

EED 754/755 Phase IV 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 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. 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

	A	MT	US
TPE 1: Demonstrates Subject-Specific Pedagogical Skills			
TPE 2: Monitors Student Learning During Instruction			
2a Monitors during instruction to pace the lesson			
2c Gives clear directions; checks understanding, re-engages off-task students			
TPE 3: Interprets and Uses Assessments			
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			
TPE 4: Makes Content Accessible			
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			
TPE 5: Engages Students			
5a Clearly communicates instructional objectives to students			
5b Ensures active and equitable participation of all students			
5d Extends intellectual quality of student thinking			
TPE 6A & 6B: Uses Developmentally Appropriate Practices (K-8)			
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			
TPE 8: Learning about Students			
8b Assesses students' mastery; learns about students' abilities, interests, aspirations			
8e Identifies students needing specialized instruction			
TPE 9: Plans Instruction			
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			
TPE 10: Manages Instructional Time			
10b Maintains routine task procedures; manages transitions to maximize instructional time			
TPE 11: Manages Social Environment			
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			
12c Appropriately manages professional time			
TPE 13: Professional Growth			
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" ___.

Apprentice (A)

Mentor Teacher (MT)

HSU Supervisor (US)

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
- 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