



Channel Islands

CALIFORNIA STATE UNIVERSITY

SCHOOL OF EDUCATION

Field Experience Handbook

For

TEACHER CANDIDATES, COOPERATING SCHOOLS, and

UNIVERSITY SUPERVISORS

V. 1.1

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Welcome Letter

Dear Teacher Candidates:

Welcome to your student teaching 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 and teach, being careful that you will have an opportunity to see the diversity of our student population. Teachers are looking forward to making you a part of their classrooms. 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.

We recommend those of you who are placed at the same school to meet with the principal the first week of your observation so that they 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. Their 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 university supervisor or principal.

Teacher candidates need to dress professionally. We realize many schools have a relaxed dress code; it is your responsibility to know your assigned school's policy and adhere to it.

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

Sincerely,

CI Faculty and Staff

Mission Statements

CI Mission Statement

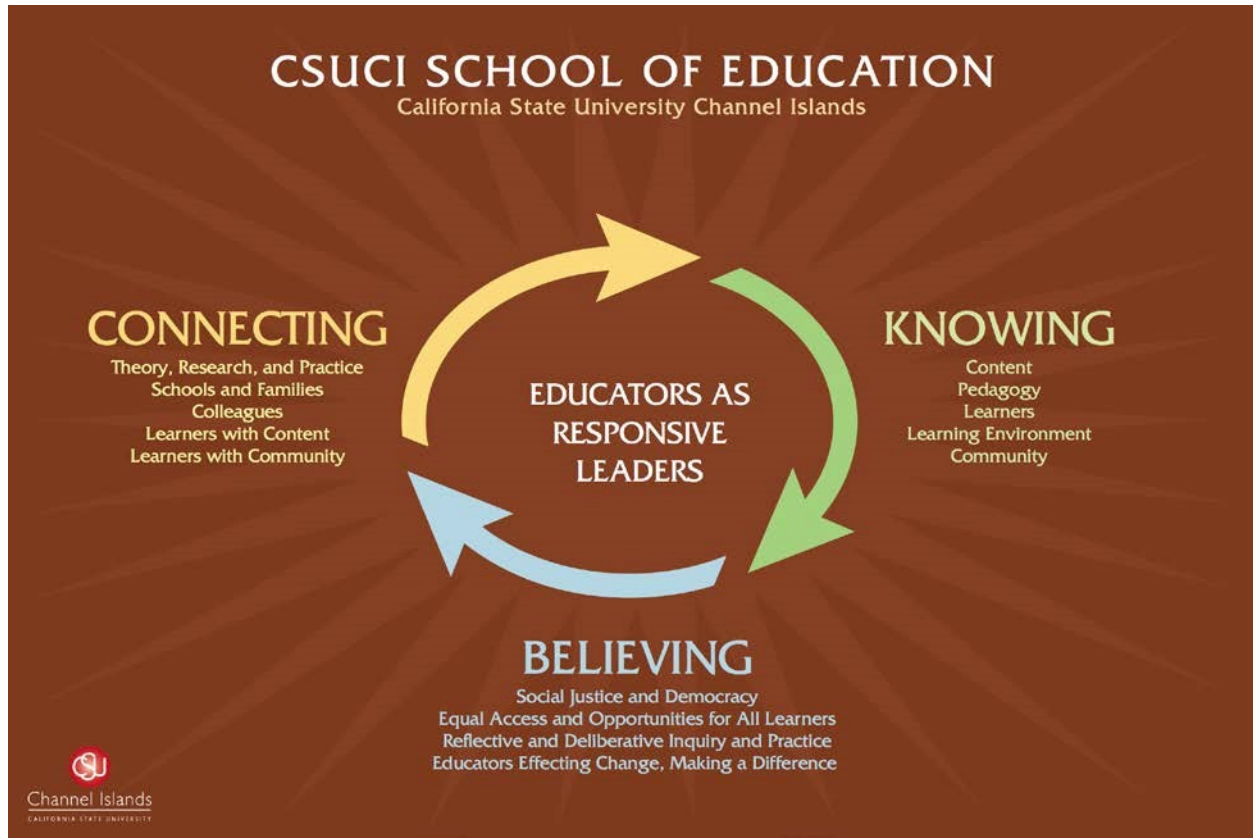
Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

School of Education Mission Statement

The School of Education is devoted to the advancement of teaching and learning. Our image for teacher education begins with a vision for P-12 schools in the 21st century. The transformation from an industrial economy to an information society in the United States, combined with an increasing emphasis on global issues and technology, demands more highly skilled adults to function effectively in the workforce. Young people who complete their schooling are the most educationally, socially and economically advantaged. They become adults who are lifelong learners and have the basic skills necessary for leading a full and rewarding life in an interdependent society and an information and service driven economy. The power of educators to make the fundamental difference in students' lives makes education the most important social service.

The School of Education builds from the foundation of the undergraduate Liberal Studies option in Teaching and Learning and academic majors in Science, English and Mathematics, History, and other undergraduate majors (subject matter programs) and extends to Master of Arts in Education. Our Education programs contribute to the teaching profession by producing teachers and school administrators who believe that all students have the ability to achieve high standards, who adapt their teaching to reach all students, and who respect the diversity of all students. Our graduates are reflective about their teaching, their attitudes, and their ability to work in collaborative analytical teams. The Master of Arts in Education program focuses on Educational Leadership, Special Education, and Curriculum and Instruction.

School of Education Conceptual Framework



Program Maintenance Requirements

Teacher candidates must maintain a 3.0 cumulative grade point average in all professional education coursework and credit for all student teaching experiences in order to continue in the credential program. A minimum grade of C+ or higher is required in each individual course. Teacher candidates who do not meet these standards will not be allowed to progress in the credential program. A petition may be required in order to be readmitted to the credential program.

Satisfactory completion of a credential program requires completion of **all** coursework with a grade point average of B or better and credit for all student teaching experiences. Course instructors and university supervisors assign course grades in accordance with University policy. Any appeal of a grade must follow the student grade appeal procedures published in the University catalog (which is also available online).

Statement of Concern

1. When a district-employed supervisor or university supervisor identifies a teacher candidate as having difficulty in some area of student teaching, they should discuss the areas of difficulty with each other and the teacher candidate.
2. Academic concerns, such as being in danger of receiving a grade lower than C+ or not being at a 3.0 grade point average may also result in a statement of concern by the professor/instructor of the course.
3. If there is not sufficient improvement in the teacher candidate's work, then the university supervisor shall arrange for another field supervisor to observe the teacher candidate. If sufficient reason for concern is present, then the supervisors, district-employed supervisor, field placement director, program advisor, and teacher candidate shall complete and sign a [*CI Statement of Concern*](#) form.
4. The CI Statement of Concern form details the steps that the teacher candidate will take to address the issues outlined in the statement of concern. This forms a plan of action. Specifics such as extending student teaching should be included in addition to descriptions of the teacher candidate's work to be accomplished.
5. The teacher candidate receives a copy of the signed CI Statement of Concern and a copy is placed in the teacher candidate's credential program file.

The above process will be followed unless a more serious situation occurs that necessitates a student's removal from the school site. At this time, a meeting with the teacher candidate and the responsible parties (school site administrator, district-employed supervisor, university supervisor, field placement director and program advisor) is required. Written statements from the district-employed supervisor and/or the school site administrator are needed to document inappropriate behavior.

It is crucial that all university supervisors follow this procedure as soon as a significant concern arises so that we may ensure success for the teacher candidate. **All CI Statement of Concern**

forms must be completed by the end of week 10 of the semester to ensure the teacher candidate has enough time to address the issues of concern by the end of the semester (week 15).

Program Standards

The California Commission on Teaching Credentialing (CTC) engaged in a consultative process with educators to identify standards for the teaching profession. The standards have been designed in a progressive, developmental sequence. The Credential Programs at CI use the Teaching Performance Expectations (TPE) Teacher Preparation Standards to guide what teacher candidates should learn and practice. Once the Preliminary Credential is received, the California Standards for the Teaching Professions (CSTP) are used as benchmarks for induction programs for beginning teachers.

1. *California Standards for the Teaching Profession*

The TPEs are directly and purposely aligned to the California Standards for the Teaching Profession (CSTP) that guide California's teacher induction programs and ongoing teacher professional development in California. This direct alignment signals to beginning teachers, preparers of beginning teachers, and those who support and mentor teachers in their first years of employment the importance of connecting initial teacher preparation with ongoing support and development of teaching practice in the induction years and beyond.

