



MULTIPLE SUBJECT STUDENT TEACHING
STUDENT TEACHER HANDBOOK

EDMS 565/566 & 575/576

2008 - 2009

Dear Multiple Subject Teacher Credential Candidates:



Welcome to your field experience. We hope that the field experiences that you are about to begin are valuable and productive for you in this next stage of your professional development and training. Some of the finest schools in the Ventura County area have been selected for you to observe in, being careful that you would have an opportunity to see the diversity of our student population. Remember that you are a guest and must fit in with the culture and schedule of both the school and the classroom to which you are assigned.

The multiple subject credential program at CSUCI places great value on selecting the most desirable settings for student teaching placements. We identify schools that understand and accept the University's vision statement and our specific needs as a program. Schools are selected in every instance where linguistically and/or culturally diverse classrooms will be used for placement. All multiple subject candidates must experience at least one student teaching placement in a primary grade setting (grades K-3), and one in an upper grades setting (grades 3 through 6) in two different school settings. It is up to the placement office to select appropriate school sites and cooperating teachers. Placements will be handed out the first week of seminar, where you will be introduced to your supervisor and receive the name of your cooperating teacher and the school setting at which you will be placed.

We recommend those of you who are placed at the same school arrange to meet with the principal the first week of your observation so that she/he can familiarize you with the make-up of their campus. It is not recommended that you call the school and make individual appointments with a principal. His/Her time is valuable and we are visitors at their campus. Some principals have already set up a time to meet with you the first week and you will be notified of this by your supervisor.

Student teachers are to dress professionally. We realize many schools have a relaxed dress code, however, some student teachers have a tendency to be **TOO** relaxed in their dress. Student teachers need to understand that their dress can affect the way students respond to them during the classroom day. Females are not to wear short, revealing dresses and skirts. No one is allowed to wear shorts. Most schools have a policy of no tattoos and body piercing to be shown, please respect and adhere to this policy. If you bend over and your back is exposed, if you raise your hand and your stomach is revealed, or if you bend over and cleavage is seen, you are not professionally dressed.

Standard 20 of the California Commission on Teacher Credentialing reads:

Each candidate adheres to high standards of professional conduct, cooperates effectively with other adults in the school community, and develops professionally through self-assessment and collegial interactions with other members of the profession. Each candidate exhibits intellectual integrity, serves students honestly, protects their privacy, respects their work, and sustains open discussion of ideas. Each candidate communicates effectively with administrators, teachers and parents, and participates in school meetings, parent conferences and other aspects of school life. Each candidate grows as a new teacher by assessing his or her own progress, accepting professional advice and considering constructive criticism. CLAD emphasis candidates use available resources to communicate effectively with parents.

This is a wonderful opportunity for you to see how a classroom is run and how different teachers with different styles and personality all work together to education students. Enjoy this time!

Sincerely Yours,

Director of Field Placements
and CSUCI Supervisors

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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. Joan Karp	Chair of Education	805-437-8871
Dr. Merilyn Buchanan	Program Coordinator	805-437-8987
	Mathematics Education	
Jacki Gilmore	Director of Field Placement	805-437-8525
Dr.. Bob Bleicher	Science Education, Health Education	805-437-8508
Dr. Manuel Correia	Literacy 1	805-437-3292
Dr. Kaia Tollefson	History, Social Studies and Integrated Arts	805-437-3125

Adjunct Faculty

Dr. Kathleen Contreras	History, Social Studies and Integrated Arts; Literacy 2
Dr. Dave Philips	Science, Health and Physical Education, Math Education
Dr. Mary-Kay Rummel	Literacy 2
Dr. Vicki Vierra	Mathematics Education

University Supervisors

Carol Asari	Jan Comstock	Monica Duran	Rafael Perez
Beth Fruchey	Francisco Garcia	Betty Glass	
Alisa Greenstate-Jenkin	Dave Philips	Wanda Kelly	
Phyllis Levine	Barbara Patten	Mona 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 (4)
- 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 (2)

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 (4)
- 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 (2)

