

FIELD PLACEMENT UNIVERSITY SUPERVISOR

Multiple Subject

HANDBOOK

California State University
Channel Islands

Department of Education
2006-2007

Multiple Subjects**Contact Sheet (revised 4/25/07)**

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VENTURA COUNTY OFFICE OF EDUCATION
DISTRICTS' CALENDAR 2006-2007

DISTRICTS'	FIRST DAY	LABOR DAY	VETERAN'S DAY	THANKSGIVING RECESS		WINTER RECESS		M.L. KING DAY	PRESIDENTS' DAY (LINCOLN, WASHINGTON)		SPRING RECESS		MEMORIAL DAY	LAST DAY		
ELEMENTARY:																
BRIGGS	08/24/06	09/04/06	11/10/06	11/22/06	11/24/06	12/18/06	to	01/05/07	01/15/07	02/16/07	02/19/07	04/09/07	to	04/13/07	05/28/07	06/15/07
HUENEME	08/29/06	09/04/06	11/10/06	11/23/06	11/24/06	12/22/06	to	01/05/07	01/15/07	02/16/07	02/19/07	04/09/07	to	04/20/07	05/28/07	06/21/07
MESA UNION	08/28/06	09/04/06	11/10/06	11/23/06	11/24/06	12/18/06	to	01/02/07	01/15/07	02/12/07	02/19/07	04/02/07	to	04/13/07	05/28/07	06/15/07
MUPU	08/28/06	09/04/06	11/10/06	11/23/06	11/24/06	12/20/06	to	01/02/07	01/15/07	02/12/07	02/19/07	04/02/07	to	04/13/07	05/28/07	06/15/07
OCEAN VIEW	08/23/06	09/04/06	11/10/06	11/23/06	11/24/06	12/18/06	to	01/05/07	01/15/07	02/12/07	02/19/07	04/02/07	to	04/13/07	05/28/07	06/15/07
OXNARD - YEAR ROUND	Trac Spec	09/04/06	11/10/06	11/23/06	11/24/06	12/25/06	to	01/01/07	01/15/07	02/16/07	02/19/07	-		04/06/07	05/28/07	Trac Spec
PLEASANT VALLEY	08/29/06	09/04/06	11/10/06	11/22/06	11/24/06	12/18/06	to	01/02/07	01/15/07	03/19/07	02/19/07	04/06/07	to	04/13/07	05/28/07	06/15/07
RIO	Update Pending															
SANTA CLARA	08/24/06	09/04/06	11/10/06	11/20/06	11/24/06	12/18/06	to	01/01/07	01/15/07	02/12/07	02/19/07	04/06/07	to	04/13/07	05/28/07	06/13/07
SANTA PAULA	08/23/06	09/04/06	11/10/06	11/23/06	11/24/06	12/20/06	to	01/02/07	01/15/07	02/12/07	02/19/07	04/02/07	to	04/13/07	05/28/07	06/13/07
SOMIS	08/28/06	09/04/06	11/10/06	11/23/06	11/24/06	12/18/06	to	01/01/07	01/15/07	02/16/07	02/19/07	04/09/07	to	04/13/07	05/28/07	06/07/07
HIGH SCHOOL:																
OXNARD UNION HIGH	08/28/06	09/04/06	11/10/06	11/23/06	11/24/06	12/18/06	to	01/01/07	01/15/07	02/12/07	02/19/07	04/06/07	to	04/13/07	05/28/07	06/15/07
SANTA PAULA UNION HIGH	08/22/06	09/04/06	11/10/06	11/23/06	11/24/06	12/25/06	to	01/05/07	01/15/07	02/12/07	02/19/07	04/02/07	to	04/13/07	05/28/07	06/07/07
UNIFIED:																
CONEJO VALLEY (EL) CONEJO VALLEY (HS)	08/30/06	09/04/06	11/10/06	11/22/06	11/24/06	12/22/06	to	01/05/07	01/15/07	02/16/07	02/19/07	04/06/07	to	04/13/07	05/28/07	06/14/07
FILLMORE (1)	08/14/06	09/04/06	11/10/06	11/22/06	11/24/06	12/21/06	to	01/05/07	01/15/07	02/12/07	02/19/07	03/26/07	to	03/30/07	05/28/07	06/07/07
OJAI	08/22/06	09/04/06	11/10/06	11/20/06	11/24/06	12/18/06	to	01/01/07	01/15/07	02/19/07	02/23/07	04/02/07	to	04/06/07	05/28/07	06/14/07
SIMI VALLEY	08/30/06	09/04/06	11/10/06	11/23/06	11/24/06	12/21/06	to	01/05/07	01/15/07	-	02/19/07	04/06/07	to	04/13/07	05/28/07	06/15/07
VENTURA (2)	08/22/06	09/04/06	11/10/06	11/23/06	11/24/06	12/18/06	to	01/01/07	01/15/07	02/16/07	02/19/07	04/02/07	to	04/05/07	05/28/07	06/14/07
OAKPARK	08/30/06	09/04/06	11/10/06	11/23/06	11/24/06	12/22/06	to	01/05/07	01/15/07	-	02/19/07	04/06/07	to	04/13/07	05/28/07	06/15/07
MOORPARK	08/30/06	09/04/06	11/10/06	11/23/06	11/24/06	12/22/06	to	01/05/07	01/15/07	-	02/19/07	04/06/07	to	04/13/07	05/28/07	06/15/07
CHARTER:																
GOLDEN VALLEY	09/05/06	09/04/06	11/10/06	11/22/06	11/24/06	12/18/06	to	01/01/07	01/15/07	02/16/07	02/19/07	04/02/07	to	04/06/07	05/28/07	06/08/07
UNIVERSITY PREPARATION (3)	08/22/06	09/04/06	11/10/06	11/22/06	11/24/06	12/18/06	to	01/03/07	01/15/07	02/16/07	02/19/07	04/09/07	to	04/20/07	05/28/07	06/20/07
SOMIS ACADEMY	08/28/06	09/04/06	11/10/06	11/23/06	11/24/06	12/18/06	to	01/01/07	01/15/07	02/12/07	02/19/07	04/09/07	to	04/13/07	05/28/07	06/01/07
VALLEY OAK	08/28/06	09/04/06	11/10/06	11/20/06	11/24/06	12/18/06	to	01/02/07	01/15/07	02/19/07	02/23/07	04/02/07	to	04/13/07	05/28/07	06/08/07
VISTA REAL	08/21/06	09/04/06	11/10/06	11/20/06	11/24/06	12/25/06	to	12/05/07	01/15/07	02/12/07	02/19/07	04/16/07	to	04/20/07	05/28/07	06/15/07
VENTURA COUNTY OFFICE OF EDUCATION	Update Pending															
(1) Fall Break 10/16 to 10/20																
(2) Fall Break 10/23 to 10/27																
(3) Fall Break 10/23 to 10/27																



CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS CALENDAR FOR 2007-2008

July 2007						
M	T	W	T	F	S	
	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2007						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
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September 2007						
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30						

October 2007						
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28	29	30	31			

November 2007						
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December 2007						
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30	31					

January 2008						
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February 2008						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29

Fall 2007 Semester

August 22	Wednesday
August 22-24	Wednesday-Friday
August 25	Saturday
August 27	Monday
September 3	Monday
September 14	Friday
September 15	Saturday
September 21	Friday
September 24	Monday
October 15	Monday
November 2	Friday
November 12	Monday
November 15	Thursday
November 22-24	Thursday-Saturday
November 26-30	Monday-Friday
December 8	Saturday
December 10-15	Monday-Saturday
December 15	Saturday
December 21	Friday
December 24-January 1	Monday-Tuesday

Registration for Fall 2007 ends at midnight
 Faculty Orientation
 Saturday classes begin
 First official day of classes; Begin late registration
 Labor Day Holiday; all offices closed
 End Late Registration/Change of Program
 Last Day for Undergraduate Students to Apply for Spring 2008 Graduation
 Deadline: Add with Chair's Signature
 Student Census
 Last Day for Graduate Students to Apply for Spring 2008 Graduation
 Deadline to Withdraw for Serious & Compelling Reasons
 Veteran's Day Holiday; all offices closed
 Last Day for Undergraduate Students to Apply for Summer 2008 Graduation
 Thanksgiving Recess; all offices closed
 Spring 2008 Continuing Student Registration
 Last day of formal instruction
 Final examinations
 Last Day for Graduate Students to Apply for Summer 2008 Graduation
 Instructors' grades due; Last day of the Fall 2007 semester
CAMPUS CLOSED

Spring 2008 Semester

January 17-18	Thursday-Friday
January 21	Monday
January 22	Tuesday
January 26	Saturday
February 15	Saturday
March 15	Saturday
March 17-21	Monday-Friday
March 31	Monday
May 2	Friday
May 9	Friday
May 10-16	Saturday-Friday
May 17	Saturday
May 23	Friday
May 26	Monday

Faculty Orientation
 Martin Luther King Jr. Day; all offices closed
 First official day of classes
 Saturday classes begin
 Last day for Undergraduate Students to apply for Fall 2008 Graduation
 Last Day for Graduate Students to Apply for Fall 2008 Graduation
 Spring Recess; no instruction
 César Chávez Holiday; all offices closed
 Honors Convocation
 Last day of formal instruction
 Final examinations
 Commencement
 Instructors' grades due; Last day of Spring 2008 semester
 Memorial Day Holiday; all offices closed

University Holiday Schedule

Labor Day - Monday, September 3, 2007
 Veteran's Day - Monday, November 12, 2007
 Thanksgiving Day - Thursday, November 22, 2007
 Admission Day Observed - Friday, November 23, 2007
 Christmas Day Observed - Tuesday, December 25, 2007
 Columbus Day Observed - Wednesday, December 26, 2007
 Lincoln's Birthday Observed - Thursday, December 27, 2007
 Washington's Birthday Observed - Friday, December 28, 2007
 New Year's Day Observed - Tuesday, January 1, 2008
 Martin Luther King, Jr. Day - Monday, January 21, 2008
 César Chávez Day - Monday, March 31, 2008
 Memorial Day Observed - Monday, May 26, 2008
 Independence Day - Wednesday, July 4, 2008

Fall 2007 Saturday Classes

August 25
 September 1, 8, 15, 22, 29
 October 6, 13, 20, 27
 November 3, 10, 17
 December 1, 8

Spring 2008 Saturday Classes

January 26
 February 2, 9, 16, 23
 March 1, 8, 15, 29
 April 5, 12, 19, 26
 May 3

March 2008						
S	M	T	W	T	F	S
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30	31					

April 2008						
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May 2008						
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23	24	25	26	27	28	29
30	31					

June 2008						
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MULTIPLE SUBJECT CREDENTIAL PROGRAM OVERVIEW

California State University Channel Islands' Multiple Subject Teaching Credential Program prepares teachers to work with students in standards-based, inclusive schools. Multiple Subject Credential teachers most often teach in self-contained classrooms in elementary schools and lower middle school grade levels. This program specifically prepares teachers for the diversity of languages and cultures encountered in California public schools. The program prepares candidates to address the diverse learning needs of students, including those who speak English as a native language and/or as a second language. The use of technology as a teaching and learning tool is infused throughout the program. An underlying principle of the program is that all students (regardless of race, ethnicity, gender, ability or economic status) are capable learners.

