ITEPP
FIELDSITE PLACEMENT
HANDBOOK

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INDIAN TEACHER AND EDUCATIONAL PERSONNEL PROGRAM
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I. ITEPP
Introduction

For the next one or two semesters you will have a participant of the Indian Teacher and Educational Personnel Program (ITEPP) from Humboldt State University (HSU) in your organization for supervised fieldwork.

At ITEPP, we feel students should be given the opportunity to experience a wide variety of administrative and organizational activities. They are not student teachers or administrators and should not be expected to routinely take over the classroom, whole organization, or office. Helping co-workers, individual clients, or small groups; assisting with preparations for activities; and other duties that are suited for their abilities, are appropriate. All students differ from one another in their abilities to work with your organization and you are an important factor in helping them find a comfortable level of participation.

Each student is expected to work approximately 96 hours per semester (6 hours weekly for 15 weeks) for receiving 2 units. Students are not expected to work at their fieldsite placement during their finals week. Some students may not get 96 hours due to work holidays or illness. Hours lost due to holidays, are not expected to be made up. ITEPP staff will be in close contact with the student throughout the semester and will determine if any time can or will be made up. Students are responsible for making arrangements with their field placement in advance for hours missed. Students are required to call and inform the placement if they are unable to attend that day.
WHAT IS ITEPP?

The ITEPP program at HSU is designed to prepare a group of carefully chosen students of American Indian and Native Alaskan descent to hold credentials as teachers, counselors and other educational personnel in Indian communities, public schools and community colleges. The program is dedicated to training American Indian educators and social workers to be leaders in their communities. ITEPP students complete regular HSU coursework in their majors, General Education, and in their credential programs, as well as, specialized ITEPP coursework designed to meet the unique educational and cultural requirements of Native American Indian peoples.

The high standards against which ITEPP participants are evaluated, along with the rigorous coursework they pursue, are promoted by the many support services of the ITEPP program. ITEPP is proud to have a student completion rate of approximately 85%, resulting in ITEPP's national recognition as an "Exemplary Indian Teacher Training Program" by the U.S. Department of Education.

Goal of ITEPP

The primary purpose of ITEPP is to train American Indian people to become effective classroom teachers and educators at the professional level. ITEPP prepares students to assume educational leadership roles in a broad range of activities such as community liaison and coordination, Indian project administration, counseling, and related social and educational services.
Purpose of ITEPP Placement

The ITEPP fieldwork placement program is designed to give participants an opportunity to:

1. Develop positive professional and personal characteristics while cultivating relationships with others.

2. Develop poise and self-confidence in ITEPP students.

3. Develop proficient independent teaching or counseling skills through the use of diverse materials and methods of instruction.

4. Master techniques of classroom management and student discipline.

5. Recognize and provide for individual differences in the classroom or social work placement.

6. Improve participants' own professional competence and skills.

7. Identify and appraise their areas of particular competencies or deficiencies.

8. Evaluate student growth and the general objectives of the school's or organization's program.

9. Be seen as an American Indian role model by pupils in the classroom.
II. Levels of ITEPP Participants

Phase I (Beginning)

A. Credential Majors

During Phase I, the ITEPP participant is assigned to a classroom with individual students or small groups of pupils. Student will never be left alone in charge of the classroom. The ITEPP participant will make systematic observation of interaction patterns and the influences of socio-cultural differences on the pupil's responses to the school environment. Three to six contact hours per week of observation and participation in the classroom is required depending upon the unit values of each participant. The experiences in Phase I should be varied and meaningful to the ITEPP participant and equally valuable to the host schools.

B. Social Work Majors

During this phase, the ITEPP participant is assigned to various social agencies and Native American programs where they will gain an insight into various services available to the public and an awareness of the working structures of each agency. Students will gain experiences in helping relationships with recipients of social agency services.

Phase II (Advanced)

A. Credential Majors

Phase II students will pursue and implement the conviction that teacher preparation is a sequential and developmental process. ITEPP participants will be introduced to the classroom as apprentices. The time devoted to an initial observation period in Phase II will vary from ITEPP participant to ITEPP participant, because of the differences in participants' and cooperating teachers' situations. Decisions about how soon a particular student should assume responsibilities should be made jointly by the cooperating teacher, ITEPP coordinator, and ITEPP participant. Phase II
activities are designed to enable the ITEPP participant to accomplish a smooth transition from observer to teacher. A Phase II participant should be able to complete all the activities of Phase I plus more.

B. Social Work Majors
Students participate in the culminating fieldwork phase of the Social Work Department at HSU. During the second semester of the participants Junior year, they will sign up for SW 258 Advanced Volunteer Experience. Senior students sign up for SW 455 Social Work Field Experience for two semesters along with SW 456 Field Experience Seminar. Supervision of students placed in these courses rests with the Social Work Department.