Please Note:

- **RICA:** 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.
- **CPR:** Certification in adult, infant, and child **CPR** competency is required by CCTC for a preliminary teaching credential.
- **PACT:** Student's who begin their teacher credentialing program after July 1, 2008 are required to pass a Teacher Performance Assessment (TPA). Under California's new licensing system (enacted by SB 2042 in 1998), teacher candidates in teacher preparation programs are required to pass a teaching performance assessment (TPA) to earn a preliminary license. Professional teacher preparation programs may use the California Commission on Teacher Credentialing (CCTC) California TPA (developed by the CCTC and ETS) or may develop an alternative assessment that meets the CCTC's Assessment Quality Standards (CCTC, 2002). California State University, Channel Islands has chosen an alternative assessment, approved by CCTC Performance Assessment for California Teachers (PACT) to meet that requirement.

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 week 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 week 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.

All field placements are done through the Field Placement Office. It is never ok to contact a school district, principal or teacher about field placements.

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.)

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 Director of Field Placement 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 Director of Field Placement for consideration to return to the credential program if a No Credit is issued. The Director of Field Placement 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 Placement.

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 Placement, 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.

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 Coordinator 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 induction 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.

STUDENT TEACHING PLACEMENT POLICIES

The multiple subject credential program at CSUCI places great value on selecting the most desirable settings for student teaching placements. We identify schools that understand and accept the University's vision statement and our specific needs as a program. Schools are selected in every instance where linguistically and/or culturally diverse classrooms will be used for placement. All multiple subject candidates must experience at least one student teaching placement in a primary grade setting (grades K-3) or one in an upper grades setting (grades 3 through 6) in two different school settings. It is up to the placement office to select appropriate school sites and cooperating teachers.

There is no guarantee of a specific student teaching placement and in certain circumstances no guarantee of a student teaching placement in a given semester.

Additionally, student teachers will not be placed at a school where an immediate relative is employed or in attendance.

FIELD EXPERIENCE SERIES

Please note: The Director of Field Placement 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		TBA
575		TBA

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 four 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 an Evaluation of Professional Disposition 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.)

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 and University Supervisor	Eight-weeks of full time student teaching
1 st Semester—end of eight-weeks of full time student teaching	Final Evaluations of Student Teachers by Cooperating Teacher 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 and University Supervisor	Eight-week full time student teaching experience
2 nd Semester—end of eight-weeks of full time student teaching	Final Evaluations of Student Teachers by Cooperating Teacher and University Supervisors.	Candidacy for a Preliminary 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

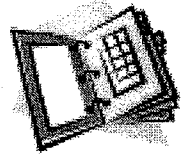
“Readiness” of part-time students will be conducted in a similar manner using the field observation evaluation forms completed by the cooperating teacher and university supervisor.



INFORMATION
FOR
THE STUDENT TEACHING TEAM

- Student Teachers
- Cooperating Teachers
- University Supervisors

Roles and Responsibilities of Student Teachers



- ❑ *Always* be 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 stay until the designated end of day. 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 University 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 University 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 Field Placement a current address and phone number where you can be reached in case of an emergency.
- ❑ 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 University 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 University 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.
- ❑ 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 Evaluation of Professional Dispositions 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.

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 Director of Field Placement.
- ❑ 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
- ❑ Assure that the student teacher has completed all required assignments for student teaching.
- ❑ 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 both an Evaluation of Professional Disposition and final evaluation.
- ❑ Submit your final evaluation, observation notes and grade sheet to the Director of Field Placement.

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.

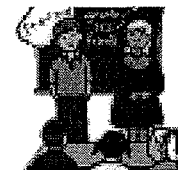
- 4. Education Code 48900 delineates all grounds for suspensions and expulsions.
- 5. Education Code 48910 delineates all procedures a teacher must follow for suspensions and expulsions.

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.

Knowingly received stolen school property or private property.