2. *Educator Preparation Standards*

All credential programs at CI have been approved by CTC. For a complete list of the Standards for Educator Preparation and Standards for Educator Competence at the CTC website please click [here](#).

3. *Teaching Performance Expectations*

Six Teaching Performance Expectations (TPEs) define what teacher candidates need to know or be able to do. All the TPEs must be learned and practiced by teacher candidates. The TPEs are written at an appropriate level for teacher candidates. There is an expectation that they advance as they progress through the credential program at CI. The TPEs are based on the California Standards for the Teaching Profession (CSTP).

Teaching Performance Expectations (Summary)

- TPE 1: Engaging and Supporting All Students in Learning
- TPE 2: Creating and Maintaining Effective Environments for Student Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning
- TPE 4: Planning Instruction and Designing Learning Experiences for Students
- TPE 5: Assessing Student Learning
- TPE 6: Developing as a Professional Educator

Please click [here](#) to view and download the Teaching Performance Expectations document at the CTC website.

Program Policies

All students in credential programs are subject to the CI policies including, but not limited to, specific School of Education policies.

Pathways for All Credential Programs

The School of Education offers two pathways to complete field placement requirements: the traditional pathway and the residency pathway.

CI teacher candidates who are in the traditional pathway are not allowed to substitute teach while completing student teaching. Teacher candidates are placed at two different school sites (one each semester) at different grade levels.

Residency pathway provides the teacher candidate with a field placement for the entire academic school year at one school site with the same district-employed supervisor. Teacher candidates start the first day of school when students arrive and remain until the last day of school when students leave. This requires being at the school site when the University is not in session. Teacher candidates who have requested the residency pathway are allowed to substitute teach for their district-employed supervisor, if the teacher candidate completes all required paperwork for employment in that district.

Original Work

All work submitted in credential program classes must be original work completed by the teacher candidate for the specific course. Therefore, no one assignment may be turned in for grading purposes to more than one 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.

Evaluation of Student Teaching

During the part-time student teaching period and throughout the full time student teaching the university supervisor will regularly observe and evaluate the teacher candidate using evaluative criteria aligned to the TPEs.

There are two types of classroom observations: Scripted Observations and Drop-in Observations.

Scripted observations (a minimum of 6 per semester) require that teacher candidates submit a lesson plan to the university supervisor and district-employed supervisor **at least 24 hours in advance**. Lesson plans are submitted via [TaskStream](#).

Drop-in classroom visits by the university supervisor do not require teacher candidates to submit a lesson plan and should occur weekly in the weeks when scripted observations are not planned.

Both the district-employed supervisor and university supervisor will evaluate teacher candidates each semester at mid-term (week 8 or 9) and in the final week of student teaching using the [Midterm/Final Evaluation Form](#). Students will be issued Credit or No Credit for student teaching. The university supervisor and district-employed supervisor are jointly responsible for the final

grade. Written improvement plans will be provided for students who need improvement in various areas, and additional periodic evaluations may occur when necessary (see [CI Statement of Concern](#) in the Forms Section of this handbook).

Attendance

If for any reason a teacher candidate has to be absent, is tardy, or needs to leave they must contact the district-employed supervisor, university supervisor, and school office at least one-half hour prior to the beginning of the school day. If a teacher candidate misses three or more days of student teaching, they will need to add one additional week to their student teaching assignment. The teacher candidate is responsible for having lesson plans prepared for each absence.

Teacher candidates are expected to attend all of the university courses for which they are enrolled. Courses are fast-paced and absences can result in falling behind on content.

Teacher candidates are required to attend orientation for their program every semester.

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. It is crucial that a teacher candidate understands and complies with these calendar differences and institutional variations. Teacher candidates 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 and make plans to be away until you have started the semester and know when you will be beginning and ending. Do not plan events or vacations without fully checking with the school and/or the director of field placement. The residency and the traditional programs have different school calendars to follow.

Student Teaching and Field Placement

All field placements are made through the field placement office. Please do not contact a school district, principal or teacher about arranging any field placements.

A teacher candidate is always a **GUEST** in the host school and is always under the immediate supervision of the district-employed supervisor. Many schools encourage the teacher candidate 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.

Credential candidates are expected to work the contract hours of the district where they are placed unless other arrangements have been made with the district-employed supervisor and university supervisor. Teacher candidates should be expected to arrive and leave at reasonable times consistent with professional practices.

The credential program at CI places great value in selecting the most desirable settings for student teaching placements. We identify schools that understand and accept the University's mission

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.

Teacher candidates will not be placed at a school where an immediate relative is employed or in attendance.

Dismissal from School Site

Teacher candidates are guests in the school. The building administrator may, at any time, exercise the prerogative of requesting a student be relieved of student 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 advisor and director of field placement and the availability of an alternative placement. It may be necessary for the teacher candidate to repeat the student teaching at a later semester, or terminate their enrollment in the credential program. A teacher candidate has only one opportunity to repeat a student teaching experience before being dismissed from a credential program.

Teacher candidates may choose to petition the program chair for consideration to return to the credential program if a No Credit is issued in student teaching. The program chair, along with the director of field placement will consider information from all individuals involved and determine if the teacher candidate will be allowed to repeat student teaching.

Insurance

The California State University system provides worker's compensation insurance for teacher candidates 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 Teacher's Association (562-942-7979). Liability coverage is highly recommended but not required for student teaching.

Residency Model

These policies apply only to teacher candidates that have opted for the residency model. The residency model option is only available to teacher candidates who start in the fall.

Calendar. Teacher candidates must commit to the school calendar for the entire year. Teacher candidates must start and end on the same day as their district-employed supervisor.

Alternate grade teaching experience is an option that is agreed upon by the university supervisor, district-employed supervisor and teacher candidate. In consultation with the university supervisor and district-employed supervisor, teacher candidates plan to teach two consecutive weeks in a classroom that is at least two grade levels above or below their current placement. This arrangement must be made by the end of November. The alternate grade teaching experience will occur in January, one week prior to the start of the university's spring semester. The university supervisor may conduct observations during the second week of the placement.

Substituting. Teacher candidates may substitute for their co-operating teachers once they have met all district requirements for substitute teaching, if they are in the residency model. It is the teacher candidate's responsibility to complete this process. Teacher candidates are only able to substitute for their district-employed supervisor, not other teachers at the school site or district. In the event that a teacher candidate will be substituting for his or her district-employed supervisor, they must inform their university supervisor and the director of field placement. Teacher candidates cannot miss methods courses to substitute teach.

Placements. Residency placements are done by the director of field placement in May so that the teacher candidate and district-employed supervisor may communicate during the summer.

Program Requirements

CI's credential program prepares teacher candidates to work with students in standards-based, inclusive schools. Our programs specifically prepare teacher candidates for the diversity of languages and cultures encountered in California public schools. The programs prepare teacher 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 credential programs at CI 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
- 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

Credential Program Requirements

Please consult the University Catalog for required courses to successfully complete the credential program. You can access the catalog and schedule of classes by clicking [here](#).

Additional Requirements

All teacher candidates in all teaching credential programs will need to purchase an account on [TaskStream](#).

CPR: CTC requires certification in adult, infant, and child CPR for all teaching credential programs.

RICA: CTC requires passing the Reading Instruction Competence Assessment (RICA) for the initial issuance of a Multiple Subject or an Education Specialist credential. RICA consists of passing one of two components, either a comprehensive examination or a video performance assessment. It is recommended that the RICA be taken after completion of the literacy methods course in the credential program.

TPA: Teacher candidates in teacher preparation programs are required to pass a Teacher Performance Assessment (TPA) in order to be recommended for a preliminary teaching credential. At CI teacher candidates in the Multiple Subject and Single Subject credential program must pass the Performance Assessment for California Teachers (PACT) in order to be recommended for a teaching credential. You can access the materials for PACT by clicking [here](#). PACT is submitted on [TaskStream](#). Teacher candidates have two opportunities to pass PACT. If teacher candidates do not pass PACT on the second attempt, they will have an appeal to the chair of credential programs for an additional opportunity which may or may not be granted.

CAT: CTC requires teacher candidates to in the Multiple Subject credential program to demonstrate competency to teach in other core curriculum areas, (Language Arts, Science and History/Social Studies). The Content Area Tasks (CATs), part of the PACT folio of assessments, are approved to meet this requirement. Competency in these three core curriculum areas is demonstrated through **one** of three elemental tasks: Planning, Instructing **or** Assessing. The Task chosen is scored using a PACT rubric and is submitted as part of a portfolio of evidence of proficiency. In order to complete these required tasks, a teacher candidate may ask for your assistance or for access to students. CATs are submitted on [TaskStream](#) as part of the methods course requirement for which the CAT is associated with.

