

## EED 751 Phase I 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 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. Ratings are for performance as apprentices, 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** \*Use Rating Code: M=Met; PM=Partially Met; NM=Not Met

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

If one or more criteria are "not met" or "partially met", the apprentice is allowed to continue in the program only under a *Performance Improvement Plan (PIP)* addressing areas of concern.

	*A	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>			
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 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).

Apprentice (A)

Mentor Teacher (MT)

HSU Supervisor (US)

## **Annotated Teaching Performance Expectations (TPE) for Phase I 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, mathematics (1a, 1c)

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