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. <p>Provide Cooperating Teacher with Handbook for Student Teaching. You will need to notify your cooperating teacher of any assignment requirements that you need to meet.</p> <p>The CT can help facilitate these assignments.</p> <ul style="list-style-type: none"> • 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 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

	<p>as assigned.</p> <ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • Phase out of take-over and return instruction to cooperating teacher. (Optional) • Your supervisor will arrange for a 3-way <u>exit interview</u> - ST/CT/ CSUCI supervisor and will complete the "<u>Summative Final Evaluation</u>". • CT will submit evaluation form. All three participants will sign off on the ST evaluations.

EDMS 575 ADVANCED STUDENT TEACHING
TIMELINE OF ACTIITIES

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. Provide your cooperating teacher with Handbook for Student Teaching. 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. • 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	<ul style="list-style-type: none"> • Phase out of the classroom teacher role, sharing teaching responsibility with your CT.

16	<ul style="list-style-type: none">• 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.
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Informal Lesson Plan Format—Multiple Subject Teaching Credential

Client Organization: CSUCI Multiple Subject Credential Program Telephone: 805-437-3292
 Main Contact: Dr. Manuel Correia Fax: 805-437-3302
 Email Address: Manuel.Correia@csuci.edu Date: August 20, 2008

In the space below, please edit the **TaskStream Standards-Based Lesson** format to meet your needs. Please be sure to edit the section headers, field titles and the instructions text that will appear to users. Complete the form and submit to **help@taskstream.com** as an attached file. **OR** Print and fax to **212 868-2947**. If you have any questions, please call TaskStream's Mentoring Services Department at 800-311-5656.

LESSON INFORMATION	
Designer	Include names of all creators of this activity. Your name will appear automatically.
Date of Lesson	Include the date this lesson will be taught and the sequence of the lesson in the unit plan
Grade/Level*	(NOT EDITABLE)
Time Frame	Provide an estimate of the time frame for this lesson.
Subject(s)*	(NOT EDITABLE)
Topic(s)	To what topic or unit does this lesson belong? Be as succinct as possible (e.g., Ancient Civilizations: The Egyptians; Density; Reading: Narrative analysis; Data Display: Pi Charts; etc.)
PLANNING AND PREPARATION TO TEACH	
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 (Introduce—Engage—Instruct/Interact—Extend)?
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 TSWBHT phrasing. The learning outcomes should relate directly to the Standards you list below.

Standards*	<i>(NOT EDITABLE)</i> To what content, ELD, and technology standard(s) does this lesson relate? Be sure to number and write out the standard title.
Assessment Tools or Strategies	Identify/list each assessment strategy/activity as formal or informal. Each assessment should align with a stated learning objective.
Materials Required	List any equipment for the lesson that you would not ordinarily have available. (text, chalkboard, chalk, paper, etc. can be assumed).
INSTRUCTIONAL SEQUENCE	
Brief Lesson Overview & Projected Timeline for Activities	List the major steps in the lesson in the order you expect to follow and indicate the estimated time you have allotted for the activities to be completed. Include the closure activity.
LESSON REFLECTION	
Reflection (to be completed following the lesson)	What was your impression of the lesson? Why? What worked? What were students' learning outcomes? What would you do differently or pay more attention to next time? What did you learn from the experience?

Formal Lesson Plan Format—Multiple Subject Teaching Credential

Client Organization: CSUCI Multiple Subject Credential Program Telephone: 805-437-3292

Main Contact: Dr. Manuel Correia Fax: 805-437-3302

Email Address: Manuel.Correia@csuci.edu Date: August 20, 2008

In the space below, please edit the **TaskStream Standards-Based Lesson** format to meet your needs. Please be sure to edit the section headers, field titles and the instructions text that will appear to users. Complete the form and submit to help@taskstream.com as an attached file. **OR** Print and fax to **212 868-2947**. If you have any questions, please call TaskStream's Mentoring Services Department at 800-311-5656.