CREDENTIAL PROGRAM PRINCIPLES AND GOALS

The objectives of the Multiple Subject Teaching Credential Program at CSU Channel Islands are to:

Prepare effective and successful teachers for California public schools who:

- are reflective and deliberative practitioners
- are competent to teach the California State content standards for K-8 grade
- are able to link content and pedagogy
- can integrate research, theory, and best educational practice into their teaching
- are able to integrate technology into their teaching
- understand and can meet the needs of diverse learners and special needs students

MULTIPLE SUBJECT CREDENTIAL PROGRAM FACULTY

Education Program Faculty

Dr. Merilyn Buchanan	Program Coordinator	805-437-8987
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Jacki Gilmore	Field Placement Coordinator	805-437-8525
	Mathematics Education	
Dr. Bob Bleicher	Science Education, Health Education	805-437-8508

Adjunct Faculty

Dr. Kathleen Contreras	History, Social Studies and Integrated Arts; Literacy 2
Dr. Manuel Correia	Literacy 1
Dr. Arlene Miro	Literacy 1
Dr. Dave Philips	Science, Health and Physical Education, Math Education
Dr. Mary-Kay Rummel	Literacy 2
Dr. Mona Thompson	Lecturer Education
Vicki Vierra	Mathematics Education
Dr. Jane Wilson	Lecturer Education

University Supervisors

Carol Asari	Jan Comstock	Monica Duran
Beth Fruchey	Alisa Greenstate-Jenkin	Dave Philips
Wanda Kelly	Phyllis Levine	Sonja Lindroth
Arlene Miro	Jane Wilson	Al Thompson

MULTIPLE SUBJECT PROGRAM PLANNING OPTIONS

There are two routes through the Multiple Subject Teaching Credential Program courses, full or part-time. Teaching Interns follow the part-time program.

Full-time candidates will select **either** a daytime or late afternoon/evening option.

Part-time candidates will meet with the faculty advisor to plan an individualized program*, typically they are assigned to late afternoon/evening classes.

COURSE OF STUDY FOR THE FULL TIME MULTIPLE SUBJECT PROGRAM (34 units)

First Semester: 18 units

EDMS 522 Literacy 1: Multicultural/Multilingual (3)

EDMS 526 Modern Methods in Mathematics Teaching (3)

EDMS 527 History, Social Studies and Integrated Arts (4)

EDMS 565 Initial Student Teaching (7)

EDMS 566 Initial Student Teaching Seminar (1)

Second Semester: 16 units

EDMS 523 Literacy 2: Multicultural/Multilingual (4)

EDMS 529 Science, Health and PE (4)

EDMS 575 Advanced Student Teaching (7)

EDMS 576 Advanced Student Teaching Seminar (1)

COURSE OF STUDY FOR THE PART-TIME MULTIPLE SUBJECT PROGRAM (38 units)

*Individual scheduling may vary.

First Semester: 8 units

EDMS 522 Literacy 1: Multicultural/Multilingual (3)

EDMS 526 Modern Methods in Mathematics Teaching (3)

EDMS 562 Field Experience Multiple Subject (Part-time program) (2)

Second Semester: 10 units

EDMS 527 History, Social Studies and Integrated Arts (4)

EDMS 523 Literacy 2: Multicultural/Multilingual (4)

EDMS 562 Field Experience: Multiple Subject (Part-time program) (2)

Third Semester: 12 units

EDMS 529 Science, Health and PE (4)

EDMS 565 Initial Student Teaching (7)

EDMS 566 Initial Student Teaching Seminar (1)

Fourth Semester: 8 units

EDMS 575 Advanced Student Teaching (7)

EDMS 576 Advanced Student Teaching Seminar (1)

Please Note: • The California Commission on Teacher Credentialing requires passing the Reading Instruction Competence Assessment (RICA) for the initial issuance of a preliminary Multiple Subject Credential. RICA consists of passing one of two components, either a comprehensive examination or a performance assessment. It is recommended that the Assessment be taken after completion of the Literacy I course in the credential program.

FULL TIME

FIRST SEMESTER in the MULTIPLE SUBJECT PROGRAM

For the first eight weeks of the semester candidates are enrolled in coursework and spend one day per week as a participant observer in a CSUCI assigned teaching placement classroom. The courses during the first semester are designed as foundational frameworks in pedagogy, literacy across the curriculum, and content methodology. Lesson planning, teaching methods, SDAIE, and assessment are addressed in the course content of these classes. Coursework is paired with field experiences to allow candidates to relate, witness, and participate in the theory and practice relationship. Student teachers gain familiarity with classroom dynamics, procedures and, most importantly, students through the field component. During the eight weeks of participatory observation candidates will be observed and evaluated by a university supervisor as well as by the cooperating teacher. The last eight weeks of the semester is devoted to full-time initial student teaching in the classroom (EDMS 565). During the eight weeks, candidates increase their teaching responsibility until they teach all students all subjects for at least one full week (five consecutive days). Throughout the term the student teacher will also attend a scheduled student teaching seminar (EDMS 566).

SECOND SEMESTER in the MULTIPLE SUBJECT PROGRAM

The second semester in the program is similar in format to the first with the exception of the coursework during the first eight weeks and the level of the fieldwork/student teaching placement. Coursework during the second semester includes the second level of teaching literacy skills as well as two additional core subject instruction methods courses. These courses are designed to reinforce content regarding teaching special populations in the elementary years of schooling. The university supervisor and the cooperating teacher will observe and evaluate the student teacher during the first eight weeks to determine readiness for full time advanced student teaching (EDMS 575) during the following and final eight weeks of the program. During the eight weeks, candidates increase their teaching responsibility until they teach all students all subjects for at least two full weeks, which will include at least five consecutive days. Throughout the term the student teacher will also attend a weekly student teaching seminar (EDMS 576).

PART TIME

Students in the part time program, in consultation with the faculty advisor, will create a program schedule that best meets their needs and outside obligations. If two or three EDMS courses are taken in a semester, students **must** be prepared to accommodate a full day field placement requirement (EDMS 562). Students officially classified as *teaching interns* can register for more than six (6) units in a semester. However, this should be considered in consultation with the employing school and mindful of time obligations needed for successful classroom teaching. Students creating a program similar to that shown below, if successful, should complete the program in two academic years.

FIRST SEMESTER in the MULTIPLE SUBJECT PROGRAM

For the sixteen weeks of the semester candidates are enrolled in coursework and spend one full day a week as a participant observer in their school placement (EDMS 562). Recommended courses are EDMS 522 (Literacy 1) and EDMS 526 (Mathematics Methods). Lesson planning, teaching methods, academic and behavioral accommodations, and assessment are included in the coursework of these classes. Pairing coursework and field experiences allows candidates to relate, witness, and participate in the theory and practice relationship. During the semester in participatory field observation the candidates will be informally observed and evaluated by the

cooperating teacher and visited on site by the university supervisor. During the weekly classroom visits candidates are expected to assist and support students and the teacher, complete coursework assignments and work with individual students, moving onto working with small groups on literacy and mathematics tasks as assigned by the cooperating teacher.

SECOND SEMESTER in the MULTIPLE SUBJECT PROGRAM

As in the first semester, candidates are enrolled in methods courses and again in EDMS 562, spending one full day a week as a participant observer at a school placement. Recommended courses are EDMS 523 (Literacy 2) and EDMS 527 (History, Social Studies and Integrated Arts). During participatory field observation the candidates will be informally observed and evaluated by the classroom cooperating teacher and be visited on site a university supervisor. During the field placement, candidates are expected to gain experience and confidence by taking limited responsibility for the working with individual students, small groups and the whole class in preparation for the student teaching experiences in the following semesters.

THIRD SEMESTER in the MULTIPLE SUBJECT PROGRAM

After completing the first two semesters in the part time program, students take the remaining methods course, EDMS 529 (Science, Health and PE). Students are required to experience two field placements that differ in grade level and social context. The Multiple Subject Program is designed to meet this requirement through placements within the distinct school districts of Ventura County. The CSUCI Education Program requires that student teachers have experience with culturally and linguistically diverse students particularly English language learners. The first of these experiences is in EDMS 565, the Initial Student Teaching placement. EDMS 566, the Initial Student Teaching Seminar, accompanies EDMS 565 throughout the semester. Students must arrange to be available one day a week for the first eight weeks of the semester and five days a weeks for the remaining eight weeks to complete their field placement obligations.

FOURTH SEMESTER in the MULTIPLE SUBJECT PROGRAM

Students will enroll in EDMS 575, the Advanced Student Teaching placement, and EDMS 576, the accompanying seminar. Students must arrange to be available one day a week for the first eight weeks of the semester and five days a weeks for the remaining eight weeks to complete their field placement obligations.

TEACHING INTERNS

It is CSUCI Teacher Credential program policy that all candidates teach in two different student teaching placements to experience at least two different age or grade levels of students. Since interns work with one grade or level of student, summer school student teaching may be available for the second grade or level of student teaching. Candidates who demonstrate exceptional competency as an intern can student teach in their classroom for both placements, if both the school principal and university supervisor agree on the exceptional competency of the intern.

If both the principal and university supervisor agree that the intern meets the CCTC standards for their role, the intern can complete both student teachings in own classroom with observations in another setting for breadth. If either school district or university supervisor see the student as only partially meeting competency for their credential, then a second student teaching in summer will be required.

The principal and university supervisor must complete the Intern Teaching Performance Evaluation and Recommendation form to determine if the student is eligible to complete both student teaching placements in their classroom. (A copy of the Evaluation form can be found in the Forms Section.)

MULTIPLE SUBJECT PROGRAM POLICIES

All students in the Education Programs are subject to the CSUCI University policies including, but not limited to, specific Education Program policies.

SUBSTITUTE TEACHING

CSUCI student teachers are **not** allowed to substitute teach while completing student teaching.

ORIGINAL WORK

All work submitted in the credential program classes must be original work completed by the student for the specific course. Therefore, no one assignment may be turned in for grading purposes to more than one credential course. It is up to each instructor whether a lesson plan and/or other assignments initially generated for fieldwork or student teaching will be accepted.

GRADES

Students must maintain a 3.0 cumulative grade point average in all professional education coursework attempted. A minimum grade of C+ or higher is required in each individual class. Students who do not meet these standards will not be allowed to progress until deficiencies are remediated and may need to petition to be readmitted to the credential program.

