds, interests and developmental learning needs _____			
4-2* Establishes and articulates goals for student learning _____			
4-5 Modifies instructional plans to adjust for student needs _____			
<b>ASSESSING STUDENT LEARNING</b>			
5-1* Establishes and communicates learning goals for all students _____			
5-2 Collects and uses multiple sources of information to assess student learning _____			
5-3 Involves and guides all students in assessing their own learning _____			
5-5 Communicates with students, families, and other audiences about student progress _____			
<b>DEVELOPING AS A PROFESSIONAL EDUCATOR</b>			
6-1* Reflects on teaching practice and plans professional development _____			
6-2* Establishes and pursues opportunities to grow professionally _____			
6-3* Works with communities to improve professional practice _____			
6-4 Works with families to improve professional practice _____			
6-5* Works with colleagues to improve professional practice _____			
6-6* Balances professional responsibilities and maintains motivation _____			

**\*Rating Code:**                      **M=Met**                      **PM=Partially Met**                      **NM=Not Met**

**Recommendation** (check appropriate responses): Grade earned is \_\_\_\_ "credit" \_\_\_\_ "no credit"  
 The student is \_\_\_\_ qualified to continue in the EED Program; \_\_\_\_ allowed to continue in the EED Program only under a contract addressing areas of concern; \_\_\_\_ not qualified to continue in the program (see attached explanation).

\_\_\_\_\_  
Student Teacher (ST)

\_\_\_\_\_  
Mentor Teacher (MT)

\_\_\_\_\_  
HSU Supervisor (US)

White - EED      Yellow - Student      Pink - Mentor Teacher      Goldenrod - University Supervisor

Student Teacher (ST) \_\_\_\_\_ Date \_\_\_\_\_  
 Mentor Teacher (MT) \_\_\_\_\_ School \_\_\_\_\_  
 University Supervisor (US) \_\_\_\_\_ Grade(s) \_\_\_\_\_

*In Phase IV of fieldwork, the student teacher is responsible for full-time, extensive involvement in the classroom, including a minimum of two weeks solo student teaching. **Directions:** The student teacher, mentor teacher, and university supervisor shall conduct a three-way meeting to evaluate student teacher progress and complete the rating portion of this form. Ratings are for performance as student teachers, not as experienced teachers. Individual ratings may differ; however, the mentor teacher and university supervisor need to reach consensus on their recommendation below. The term "credit" indicates a 3.00 or better grade-point on a 4.00 scale.*

<b>PERFORMANCE CRITERIA</b>			
<b>TPE 1: DEMONSTRATES SUBJECT-SPECIFIC PEDAGOGICAL SKILLS**</b>			
<b>TPE 2: MONITORS STUDENT LEARNING DURING INSTRUCTION</b>			
2a	Monitors during instruction to pace the lesson _____		
2b	Gives clear directions; checks understanding; re-engages off-task students _____		
<b>TPE 3: INTERPRETS AND USES ASSESSMENTS</b>			
3a	Uses variety of informal/formal assessments to plan and adjust instruction _____		
3d	Teaches students how to use self-assessment strategies _____		
3g	Gives students specific, timely feedback on their learning _____		
3h	Attends some parent/teacher conferences _____		
<b>TPE 4: MAKES CONTENT ACCESSIBLE</b>			
4c	Explains content clearly and reinforces content in multiple ways** _____		
4h	Takes additional steps to foster access and comprehension for all learners _____		
4i	Encourages student creativity and imagination _____		
4j	Builds choice into lessons to motivate and to teach personal responsibility _____		
<b>TPE5: ENGAGES STUDENTS</b>			
5a	Clearly communicates instructional objectives to students _____		
5b	Ensures active and equitable participation of all students _____		
5d	Extends intellectual quality of student thinking** _____		
<b>TPE6A &amp; 6B: USES DEVELOPMENTALLY-APPROPRIATE PRACTICES (K-8)</b>			
6Aa	Creates a structured day with opportunities for movement _____		
6Ab	Designs academic activities that suit attention spans/learning styles _____		
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 _____		
<b>TPE 8: LEARNING ABOUT STUDENTS</b>			
8b	Assesses students' mastery; learns about students' abilities, interests, aspirations** _____		
68e	Identifies students needing specialized instruction** _____		
<b>TPE 9: PLANS INSTRUCTION</b>			
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 _____		
9i	Plans strategies to ensure active, equitable participation of each student** _____		
<b>TPE10: MANAGES INSTRUCTIONAL TIME</b>			
10b	Maintains routine task procedures; manages transitions to maximize instructional time _____		
<b>TPE11: MANAGES SOCIAL ENVIRONMENT</b>			
<b>Rating Code: M=Met PM=Partially Met NM=Not Met</b>			
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 _____		
<b>TPE12: PROFESSIONAL, LEGAL, AND ETHICAL OBLIGATIONS</b>			
12c	Appropriately manages professional time** _____		
<b>TPE13: PROFESSIONAL GROWTH</b>			
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"  
 Grade based on an **overall performance rating** of : "Met" \_\_\_\_\_ "Not Met" \_\_\_\_\_ "Partially Met" \_\_\_\_\_.