Program Design

Multiple and Single Subject Program

The first week of the fall semester, teacher candidates will be in their student teaching placement full time for the entire week. In the second through ninth week of the semester, students will be in their placement three days a week (half-day Monday, full-day Wednesday, half-day Friday) while taking methods courses. The final seven weeks of the semester, teacher candidates will be student teaching full time.

In spring semester, teacher candidates will be in their student teaching placement three days a week (half-day Monday, full-day Wednesday, half-day Friday) while taking methods courses for the first eight weeks. The final eight weeks of the semester, teacher candidates will be student teaching full time.

First Semester

The courses during the first semester are designed as foundational frameworks in pedagogy. Lesson planning, teaching methods and assessment are addressed in the course content of these classes. Coursework is paired with field experiences to allow teacher candidates to relate, witness, and participate in the theory and practice relationship. Teacher candidates gain familiarity with classroom dynamics, procedures and, most importantly, students through the field component. The university supervisor and the district-employed supervisor will observe and evaluate the teacher candidate during the first half of the semester to determine readiness for initial full time student teaching. The last half of the semester is devoted to full-time initial student teaching in the classroom where the district-employed supervisor and university supervisor will continue to observe and evaluate the teacher candidate. During the second half of the semester, teacher candidates increase their teaching responsibility until they teach all students all subjects or periods for at least two full weeks (ten consecutive days). Co-teaching is encouraged throughout the student teaching experience. For the entire semester the teacher candidate will also attend a scheduled student teaching seminar in the evening.

Second Semester

The second semester in the program is similar in format to the first. The courses are designed to reinforce content. The university supervisor and the district-employed supervisor will observe and evaluate the teacher candidate during the first half of the semester to determine readiness for full time advanced student teaching. The last half of the semester is devoted to full-time advanced student teaching in the classroom where the district-employed supervisor and university supervisor will continue to observe and evaluate the teacher candidate. During the last half of the semester, candidates increase their teaching responsibility until they teach all students all subjects for at least two full weeks (ten consecutive days). Co-teaching is encouraged throughout the student teaching experience. For the entire semester the teacher candidate will also attend a weekly student teaching seminar in the evening.

Student Teaching

Teacher candidates in the multiple subject program will do two weeks of full time student teaching each semester.

Teacher candidates in the single subject program will do four weeks of full time student teaching each semester.

Education Specialist Program

| Overview for SPED for Initial Semester & Advanced Semester | | | |
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| Timeline | Time in Class | Observation | Seminar |
| Participan Observation Weeks 1- 3 | 3 full days per week (Tues, Weds, Thurs – preferable) | University supervisor will make contact with you and your district-employed supervisor. | SPED 587 (Initial Semester) SPED 593 (Advanced Semester) |
| Practice Weeks 4-12 | 5 full days per week | 6 scripted observations. Drop- in observations | |

Weeks 1-3 Observation/Participation

During the first three weeks of the semester teacher candidates will receive their placement and go to their school sites three days per week. Teacher candidates should introduce themselves to the teacher, principal, paraprofessionals, students and parents (by letter). Teacher candidates should spend these days getting to know the routines in the classroom (general ed. and special ed.), recess, passing periods etc. This is your time to explore how the students participate in the school, and your time to plan and teach lessons where deemed appropriate and with the guidance of district-employed supervisor.

Weeks 4-12 Practice

During weeks 9 to 16, teacher candidates mirror the district-employed supervisor’s hours for five full days a week. The teacher candidate should also mirror the responsibilities of the district-employed supervisor. In the final two weeks of student teaching, teacher candidates should work with their district-employed supervisor to arrange a schedule of responsibility. The teacher candidate should assume **primary teaching and organizational responsibility**. During this time, teacher candidates should participate in all professional duties of the teacher.

Weeks 13-15 Makeup

If make-up days are needed or teacher candidates have assignments to complete they may arrange to extend their student teaching into weeks 13-15.

Field Experience

Multiple Subject and Single Subject Program

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

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

Initial Student Teaching: Timeline of Activities

(This schedule will vary slightly due to the fall/spring first week full time design noted in the program design section of this handbook).

During the first semester the teacher candidate will spend three days a week (half-day Monday, full-day Wednesday, half-day Friday) in their assigned classroom leading up to the full-time experience. During the first half of the semester, the teacher candidate works with the district-employed supervisor, becomes acquainted with the class and school, begins to work with individual students, teaches small groups and gradually takes on whole class lessons, in preparation for full-time student teaching. During the first half of the semester, teacher candidates will be taking their courses as well as working at their student teaching placements. The initial weeks of full-time practice are for phasing into the role of classroom teacher, taking increasing responsibility for all aspects of each student's total learning experience. In the final weeks the teacher candidate assumes ten consecutive days of full responsibility for all classroom instruction and duties. During the last week, the teacher candidate phases out of the teaching role.

8 weeks - Observation/Participation / 8 weeks - Full-time Student Teaching Assignment

| | |
|---|--|
| Orientation | Placements, expectations, requirements and protocols will be announced at an orientation meeting. |
| Week 1 (in the classroom for the whole week- First semester) | <ul style="list-style-type: none">• At assigned school, meet the district-employed supervisor, principal, and university supervisor.• Share your course syllabi, class assignments with district-employed supervisor. Provide the district-employed supervisor with this handbook. Inform your district-employed supervisor of any course assignments you need to complete at school. The district-employed supervisor can help facilitate these assignments.• Gather information on school: e.g, maps, schedules, handbooks. Get to know your way around. |
| Weeks 2-8 | <ul style="list-style-type: none">• Be in classroom on Monday, Wednesday and Friday, before class begins.• Observe and record class routines, specifically what the teacher says and does.• Familiarize yourself with available school, district and community resources.• Assume one or more classroom routines, e.g. read a story, work with a small group, help with recess or yard duty. |

| | |
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| | <ul style="list-style-type: none"> • Observe lessons noting the sequence and details in your journal. Try to fill in a CI lesson plan by what you see your teacher modeling. • Confer regularly with the district-employed supervisor to prepare for your gradual assumption of teaching responsibilities. • Work with assigned individuals/small groups. |
| Week 8 | Your university supervisor will arrange for a 3-way midterm evaluation (DES/TC/CI supervisor), and will complete the appropriate form . All three participants sign-off on the midterm evaluation form. |
| Prior to full-time ST | Make plans with district-employed supervisor for gradual assumption of teaching responsibilities; decide on specific topics/units and which will be your take-over week when you will teach all students, all subjects/periods, all day. |
| Full-time ST | <ul style="list-style-type: none"> • Remember, you work in the classroom according to your district-employed supervisor's contract hours. Be available for various duties with your district-employed supervisor, attend faculty/staff meetings, in-service professional development, and participate in other professional activities that occur. • Gradually assume classroom routines, small group responsibility, and then whole group instruction. • Confer regularly with the district-employed supervisor regarding your performance, lesson plans, assessments and records of student progress, maintaining the learning environment, and other tasks as assigned. • Prepare to take full teaching responsibility for a <i>minimum</i> of two weeks of consecutive lessons /duties for multiple subject teacher candidates and four weeks for single subject teacher candidates. • Communicate regularly with the university supervisor and district-employed supervisor. |
| Full-time ST Week 16 | <ul style="list-style-type: none"> • Phase out of take-over and return instructional responsibility to the CT. • Your supervisor will arrange for a 3-way exit interview (DES/TC/CI supervisor), and will complete the appropriate final evaluation form. All three participants sign-off on the final evaluation. • University supervisor will submit the final evaluation form. |

Advanced Student Teaching: Timeline of Activities

During the first eight weeks the teacher candidate works with the district-employed supervisor, becomes acquainted with the class and school, begins to work with individual students, teaches small groups and gradually takes on whole class lessons, in preparation 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 student’s total learning experience. When considered ready, the teacher candidate assumes 10 consecutive days of full responsibility for all classroom instruction and duties. During the last week, the teacher candidate phases out of the teaching role.