Satisfactory completion of a credential program requires completion of all coursework with an average grade point average (3.0) or better and credit for all student teaching experiences. All grades (including CR/NC for student teaching) are assigned by individual instructors/university supervisors in accordance with University policy. Any appeal of a grade must follow student grade appeal procedures published in the University Catalog.

SUPERVISION

During the eight-week participant observation period and throughout the eight-week full time student teaching the University supervisor will regularly observe and evaluate the student teacher using a rubric aligned to the Teacher Performance Expectations (TPE's) set out by the California Commission on Teacher Credentialing.

EVALUATION OF STUDENT TEACHING

Both the Cooperating Teacher and University supervisor will evaluate, using a rubric, student teacher performance each semester at mid-term and in the final week. Students will be issued Credit or No Credit for student teaching. The University Supervisor and Cooperating Teacher are jointly responsible for the final grade. Written remediation plans will be provided for students who are deficient in various areas, and additional periodic evaluations may occur when necessary. (See Statement of Concern in the Forms Section of this Handbook.) Timesheets need to be kept for the observation/participation portion of your field experience. Please turn them into the Field Placement Coordinator at the seminar or in her mailbox, 1st floor BTW.

Students are guests in the school. The building administrator may, at any time, exercise the prerogative of requesting a student be relieved of teaching responsibilities. This may result in a No Credit grade. The option of another placement will be based on recommendations of the University Supervisor, Program Coordinator and Field Experiences Coordinator and the availability of an alternative placement. It may be necessary for the student teacher to repeat the semester, or terminate his/her participation in the credential program. A student may only have one opportunity to repeat a student teaching experience before being terminated from the program.

Students may choose to petition the Field Placement Coordinator for consideration to return to the credential program if a No Credit is issued. The Field Placement Coordinator along with faculty will consider information from all individuals involved and determine if the student will be allowed to repeat student teaching.

ATTENDANCE

If for any reason a student teacher has to be absent, is tardy, or needs to leave early he/she must contact the cooperating teacher, university supervisor, and school office at least one-half hour prior to the beginning of the school day. A student teacher must make up any days missed at the end of the student teaching experience. If a student teacher misses more than three days, one additional full week of student teaching must be completed. The student teacher is responsible for having lesson plans prepared for each absence.

SCHOOL CALENDARS

Very often public school calendars and university calendars do not match. Course grades and evaluations of student teaching experiences are due at the end of the university semester. Some public schools require that the student teacher remain until the end of the public school semester or until the end of the year, particularly during the spring semester. It is crucial that a student teacher understands and complies with these calendar differences and institutional variations. Student teachers observe the school district vacation holidays and **not** the university vacation and holidays during full-time student teaching. Do not assume the dates you will finish the semester, do not plan events or vacations without fully checking with the school and/or the Director of Field Placements. A copy of Ventura County schools' calendars is available on 'Blackboard'.

STATEMENT OF CONCERN

According to the Commission on Teacher Credentialing, candidates must attain competency in all areas of relevant content and communication as outlined in the standards. CSUCI has adopted procedures to ensure such competence. Should a candidate perform unsatisfactorily in coursework, field experiences or student teaching by failing to achieve one or more standards, she/he will receive no credit for that assignment. The candidate may be allowed additional field experience or student teaching based on circumstances and assessment of the candidate's potential for success. This decision is made in consultation with the Director of Field Placements, the Coordinator of the Multiple Subject Credential Program, the course instructor, university supervisor and the cooperating teacher.

INSURANCE

The California State University system provides worker's compensation insurance for student teachers while they are engaged in student teaching or other field-based education classes. Professional liability insurance coverage is not provided, but is available for students to purchase from a variety of insurance sources, one of which is the California Student Teachers Association (562-942-7979). Liability coverage is highly recommended but is not required for student teaching.

RECOMMENDATION FOR CREDENTIALING

Students completing a credential program at California State University Channel Islands must be recommended by the faculty for Preliminary Teaching Credential. The process of recommending students to the State of California involves asking all the faculty members who have taught in a particular cohort program to make a positive recommendation of each candidate for a credential. Any student who is not recommended for a credential will be notified in writing about the negative recommendation and the reasons for that negative recommendation.

Any student who is not recommended for a credential will be notified in writing about the negative recommendation and the reasons for that negative recommendation.

If difficulties are identified, faculty will meet to consider the nature of the problem, possible avenues of remediation, and procedures for notifying persons concerned. The Program Chair will inform the student in writing about the decisions and recommendations of the faculty team. The difficulties might be in academic work, interpersonal relationships, work with public school students in classroom settings, or due to other circumstances. The presumption is that this process will provide a student with timely information so that she or he may respond positively, and successfully complete the credential program. If progress is not satisfactory, the candidate should contact the Education Program Chair for additional assistance.

CLEARING THE PRELIMINARY TEACHING CREDENTIAL

The Preliminary Teaching Credential is converted to a Professional Teaching Credential after two years of proven successful teaching and satisfactory completion of a State designated professional development program. The California Commission on Teacher Credentialing in Sacramento controls this process. Further information on current requirements will be provided during a student teaching seminar and additional advice and updated information can be obtained from the Teacher Credential Advisor's Office.

STUDENT TEACHING AND FIELD PLACEMENT POLICIES

A Student Teacher is always a **GUEST** in the host school and is always under the immediate supervision of the cooperating teacher(s). Many schools encourage the student teacher to become an active member of the school faculty, assisting in activities and attending staff and parent-teacher meetings. Professional, ethical behavior is expected at all times.

FIELD EXPERIENCE SERIES

Please note: The Director of Field Placements arranges field placements for students.

EDMS 562

This field experience is to be taken by students who have any two or three of the following courses EDMS 522, 523, 526, 527 or 529. Students are participatory observers in classrooms. The main purpose of the school experience is to provide an opportunity for students to complete assignments from the observation and teaching methods course.

Assigned classroom time

1 day per week

2 units

EDMS 565

This field experience and student teaching placement is a full-time placement taken by students concurrently with EDMS 522, 526, 527.

Students are participatory observers in classrooms for the first 8 weeks of the term followed by 8 weeks of full time school assignment. Classes and course work is completed prior to the eight weeks of full time student teaching. This is also known as the Initial Student Teaching experience.

Assigned classroom time

8 weeks of 1 day a week O/P

3 supervisor's visits during the initial observation period

8 weeks of full time, 5 days a week, student teaching assignment

Supervisor's visits will be made weekly during the 8 weeks of full time student teaching.

7 units + 1 unit for EDMS 566 seminar

EDMS 575

This field experience and student teaching is to be taken by full-time students concurrently with EDMS 523, 529. Students are participatory observers in classrooms for the first 8 weeks of the term and full-time student teachers for the last 8 weeks. This is also known as the Advanced Student Teaching experience.

Assigned classroom time

8 weeks of 1 day per week O/P.

3 supervisor's visits during the initial observation period

8 weeks of full time, 5 days a week, student teaching assignment

Supervisor's visits will be made weekly during the 8 weeks of full time student teaching.

7 units + 1 unit for EDMS 576 seminar

Depending on the school's holiday schedule, dates for the student teaching field experience will vary to accommodate a sixteen-week semester schedule.

Overview of Field Placements

Full Time

EDMS	CSUCI Class Time	Time in School
565	4 days each week for 8 weeks	1 full day a week for weeks 2 - 8. 5 full days a week for the final eight weeks of first semester .
575	4 days each week for 8 weeks	1 full day a week for weeks 2 - 8. 5 full days a week for the final eight weeks of second semester .

Overview of Field Placements

Part Time

Credential candidates who take the part time route will meet with the faculty advisor to plan an individualized program that fits the candidates' schedules.

This overview will be completed at the advising/planning meeting.

EDMS	CSUCI Class Time	Time in School
562	Taken concurrently with two or three method classes i.e. EDMS 522, 523, 526, 527, 529	1 day a week for the semester
565		
575		

SUPERVISION - OBSERVATIONS AND EVALUATIONS

Full time students

Regularly throughout the eight-week participant observation period and during the eight-week full time student teaching the university supervisor will observe and evaluate the student teacher. A minimum of two informal evaluations and two formal evaluations will be conducted. Student teachers are required to have a formal lesson plan in CSUCI format for formal evaluations and an informal lesson plan for informal evaluations. Supervisors may request additional information be presented.

Part time students

Throughout the semester the university supervisor will observe and evaluate the student. A minimum of two informal evaluations and two formal evaluations will be conducted. Students are expected and required to have a formal lesson plan in CSUCI format for formal evaluations and an informal lesson plan for informal evaluations. Supervisors may request additional information be presented.

EVALUATION OF FIELD OBSERVATION

Both the cooperating teacher and university supervisor will evaluate the student observer's performance. The university supervisor will make at least TWO informal visits and TWO formal visits during the semester. The cooperating teacher will complete a midterm and final Evaluation Form (found in the Forms Section of the Handbook). All field experiences are for CR/NC.

EVALUATION OF STUDENT TEACHING

Both the cooperating teacher and university supervisor will evaluate student teacher performance each semester using a summative rubric. Students will be issued Credit or No Credit for student teaching. The University Supervisor and Cooperating Teacher are jointly responsible for the final grade. Written remediation plans will be provided for students who are deficient in various areas, and additional periodic evaluations may occur when necessary. (See *Statement of Concern* in the Forms Section of this Handbook.) Timesheets need to be kept for the observation/participation portion of your field experience. Please turn them into the Field Placement Coordinator at a seminar or in her mailbox, 1st floor BTW.

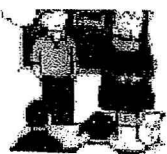
DETERMINING "READINESS" FOR FULL-TIME CANDIDATES

"Readiness" is a term used to describe a candidate's preparedness to continue on to a new phase of student teaching or the program in general. The following chart outlines the process for determining readiness for full-time students in the Multiple Subject Credential Program.

Position in Program	Measure	Progress on to...
1 st Semester—end of 8-week field experience	Recommendation to continue based on <i>Evaluation Of Professional Dispositions</i> by Cooperating Teacher	Eight-weeks of full time student teaching
1 st Semester—end of eight-weeks of full time student teaching	Midterm and Final Evaluations of Student Teachers and University Supervisors.	2 nd Semester course work and second 8-week field experience
End of 1 st semester	Faculty review of candidate's overall performance	2 nd Semester of coursework
2 nd Semester—end of eight-week field experience	Recommendation to continue based on <i>Evaluation Of Professional Dispositions</i> by Cooperating Teacher	Eight-week full time student teaching experience

2 nd Semester—end of eight-weeks of full time student teaching	Recommendation to continue based on <i>Evaluation Of Professional Despositions</i> by Cooperating Teacher.	Candidacy for a Multiple Subject Credential
Prior to end of 2 nd semester	Faculty review of candidate overall performance. Successful completion of RICA and CPR.	Recommendation sent to CCTC for Preliminary Multiple Subject Credential

“Readiness” of part-time students will be conducted in a similar manner using the field observation evaluation forms completed by the cooperating teacher and university supervisor.