Phase III (Graduate Work)

A. CredentialCandidates
The ITEPP participant enters the Humboldt State University Teacher Preparation Single Subject or Multiple Subject Department's professional practice year training program and begins the student teaching sequence. Supervision of this year is under the jurisdiction of the Humboldt State University Department of Teacher Preparation.

B. Graduate Interns
Students working towards teaching careers at the community college level are placed in Teaching Assistant Intern positions with professors in their major departments at Humboldt State University or College of the Redwoods. Supervision is monitored by the ITEPP Fieldsite Supervisor.
III. Roles and Responsibilities
Fieldsite Supervisor and Coordinator

The ITEPP fieldsite supervisor and coordinator as a supervisor regularly visit and observe the ITEPP participant at the fieldsite. The fieldsite supervisor and coordinator work with the cooperating teacher, planning and directing the ITEPP participant's experience.

The role and responsibilities of the fieldsite supervisor and coordinator as a supervisor includes the following:

1. Assumes the facilitating role of helper.

2. Visits a minimum of 4 unannounced times during the semester observing participants in action.

3. Utilizes ITEPP system for recording each observation on appropriate forms. A written evaluation of each visitation is required. The original form is given to participant and a copy kept in ITEPP student's file.

4. Meets 3 times a semester with student to discuss placement.

5. In consultation with cooperating teacher, suggests ways to provide more effective instruction.

6. Works with cooperating teacher to encourage creativeness and experimentation by ITEPP participant.

7. Invites questions concerning expectancies and responsibilities of ITEPP participant and cooperating teacher.

8. Collects mid-semester and final evaluations from cooperating teacher for ITEPP participant's permanent ITEPP file.

9. Serves as liaison between ITEPP participant and cooperating teacher. Maintains open communication with school administration regarding policies and problems involving ITEPP participants.
Cooperating Teacher

The role of the cooperating teacher is to serve as a model, guide, and instructor for the ITEPP participant. The cooperating teacher must be aware that the ITEPP student is someone who is growing in competence and someone who needs assistance while gradually assuming an increasing amount of responsibility.

The following criteria is considered when selecting a cooperating teacher.

1. **Desire to participate:** Commitment to ITEPP and the professional preparation of American Indian teachers. Willingness to devote time and energy necessary to assure success.

2. **Teaching Experiences:** Knowledge of the curriculum and American Indian communities. Skilled in the instructional methods of their assigned grade and subject matter.

3. **Competent Role Model:** Ability to serve as positive role model utilizing professional attitudes and behaviors while demonstrating sensitivity to the needs and skills of the ITEPP teacher candidates.

4. **Awareness of Individual Differences:** Actively encouraging creativity in ITEPP participants. Fostering independence in making decisions and encouraging self-directed learning.
PHASE I PARTICIPANT:
Student is in their first or second year of fieldsite participation with little or no previous experience.

PHASE II PARTICIPANT:
Student has had sufficient fieldsite or previous experience so that they have mastered all of the skills and competencies required in phase I.

Phase I and II

If ITEPP student is Phase I or II, then Cooperating Teacher should:

1. Help ITEPP participant learn pupil's names.

2. Brief ITEPP participant about any pupil's special needs.

3. Acquaint ITEPP participant with any pupil lacking in interpersonal skills.

4. Give ITEPP participant an overview of instructional program:
   • Brief ITEPP participant on subject matter being covered in classroom.
   • Acquaint ITEPP participant with materials available, i.e., textbooks, library, classroom, games, etc.
   • Discuss with ITEPP participant policies about class routines, lesson assignments, homework, and discipline.
   • Inform ITEPP participant of regularly scheduled events that might interfere with the daily schedule, i.e., assemblies, holidays, special classes, etc.

5. Introduce ITEPP participant to school policies regarding attendance hall procedures, discipline, playground, student attire, and grooming.

6. Acquaint ITEPP participant with accident and safety procedures, including fire drills.
7. Observe ITEPP student's participation to be followed promptly with impressions and suggestions for improvement.

8. Confer with ITEPP fieldsite supervisor regarding ITEPP participant's progress, successes, and areas needing improvement.

9. Counsel ITEPP participant to determine ways to provide more effective participation in classroom.

10. Communicate with ITEPP any concern about the quality of the performance of ITEPP student or ITEPP fieldsite supervisor.
PHASE III PARTICIPANT:

A. All Multiple and Single Subject teacher candidates participate in the teacher preparation student teaching program exclusively.

B. All Masters Degree candidates working toward a Community College Credential are placed in internships with professors in their discipline at HSU or College of the Redwoods.