LESSON INFORMATION	
Designer	Include names of all creators of this activity. Your name will appear automatically.
Date of Lesson	Include the date this lesson will be taught—or the sequence of this lesson in the unit plan.
Grade/Level*	<i>(NOT EDITABLE)</i>
Time Frame	Provide an estimate of the time frame for this lesson.
Subject(s)*	<i>(NOT EDITABLE)</i>
Topic(s)	To what topic or unit does this lesson belong? Be as succinct as possible (e.g., Ancient Civilizations: The Egyptians, Density, Short Stories, Data Display: Pi Charts, etc.)
PLANNING AND PREPARATION TO TEACH	
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 (Introduce—Engage—Instruct/Interact—Extend)?

Learning Objective(s)	What should each student (all diverse learners) be able to do as a result of this lesson? State the concepts, skills, and/or content knowledge that will be learned. Use TSWBHT phrasing. The learning outcomes should relate directly to the Standards you list below.
Standards*	(NOT EDITABLE) To which CA content, ELD, and technology standard(s) does this lesson relate?
Assessment Tools or Strategies	How/what will you do to check for understanding of ALL students? How will you know if the students have met <u>each</u> of the learning objectives? Identify/list each assessment as formal or informal. Identify each assessment as diagnostic, formative, or summative and the performance indicators/activities. Align assessments with learning objectives.
Materials Required	List any equipment for the lesson that you would not ordinarily have available. (text, chalkboard, chalk, paper, etc. can be assumed).
Classroom Organization	How will the students be organized and engaged during and throughout this lesson? Be sure to address instructional and task oriented activities.
Sources Cited	What resources (text, website and/ or person) did you use when making this plan?
DETAILED 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	<p>Outline the lesson in detail (both content and teaching methods) in the order you expect to follow. When applicable, include the following information:</p> <ul style="list-style-type: none"> • What information will the students need in order to <u>complete the objectives</u>? This would include any directions needed and will probably occur throughout the lesson. • How will you <u>transition</u> between learning activities? • What will the <u>students be doing</u> during the lesson? Will they be working in groups or alone? Will they be working with manipulatives, realia, maps etc? • Will you or a student provide a <u>verbal, visual, auditory or tactile example</u> of the product or process? • How and when will you <u>check for understanding</u>? Include questions that will be asked throughout the lesson and anticipated/desired responses (if appropriate). • State how you will provide <u>access to learning</u> for diverse learners in this lesson?

<p>Academic Language and Literacy Needs of ALL Students</p>	<p>How have you addressed the literacy needs of all your students, including students with special needs and language learners? Please <u>write a single paragraph</u> that takes into account the following literacy concerns, as applicable to your lesson and students. Be clear about your students' literacy needs and be specific about how you are addressing them. A little extra time spent here will go a long way toward ensuring a successful lesson. Once you have finished, go back through the lesson and <u>label the literacy methods</u>. Here are some issues to focus on for your paragraph:</p> <ul style="list-style-type: none"> • Which concepts and/or vocabulary terms are likely to be difficult in the lesson? How has this difficulty been addressed? (Go beyond the obvious vocabulary! Look for terms <i>critical to understanding the concept, activity or text</i>. What words do students need to know to succeed?) • What reading strategies are offered to compensate for challenging written directions/texts? • What opportunities are there for all students to reflect on their learning? • How have you incorporated writing? (for example, to identify prior knowledge, to keep track of in-process learning, or to reformulate/extend the learning activity?) <p>[Note: It is likely that you'll experience a time crunch once you begin to incorporate literacy instruction into your lesson: you won't be able to "cover" as much material as before. Often taking a smaller conceptual chunk for the lesson, or stretching it over two or three days, is preferable for optimal learning. Remember, overall, learning is maximized by depth of exploration more than breadth of coverage.]</p>
<p>Closure</p>	<p>How will closure be brought to the learning experience? How will students debrief the learning experience and connect back to your stated purpose(s) for the lesson? [Note: Clean up or assigning homework does not constitute a closure activity.]</p> <p>Will there be follow-up home activities required?</p>
<p>LESSON REFLECTION</p>	
<p>Reflection on What Was Learned (to be completed following completion of the lesson)</p>	<p>What was your impression of the lesson? Why? What worked well? What did you learn about your students as learners and the differences in learning outcomes? What did you learn about yourself as a teacher? What would you do differently or pay more attention to next time? How might the changes benefit students' needs? Tie your reflections to theories and research wherever possible.</p>