EDMS 565 INITIAL STUDENT TEACHING
TIMELINE OF ACTIVITIES

8 weeks - Observation/Participation

8 weeks - Full-time Student Teaching Assignment

During the first semester field experience you (ST) will spend one day a week in your assigned classroom leading up to the eight weeks full-time (5 days per week) experience. During the first eight weeks you work with your Cooperating Teacher (CT), becoming acquainted with your class, your school, beginning to work with individual students, teach small groups and gradually taking on full class lessons, otherwise preparing yourself for full-time student teaching. The initial weeks of full time practice are for 'phasing into' the role of classroom teacher, taking increasing responsibility for all aspects of each child's total learning experience. In the final weeks you assume one full week of full responsibility for all classroom instruction and duties then phase out of the teaching role in the last week.

Week 1	<ul style="list-style-type: none"> • No Observation/Participation during the first week. • At EDMS 566 Seminar placements, expectations, requirements and protocols will be announced.
Week 2	<ul style="list-style-type: none"> • At assigned school, meet Cooperating Teacher (CT), principal, and university supervisor. • Share your course syllabi, class assignments with CT / CSUCI supervisor. You will need to notify your cooperating teacher of any assignment requirements that you need to meet. The CT can help facilitate these assignments. • Gather <i>info</i> on school, ie, maps, schedules, handbooks. Get to know your way around.
Weeks 3-8	<ul style="list-style-type: none"> • Be in classroom on assigned day, before class begins. • Observe and record class routines, record specifically what the teacher says and does. • Familiarize yourself with available school, district and community resources. • Assume one or more of the classroom routines. i.e. read a story, work with a small group, help with recess or playground duty. • Observe lessons noting the sequence and details in your journal. Try to fill in a CSUCI lesson plan by what you see your teacher modeling. • Confer regularly with CT to prepare for gradual assumption of teaching responsibilities. • Work with assigned individuals/small group. • CT will complete evaluation of Professional Dispositions to determine readiness for full time.
Prior to full time ST	<ul style="list-style-type: none"> • Make plans with CT for gradual assumption of language arts and math teaching responsibilities; decide topics/units and which full week you will teach all children, all subjects, all day.
Full-time ST Weeks 9-15	<ul style="list-style-type: none"> • Remember, work in classroom according to your CT's <i>contract hours</i>. Be available for various duties with CT, attend faculty/staff meetings, in-services, and participate in other appropriate professional activities that occur. • Gradually assume classroom routines, small groups, and large group instruction. • Confer regularly with CT regarding your performance, lesson plans, assessments and records of student progress, maintaining learning environment and other tasks as assigned. • <u>Mid-way through full-time student teaching</u>, your supervisor will arrange a <u>3 way conference</u> to review the mid-term evaluation that will be prepared by the student teacher, cooperating teacher and university supervisor. • Prepare to take full teaching responsibility for a <i>minimum</i> of one week of consecutive lessons and duties. This is the minimum requirement. • Communicate regularly with supervisor, maintain daily journal and all necessary documentation
Final Week 16	<ul style="list-style-type: none"> • Phase out of take-over and return instruction to cooperating teacher. (Optional) • Your supervisor will arrange for a <u>3-way exit interview</u> - ST/CT/ CSUCI supervisor. • CT will submit evaluation form. All three participants will sign off on the ST evaluations.



EDMS 575 ADVANCED STUDENT TEACHING
TIMELINE OF ACTIVITIES

8 weeks - Observation/Participation

8 weeks -Full-time Student Teaching Assignment

During the first eight weeks you work with your Cooperating Teacher (CT), becoming acquainted with your class and school, beginning to work with individual students, teach small groups and taking on full class lessons, otherwise preparing yourself for full-time student teaching. The initial weeks of full time practice are for 'phasing into' the role of classroom teacher, taking increasing responsibility for all aspects of each child's total learning experience. In the final weeks you assume two full week of full responsibility for all classroom instruction and duties then phase out of the teaching role.

Week 1	<ul style="list-style-type: none"> • In the first week you will not go to your O/P placement. • At EDMS 576 seminar, placements, expectations, requirements and protocols will be announced.
Week 2	<ul style="list-style-type: none"> • At assigned school, meet Cooperating Teacher (CT), principal, and university supervisor. • Share your course syllabi, class assignments with CT / CSUCI supervisor. You will need to notify your cooperating teacher of any assignment requirements that you need to meet. The CT can help facilitate these assignments. • Gather <i>info</i> on school, ie, maps, schedules, handbooks. Get to know your way around.
Weeks 3-8	<ul style="list-style-type: none"> • Be in classroom on assigned day, before class begins. • Observe and record class routines, record specifically what the teacher says and does. • Familiarize yourself with available school, district and community resources. • Assume one or more of the classroom routines. i.e. read a story, work with a small group, help with recess or playground duty. • Observe lessons noting the sequence and details in your journal. Try to fill in a CSUCI lesson plan by what you see your teacher modeling. • Confer regularly with CT to prepare for gradual assumption of teaching responsibilities. • Work with assigned individuals/small group. • CT will complete evaluation of Professional Dispositions to determine readiness for full time
Prior to full time ST	<ul style="list-style-type: none"> • Make plans with CT for assumption of full language arts and math teaching responsibilities; plan topics/units, decide which full weeks you will teach all children, all subjects, all day.
Weeks 9-15	<ul style="list-style-type: none"> • Remember, work in classroom according to your CTs <i>contract hours</i>. Be available for various duties with CT, attend faculty/staff meetings, in-services, and participate in other appropriate professional activities that occur. • Gradually assume classroom routines, small groups, and large group instruction. • Confer regularly with CT regarding your performance, lesson plans, assessments and records of student progress, maintaining learning environment and other tasks as assigned. • <u>Mid-way through full-time student teaching, your supervisor will arrange a 3 way conference to review the mid-term evaluation that will be prepared by the student teacher, cooperating teacher and university supervisor.</u> • Prepare to take full teaching responsibility for a <i>minimum</i> of one week of consecutive lessons and duties. This is the minimum requirement. • Communicate regularly with supervisor, maintain daily journal & all necessary documentation.
Final Week 16	<ul style="list-style-type: none"> • Phase out of the classroom teacher role, sharing teaching responsibility with your CT. • Meet with CT/supervisor to complete "<u>Summative Final Evaluation</u>". • Your supervisor will arrange for a 3-way exit interview - ST/CT/ CSUCI supervisor. • CT will submit competency form. All three participants will sign off on the ST summary.

Clinical Supervision Model*

The Clinical Supervision Model used at California State University Channel Islands is designed to:

- Create trust between the student teacher, cooperating teacher, and university supervisor
- Encourage the student teacher to analyze the lesson and student learning
- Encourage the student teacher to examine alternatives
- Encourage the student teacher to develop reflective skills

The stages of the Clinical Supervision Model are the readiness conference, the pre-observation conference, the observation, and the data analysis and post-observation conference.

Clinical Supervision Process

This process described below is a guide for supervisors to use during the different stages of supervising student teachers. While supervisors need not address all points under each area, or address these in the order listed here, this list provides a reminder of key elements of the model.

Week prior to the start of the semester or first week of the semester

- Establish contact with your student teacher to arrange readiness meeting and to give them information on how to contact you during the first Student Teacher Seminar.
- Establish contact with the cooperating teacher(s) during or prior to or during the first week of the semester.

Readiness conference (First Visit)

Discuss with the student teacher and cooperating teacher:

- How will the student teacher take over responsibility from the teacher?
- What classes will the student teacher take first, second, and what is the timeline?
- What schedule has been set up for the student teacher and cooperating teacher to meet daily for planning? Short term, long term?
- How often will the cooperating teacher observe the student teacher formally? Informally?
- What arrangements can be made to have the student teacher meet with special education teachers to (a) discuss accommodations that need to be made for any of the student teacher's students who have disabilities? (b) arrange for the student teacher to attend a staffing (if appropriate and possible)?
- How does the student teacher prefer to receive feedback? How does the cooperating teacher prefer to give it? Is there a middle ground?
- Are there any concerns about the calendar for either the student teacher or cooperating teacher?
- What questions or concerns do the student or cooperating teachers have of the university supervisor?
- What structure has the teacher set up for classroom management?
- What questions or concerns does the cooperating teacher have regarding evaluation of the student teacher?

- How can the university supervisor, cooperating teacher and student teacher be reached if needed? (Exchange home and school numbers, e-mail addresses)
- What concerns does the student teacher have (e.g. financial or personal stresses, teaching stresses)?
- What concerns does the cooperating teacher have?
- What concerns does the student teaching supervisor have?

Pre-Observation Conference

Note: If possible, the university supervisor should arrange to have the student teacher leave his/her journal, planning book, lesson plan for the lesson to be observed, and any other relevant materials accessible in the classroom. The supervisor can then arrive early and review these materials prior to the pre-observation conference in preparation for the conference and observation.

- Review student teacher's planning book
- Ask the student teacher for an update on his/her progress towards the goals set during the supervisor's previous visit and towards interim goals set by the student teacher and the cooperating teacher
- Review journal and discuss issues arising from this
- Review and discuss lesson plan for lesson to be observed
- Discuss the focus/foci of the observation and what data the student teacher would like the supervisor to gather.

Observation

- Collect descriptive data on the student teacher's lesson (guided by the discussion from the pre-observation conference).
- Limit the data collected and focus of observation to the areas agreed upon in the pre-observation conference unless something happens during the lesson that gives the supervisor cause for concern about the student teacher's meeting the minimum standards of performance expected at this stage of the student teaching experience. Important: If a student teacher is at risk of not passing student teaching, the supervisor should discontinue use of the clinical supervision model (of guiding the student teacher to reflect on his/her performance) and adopt a more directive approach that clearly identifies what the student teacher needs to do in order to succeed. If serious concerns exist, contact Jacki Gilmore immediately and complete a Statement of Concern.