Phase III

If ITEPP student is Phase III, then Cooperating Professor should:

1. Provide a syllabus and a brief summary of the course being taught.

2. Discuss your expectations in relation to the duties and responsibilities of the intern.

3. Advise the intern of your grading policy, e.g., changing grades, accepting late assignments, etc.

4. Meet weekly with the intern to critique their performance standards and any problems that surfaced in the classroom.

Mid-term and Final Evaluations

We would like you to complete two brief evaluation forms during the semester: one at mid-term and another at the end of the semester. You will also need to verify and sign a monthly time sheet for the student.
ITEPP Student's Role  Phase I (Beginning)

Possible observation and participation activities include:

• Correcting standardized and informal tests.
• Correcting homework and notebooks.
• Observing pupil behavior and writing reports.
• Tutoring individual students.
• Supervising and assisting students with library assignments.
• Repeating lessons for slow learners.
• Helping pupils who were absent to get caught up with others in their group.
• Instructing children in the safe and proper use of tools.
• Teaching etiquette and good manners.
• Assisting the teacher in special demonstrations in science art, etc.
• Helping pupils find reference materials.
• Putting written and number work on the blackboard.
• Assisting in drill work with word and phrase flash cards.
• Distributing books and supplies.
• Collecting homework and test papers.
• Checking out library books in central library for pupils and teachers.
• Setting up special classroom exhibits.
• Accompanying a pupil to the office, nurse's room, etc.
• Monitoring the study hall.
• Helping the teacher supervise students on field trips.
• Running errands.
• Reading pupil bulletins to class.
• Sending for fire classroom materials.
• Keeping attendance records.
• Entering evaluative marks in the teacher's marking books.
• Setting up and maintaining seating charts.
• Keeping bulletin boards current and neat.
• Ordering and returning films, filmstrips, and other audio-visual materials.
• Procuring and returning audio-visual equipment.
• Observing assemblies, student government.

Phase I Participants should not:

• Be requested to take work home, i.e., grading papers at home.
• Be asked to do work of a personal nature for cooperating teacher.
• Sit in back of room for entire time of placement.
• Be left alone with class.
• Be required to do the same routine for the length of placement.
ITEPP Student's Role  Phase II  (Advanced)

- Procedures, teaching strategies and organization should be carefully noted and discussed with cooperating teacher.

- Cooperating teachers should discuss lesson plans prior to a lesson with ITEPP participant.

- Have ITEPP participant observe and take notes as lesson progresses.

- Discuss aspects of lesson in a post-observation conference.

- Prepare pupil profiles on day to day activities.

- Correct homework and notebooks, rating and reporting weak areas to teachers.

- Interview students with specific learning problems in academic work.

- Review and administer informal tests and other evaluative instruments.

- Prepare instructional materials—cutouts, flash card, charts, transparencies, etc.

- Collect and arrange displays for teaching purposes.

- Review and administer special learning materials to meet individual differences.

- Teach a small class group about a simple understanding, skill, or appreciation.

- Teach students who miss instruction because they were out of the room for special work.

- Prepare and teach a short lesson to class.

- Listen to children's oral readings.

- Assist pupils with written compositions—especially with spelling, punctuation, and grammar.

- Prepare reading and story-telling materials.

- Provide accompaniment in music classes if applicable.

- Prepare reading, spelling, or vocabulary lists.

- Supervise student laboratory work.

- Gather supplementary books and materials for instructions.
• Assist committees engaged in special projects—construct, research, or experiments.

• Help settle pupil disputes and quarrels under supervision of cooperating teacher.

• Average academic marks and prepare report cards.

• Keep records of class schedules.

• Keep inventory of classroom stock, equipment, books, instructional supplies.

• Manage classroom libraries.

• Type duplicate, and collate instructional materials.

• Duplicate pupil's writings and other work.

• Find resource materials for various teaching units.

• Compile information for teacher reports.

• Prepare bulletins for parents to explain school programs, events, and rules.

• Manage instructional materials for accessibility.

• Set up and operate media instructional equipment.

• Preview films and other audio-visual materials.

• Prepare introductions to give students background for reviewing audio-visual materials.

• Visit teacher's lounge.

• Visit counselor's office.

• Visit attendance office.

• Observe teacher meetings, department meetings, etc.

Phase II Participants should not:

• Be requested to take work home, i.e., grading papers at home.

• Be asked to do work of a personal nature for cooperating teacher.

• Sit in back of room for entire time of placement.

• Be left alone with class.

• Be required to do the same routine for the length of placement.
ITEPP Student's Role  Phase III (Graduate Work)

Internship at the community college level or university level should:

- Assist professor in grading papers as needed.
- Lead group discussions.
- Administer tests when necessary.
- Sets-up visual aids and other materials as requested by professor.
- Meet with professor as needed to assist in preparing and planning for classes.
- Help in writing tests if required.
- Take attendance as required.
- Present one to three lectures per semester as requested by professor. Number of lectures should be discussed and agreed upon at beginning of semester.
- Intern should be as flexible as their schedule allows.
- Intern will be punctual and advise cooperating professor whenever they will be late or absent.
- Personal grooming and attire will be appropriate to teaching profession.
- Observe etiquette in office and lounge, e.g., proper telephone usage, respecting office equipment, cleaning up refreshment areas, etc.

Please feel free to contact the ITEPP office. Our phone is 826-3672. You should speak with either the Program Coordinator, Laura Lee George, or the Program Director, Lois Risling.

Thank you for hosting one of our students.