

## EED 752 Phase II Fieldwork Assessment

### Elementary Education Credential Program, Humboldt State University

Apprentice (A) \_\_\_\_\_  
 Mentor Teacher (MT) \_\_\_\_\_  
 University Supervisor (US) \_\_\_\_\_

Date \_\_\_\_\_ ELL placement? \_\_\_\_\_  
 School \_\_\_\_\_  
 Grade(s) \_\_\_\_\_

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's 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 II Assessment*. If seven or more criteria are "not met" and/or "partially met", the apprentice is allowed to continue in the EED 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>			
2a Monitors during instruction to pace the lesson			
2c Gives clear directions; checks understanding, re-engages off-task students			
<b>TPE 3: Interprets and Uses Assessments</b>			
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>TPE 5: 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>TPE 6A &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**			
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**			
8e 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**			
9i Plans strategies to ensure active, equitable participation of each student**			
<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).

## **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 (1a-c)
- 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 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