Post Observation Conference

- Meet with the cooperating teacher for feedback on the student teacher's performance.
- Provide the student teacher with a copy of the data gathered during the observation
- Guide the student teacher in analyzing and reflecting on the data
- Provide feedback on the observation (as a follow up to having the student self-reflect)
- Guide the student teacher in setting goals to work on before the supervisor's next visit
- Discuss the student teacher's progress in the development of his/her portfolio and the next steps that need to be completed
- Review midpoint evaluation during the visit following the midpoint
- Check to see if the student teacher or cooperating teacher have any concerns

- If the student teacher is at risk of not passing student teaching and the supervisor has adopted a more directive approach to supervision, the supervisor should outline clearly in writing what the student teacher needs to do to be successful (Statement of Concern form). The supervisor should also discuss these concerns with the cooperating teacher and the coordinator of student teaching (Jacki Gilmore) so that additional support and guidance may be provided, if needed.
- It is not the role of the university supervisor to tell a student teacher that she/he should not become a teacher. The university supervisors role is to provide encouragement and support to the student teacher, identify areas where there are weaknesses or concerns and provide plans for improving the students performance. When serious concerns occur, contact Jacki Gilmore for further guidance about possible supports. This includes extending student teaching weeks, offering other student teaching sites, and any other changes to the student's placement. Some of these changes may incur financial responsibility on the part of the University, so it is critically important to have the Coordinator of Student Teaching involved.
- At the end of the post-conference the supervisor should provide the student teacher and the cooperating teacher with a copy of his/her notes taken during the different stages of the visit (pre-conference, observation, and post-conference). A copy of these notes must also be turned in by the supervisor to the Office of Field Experiences at the end of the term.
- If possible a joint meeting with the student teacher and cooperating teacher is always preferable but this is seldom available.
- At mid-term and final evaluation, the university supervisor should arrange a meeting with student teacher and cooperating teacher after school to review the evaluation of student performance.

Note this model was adapted from the Clinical Supervision Model used at the University of Minnesota Duluth, 2003.

TEACHERS' LEGAL RIGHTS AND RESPONSIBILITIES

A. Supervision of students

1. All certificated personnel at school act in parent role when supervising. They are responsible for students while students are under their care.
2. A teacher can only be held personally liable for injury to a student if the teacher acts beyond his/her scope of authority.
3. A teacher is not responsible for students before or after school; however, a teacher can be held negligent if a student is injured while wandering off campus during the school day. The district would be held liable for teacher negligence.
4. The Education Code specifies that teacher assistants are there to assist the teacher. The teacher is always primarily responsible; therefore, if the teacher leaves the classroom during class time, even with an aide still present, he/she is still held responsible if a student is injured during the absence.
5. A student teacher acting as a substitute for an absent teacher violates credential requirements of the Education Code. If a student teacher is put in such a position, he/she can not be held personally liable if something happens to a student. In such a case the district would be held liable.
6. Before giving medication that has been brought from home to a student, refer the student to the school nurse. If there is no school nurse on site, check with the principal before administering any medication.
7. A teacher should make every effort to be present during assigned playground supervision. If a student is injured while an assigned teacher is not present, it is a case of teacher negligence. The district would be held liable.
8. A teacher should avoid physically touching a child. When working with early elementary children and students engaged in sports activities, use appropriate discretion.
9. A teacher should never administer corporal punishment - it is against state law and clearly outside a teacher's scope of authority. A teacher could be held individually liable for injuries caused by administering corporal punishment.

B. Student discipline

1. Reprimands and detentions

- a) Do not deny a student some nutrition during recess or lunch even though he/she is on detention.
- b) Always make direct contact with a parent before administering any before or after school detentions.

2. Suspensions from class

a) The teacher has the right to suspend a student from class for the rest of the day and all of the following day. Grounds for class suspension may include the following:

- 1) disruption of the instructional program
- 2) continual willful disobedience
- 3) habitual profanity or vulgarity

b) The teacher must contact parents immediately after suspending a student and request a conference. The teacher should try to have a school counselor or psychologist in attendance at the conference.

c) When working with special education students, the teacher should always consult with the principal before suspending the student from class as special conditions apply to these students.

3. Suspensions and expulsions from school

a) A student may be suspended from school for any of the grounds listed above in 2a (suspension from class) if other means of discipline have not been successful.

b) A student may be suspended for possession of weapons, drugs or commission of violent acts.

c) Suspensions are frequently based on teacher recommendation.

d) Suspensions from school may only be made by the principal.

e) Expulsions may be done only on the recommendation of the principal and/or superintendent, or by action of the governing board.

4. Education Code 48900 delineates all grounds for suspensions and expulsions.

5. Education Code 48910 delineates all procedures a teacher must follow for suspensions and expulsions.

Education code Section 48900. Grounds for Suspension or Expulsion: Legislative Intent

A pupil shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has:

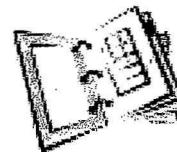
- (a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic Beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to cause damage to school property or private property.
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.

Roles and Responsibilities of University Supervisor



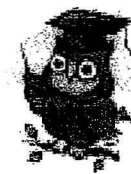
- During the first of the semester arrange a meeting time with cooperating teacher, student teacher and school administrator to review expectations of student teacher and school.
- Submit your assignment sheet to the Field Experience Coordinator.
- Attend and participate in facilitating student teaching seminars.
- Act as a liaison between student teachers, Cooperating Teachers, school administrators and CSUCI.
- Assure that each student teacher is clear about the requirements and responsibilities, as well as critical dates, for student teaching.
- Communicate with the Director of Field Placements to assure that all placements are appropriate.
- Arrange an observation schedule with the cooperating teacher and student teacher.
- Observe the student teacher the appropriate number of times. It may be necessary and beneficial to observe more than the required number of times. Provide a copy of your notes from each observation to the student teacher and cooperating teacher. See Clinical Supervision Model for details.
- Read and respond to the student teacher's journal during each classroom visit.
- Assure that the student teacher has completed all required assignments for student teaching. See student teacher checklist.
- Review student teacher's coursework and, if needed, assist the student teacher in finding resources in the field placement to complete the assignments.
- Facilitate the student teacher's assumption of classroom responsibilities.
- Conduct a both a midterm and final evaluation.
- Write a letter of recommendation for each of your student teachers if requested and if appropriate for you to do so.
- Submit your final evaluation, observation notes and grade sheet to the Field Experience Coordinator.

Roles and Responsibilities of Student Teachers



- ❑ *Always* be the professional: in dress, demeanor, and attitude. You may hear or see things in classrooms with which you do not agree, or you may learn confidential information about a student; keeping these issues confidential is essential.
- ❑ You should plan on arriving 15 minutes before class starts and leaving at lunch. No excuses.
- ❑ Be willing to go the extra mile. Offer to assist with bulletin boards, and take on duties. Become known as a problem-solver not a problem-maker.
- ❑ If you are experiencing any sort of difficulty in your placement, share this with your SUPERVISOR immediately. Your supervisor is there to serve as your advocate and liaison between you, the Cooperating Teacher, and the school site.
- ❑ Enjoy your field experience. It will be short time in the long range of your teaching career. Your student teaching experience is intended to give you the opportunity to practice the theories and instructional strategies you have learned in your coursework. Your supervisor and Cooperating Teacher are there to offer advice and suggestions and to counsel you throughout the semester.
- ❑ Be sure to provide Student Services and the Director of Student Teaching a current address and phone number where you can be reached in case of an emergency. Provide the Cooperating Teacher the Student Teaching Data Sheet.
- ❑ Once you are student teaching full-time, adhere to your Cooperating Teacher's contract hours. Be available to remain after school to plan, attend staff meetings, in-services, parent conferences, and other school functions.
- ❑ Be sure to advise your Cooperating Teacher if and when an absence becomes necessary. For extended absences lengthening your experience will be required.
- ❑ Keep up to date and accurate lesson plans in your lesson plan notebook. This folder should be available for the Cooperating Teacher and supervisor to see.
- ❑ Your university supervisor may issue an early warning if consistent and/or serious concerns arise. (Please refer to the Form Section of this handbook for procedure). This procedure will assist you in taking the necessary steps for improvement.
- ❑ Prior to the conclusion of student teaching, be prepared to participate in a three-way evaluation conference during the last week of your practicum placement. Your Cooperating Teacher and Supervisor will prepare a draft of your evaluation prior to that meeting.

Roles and Responsibilities of Cooperating Teachers



- Introduce student teacher to faculty and staff at school and acquaint him/her with the physical facilities of your school.
- Provide student teacher explicit directions regarding your expectations for performance, time allotment, materials and special activities.
- Develop a teaching and professional responsibilities schedule with the student teacher that allows him/her to gradually assume responsibilities.
- Provide the student teacher with a workspace in the classroom.
- Model good teaching techniques and methods, making explicit to the student teacher the reason for using the techniques you have chosen.
- Arrange a conference time for planning, evaluation and suggestions with the student teacher. Assist the student teacher in developing appropriate lesson plans based on specific goals, objectives and needs of the students in your program.
- Share ideas about lesson planning. Share IEPs and behavior plans with student teacher as appropriate.
- Review the student teacher's Checklist for Student Teaching and required assignments for university courses and assist the student teacher in finding the needed school resources to complete the assignments (i.e. permission slips from parents, access to students for instruction and/or assessment tasks, etc).
- Observe the student teacher, provide written or oral feedback as often as possible.
- Communicate regularly with University supervisor to assist in solving field-related challenges or individual needs.
- Invite student teacher to IEP meetings, parent conferences, family nights or other school related activities as appropriate.
- Provide the student teacher with opportunities to observe formal assessments.
- Allow student teacher to gradually take over teaching responsibilities for designated instructional areas according to initial or advanced placement status.
- Complete both the midterm and final evaluation for the student teacher.
- If appropriate, offer to write a letter of recommendation for your student teacher at the end of the semester.

CSUCI INFORMAL LESSON PLANNING FORMAT
Multiple Subject Teaching Credential

Name: _____ Date of Lesson: _____
Grade/Subject: _____ Lesson Topic/Title: _____

Purpose of Lesson:

Why are you teaching this lesson? How will the content and/or skills learned be useful to students? How does this lesson relate to the overall unit (Engage—Instruct/Interact—Extend)?

2-3 Learning Objectives:

What should each student (all diverse learners) be able to do as a result of this lesson? State the skills, concepts, and/or content that will be learned, rather than a task or product that will be completed. Be sure to use the TSWBAT phrasing.

Assessment Tools or Strategies:

How will you know if the students have met the learning objectives? Identify each assessment as diagnostic, formative, or summative and the performance indicators. Identify the assessment as formal or informal.

Materials Required:

List anything for the lesson that you would ordinarily not have available. (Assume the text, chalkboard, chalk, paper, etc.).

Brief Lesson overview & projected timeline for activities

List the major steps in the lesson and the estimated time you have allotted for the activities to be completed.

Brief reflection (to be completed following the lesson):

What was your impression of the lesson? Why? What worked? What would you do differently or pay more attention to next time?

Multiple Subject Teacher Credential Program

CSUCI FORMAL LESSON PLANNING FORMAT

Name: _____
Lesson Topic/Title: _____
TPEs addressed: _____

Date of Lesson: _____
Grade/Subject: _____

Purpose of Lesson:

Why are you teaching this lesson? How will the content and/or skills learned be useful to students? How does this lesson relate to the overall unit?

TPE's to be assessed: To what TPE(s) does this lesson relate? Be sure to describe what evidence you will have in an artifact form that this TPE has been met. Indicate in the lesson plan where this artifact will be created, produced and/or used.