Student Teacher (ST) \_\_\_\_\_ Mentor Teacher (MT) \_\_\_\_\_ HSU Supervisor (US) \_\_\_\_\_

# Mentor Teacher Evaluation

Department of Education  
Humboldt State University  
Program: EED  SED  SPED

*Directions:* The quality of our fieldwork placements directly influences the quality of our Department of Education programs at HSU. Please evaluate the performance of the Mentor Teacher who worked with you this year by circling the appropriate ratings for each criterium listed below. Thank you for your interest and assistance.

Check appropriate box.

Evaluated by: University Supervisor  Student Teacher

Mentor Teacher's Name \_\_\_\_\_ School Site \_\_\_\_\_  
Semester/Year \_\_\_\_\_ Grade Level \_\_\_\_\_

**Please evaluate the Mentor Teacher on the following criteria:**

	Met	Partially Met	Not Met	
1. Provided orientation for the student teacher to the school site, classroom, and curriculum. Introduced the student teacher to fellow teachers and school personnel. <b>Comments:</b>	4	3	2	1
2. Created an atmosphere of acceptance among the students by introducing and supporting the student teacher as a co-teacher. <b>Comments:</b>	4	3	2	1
3. Modeled effective instructional and classroom management strategies, presenting demonstration/application lessons for the student teacher to observe, and provided regular opportunities for the student teacher to practice and receive feedback. <b>Comments:</b>	4	3	2	1
4. Demonstrated excellent communication skills in working with students, families, colleagues, and community members. <b>Comments:</b>	4	3	2	1
5. Arranged time for conferencing with the student teacher on a regular basis. <b>Comments:</b>	4	3	2	1
6. Provided the student teacher with professional advice and demonstrated knowledge of teaching competencies to be acquired by the student teacher by modeling current instructional techniques. <b>Comments:</b>	4	3	2	1
7. Shared planning strategies (daily, weekly, etc.) throughout the year. <b>Comments:</b>	4	3	2	1

**QUESTIONS 8-16 ON REVERSE SIDE.**

- |     |  |   |   |   |   |
|-----|--|---|---|---|---|
| 8.  | Observed student teacher regularly and provided helpful and informative feedback.<br><b>Comments:</b>  | 4 | 3 | 2 | 1 |
| 9.  | Required lesson plans for review and provided suggestions before the lesson was taught.<br><b>Comments:</b>                                  | 4 | 3 | 2 | 1 |
| 10. | Kept the principal and university supervisor apprised of the student teacher's gains in proficiency.<br><b>Comments:</b>                     | 4 | 3 | 2 | 1 |
| 11. | Timely completion all university-required assessment forms in conference with student teacher and university supervisor.<br><b>Comments:</b> | 4 | 3 | 2 | 1 |
| 12. | Wrote a letter of reference for the student teacher's placement file.<br><b>Comments:</b>  | 4 | 3 | 2 | 1 |

**Additional evaluation criteria for CLAD placements only:**

- |     |   |   |   |   |   |
|-----|---|---|---|---|---|
| 13. | Modeled effective English language development (ELD), specially designed academic instruction delivered in English (SDAIE), or development and instruction in the language of emphasis.<br><b>Comments:</b> | 4 | 3 | 2 | 1 |
| 14. | Presented ELD, SDAIE, and/or bilingual demonstration/application lessons for student teachers to observe, and provide regular opportunities for them to practice and receive feedback.<br><b>Comments:</b>  | 4 | 3 | 2 | 1 |

- |     |   |   |   |   |   |           |      |
|-----|---|---|---|---|---|-----------|------|
| 15. | Overall rating of mentor teacher:<br><b>Comments:</b> | 4 | 3 | 2 | 1 | Excellent | Poor |
|-----|---|---|---|---|---|-----------|------|

Important question; write your answer and comments on this page.