8 weeks - Observation/Participation / 8 weeks - Full-time Student Teaching Assignment

| | |
|------------------------------|---|
| Orientation | Placements, expectations, requirements and protocols will be announced at an orientation meeting. |
| Week 1 | <ul style="list-style-type: none"> At assigned school, meet the district-employed supervisor, principal, and university supervisor. Share your course syllabi, class assignments with district-employed supervisor. Provide the district-employed supervisor with a copy of this handbook. Inform your district-employed supervisor of any course assignments you need to complete at school. The district-employed supervisor can help facilitate these assignments. Gather information on school: e.g, maps, schedules, handbooks. Get to know your way around. |
| Weeks 2-8 | <ul style="list-style-type: none"> Be in classroom on Monday, Wednesday and Friday, before class begins. Observe and record class routines, specifically what the teacher says and does. Familiarize yourself with available school, district and community resources. Assume one or more classroom routines, e.g. read a story, work with a small group, help with recess or yard duty. Observe lessons noting the sequence and details in your journal. Try to fill in a CI lesson plan by what you see your teacher modeling. Confer regularly with the district-employed supervisor to prepare for the assumption of teaching responsibilities. Work with assigned individuals/small groups. Create a timeline and plan with the district-employed supervisor the teaching topic. |
| Week 8 | Your university supervisor will arrange for a 3-way midterm evaluation (DES/TC/CI supervisor), and will complete the appropriate form . All three participants sign-off on the midterm evaluation form. |
| Prior to full time ST | <ul style="list-style-type: none"> Make plans with district-employed supervisor for assumption of responsibilities; plan topics/units, decide which will be the full week(s) and additional days when you will assume full responsibility for teaching all students, all subjects/periods, all day. Create a timeline for completion of PACT tasks, develop a plan for successfully completing PACT. |

| | |
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| Weeks 9-15 | <ul style="list-style-type: none"> ● Remember, work in classroom according to your district-employed supervisor’s contract hours. Be available for various duties with district-employed supervisor, attend faculty/staff meetings, in-service professional development, and participate in other professional activities that occur. ● Complete instruction and assessment tasks of PACT. ● Gradually assume classroom routines, small group responsibility, and whole group instruction. ● Confer regularly with the district-employed supervisor regarding your performance, lesson plans, assessments and records of student progress, maintaining the learning environment, and other tasks as assigned. ● Prepare to take full teaching responsibility for a minimum of two weeks of consecutive lessons and duties for multiple subject teacher candidates and four weeks for single subject teacher candidates. ● Communicate regularly with district-employed supervisor and university supervisor; maintain daily journal & all necessary documentation. |
| Final Week 16 | <ul style="list-style-type: none"> ● Phase out of take-over and return instructional responsibility to the district-employed supervisor. ● Your university supervisor will arrange for a 3-way exit interview (DES/TC/CI supervisor), and will complete the appropriate final evaluation form. All three participants sign-off on the final evaluation. ● University supervisor will submit the final evaluation form. ● You will also need to complete an individual development plan (IPD) in consultation with your district-employed supervisor and university supervisor. The IDP is requested by the teacher candidate on Taskstream and is submitted by the university supervisor. The IDP is designed to identify areas for professional growth during induction. |

Supporting Teacher candidates in PACT

Preparation for and completion of PACT is a teacher candidate’s responsibility. However, a teacher candidate will look to the district-employed supervisor for their expert guidance and support.

Below are some ways in which district-employed and university supervisors can support students as they complete their PACT portfolio in the advanced semester of student teaching.

Create a Timeline

Determining a timeline for completing the learning segment to that meets the completion date is the first step to success. There are several critical factors that influence the timeline. The Teaching Event must be submitted on time to meet the scoring schedule. The timing must fit the overall timeline that you have created for your classroom, and it must occur when the teacher candidate feels confident to teach the learning segment. It must occur soon enough to complete the instructional part of the event and also provide time for the candidate to complete the post-instruction tasks that are required.

It is the joint responsibility of the district-employed supervisor, teacher candidate, and university supervisor to determine the optimal time to complete the learning segment. Previous experience suggests that teacher candidates who are able to teach the 3 to 5 day unit prior to full take-over are successful in PACT. In this timeline, the candidate is able to meet the requirements of the Teaching Event without the demands of the work impacting other classroom responsibilities. Discussion about timing should start as soon as possible once the student teaching placement begins. Each candidate is required to provide a timeline to the seminar instructor about six weeks into the student teaching placement.

Help with Understanding the Context for Learning

By providing the information about your school and students, which is needed to complete the Context for Learning Form and answering the commentary questions, you will help your teacher candidate. This includes any specific learning needs of students and recommendations made in individualized learning plans.

Assist with Planning the Teaching Event and Assessment Activity

The Teaching event is a 3-day sequence of lessons connected by a central theme. The Teaching Event contains specific content requirements for the learning segment. Determining a topic for the learning segment that meets these requirements is the first step to success. CTC requires the teacher candidate to provide evidence of their ability to select, adapt, and design learning tasks and materials that offer students equitable access to the content.

Discussion about suitable content as well as timing should start soon after the student teaching placement begins. Each candidate is required to provide information about the unit they will plan and teach to the seminar instructor about one month into the placement.

Help with Video Recording Logistics and Permissions

A teacher candidate is required to video record part of the instruction task. A 15-minute video segment is selected to demonstrate effective instruction, student engagement and the teacher candidate's ability to monitor student progress during learning. Video cameras are available from CI's library. Your teacher candidate may need your help with the actual recording process. In addition, parental permission for the video recording will be necessary if your school does not have a blanket approval on record. If the school has a blanket approval on record, then a letter from the principal stating this should be given to the teacher candidate to include in their PACT documentation. The teacher candidate will be responsible for distributing, collecting and tracking the permission returns.

Education Specialist Program

Preparing for Field Placement

Contact your university supervisor and provide which days you will be at your school site for the first three weeks (preferably Tuesday, Wednesday, and Thursday of each week).

You will need:

Journal to take notes at your assigned school site and for weekly reflections required in seminar

Lesson Plan Book (or print lesson plan pages- available online) to mirror schedules, lessons, and activities of students

During the First Three Weeks

- Observe AND participate when appropriate
- Send letter to parents (with teacher AND principal approval)
- Sample letter in English/Spanish will be discussed in Seminar
- Meet administrator(s), support personnel (e.g: instructional assistants, school psychologist, speech and language specialist)
- Record classroom schedules (blocks of time or periods) in your journal
- Provide schedules to your university supervisor
- Start your Lesson Plan Notebook
- May emulate district-employed supervisor's LP book or what you observe
- Observe SPED students in a general education classroom, if possible
- Familiarize yourself with an IEP (Individualized Education Program) With approval of your district-employed supervisor, look at one student's IEP.

In your journal

Write a fictitious name for student

(Look at present levels of performance)

Copy academic IEP goals

Copy accommodations

Copy modifications (If none, write "no modifications")

Behavior Support

Is there a social/emotional goal?

If no, write none. If yes, copy goal(s)

Is there an organizational goal?

If no, write none. If yes, copy goal(s)

Is there a behavior support plan?

If no, write none. If yes, summarize plan

Are there counseling services?

If no, write none. If yes, indicate length of time; how often; provider.

Checklist for Initial Semester Student Teaching

In addition to your teaching requirements during student teaching, you will complete a set of observations and assignments. Unless otherwise noted, evidence of completion of these assignments should be made available to your university supervisor during each classroom visit.

Some of these assignments will overlap with course assignments.

- Write a weekly (minimum) reflection in your journal
- Maintain a teacher's lesson plan book indicating instructional outline
- Maintain a lesson plan notebook with full lesson plans available to university supervisor during each visit
- Send a letter to the families of the students ALWAYS obtain approval from district-employed supervisor and site principal/designee prior to sending letters to parents.
- Record classroom routines and student schedules in your teacher's lesson plan book
- Ask to review student IEP goals and objectives, current levels of performance, accommodations/modifications page, and possible behavior support plans
- Interview paraprofessional(s)
- Observe students with disabilities in a general education classroom
- Teach at least 1 lesson in general education classroom (recommended)
- Observe 2 IEP meetings
- Observe 1 formal assessment
- Observe 1 non-IEP parent meeting
- Plan and teach lessons each day
- With your university supervisor and district-employed supervisor, prepare a schedule for taking over a portion of the teaching day during your last 2 weeks of student teaching

Checklist for Advanced Semester Student Teaching

In addition to your teaching responsibilities during student teaching, you will complete a set of observations and assignments. Unless otherwise noted, evidence of completion of these assignments should be made available to your university supervisor during each classroom visit.

Some of these assignments will overlap with course assignments.