Learning Objective(s):

What should each student (all diverse learners) be able to do as a result of this lesson? State the skills, concepts, and/or content that will be learned, rather than a task or product that will be completed. Be sure to use the TSWBAT phrasing.

Connected to Content Standards, ELD Standards, & Technology Standards:

To what standard(s) does this lesson relate in each of the three areas listed above? Be sure to number and write out the standard title.

Assessment Tools or Strategies:

How will you know if the students have met the learning objectives? Identify each assessment as diagnostic, formative, or summative and the performance indicators. Identify the assessment as formal or informal.

Materials Required:

List anything for the lesson that you would ordinarily not have in front of you. (text, chalkboard, chalk, paper, etc. can be assumed).

Classroom Organization:

How will the children be organized for and engaged during this lesson? Be sure to address instructional and task oriented activities.

Instructional Sequence:

Introduction/Anticipatory Set: How will you capture each student's attention? How will you incorporate a review of previous learning and/or create an interest in new learning?

Detailed Instructional Procedures: Outline the lesson (both content and methodology) in the order you expect to follow. When applicable, include the following:

- What information will the students need in order to complete the objectives? This would include any directions needed. (will probably occur throughout the lesson).
- How will you transition between learning activities?
- What will the students be doing during the lesson? Will they be working in groups or alone? Will they be working with manipulatives?

- Will you or a student provide a verbal, visual, or etc. example of the product or process?
- How will you check for understanding? Include questions that will be asked throughout the lesson and desired responses (if appropriate).
- How in your lesson have you provided access to learning for diverse learners?

Closure: How will closure be brought to the lesson? How will students summarize their learning? Will there be follow-up home activities required?

Self Assessment:

What went particularly well during this lesson? If you were to teach this lesson again what would you change and why? Based upon the results of the lesson assessments what will be your next instructional steps.

Sources Cited: What resources (text, article or person) did you use when making this plan?

Considerations for English Learners

- Content or language lesson or combination
- Level/s of English language proficiency of your students (consider whether or not you will group homogeneously, heterogeneously, or go back and forth, given the needs of your students, and the lesson itself).
- Consider how you can accommodate the varying levels of English proficiency.

Planning Instruction for English Learners

1. Identify key concepts
2. Identify key vocabulary
3. Design supplementary materials (including visuals and manipulatives) and organize activities to increase classroom discourse and comprehensible input
4. SDAIE methods to be used in teaching a lesson (e.g., oral discussion, brainstorming, mapping and clustering of concepts, think-pair-share)
5. Identify areas for pre-teaching or pre-reading

**CSUCI
Fall 2006**

STUDENT TEACHING GRADE SHEET

University Supervisor Name: _____

Please be sure to list names of ALL student teachers you were assigned for this semester, including those who have dropped either before or after the midterm evaluation.

Mail to: Field Placement Office
 Jacki Gilmore
 California State University Channel Islands
 One University Way Bell Tower West 1169
 Camarillo, CA 93012-8584

These must be listed in alphabetical order:

Student Teacher (Last Name, First Name)	Grade Earned in Student Teaching (CR: Credit, NC: No Credit, IN: Incomplete, W: Withdraw)
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

CSUCI
Spring 2007

STUDENT TEACHING GRADE SHEET

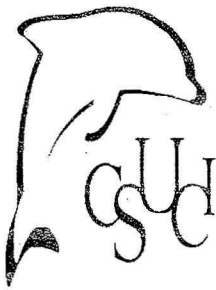
University Supervisor Name: _____

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1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	



CALIFORNIA STATE UNIVERSITY
CHANNEL ISLANDS

DATA SHEET

Student Teacher	
Contact phone / email	
Address	
Cohort name/number	
Cooperating Teacher	
Contact phone / email	
CSUCI Supervisor	
Contact phone / email	
School	
Address	
Phone number	
Grade level	
Classroom number/name	
Classroom phone number	
Best way to be contacted in case of an emergency:	

- Please collect the information from your cooperating teacher and your supervisor when you first meet with each of them.
- Make two copies of this sheet and give one to your cooperating teacher and one to your supervisor.



Emergency Information Form

Student Teacher: _____

Cooperating Teacher: _____

School: _____

This form should be completed by the student teacher and 2 copies made.

- 1 copy** to be retained in student teaching file / planning book*.
- 1 copy** to be given to the school secretary / health or nurse's office.
- 1 copy** to be given to the university supervisor.

*Please make the cooperating teacher aware of the form and where it is retained.

In case of an emergency in which the student teacher requires special and/or medical attention, the student teacher would like the following person(s) contacted immediately:

Doctor: _____ **Phone #:** _____

1. _____ **Phone #:** _____ **Relationship:** _____

2. _____ **Phone #:** _____ **Relationship:** _____

3. _____ **Phone #:** _____ **Relationship:** _____

Special medical condition or allergy that needs to be know:

Additional directions / comments:

Signature: _____ **Printed name:** _____

Date: _____

MULTIPLE SUBJECTS TEACHING CREDENTIAL PROGRAM



WEEKLY TIME REPORT

Name: _____

Grades and Subjects: _____

Report for the Week Ending: _____

Week of:	TEACHING ACTIVITIES

I believe the above report to be substantially correct.

Signature of Student Teacher

TOTAL: _____ Hours _____ Min.

Signature of Cooperating Teacher

California State University Channel Islands

Field Experience Time Report

(Use this form to document work for EDUC 521 and EDMS 562. Page 2 must be signed.

Make a copy for your records & submit to Field Placement Office: BTW 1169.

Minimum of 14 Observations are required

Name: _____ Term _____

Grade and Subjects _____

School _____ School District _____

Cooperating Teacher _____

Date/Time in/Time out	What I did in class today

I believe the above report to be substantially correct.

Total _____ Hours

Signature of Candidate

Signature of Cooperating Teacher

Multiple Subject Teacher Credential Program
EVALUATION OF PROFESSIONAL DISPOSITIONS

Candidate's Name _____ Date: _____
 Grade / Name of School _____

RATING SCALE: 4 = All of the time 1 = None of the time
 3 = Most of the time N/O= Not Observed
 2 = On occasion

DIRECTIONS:

Using the scale above, circle the appropriate number for each of the professional qualities listed. During the observation participation or student teaching experience the candidate was:

						<u>Comments</u>
1.	punctual and dependable	4	3	2	1	N/O
2.	professional in appearance and manner	4	3	2	1	N/O
3.	enthusiastic about teaching and the students	4	3	2	1	N/O
4.	establishing rapport with all students	4	3	2	1	N/O
5.	willing to take initiative	4	3	2	1	N/O
6.	showing resourcefulness	4	3	2	1	N/O
7.	communicating clearly and effectively	4	3	2	1	N/O
8.	self-confident	4	3	2	1	N/O
9.	using sound judgment	4	3	2	1	N/O
10.	accepting feedback and suggestions	4	3	2	1	N/O
11.	working cooperatively with others	4	3	2	1	N/O
12.	demonstrating a willingness to take advantage of self-improvement opportunities	4	3	2	1	N/O

Please add additional comments on the back of this form

This evaluation was completed by: _____
 (Cooperating Teacher's Signature)

on ____ / ____ / ____ (Date)

This evaluation was discussed with the candidate _____
 (Candidate's Signature)

California State University Channel Islands
Multiple Subjects Teacher Credential Program



Student Teaching Evaluation Submitted by Cooperating Teacher CSUCI Supervisor
 Midterm Final EDMS 565 EDMS 575

<i>Student Teacher:</i> _____	<i>Date:</i> _____
<i>Cooperating Teacher:</i> _____	<i>CSUCI Supervisor:</i> _____
<i>School:</i> _____	<i>Grade / level:</i> _____

Please evaluate if the student teacher meets the criterion described by using the appraisal scale that follows. In the "explanations/ suggestions" section,, comment on areas which you consider the student excels or needs improvement.

Appraisal Scale: 4 Noteworthy evidence 1 No evidence
 3 Considerable evidence N/Y/O Not Yet Observed
 2 Some evidence

A: Making Subject matter Comprehensible to Students

TPE 1: Specific pedagogical skills for subject matter instruction	N	1	2	3	4
Plan demonstrates knowledge of State-adopted content and pedagogic standards					
Teaching performance demonstrates ability to appropriately teach State-adopted content standards to meet all students' needs					
Teaching method/strategy appropriate to subject matter presented					

Explanations/Suggestions:

B: Assessing Student Learning

TPE 2: Monitoring student learning during instruction	N	1	2	3	4
Uses formative assessment techniques to determine student progress toward achieving State-adopted content standards					
Assessment is consistent with objectives and purpose of lesson					
Uses multiple, varied and appropriate techniques to check for understanding					
Responds to all students' needs during instructional time					
Involves all students in the learning activities					
Develops and maintains a functional record keeping system of students' progress (including anecdotal records when warranted)					
TPE 3: Interpretation and use of assessments					
Makes use of prior assessment data in planning instruction					
Gives students feedback on assessments and assignments					
Plans reflect assessment of English language development levels					

Explanations/Suggestions:

C: Engaging and Supporting Students in Learning

TPE 4: Making content accessible	N	1	2	3	4
Uses a variety of teaching methodologies					
Speaks clearly and audibly with adequate inflection					
Develops content, concepts, and/or skills fully to help all students make connections between prior and present learning and across subject areas					
Provides differentiated instruction and tasks					
Provides access to content for students with special needs					
TPE 5: Student Engagement					
All students are meaningfully engaged, active, interested in and challenged by the lesson					
Facilitates understanding by varied / appropriate questioning					
Ensures active and equitable participation from all students					
TPE 6: Developmentally appropriate teaching practices					
Sequence of all detailed instructional procedures is logical					
Chosen instructional methods effectively facilitate mastery of all objectives by all students					
TPE 7: Teaching English learners					
Provides access for English language learners					
Differentiates instruction and tasks to meet ELL needs					
Applies SDAIE strategies					

Explanations/Suggestions:

D: Planning Instruction and Designing Learning Experiences for Students

TPE 8: Learning about students	N	1	2	3	4
Planning shows awareness of students' interests / ideas					
Effectively assesses the needs and abilities of all students					
Takes account of students' prior knowledge, skills and understandings					
Demonstrates understanding of the specific needs and abilities of all students					
TPE 9: Instructional planning					
Keeps a thorough planning book					
Presents written plan in advance of lesson					
Objectives connect to State content standards					
Effectively selects and utilizes varied instructional media					
Plans for the involvement of all students in the lesson					

Explanations/Suggestions:

E: Creating and Maintaining an Effective Environment for Student Learning

TPE 10: Instructional time	N	1	2	3	4
Lesson opens with an engaging introduction					
Makes students aware of the objective of the lesson					
Involves all students throughout the lesson					
Maintains focus throughout lessons					
Lesson is well paced					
Ensures students are clear about the learning tasks					
Time on task for all students is maximized					
Lesson is drawn to an appropriate close					
TPE 11: Social Environment					
Relates well to all students					
Maintains a positive classroom climate					
Facilitates student cooperation and collaboration					
Models and demands students' respect each other's differences, including ability, gender, cultural and ethnic					
Consistently states and enforces clear behavior standards					
Uses appropriate verbal and non-verbal management strategies					
Interacts and relates well with school community adults					

Explanations/Suggestions:

F: Developing as a Professional Educator

TPE 12: Professional, legal and ethical obligations	N	1	2	3	4
Attends and completes the regular contracted school days					
Is dependable and reliable					
Assists with any yard, recess and extra-curricula duties					
Dresses appropriately and is well groomed					
Conduct is professional at all times					
TPE 13: Professional growth					
Exhibits enthusiasm and interest in teaching					
Displays initiative					
Establishes and maintains rapport with CT and supervisor					
Discusses plans and incorporates proposed changes					
Seeks professional advice and strives to utilize ideas					
Accepts constructive criticism and implements suggestions					
Seeks to resolve problems/issues in a direct, diplomatic and forthright manner					
Is involved in school's additional professional activities (e.g. staff meetings, in-services, whole school events etc)					

Explanations/Suggestions:

Bilingual Classroom Experience	Semester
Student taught in classroom where Primary Instruction in a 2 nd language was provided	1 st <input type="checkbox"/> 2 nd <input type="checkbox"/>
Children with Special Needs in Class	Yes <input type="checkbox"/> No <input type="checkbox"/>

Overall comments or additional remarks (please attach an additional page if needed):

IS STUDENT RECOMMENDED FOR MOVING TO NEXT PHASE OF STUDENT TEACHING?

YES _____

NO _____

SIGNATURES: _____

Cooperating Teacher

CSUCI Supervisor

This evaluation has been reviewed by the Student Teacher:

Student Teacher

Overall comments or remarks from student teacher (please attach an additional page if needed):

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
EDUCATION PROGRAM

**BEGINNING OF SCHOOL/END OF SCHOOL YEAR EXPERIENCE
DOCUMENTATION FORM**

Student Teacher Name: _____

Cooperating Teacher Name: _____

School/District: _____ Grade Level: _____

Date of Experience: _____

The California Commission on Teacher Credentialing requires candidates to have a beginning of school and end of school year experience in K-12 classrooms. The end of school experience must occur within the last two weeks of the K-12 school year.

Please check the appropriate boxes:

Beginning of School Experience

First Semester Student Teaching

End of School Experience

Second Semester Student Teaching

Please briefly describe the activities you observed and/or participated in during the beginning or end of school experience:

Signature of Cooperating Teacher

Signature of Student Teacher



STATEMENT OF CONCERN

DETERMINATION OF CANDIDATE COMPETENCE

According to the Commission on Teacher Credentialing, candidates must attain competency in all areas of relevant content and communication outlined in the standards. CSUCI has adopted procedures to ensure such competence. Should a candidate perform unsatisfactorily in coursework, field experiences, or student teaching by failing to achieve one or more standards, she/he will receive no credit for that assignment. The candidate may be allowed an additional field experience or student teaching based on the circumstances and the assessment of the candidate's potential for success. This decision is made in consultation with the Director of Field Placements, the Coordinator of the Multiple Subject Credential Program, the course instructor or university supervisor and the cooperating teacher.

PROCESS FOR STATEMENT OF CONCERN

1. When an instructor, cooperating teacher, or university supervisor identifies a candidate as having difficulty in some area they should discuss the issues with each other (if applicable) and the student teacher.
2. In the case of field placement issues, if there is not sufficient change in the candidate's work, then the university supervisor shall arrange for another field supervisor to observe the student. If sufficient reason for concern is present, then the supervisors, cooperating teacher and student teacher shall complete a *Statement of Concern and Plan of Action* form. In the case of coursework, if there is not sufficient change in the candidate's performance then the instructor shall complete the required form.
3. The form details the steps that the candidate will take to address the issues outlined. This creates a "plan of action."
4. The student, instructor or cooperating teacher and/or supervisor(s) and Program Coordinator sign the form. If the Program Coordinator is the instructor or supervisor then the Education Programs Chair will sign.
5. The student receives the original, a copy of the signed form is maintained in the Education Programs office and a copy maintained in the student's advising file.

The above process will be followed unless a more serious situation occurs that necessitates a candidate's removal from the school site. At this time a meeting of the candidate and the responsible parties (principal, cooperating teacher, university supervisor) with the Program Coordinator and Director of Field Placements is required. Written statements from the cooperating teacher and/or the principal are needed to document the behavior(s) of concern.

It is crucial that all university supervisors follow this procedure as soon as a significant concern arises so that we may insure quality and integrity in the Multiple Subject Credential Program.



STATEMENT OF CONCERN

**California State University Channel Islands
Multiple Subject Teacher Credential Program**

Student Name _____ Term _____

Level: EDMS 521 EDMS 562 EDMS 565 EDMS 575 or Course: _____

Statement of Concern Submitted by: _____

- Instructor
- Cooperating Teacher
- University Supervisor
- Other

Please list the concerns you have about this student.

Plan of Action

Goals of the plan in terms of what the student needs to do

Plan

Student Signature Date _____

Instructor/Supervisor/Cooperating Teacher Signature Date _____

Program Coordinator/Director of Field Placements Signature Date _____

Education Programs Chair Signature Date _____



COOPERATING TEACHER'S STATEMENT OF CONCERN

In an effort to maintain quality standards, please answer the following questions. In doing so, we are attempting to identify students who may be at risk and will need added attention in the coming weeks.

1. Please list any concerns you have about your student teacher.

2. If you were to grade this student today, would it be ___ credit or ___ no credit?

3. If you would identify this teacher as someone who you would grade with a no credit. Do you see in the weeks remaining that this student would be able to redeem enough to receive a passing grade?

Additional comments:

Cooperating Signature: _____ Date: _____



INTERN TEACHING PERFORMANCE EVALUATION AND RECOMMENDATION

TO BE COMPLETED BY CANDIDATE

Name: _____ Soc. Sec. # _____

District of intern employment: _____

School Name: _____ Phone: () _____

Grades that you are teaching: _____ Track: Regular or Year-Round

For Single Subject, teaching field (circle one): English Math Science

For Education Specialist (circle one): MM MS

TO BE COMPLETED BY SCHOOL PRINCIPAL

California State University Channel Islands requires interns to complete two semesters of student teaching; one in their own classroom and a second one in a different grade or program level during the summer. After the first semester of student teaching, if an intern can demonstrate that they have met the standards for teaching in their credential area, then they can do both supervised teaching assignments in their classroom. Please sign either A or B below. Both the University Supervisor and the Principal must agree.

A. I have observed the candidate named above and evaluated their teaching on the teacher performance expectations. The candidate has sufficient skills to do the second placement in their classroom.

Name Please print Contact information
Signature of Principal Date

B. I have observed the candidate named above and the candidate needs to improve performance in the following areas. A plan for completion of these areas will be discussed with Field Experience Coordinator.

Name Please print Contact information
Signature of Principal Date

TO BE COMPLETED BY UNIVERSITY SUPERVISOR

A. I have observed the candidate named above and evaluated their teaching on the teacher performance expectations. The candidate has sufficient skills to do the second placement in their classroom.

Signature of University Supervisor Date

B. I have observed the candidate named above and the candidate needs to improve performance in the following areas. A plan for completion of these areas will be discussed with Field Experience Coordinator.

Signature of University Supervisor Date

Travel Expense Claim Instructions for Student Teacher Supervisors

1. Fill in the total number of pages at the top. Fill in your name, social security number, residence address, telephone number, city, state, and zip code.
2. Fill in the month/year in (1).
3. Fill in the date and time in (2).
4. Fill in the school you traveled to on that date in (3).
5. In (D) Private Car Use: under Miles put the total number of miles you traveled **round trip** from your home or CSUCI (whichever is closest to that particular school). Under Amount put the total amount owed to you for that trip* (total round trip miles x \$.405).
6. In (9) Total Expenses For Day: put the total* again.
7. On the Subtotals line (10) put the subtotals of both columns in (D) and the subtotal of (9).
8. In CLAIM TOTAL put grand total. If your claim is more than one page long, only put the grand total on the last page. Draw a line through this box on the first page(s).
9. Be sure to put your Private Vehicle License Number in (13).
10. Sign and date the form.
11. Submit it to Socheat Seng in BTW1 #1169 place in mailbox located in BTW 1st floor.

DO NOT INCLUDE ANY CSUN MILEAGE IN YOUR CSUCI CLAIM.

TRAVELER'S NAME		DEPARTMENT	DIVISION	PHONE EXTENSION
TION		Education-745	Academic Affairs	
Student Teacher Supervisor		VENDOR ID	FORM COMPLETED BY:	EXTENSION
RESIDENCE ADDRESS		CITY / STATE / ZIP CODE	DELIVERY OPTIONS	PO # (if used)
HEADQUARTERS ADDRESS		CITY / STATE / ZIP CODE	SELECT ONE: MAIL CHECK <input checked="" type="checkbox"/>	
One University Dr		Camarillo, CA 93012	Pickup Check <input type="checkbox"/>	FINALIZE PO? <input type="checkbox"/> YES <input type="checkbox"/> NO

(2) DATE	TIME	(3) LOCATION WHERE EXPENSES WERE INCURRED	(4) LODGING	(5) MEALS			(6) INCIDENTALS	(7) TRANSPORTATION				(8) BUSINESS EXPENSE	(9) TOTAL EXPENSES FOR DAY	
				BREAK FAST	LUNCH	LT, NC RELO, OR DINNER		(A) COST OF TRANS.	(B) TYPE USED	(C) CARFARE TOLLS PARKING	(D) PRIVATE CAR USE			
(1) MONTH / YEAR														
(4) JBTOTAL														
LESS AMOUNT PAID BY CSUCI:														
(Input as Negative)														
		AIRFARE				REGISTRATION				OTHER				
CLAIM TOTAL (AMOUNT DUE EMPLOYEE)												\$		

(11) PURPOSE OF TRIP, REMARKS, AND DETAILS: ATTACH ORIGINAL RECEIPTS TO 8 1/2 BY 11 PAPER AND SUBMIT WITH CLAIM Student Teacher Supervisor-mileage to supervising school(s).										(12) NORMAL WORK HOURS M-F, 8am-5pm			
										(13) PRIVATE VEHICLE LICENSE			
										(14) MILEAGE RATE CLAIMED 0.405 (if different see instructions)			

Source of Funding: (Please verify funding strip before submitting to AP)

Amount	Account	Fund	DeptID	Program	Class	Project/Grant
	606001	GD205	745	00000	00000	00000
Total Amount						

(15) I HEREBY CERTIFY that the above is a true statement of the travel expenses incurred by me in accordance with CSU Policy and Procedures, HR 2001-02. If a privately owned vehicle was used, and if mileage rates exceed the minimum rate, I certify that the cost of operating the vehicle was equal to or greater than the rate claimed, and that I have met the requirements as prescribed by SAM Sections 0750, 0751, 0753, and 0754 pertaining to vehicle safety and seat belt usage.