CALIFORNIA STATE UNIVERSITY
CHANNEL ISLANDS

MULTIPLE SUBJECT TEACHING CREDENTIAL PROGRAM

Forms Section

- Data Sheet
- Emergency Information
- Evaluation of Professional Dispositions
- Student Teacher Performance Evaluations
- Verification of Beginning/End of School Experience
- Statement of Concern Letter and Action Plan
- Letter to parents for permission to video tape



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 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:

Comments

- | | | | | | | |
|-----|---|---|---|---|---|-----|
| 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
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

California State University Channel Islands
Teacher Credential Program



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
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 _____

Date _____

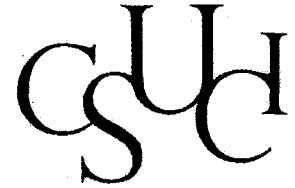
Instructor/Supervisor/Cooperating Teacher Signature

Date _____

Program Coordinator/Director of Field Placements Signature

Date _____

Education Programs Chair Signature



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:** _____



California State University Channel Islands
Student Teaching Performance Evaluation

___ Formative ___ Summative Term: Fall ___ Spring ___

___ EDMS 565 ___ EDMS 575

Student Teacher _____ Date _____ Time _____ School _____

Cooperating Teacher _____ University Supervisor _____ Grade/Level _____

Subject/Class _____ Lesson Topic/Focus _____ Class Size _____

Teaching to: Individual ___ Small Group ___ Whole Class ___ ELL ___ IEP ___ SPED ___ BCLAD ___ GIFTED ___

Performance assessment completed by: University Supervisor ___ Cooperating Teacher ___

The four clusters of teaching skills and traits detailed below are aligned with the Teaching Performance Expectations of the California Commission on Teacher Credentialing (2001); as well as with the rubrics of the Performance Assessment for California Teachers (2006). In order to be recommended for a credential, the candidate must be Achieving Expectations (AE) in all four of the following areas by the end of the advanced student teaching experience.

Directions: Fill in the lines below to indicate performance levels for each skill/trait observed using check, plus, and minus symbols. (Key: + = exceeding expectations for a beginning teacher; √+ = achieving expectations for a beginning teacher; √ = approaching expectations; - = needs special attention.) Then fill in the box for each cluster of skills/traits to indicate the candidate's current level of achievement in each area (EE = Exceeding Expectations; AE = Achieving Expectations; AP = Approaching Expectations; SA = Needs Special Attention). **Attach additional sheets for your comments as needed. *Please note that the designation of Exceeding Expectations (EE) signifies an area of unusual strength for a beginning teacher.**

Performance levels:

EE = Exceeding Expectations (+) AE = Achieving Expectations (√+) AP= Approaching Expectations (√) SA = Needs Special Attention (-)

UN = Unobserved (please write UN in boxes to indicate any areas not assessed during a formative assessment)

A. Developing as a Professional Educator/Professional Dispositions Assessor's Comments and Questions
[CCTC Domain F / TPE 12-13]

- 1. Attends and completes regular contracted school days
- 2. Is consistently punctual and dependable
- 3. Is consistently professional in appearance and manner
- 4. Demonstrates poise and confidence
- 5. Demonstrates flexibility and adaptability
- 6. Exhibits enthusiasm and interest in teaching
- 7. Demonstrates respect for and positive relationship with all children
- 8. Uses sound judgment
- 9. Takes initiative and shows resourcefulness
- 10. Shows sensitivity to the needs and feelings of others
- 11. Communicates effectively (verbally, nonverbally, in writing)
- 12. Seeks to resolve problems directly and diplomatically
- 13. Actively cultivates a positive, professional relationship with university and school personnel
- 14. Accepts and uses constructive/critical feedback
- 15. Engages deeply in learning (self reflection, professional development)