- Write a weekly (minimum) reflection in your journal
- Maintain a teacher's lesson plan book indicating instructional outline
- Maintain a lesson plan notebook with lesson plans available to university supervisor during each visit
- Send a letter to the families of the students ALWAYS obtain approval from your district-employed supervisor and site principal/designee prior to sending letters to parents.
- Ask to review student IEP goals and objectives, current levels of performance, accommodations/modifications page, and possible behavior support plans
- Record classroom routines and student schedules in your teacher's lesson plan book
- Interview school psychologist regarding special education referral procedures
- Interview paraprofessional(s)
- Participate in IEP meetings
- Conduct 1 formal assessment under the supervision of your district-employed supervisor (Assessment Class)
- Observe students with disabilities in a general education classroom
- Take over full teaching and planning responsibility of the class teaching for a two-week period.

Roles and Responsibilities

Teacher Candidate

- *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 staying until the designated end of day within reason. No excuses. Once you are student teaching full-time, adhere to your district-employed supervisor's contract hours. Be available to remain after school to plan, attend staff meetings, in-services, parent conferences, and other school functions.
- 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 university SUPERVISOR immediately. Your university supervisor is there to serve as your advocate and liaison between you, the district-employed supervisor, and the school site. Please contact the director of field placement if you have concerns in regard to your university supervisor.
- Enjoy your field experience. It will be a 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 and district-employed supervisor are there to offer advice and suggestions and to coach you throughout the semester.
- Be sure to provide the credential office a current address and phone number where you can be reached in case of an emergency. Provide the district-employed supervisor with the [Teacher Candidate Data Sheet](#).
- Be sure to advise your district-employed supervisor if and when an absence becomes necessary, as well as your university supervisor. If you miss three or more days of student teaching, you will need to add an extra week to your student teaching assignment.
- Keep up to date and accurate lesson plans in your lesson plan notebook. This folder should be available for the district-employed supervisor and university supervisor to see.
- Your university supervisor may issue an early warning if consistent and/or serious concerns arise. (Please refer to the Statement of Concern in this handbook for procedure). This procedure will assist you in taking the necessary steps for improvement.
- We encourage three way participation during all scripted observations, when possible. Prior to the conclusion of student teaching, there must be a three-way evaluation

conference during the last week of your placement. Your district-employed supervisor and university supervisor will prepare a draft of your evaluation prior to that meeting.

District –Employed Supervisor

- Please make sure that you attend all trainings provided by the university and that you have your ten hours of training completed as required by CTC.
- Introduce teacher candidate to faculty and staff at school and orient them with the physical facilities of your school.
- Provide teacher candidate explicit directions regarding your expectations for performance, time allotment, materials and special activities.
- Co-plan and co-teach with your teacher candidate throughout their time with you.
- Develop a teaching and professional responsibilities schedule with the teacher candidate that allows them to gradually assume responsibilities for the instructional areas that are designated according to their initial or advanced placement status.
- Provide the teacher candidate with a workspace in the classroom.
- Model good teaching techniques and methods, making explicit to the teacher candidate the reason for using the techniques you have chosen.
- Provide the teacher candidate with opportunities to observe and participate in the formal assessment of students, including IEP meetings as appropriate.
- Arrange regular conference times with teacher candidate for planning, feedback and evaluating.
- Support the teacher candidate in completing course assignments and State mandated teaching performance assessment tasks. These require the teacher candidate to create and implement a number of lessons and assessments and to video their performance.
- Assist the teacher candidate in developing appropriate lesson plans based on specific goals, objectives and needs of the students in your class. Share IEPs and behavior plans with the teacher candidate as appropriate.
- Encourage the teacher candidate to try out methods introduced in course work, create instructional materials, and to make changes to the room layout and student groupings.
- Observe the teacher candidate. Ask them to reflect on both successes and failures. Provide written or oral feedback as often as possible.
- Communicate regularly with the university supervisor to assist in solving field-related issues or individual needs.
- Complete both the Evaluation of Professional Dispositions and final evaluation of student teaching performance.

- Invite the teacher candidate to parent conferences and other school related activities.
- If appropriate, offer to write a letter of recommendation for your teacher candidate.

University Supervisor

- Visit your teacher candidates weekly for either scripted observations or drop-in observations.
- During the first of the semester arrange a meeting time with district-employed supervisor, teacher candidate and school administrator to review expectations of the teacher candidate and school.
- Act as a liaison between teacher candidates, district-employed supervisor, school administrators and CI.
- Ensure that the teacher candidate has provided a handbook to the district-employed supervisor.
- Assure that each teacher candidate 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 district-employed supervisor and teacher candidate. **Do not change the district-employed supervisor classroom schedule to accommodate your schedule.**
- Complete at minimum six scripted observations of each teacher candidate as required by CTC. It may be necessary and beneficial to do more scripted observations than the required number. Provide a copy of your notes from each scripted observation to the teacher candidate and district-employed supervisor. See clinical supervision model for details.
- Assure that the teacher candidate has completed all required assignments for student teaching.
- Review the teacher candidate's coursework and, if needed, assist the teacher candidate in finding resources in the field placement to complete the assignments.
- Facilitate the teacher candidate's assumption of classroom responsibilities.
- Conduct both a midterm evaluation and the final evaluation of student teaching performance.
- Submit all your midterm and final evaluations, and scripted observation notes from each teacher candidate. **Submit grades for each teacher candidate that you have for the semester.**

Co- Teaching

Co-teaching is a hallmark of the CI credential programs. District-employed supervisors are encouraged to co-plan and co-teach lessons with teacher candidates. The National Educational Association provides the following advice and tips for successful co-teaching.

Advice and Tips

Co-teaching can be a wonderful experience when planning and communication are in place beginning day one. Here are five steps that are very helpful when preparing for a co-teaching experience.

1. Establish rapport.

The first step that is to establish a relationship -- even before the students enter the building. Get to know each other on a personal level. After all you will be together the entire semester or year. What things do you have in common?

When the two of you have a comfortable relationship and rapport with each other, the students feel more comfortable in the classroom. Students can sense tension as well as harmony within the learning environment. A positive relationship will help minimize misunderstandings and motivate you to resolve problems before they escalate.

2. Identify your teaching styles and use them to create a cohesive classroom.

Are you a hands-on teacher who loves doing experiments and using manipulatives, never to open a textbook? While your co-teacher needs to use the textbooks first and then supplement with experiments and manipulatives?

How do you manage behaviors? What are your discipline styles?

Instructional and discipline styles are just two factors you need to examine so that you can combine the best of both of your styles to create a cohesive classroom. You need to find a balance that makes everyone comfortable.

When you plan lessons together, you can use your two styles to complement one another and thus enhance the lessons and the delivery of instruction. You create a cohesive classroom with consistent expectations when both of you are on the same page with instruction and discipline styles.

3. Discuss strengths and weaknesses.

How can you utilize each teacher's strengths and weaknesses? A good way to do this is to have each of you make a list of strengths, weaknesses, likes, and dislikes. Then take the lists and compare them and highlight the strengths that are dominant for one teacher and allow that person to be the lead teacher in those areas. By using these strengths, you can differentiate your

instruction to meet the needs of a larger group more frequently within the classroom as well as allowing for individualized instruction.

4. Formulate a plan of action and act as a unified team.

You have to make decisions constantly throughout the year, so if you formulate a plan of action in the beginning of the year, disruptions will be minimal.

Consider the following items in your plan of action:

- Scheduling
- Expected classroom behaviors
- Classroom procedures, such as class work and homework policies, turning in work
- Consequences of not following rules and procedures
- Grading
- Communication between home and school

Talk about what you will tolerate as well as how you will respond to actions that are not acceptable. Be consistent when dealing with parents, and meet as a team for conferences with them. Determine your roles in advance so that you do not contradict each other or foster misunderstandings during the meeting.

5. Take risks and grow.

A wonderful aspect of co-teaching is that it allows you to take risks, learn from each other, and grow as professionals.

Co-teaching provides a safety net when you take risks in your instruction. When you try something new and it doesn't work, you have another teacher in the room who can step in with another technique or lesson that works, or point out the area of difficulty, or assist in redirecting the lesson. When you are the only teacher in the room and a lesson bombs, you often have to stop and move on and then analyze later why the lesson fell apart -- without the assistance of someone else in the room observing the lesson.

Co-teaching is an experience that is as good as you allow it to be. You have the opportunity to work with another educator daily. Make the most of it. Enjoy!