16. Would you recommend a student teacher be placed in this classroom?  
**Comments:**

# University Supervisor Evaluation

**Department of Education  
Humboldt State University**  
**Program:** SED  SPED   
EED Fall  EED Spring

*Directions:* Your perspectives as mentor teachers, school site administrators, and student teachers are important to us as we continuously strive to improve the credentialing programs at Humboldt State University. Please evaluate the performance of the HSU supervisor who worked with you this year by circling the appropriate ratings for each criterium listed below. You may write comments in the spaces provided (and continue on the reverse side).

**Supervisor's Name** \_\_\_\_\_ **School Site** \_\_\_\_\_

Check appropriate box.

Evaluated by: Mentor Teacher  School Site Administrator  Student Teacher

**Please evaluate the University Supervisor on the following criteria:**

	<u>Met</u>	<u>Partially Met</u>	<u>Not Met</u>
1. Maintained clear and open communication with mentor teacher and student teacher about roles and responsibilities. <b>Comments:</b>	4	3	2 1
2. Maintained clear and open communication with mentor teacher and student teacher about program requirements, procedures, and timelines. <b>Comments:</b>	4	3	2 1
3. Visited and observed student teacher in the classroom on a regular basis. <b>Comments:</b>	4	3	2 1
4. Provided effective feedback, support, and encouragement to student teacher on successes and on areas for improvement. <b>Comments:</b>	4	3	2 1
5. Offered constructive suggestions which are appropriate, relevant, and useful. <b>Comments:</b>	4	3	2 1
6. Provided copies of completed contact forms for mentor teacher and student teacher following each observation. <b>Comments:</b>	4	3	2 1
7. Collaborated effectively with mentor teacher in guiding and evaluating student teacher's performance. <b>Comments:</b>	4	3	2 1
8. Showed respect and sensitivity for concerns and feelings expressed by the mentor teacher and student teacher. <b>Comments:</b>	4	3	2 1
9. Demonstrated professional competence, effective organization, and integrity. <b>Comments:</b>	4	3	2 1
10. Was readily available for conferencing. <b>Comments:</b>	4	3	2 1
11. Overall rating of supervisor: <b>Comments:</b>	4	3	2 1
	Excellent		Poor

PLEASE RETURN THIS FORM IN THE ENCLOSED ENVELOPE.

Credential Programs  
Department of Education  
Humboldt State University

**STUDENT TEACHER CONTACT**

Clinical Supervision Observation

yes \_\_\_\_\_ no \_\_\_\_\_

CLAD  nonCLAD

Student Teacher \_\_\_\_\_

Mentor Teacher \_\_\_\_\_

Site \_\_\_\_\_

Date \_\_\_\_\_

Grade Level \_\_\_\_\_

- Lesson Plan Provided
- Well Constructed Lesson Plan
- Materials Ready
- Efficient Routines

- ELD
- SDAIE
- Differentiated Instruction
- Teaching Strategies Engage Students

- Strong Rapport
- Assessment Matches Objective
- Effective Management
- Positive Environment

Strengths\*

1. Teaching strength demonstrated:

2. Specific evidence (quotes or references to CSTP) of the effectiveness of the demonstrated strength:

Area to Consider for Growth

1. Cite CSTP or other growth area:

2. Specific evidence of need for growth and strategies for growth in this area:

Other Areas for Discussion Outside of the Lesson

\_\_\_\_\_  
(Student Teacher Signature)

\_\_\_\_\_  
(University Supervisor Signature)

\*Selected CSTP elements on the back of this form represent some possible strengths.

Credential Programs  
Department of Education  
Humboldt State University

**STUDENT TEACHER CONTACT**

Clinical Supervision Observation  
yes \_\_\_\_\_ no \_\_\_\_\_  
CLAD  nonCLAD

Student Teacher \_\_\_\_\_ Date \_\_\_\_\_  
Cooperating Teacher \_\_\_\_\_ Grade Level \_\_\_\_\_  
School \_\_\_\_\_ Activity \_\_\_\_\_

\_\_\_\_\_  
(Student Teacher Signature)

\_\_\_\_\_  
(University Supervisor Signature)

(INCLUDE STRENGTHS & AREAS FOR IMPROVEMENT)