B. Instructional Planning and Assessment **Assessor's Comments and Questions**
[CCTC Domains B, C, D / TPE 1-3, 7, 9, 10]

- 1. Prepares appropriate lesson plan in advance (uses feedback to revise)
- 2. Bases plan on CA content standards, anti-biased/multicultural perspective
- 3. Connects lesson's assessment plan to standard(s)/objective(s)
- 4. Makes use of prior assessment data to plan instruction
- 5. Plans for differentiated instruction/assessment per students' talents, needs, learning modalities, and cultures
- 6. Designs activities that, taken together, will allow students to exercise a full range of cognitive processes
- 7. Demonstrates thoughtful, organized planning for using materials/technology
- 8. Incorporates strategies appropriate for effective, comprehensive instruction of English/other language learners
- 9. Allocates appropriate time for instructional activities and transitions
- 10. Creates opportunities for students to self assess

- _____ 11. Notices patterns of understanding and errors
- _____ 12. Gives students timely feedback on assignments and assessments

C. Instructing Students and Supporting Learning Assessor's Comments and Questions
[CCTC Domains A, B, C, E / TPE 4-8, 10-11]

- _____ 1. Makes CA content standards accessible to all students
- _____ 2. Scaffolds learning experiences to facilitate the construction of new knowledge, skills, and understandings
- _____ 3. Accommodates the special learning needs of all students (e.g., ELL, IEP, Gifted)
- _____ 4. Varies activities for multiple learning styles and levels
- _____ 5. Demonstrates familiarity with specific instructional strategies for teaching students with special learning needs (including ELL)
- _____ 6. Facilitates students' cooperation and collaboration in various grouping strategies (large group, small group, pairs)
- _____ 7. Encourages all students' active and equitable involvement in learning activities
- _____ 8. Integrates literacy strategies with instruction in the content areas
- _____ 9. Models appropriate oral, written, and nonverbal communication
- _____ 10. Has effective eye contact, proximity, body language
- _____ 11. Uses multiple and appropriate techniques to check for understanding
- _____ 12. Uses effective questioning strategies to support children in connecting
- _____ 13. Allows appropriate "wait time" for student responses
- _____ 14. Modifies pacing as needed

D. Context and Environment for Learning Assessor's Comments and Questions
[CCTC Domain E / TPE 8, 10-11]

- _____ 1. Knows students' names and backgrounds
- _____ 2. Has positive rapport with all students
- _____ 3. Facilitates mutual respect for students/teachers/other adults/cultures
- _____ 4. Establishes effective routines and procedures
- _____ 5. Communicates clear expectations
- _____ 6. Manages orderly and effective transitions
- _____ 7. Maintains a clean, safe, and well-organized environment
- _____ 8. Aligns instruction and resources with students' developmental levels
- _____ 9. Facilitates positive behavior to promote a productive learning environment

University Supervisors &/or Cooperating Teachers: Please indicate the status of this performance assessment.

- Formative assessment during **initial** student teaching experience
- Formative assessment during **advanced** student teaching experience
- Summative evaluation at the end of **initial** student teaching experience (please ensure that all four areas are thoroughly assessed)

- Although the student is not required to be Achieving Expectations in all four areas at this point, is s/he making satisfactory progress to warrant a passing grade and recommendation to the next phase of student teaching?

(Would you be willing to place your child or close relative in this person's advanced student teaching classroom?)

Yes No

- Summative evaluation at the end of **advanced** student teaching experience (please ensure that all four areas are thoroughly assessed)

- Summative evaluation: Is the student Achieving Expectations in all four areas named above?

Yes No

- Do you recommend this candidate for a teaching credential? (Would you be willing to place your child or close relative in this person's class during her/his first year of teaching?) Yes No

_____ University Supervisor &/or Cooperating Teacher _____ Date _____

Receipt Acknowledged: _____
 _____ Multiple Subject Credential Candidate _____ Date _____

Teacher Candidate Name: Date: (Print)

Dear Parent/Guardian:

I am a participant this school year in a required assessment for teacher candidates. One of the primary purposes of this assessment is to improve student learning and encourage excellence in teaching.