Strategies and Examples

| Strategy | Definition / Example |
|---------------------------|---|
| One Teach, One Observe | <p>One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.</p> <p>Example: One teacher can observe students for their understanding of directions while the other leads.</p> |
| One Teach, One Assist | <p>An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.</p> <p>Example: While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.</p> |
| Station Teaching | <p>The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.</p> <p>Example: One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.</p> |
| Parallel Teaching | <p>Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.</p> <p>Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.</p> |
| Supplemental Teaching | <p>This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.</p> <p>Example: One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.</p> |

| | |
|---|---|
| <p>Alternative (Differentiated)</p> | <p>Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.</p> <p>Example: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.</p> |
| <p>Team Teaching</p> | <p>Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.</p> <p>Example: Both instructors can share the reading of a story or text so that the students are hearing two voices.</p> |

The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom.

Recommendation for Credentialing

Students completing a credential program at California State University Channel Islands must be recommended by the faculty for a 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.

Final Steps in the Program

During last semester of credential program you will need to make an appointment with a Credential Analyst in the Credential Services Office, for your final program evaluation. You will not be recommended for your teaching credential until you have met with the Credential Analyst and have completed the following steps.

1. Complete a **CPR** course in Adult, Infant and Child.
2. Complete the **Exit Survey** and print a copy of the completion certificate.
<http://www.csuexitsurvey.org>
3. **RICA** exam, submit a copy of passing score report (multiple subject and education specialist teaching candidates only).
4. Complete mandated reporter training for California teachers online.
<http://educators.mandatedreporterca.com/default.htm>
5. Complete Credential Request Form
<http://education.csuci.edu/credentials/documents/credential-request-form.pdf>
6. Make an appointment with credential analyst for your exit meeting. Call the Credential Services Office at (805) 437-8953 to schedule an appointment.
7. Bring a copy of your CPR card, passing RICA exam verification and exit survey certificate and mandated reporter training certificate to your exit meeting.

An evaluation of your file and coursework will be conducted to verify that you have met all CTC requirements for the credential you are applying for.

Adding a Second Credential and Supplementary Authorizations

Once an initial credential program has been completed and your credential has been issued, if you would like to earn another credential you may do so, granted you have passed the subject matter competency exams and additional coursework.

Supplementary and degree authorizations are also available in a number of subjects.

Please contact the credential office and make an appointment with a credential analyst for advising if you wish to pursue these options.

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 beginning teacher 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.

Appendix

Teacher Candidate Data Sheet

Please provide the following contact information and email this sheet to your district-employed supervisor and university supervisor.

Teacher candidate

Contact phone / email

Address

District-Employed Supervisor

Contact phone / email

University 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 district-employed supervisor and your supervisor when you first meet with each of them.

Emergency Contact Information Form

Teacher candidate: _____

District-employed supervisor: _____

School: _____

This form should be completed by the teacher candidate 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 district-employed supervisor aware of the form and where it is retained.

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

Doctor: _____ Phone #: _____

1. _____ Phone #: _____ Relationship: _____

2. _____ Phone #: _____ Relationship: _____

3. _____ Phone #: _____ Relationship: _____

Special medical conditions or allergy that needs to be know:

Additional directions / comments:

Signature: _____

Printed name: _____

Date: _____

Lesson Plan for Scripted Observation During Student Teaching for All Credential Programs

Directions: Fill in all sections of the lesson plan below. Only type in white spaces. If a specific section does not apply to your placement, please write 'NA' in the space provided. DES refers to the District Employee Supervisor which was previously termed your CT or Cooperating Teacher. You may use T to abbreviate for Teacher and S to abbreviate Student. Do not write in first person 'I'. Refer to yourself as T or Teacher.

| Lesson Information | |
|-----------------------------------|--|
| Designer | |
| Date of Lesson | |
| Grade Level and Group Size | |
| Length of Lesson/Time of Lesson | |
| General Topic(s) | |
| Planning and Preparation to Teach | |
| Purpose of Lesson | Why are you teaching this lesson? |
| | |
| Learning Objectives | How will students demonstrate their learning during the lesson? <input type="checkbox"/> Objectives should include specific language that connects them to the standards identified below <input type="checkbox"/> Objectives should be measurable |

| | |
|---|---|
| | The Students will be able to: ☐ |
| Standards | Grade level standards specifically addressed in your Learning Objectives. Standards are available in the links below. CCSS ELA CCSS MATH NGSS Science Framework Social Science Framework |
| | |
| Academic Language | List the academic language you will support in your lesson. |
| | |
| Materials Required | Items not normally accessible in your teaching setting. Include links to videos or Google Docs/Slides used in the lesson. |
| | |
| Cite Sources | List resources used to develop this plan (people, textbooks, print materials, web materials, etc.) |
| | |
| Classroom Organization | How will students be organized? Small group, whole group, independent work etc. why? Will your DES/Cooperating Teacher be involved in the lesson. If so, how? |
| | |
| Paraprofessional Support/Instructional Aide | How will you use the paraprofessionals during this lesson. If applicable. |
| | |
| Additional Volunteers | How will you use additional volunteers during this lesson? If applicable. |

| | |
|--|--|
| Special Education Students | |
| The following sections must be completed for each student with an IEP. If applicable. | |
| IEP Goal/Objective | What Academic IEP goal(s) is/are being addressed in this lesson? If applicable |
| Behavioral Support | Describe any behavioral supports (in IEP or non-IEP) needed for this student, include seating, behavior plans, instructional adaptations to account for behavior |
| Universal Design for Learning | |
| Explain how you will meet all requirements of UDL to support All learners | |
| Multiple Means of Representation | |
| Multiple Means of Expression | |
| Multiple Means of Engagement | |
| PREPARE STUDENTS FOR INSTRUCTION | |
| Pre-Instruction/ Anticipatory Set | The 'hook', to grab the student's attention: actions and statements by the teacher to relate the experiences of the students to the objectives of the lesson. The anticipatory set should: put students into a receptive frame of mind, focus student attention on the lesson, create an organizing framework for the ideas, principles, or information that is to follow. |
| | |

| | |
|--|---|
| Inform Students of Learning Objective: | Tell the students in terms they can understand what the learning objective of the lesson is and why it is important. |
| | |
| Pre-teach or Reteach | List how you will review prerequisite skills, pre-teach vocabulary and activate prior knowledge prior to teaching the new learning for the lesson. Explain how academic language will be made accessible for ALL LEARNERS including Native English Speakers, English Learners, and Students with Special Needs? |
| | |

| DETAILED INSTRUCTIONAL SEQUENCE | | |
|---|---|---|
| <p><i>This is the portion of the lesson plan where you explain how you are teaching your objective. The process is often circular. You may present you lesson in one continuous section while highlighting where you are doing the following:</i></p> | | |
| Modeling: | Once the material has been presented, the teacher demonstrates expectations through modeling the activity. | |
| | | |
| Guided Practice | An opportunity for each student to demonstrate new learning by working through an activity or exercise under the teacher's direct supervision. The teacher moves around the room to determine the level of mastery and to provide individual remediation as needed. | Briefly state how you will check for understanding? |
| | | |

| | | |
|-------------------------------------|---|--|
| Independent Practice | Time to provide for reinforcement practice. Provided on a repeating schedule so that the learning is not forgotten. It may be homework or group or individual work in class. Assures generalization of the skills learned? | Briefly state how you will check for understand? |
| | | |
| Assessment of learning Objective(s) | How will you measure the students learning of the objective? What kind of record will you have of the student learning? State if the assessment is diagnostic, formative or summative. Assessment activities must be concrete and tangible. | |
| | | |

| CLOSING AND EXTENDING STUDENT LEARNING | |
|---|---|
| Closure | <i>Whole group:</i> How will you facilitate active review and transition to next activity. How will students debrief the learning experience and connect back to your stated objective(s)? |
| | |
| Extension Enrichment | What will students do if they complete their work early? This should connect to your learning objectives. How will the activity allow students to apply and/or further develop the concept(s) through alternate applications? |
| | |
| LESSON REFLECTION (Following Instruction) | |

| | |
|--------------------------------|--|
| Reflection on Student Learning | What did you learn about your students as learners and the differences in learning outcomes? (Consider teacher and student learning with respect to both content and academic language development). Do you feel you successfully met the needs of English Learners? Do you feel you successfully met the needs of children with special needs? How do you know? Provide examples? |
| | |
| Reflection on Teacher Learning | What was your impression of the lesson? What is working? What is not? For whom? Why? What did you learn about yourself as a teacher? How might the changes benefit students' needs? How does this reflection inform what you plan to do in the next lesson? Tie your reflections to theories and research wherever possible. |
| | |

Submission Directions: Submit your lesson plan as a PDF to your Supervisor unless otherwise instructed. For instructions on how to save a Google Doc as a PDF, [click here](#).

CI Statement Of Concern

Student Name _____ Term _____

Course: _____

Statement of Concern Submitted by: _____

◦ Instructor ◦ University Supervisor ◦ Other _____

Please list the concerns you have about this student.