CLAIMANT'S SIGNATURE	DATE	SUPERVISOR	DATE

FOR ACCOUNTING USE ONLY

Advance Voucher ID		
Voucher ID		
Voucher ID		

INSTRUCTIONS

Expense accounts are to be submitted at least once a month and not more often than twice a month, except where the amount claimed is less than \$10, the claim need not be submitted until it exceeds \$10 or until June 30, whichever occurs first. Requests for reimbursement of out-of-state travel expenses must be claimed separately. Requests for reimbursement of travel expenses which are incurred in different fiscal years must be claimed separately. Vouchers which are required in support of various expenses must be arranged in chronological order and attached to the claim. Each voucher must show the date, cost, and nature of the expense. Original signed Travel Request, event agenda and literature must also be attached. Please consider using Petty Cash for requests \$50.00 or under.

MULTIPLE PAGES-If your claim is more than one page, indicate page number and total number of pages. DO NOT total each page. Use subtotals and enter the total amount of the claim on the last page of the claim in the space for "TOTALS" and "CLAIM TOTAL". If using the electronic travel claim form, the form will subtotal each page, on the last page of the claim, calculate and enter the "CLAIM TOTAL" to the right of the "CLAIM TOTAL (AMOUNT DUE EMPLOYEE)" description.

Travel Claim Header Information

Headquarters will be established for each employee and shall be defined as the place where the employee spends the largest portion of regular work days or working time, or the place to which the employee returns on completion of special assignments, or as the Chancellor's office when define in special situations.

COLUMN ENTRIES

- (1) MONTH/YEAR-Enter numerical designation of month and last two digits of the year in which the first expense shown on the form were incurred.
- (2) DATE/TIME-Enter date and time of departure on the appropriate line using twenty-four hour clock (example: 1700 = 5:00pm). Show time of departure on date of departure, show time of return on the date of return. If departure and return are on the same date, enter departure time above and return time below on the same line. Where the first date shown is a continuation of trip, enter "Continuing" above that date, and where a trip is "continuing" after the last date.
- (3) LOCATIONS WHERE EXPENSES WERE INCURRED-Enter the name of the city, town, or location where expenses were incurred. Abbreviations may be used.
- (4) LODGING-Enter the actual cost of the lodging. An original, itemized hotel receipt is required.
- (5) MEALS-Enter the actual cost of each meal not to exceed the maximum amount for each meal as authorized by CSU Policy and Procedures, HR 96-11. Dinner column is to be used to claim dinner on regular travel, long-term, noncommercial and relocation daily meal expenses. Per CSU policy, lunch is not provided for travel 24 hours or less.
- (6) BUSINESS RELATED MEAL-Enter the actual cost of the meal not to exceed the maximum amount authorized by CSU Policy and Procedures, HR 2001-02.
- (7) TRANSPORTATION-Purchase the least expensive round-trip or special rate tickets available. If you travel between the same points without using round-trip tickets, an explanation should be given.
 - (A) COST OF TRANSPORTATION-Enter the cost of cash purchase of transportation. Show how transportation was obtained if fare was not purchased for cash. Use "CC" for credit card and "C" for cash. If transportation was paid by the State, enter method of payment as follows: Use "SCC" for State credit card, "TO" for ticket order or "BSA" for billed to State agency. Attach all passenger coupons, itinerary and ticket order stubs including the unused portion of tickets, other credit documents or premiums, where credits or refunds are due to the State.
 - (B) TYPE OF TRANSPORTATION USED-Enter method of transportation used. Use "R" for railway, "B" for bus, airporter, light rail, or Bart. "A" for scheduled commercial airline, "RA" for rental aircraft, "DA" for department-owned aircraft, "PA" privately owned aircraft, "PC" for privately owned car, truck or other privately owned vehicles, "SV" for especially equipped vehicle for the handicapped, "SC" for State vehicles, "RC" for rental vehicles. "T" for taxi, and "B" for bicycle. Supervisors shall not authorize the use of motorcycles on official State business, and no reimbursement will be allowed for motorcycles.
- (8) BUSINESS EXPENSE-Claims for phone calls must include the place and party called. If charge for telephone or fax exceeds \$5.00, support by vouchers or other evidence. Emergency purchases of equipment, clothing, or supplies, travel expenses of inmates, wards, or patients of institutions, and all other charges in excess of \$1.00 require receipts and an explanation.
- (9) ENTER TOTAL EXPENSES FOR DAY (if not automatically calculated)
- (10) ENTER SUBTOTALS OR TOTALS (if not automatically calculated)
- (11) PURPOSE OR TRIP, REMARKS, OR DETAILS-Explain need for travel and any unusual expenses. Enter detail or explanation of items in other columns, if necessary. Vouchers must be provided for any miscellaneous item of expense. A brief statement of the purpose or objective of the trip must be entered in box 11 for each trip. If the claim is for several trips for the same purpose or objective, one statement will suffice for those trips. Please refrain from using acronyms.
- (12) NORMAL WORKHOURS-Enter your beginning and ending normal work hours using twenty-four-hour clock (example: 0800 = 8:00am)
- (13) PRIVATE VEHICLE LICENSE NUMBER-Enter license number of the privately owned vehicle used on official State business. To claim reimbursement, you must have met the requirements as outlined in CSU Policy and Procedures, HR 2001-02 pertaining to operator requirements, vehicle safety, seat belt usage and authorization.
- (14) MILEAGE RATE CLAIMED-Enter the rate of reimbursement being claimed for private vehicle use.
- (15) CLAIMANT'S CERTIFICATION AND SIGNATURE-Your signature certifies that expenses claimed were actually incurred and that the cost of operating a vehicle is at or above the rate claimed.
- (16) SIGNATURE OF OFFICER APPROVING PAYMENT-Certifies and authorizes travel; approves expenses as incurred on State business.
- (17) SIGNATURE OF AUTHORITY FOR SPECIAL EXPENSES-When a claim for conference or convention expense is included, or when reimbursement expense exceeds \$25.00 or when reimbursement for Bar dues or license fees is included, the signature of the approving officer is required, either on a separate document attached to this claim or by signature in this block.

*PRIVACY STATEMENT

The information Practices Act of 1977 (Civil Code Section 1798.17) and the Federal Privacy Act (Public Law 93-579) require that the following notice be provided when collecting personal information from individuals.

AGENCY NAME: Appointing powers and the State Controller's Office (SCO).

UNITS RESPONSIBLE FOR MAINTENANCE: The accounting office within each appointing power and the Audits Division, SCO, 3301 C Street, Room 404, Sacramento, CA 95816.

AUTHORITY: The reimbursement of travel expenses is governed by CSU Policy and Procedures, HR 2001-02. These Policies and Procedures allow CSU to establish rules and regulations which define the amount, time, and place that expenses and allowances may be paid to representatives of the State while on State business.

PURPOSE: The information you finish will allow the above-named agencies to reimburse you for expenses you incur while on official State business.

OTHER INFORMATION: While your home address is voluntary information under Civil Code Section 1798.17, the absence of this information may cause payment of your claim to be delayed or rejected. You should contact your department's Accounting Office to determine the necessity for this information.

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

Education Program

One University Drive
Camarillo, CA 93012
805-437-8594

Academic Year, 2005-2006

Dear Parents:

I am a California State University Channel Islands student enrolled in the Teaching Credential Program, preparing to be a teacher. A requirement of the program is that I observe and record children, teachers, and other school personnel in their daily school activities.

I would like to request your permission to observe and record your child during his/her daily school activities. Observations could be in the classroom, at an I.E.P. or at a parent conference (if applicable). Recordings would be of classroom activities only and could include photographs and/or video or tape recordings. If you would permit me to do this, all the information collected or recorded will be kept confidential. The information will only be shared with your child's teacher and my California State University Channel Islands' professors. Any papers that I turn in to the University will not include your child's name or any other identifying information such as name, address, etc. If you would like further information, please contact your child's teacher or Dr. Joan Karp at (805) 437-8871.

Thank you for your interest in helping me develop my skills in working with children, families, and professionals. If you give your permission to allow me to observe or record your child, please sign below and return this letter to your child's teacher.

Sincerely,

Yes, I give permission for _____ to be observed in the classroom.

child's name

Yes, I give permission for _____'s parent conference be observed.

child's name

Yes, I give permission for _____ I.E.P. meeting to be observed.

child's name

Yes, I give permission for _____ to be video/ audio-taped.

child's name

No, I do not give permission for _____ to be observed or recorded.

child's name

Parent signature Date

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

Programa de Educación

One University Drive
Camarillo, CA 93012
805-437-8594

Año Académico, 2005-2006

Estimados Padres:

Soy estudiante de la Universidad Estatal de California en Channel Islands en el Programa de Educación para Maestros. Es requisito del programa que observe y grabe a los niños, maestros y otros trabajadores de la escuela en sus actividades escolares diarias.

Me gustaría pedir su permiso para observar y grabar a su niño/a durante sus actividades escolares. Las observaciones pueden tomar lugar en la clase, en los I.E.P. (Programas Individuales de Educación) o en una reunión con los padres (si se aplica). Las grabaciones serían sólamante de las actividades de clase y pueden incluir fotografías y/o grabaciones de video o de audio. Si me diera permiso para hacer eso, toda la información recogida o grabada se mantendrá confidencial. La información sólo se compartirá con el/la maestro/a del niño/a y mis profesores de la Universidad Estatal de California en Channel Islands. Cualquier tarea que entregue a la universidad no incluirá el nombre de el/la niño/a ni ninguna otra información identificativa como su nombre, dirección, etc. Si quisiera recibir más información, por favor, póngase en contacto con el/la maestro/a de su niño/a o con Dr. Joan Karp en el número de teléfono (805) 437-8871.

Muchas gracias por su interés en ayudarme a desarrollar mis habilidades para trabajar con niños, familias y profesionales. Si me da su permiso para poder observar a su niño/a, por favor firme abajo y devuelva esta carta a el/la maestro/a de su niño/a.

Atentamente,

Sí, doy permiso para que se observe en la clase a _____
Nombre de el/la niño/a

Sí, doy permiso para que se observe la reunión de padres de _____
Nombre de el/la niño/a

Sí, doy permiso para que se observe la reunión de I.E.P. de _____
Nombre de el/la niño/a

Sí, doy permiso para que graben en video/audio a _____
Nombre de el/la niño/a

No, no doy permiso para que se observe o grabe a _____
Nombre de el/la niño/a

Firma del padre/madre Fecha