This assessment requires that a 20 -30 minute video of a lesson taught in your child's class be submitted to my teacher preparation program at California State University Channel Islands. Although the video would show both the teacher and various students, the primary focus is on the teacher's instruction, not on the students in the class. In the course of taping, your child may appear on the video.

Also, I may be asked to submit samples of student work as evidence of the quality of my teaching practice, and the student work samples may include some of your child's work. No student's last name will appear on any materials that are submitted. All materials will be kept confidential. Please complete and return the attached Teacher Performance Assessment Permission Form to document your permission for these activities.

Sincerely,

Teacher Candidate's Signature

Nombre del Candidato: Fecha:

Estimado Padre/Guardian:

Durante este año escolar participare en un proceso de evaluación obligatorio para obtener la credencial de enseñanza. Esta evaluación se administra con el fin de mejorar la calidad y eficacia de la enseñanza y del aprendizaje.

Este método de evaluación requiere que se grabe por video una lección de 20-30 minutos en la aula de su hija/o y que tal grabación sea enviada al programa de preparación de maestros a California State University Channel Islands. Aunque el video mostrara al maestro y varios estudiantes el enfoque principal sera sobre la lección del maestro y no en los estudiantes. Durante el proceso de la grabación podra aparecer su hija/o en el video.

Existe también la posibilidad de que sea necesario enviar ejemplares del trabajo hecho por los estudiantes durante la lección grabada, incluyendo el de su hija/o. No apareceran los apellidos de los estudiantes en ningunos de los materiales enviados y todos los materiales seran tratados de manera estrictamente confidencial. Favor de llenar y devolver el formulario al maestro de su estudiante.

Atentamente, (Firma
del Candidato)

Student Name: School/Teacher:

I am the parent/legal guardian of the child named above. I have received and read your letter regarding the teacher candidate assessment, and agree to the following:

(Please check the appropriate box below.)

- I **DO** give permission to you to include my child's image on video as he or she participates in a class conducted at by,
(Name of School) (Teacher Candidate's Name)
and/or to reproduce materials that my child may produce as part of classroom activities. I understand that no last names will appear on any materials submitted by the teacher to his/her teacher preparation program.
- I **DO NOT** give permission to you to include my child's image on video as he or she participates in a class conducted at by,
(Name of School) (Teacher Candidate's Name)
but I **DO** give permission to reproduce materials that my child may produce as part of classroom activities. I understand that no last names will appear on any materials submitted by the teacher to his/her teacher preparation program.
- I **DO NOT** give permission to video record my child or to reproduce materials that my child may produce as part of classroom activities.

Nombre del estudiante: Escuela/Maestro

Yo soy el padre/la madre/el guardian legal del menor de edad aqui nombrado. He recibido y leido la carta referente a la evaluation de eficacia de ensenanza y concordo con lo siguiente:

(Favor de marcar la caja apropiada.)

YO DOY permiso para incluir la imagen grabada de mi hija/o durante su participation en una leccion en (Nombre de la escuela) presentada por (Nombre del candidato) y/o copiar materiales hechos por mi hija/o en el descurso de la leccion. Entiendo que no apareceran los apellidos de los estudiantes en ningunos de los materiales enviados por el candidato al programa de preparation de maestros.

YO NO DOY permiso para incluir la imagen grabada de mi hija/o durante su participation en una leccion en (Nombre de la escuela) presentada por (Nombre del candidato), pero **SI DOY permiso para copiar** materiales hechos por mi hija/o en el descurso de la leccion. Entiendo que no apareceran los apellidos de los estudiantes en ningunos de los materiales enviados por el candidato al programa de preparation de maestros.

YO NO DOY permiso ni para incluir la imagen grabada de mi hija/o ni para copiar materiales hechos por mi hija/o en el descurso de la leccion.
Firma del Padre/Madre/Guardian Fecha