Plan of Action:

Goals of the plan for what the student needs to do:

Actions and Timeline:

_____ Date _____
Student Signature

_____ Date _____
Instructor/Supervisor/District Employee Supervisor Signature

_____ Date _____
Program Coordinator/Director of Field Placements Signature

_____ Date _____
Education Programs Chair Signature

Letter To Parents For Permission To Videotape

Dear Parents,

My name is _____ and I am a teacher candidate from California State University Channel Islands. I will be in your child's classroom daily for the next eight weeks as I prepare to become a teacher.

One of the assignments for the teacher preparation program requires me to demonstrate my teaching skills on videotape. The objective of this video is to show my teaching ability as I teach lessons to the whole class. My professors will be analyzing the performance of my teaching skills and will not be evaluating your child in any way.

If you would allow your child to appear on video used for my training purposes, please fill out the bottom of this form and return it to your child's teacher.

Thank you for allowing me to complete this assignment which will demonstrate my teaching ability and allow me to complete my teaching credential program at California State University Channel Islands.

Teacher candidate _____ Date _____

I, _____ the parent/guardian
of _____

give permission for my child to appear on videotape for teacher training purposes only.

do not give permission for my child to appear on videotape.

Parent/Guardian Signature _____ Date _____

Estimados Padres,

Mi nombre es _____ y soy estudiante de magisterio en California State University Channel Islands (CSUCI). Estaré en el salón de su hijo/a diariamente por las próximas ocho semanas como parte de mi formación para ser maestro/a.

Una de las tareas para el programa de preparación requiere que demuestre en video mis habilidades de enseñanza. El objetivo de este video es demostrar que tengo la capacidad de enseñar a la clase entera. Mis profesores analizarán mis habilidades de enseñanza, pero no evaluarán a su hijo/a de ninguna manera.

Si usted da permiso para que su hijo/a aparezca en el video usado para mis propósitos de entrenamiento, por favor complete esta carta y devuélvala al maestro/a de su hijo/a.

Gracias por permitirme completar esta tarea la cual demostrará mi capacidad de enseñanza y me permitirá completar el programa para adquirir mi credencial en educación elemental en California State Univeristy Channel Islands.

Estudiante de Magisterio _____ Fecha _____

Yo, _____ padre o
guardián de _____

permito que mi hijo/a aparezca en el video para el entrenamiento del maestro/a.

no permito que mi hijo/a aparezca en el video.

Firma de Padre o Guardián _____ Fecha _____

Scripted Observation for Teacher Candidates During Student Teaching

Teacher Candidate: _____ **School:** _____ **Subject/Grade:** _____

Date: _____

DES: _____ **University Supervisor:** _____

Definition of Rating (refer to Cal TPE's for detailed description)

Emerging 1: TC inconsistently demonstrates this element.

Emerging 2: TC consistently and sometimes effectively demonstrates this element.

Developing: TC consistently and mostly effectively demonstrates this element.

Mastery: TC consistently and highly effectively demonstrates skill in every aspect of this element.

| TPE 4: Planning Instruction and Designing Learning Experiences for All Students | Emerging | | Developing | Mastery |
|--|-----------------|---------------|------------|---------|
| | 1: Inconsistent | 2: Consistent | | |
| 4.3 Designs and implements instruction and assessment that reflects the interconnectedness of content areas. | | | | |
| 4.1, 4.2, 4.4 Plans instruction to maximize learning opportunities; uses knowledge of typical and atypical child development, removes barriers to curriculum access through the use of varied instructional strategies to provide access for all students. | | | | |
| 4.5, 4.6, 4.7 Plans instruction that promotes a range of communication strategies and activity modes that encourage participation in learning for all students. | | | | |
| 4.8 Uses digital tools and learning technologies to create integrated technology-rich lessons to engage students, promote digital literacy and offer students multiple means to demonstrate learning. | | | | |
| TPE 4 Comments/Narrative | | | | |

| TPE 1: Engaging and Supporting All Students in Learning | Emerging | | Developing | Mastery |
|--|------------------------|----------------------|-------------------|----------------|
| | 1: Inconsistent | 2: Consistent | | |
| 1.1 Applies knowledge of students to engage them in learning. | | | | |
| 1.3 Connect subject matter to real life contexts and provide active learning experiences. | | | | |
| 1.4, 1.7 Uses a variety of developmentally and ability appropriate instructional strategies, resources, and assistive technology to support access to the curriculum. | | | | |
| 1.5 Promotes students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, questioning, and/or reflection. | | | | |
| 1.6 Provides supportive learning environments for first and/or second language acquisition by using research based instructional approaches | | | | |
| 1.8 Monitors student learning and adjusts instruction while teaching so that students continue to be actively engaged in learning. | | | | |
| TPE 1 Comments/Narrative: | | | | |

| TPE 2: Creating and Maintaining Effective Environments for Student Learning | Emerging | | Developing | Mastery |
|---|------------------------|----------------------|-------------------|----------------|
| | 1: Inconsistent | 2: Consistent | | |
| 2.1 Promotes students' social-emotional growth, and individual responsibility using positive interventions and supports to foster a caring community. | | | | |
| 2.2, 2.3 Creates learning environments that promote learning that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn. | | | | |
| 2.4 Knows how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and /or are medically fragile. | | | | |
| 2.5, 2.6 Maintains high expectations for learning and positive classroom behavior by clearly communicating routines, procedures and norms to the classroom community. | | | | |
| TPE 2 Comments/Narrative: | | | | |

| TPE 3: Understanding and Organizing Subject Matter for Student Learning | Emerging | | Developing | Mastery |
|--|------------------------|----------------------|-------------------|----------------|
| | 1: Inconsistent | 2: Consistent | | |
| 3.1, 3.3 Demonstrates subject matter knowledge, including the adopted California State Standards and curriculum frameworks, through planning, delivering, and monitoring instruction that is consistent with current pedagogical principles. | | | | |
| 3.2 Uses knowledge about students and learning goals to organize and adapt the curriculum to facilitate student learning and access to curriculum. | | | | |
| 3.5 Supports the acquisition and use of academic language within learning activities. | | | | |
| 3.4 Collaborates with the larger school community and uses multiple means of representing, expressing, and engaging students to demonstrate their knowledge. | | | | |
| 3.6 Uses and adapts resources, instructional materials and/or learning technologies to facilitate equitable access to the curriculum. | | | | |
| 3.7, 3.8 Demonstrates knowledge and use of effective teaching strategies aligned with recognized educational technology standards to develop digital literacy by using technology to engage and support learning. | | | | |
| TPE 3 Comments/Narrative: | | | | |

| TPE 5: Assessing Student Learning | Emerging | | Developing | Mastery |
|---|------------------------|----------------------|-------------------|----------------|
| | 1: Inconsistent | 2: Consistent | | |
| 5.1, 5.2 Applies knowledge of the purposes, characteristics, and appropriate uses of assessments to design and administer classroom assessment. | | | | |
| 5.5 Collects and analyzes data to plan and modify instruction and document student learning in a timely manner. | | | | |
| 5.3 Involves all students in self-assessment and reflection on learning goals and provide students with opportunities to revise work based on assessment feedback. | | | | |
| 5.4 Uses technology as appropriate to support assessment, conduct data analysis, and communicate learning outcomes. | | | | |
| 5.6, 5.7 Interprets English learner assessment data to identify academic proficiency in both English and primary language and uses information in planning and teaching. Consults specialists to interpret results of assessments and identify specific linguistic support needs. | | | | |
| 5.8 Uses assessment data, including from IEPs, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and or modify instruction and assessment. | | | | |
| TPE 5 Comments/Narrative: | | | | |

Midterm/Final Evaluation

Teacher Candidate: _____ Date: _____

Grade: _____ School: _____

Please evaluate the teacher candidate using the appraisal scale below. In the “explanations/ suggestions” section, please expand on the areas that the teacher candidate excels or needs improvement.

3 Noteworthy evidence that the teacher candidate meets this criterion

2 Considerable evidence that the teacher candidate meets this criterion

1 Some evidence that the teacher candidate meets this criterion

0 No evidence that the teacher candidate meets this criterion

| Planning | 3 | 2 | 1 | 0 |
|--|----------|----------|----------|----------|
| Presents written plans in advance of lesson | | | | |
| Discusses plan and implements proposed changes | | | | |
| Objectives match lesson content | | | | |
| Objectives are connected to current district and state standards (e.g., common core, NGSS) | | | | |
| Sequence of all detailed instructional procedures is logical and promotes the attainment of the objectives | | | | |
| Plans for differentiated instruction | | | | |
| Plans for English learners | | | | |
| Plans for academic language instruction | | | | |
| Planning book is available and complete | | | | |

Explanations/Suggestions:

| Instruction | 3 | 2 | 1 | 0 |
|--|----------|----------|----------|----------|
| Maintains focus throughout lessons | | | | |
| Develops content, concepts, and/or skills fully to help students make connections | | | | |
| Differentiates instruction | | | | |
| Uses varied and appropriate questioning to facilitate student understanding | | | | |
| Keeps students engaged, active, and interested in the lessons | | | | |
| Uses instructional methods that supports students make progress toward learning objectives | | | | |
| Uses a variety of teaching methodologies | | | | |
| Effectively selects and utilizes a variety of materials/media | | | | |
| Effectively selects and utilizes a variety of assessment methods | | | | |

Explanations/Suggestions:

| Management | 3 | 2 | 1 | 0 |
|---|----------|----------|----------|----------|
| Involves all students in the lesson | | | | |
| Maintains a positive classroom climate | | | | |
| States and enforces clear behavior standards | | | | |
| Uses appropriate verbal and nonverbal management strategies | | | | |
| Manages orderly and effective transitions | | | | |

Explanations/Suggestions:

| Professional Characteristics | 3 | 2 | 1 | 0 |
|--|----------|----------|----------|----------|
| Attends on regularly scheduled days | | | | |
| Relates well to all students | | | | |
| Exhibits enthusiasm and interest in teaching | | | | |
| Seeks advice and strives to implement ideas | | | | |
| Accepts constructive criticism and implements suggestions for improvement | | | | |
| Engages in professional learning (e.g., self reflection, professional development) | | | | |
| Is dependable and reliable | | | | |
| Displays initiative | | | | |
| Interacts and relates well with school personnel and parents | | | | |
| Dresses appropriately and is well groomed | | | | |

Explanations/Suggestions:

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

FOR MIDTERM EVALAUTION (check one)

- Recommend that teacher candidate continue in the credential program
- Recommend, with reservation, teacher candidate continue in credential program
- Do not recommend that teacher candidate continue in the credential program

FOR FINAL EVALUATION* (check one)

Passing standard: Must have a score of 1 or above in all areas during initial semester and a score of 2 or above in advanced semester

- Pass initial semester
- Fail initial semester
- Pass advanced semester
- Fail advanced semester

SIGNATURES:

_____ District
Employee Supervisor University Supervisor

This evaluation has been reviewed by the teacher candidate _____
Teacher Candidate

*Evaluation must be completed by both the district-employed supervisor and the university supervisor at the end of the semester.

Acknowledgement of Reading Handbook



I, _____, have read and I understand the Credential Programs Handbook, including Teacher Performance Expectations and Standards.

Please submit this completed form to your university supervisor. Thank you.

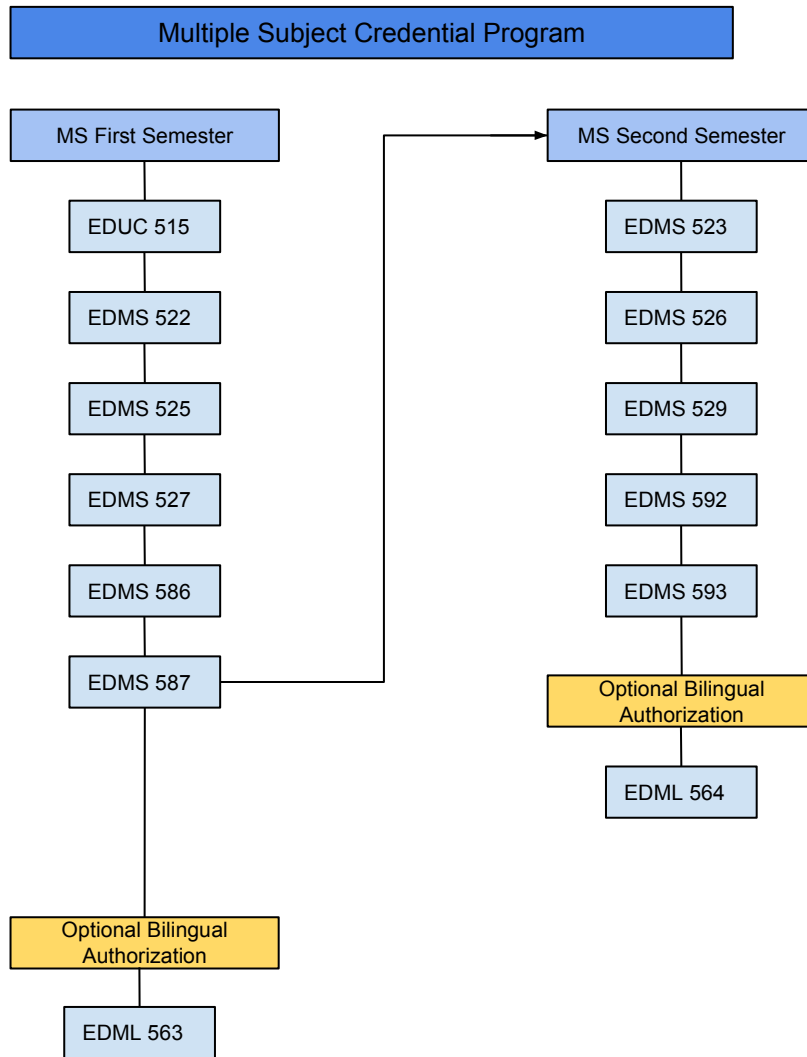
Cynthia Coler

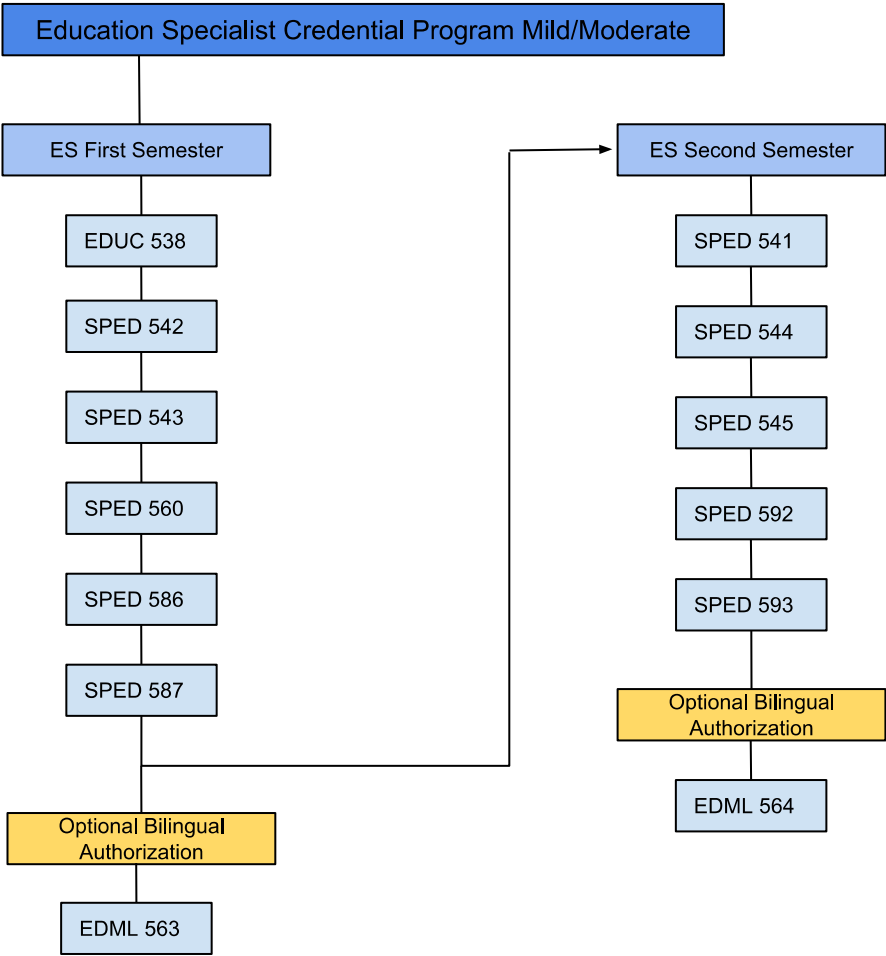
Field Placement Director

Signature (Teacher Candidate)

Date

Sequence of Courses





Single Subject Credential Program

