



Channel Islands

CALIFORNIA STATE UNIVERSITY

SCHOOL OF EDUCATION

Field Experience Handbook

2020-2021

For

TEACHER CANDIDATES, COOPERATING SCHOOLS, and

UNIVERSITY SUPERVISORS

V. 1.6

Table of Contents

MISSION STATEMENTS.....	3
CI MISSION STATEMENT	3
SCHOOL OF EDUCATION MISSION STATEMENT	3
SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK	4
PROGRAM MAINTENANCE REQUIREMENTS	5
STATEMENT OF CONCERN	5
PROGRAM STANDARDS.....	7
PROGRAM POLICIES.....	8
PATHWAYS FOR ALL CREDENTIAL PROGRAMS	8
ORIGINAL WORK	8
EVALUATION OF STUDENT TEACHING.....	8
ATTENDANCE	9
SCHOOL CALENDARS.....	9
STUDENT TEACHING AND FIELD PLACEMENT.....	9
DISMISSAL FROM SCHOOL SITE	10
INSURANCE	10
RESIDENCY PROGRAM.....	10
PROGRAM REQUIREMENTS.....	11
CREDENTIAL PROGRAM PRINCIPLES AND GOALS	11
CREDENTIAL PROGRAM REQUIREMENTS.....	11
ADDITIONAL REQUIREMENTS	11
PROGRAM DESIGN	13
MULTIPLE AND SINGLE SUBJECT PROGRAM	13
EDUCATION SPECIALIST PROGRAM (DOES NOT APPLY TO RESIDENCY CANDIDATES)	13
FIELD EXPERIENCE	14
MULTIPLE SUBJECT AND SINGLE SUBJECT PROGRAM.....	14
<i>Student Teaching: Timeline of Activities</i>	14
SUPPORTING TEACHER CANDIDATES IN CALTPA	14
EDUCATION SPECIALIST PROGRAM	15
<i>Preparing for Student Teaching</i>	15
<i>Checklist and Timeline for Student Teaching</i>	16
ROLES AND RESPONSIBILITIES	17
TEACHER CANDIDATE.....	17
DISTRICT –EMPLOYED SUPERVISOR.....	18
University Supervisor.....	19
CO-TEACHING.....	20
ADVICE AND TIPS	20
STRATEGIES AND EXAMPLES	22

RECOMMENDATION FOR CREDENTIALING	24
FINAL STEPS IN THE PROGRAM	24
ADDING A SECOND CREDENTIAL AND SUPPLEMENTARY AUTHORIZATIONS.....	25
CLEARING THE PRELIMINARY TEACHING CREDENTIAL.....	25
APPENDIX	26
TEACHER CANDIDATE DATA SHEET	27
EMERGENCY CONTACT INFORMATION FORM	28
LESSON PLAN FOR SCRIPTED OBSERVATION DURING STUDENT TEACHING FOR ALL CREDENTIAL PROGRAMS	29
CI STATEMENT OF CONCERN	33
SCRIPTED OBSERVATION FOR TEACHER CANDIDATES DURING STUDENT TEACHING	34
MIDTERM/FINAL EVALUATION	41
COURSE REPEAT REQUEST	45
ACKNOWLEDGEMENT OF READING HANDBOOK	46
SEQUENCE OF COURSES	47

Mission Statements

CI Mission Statement

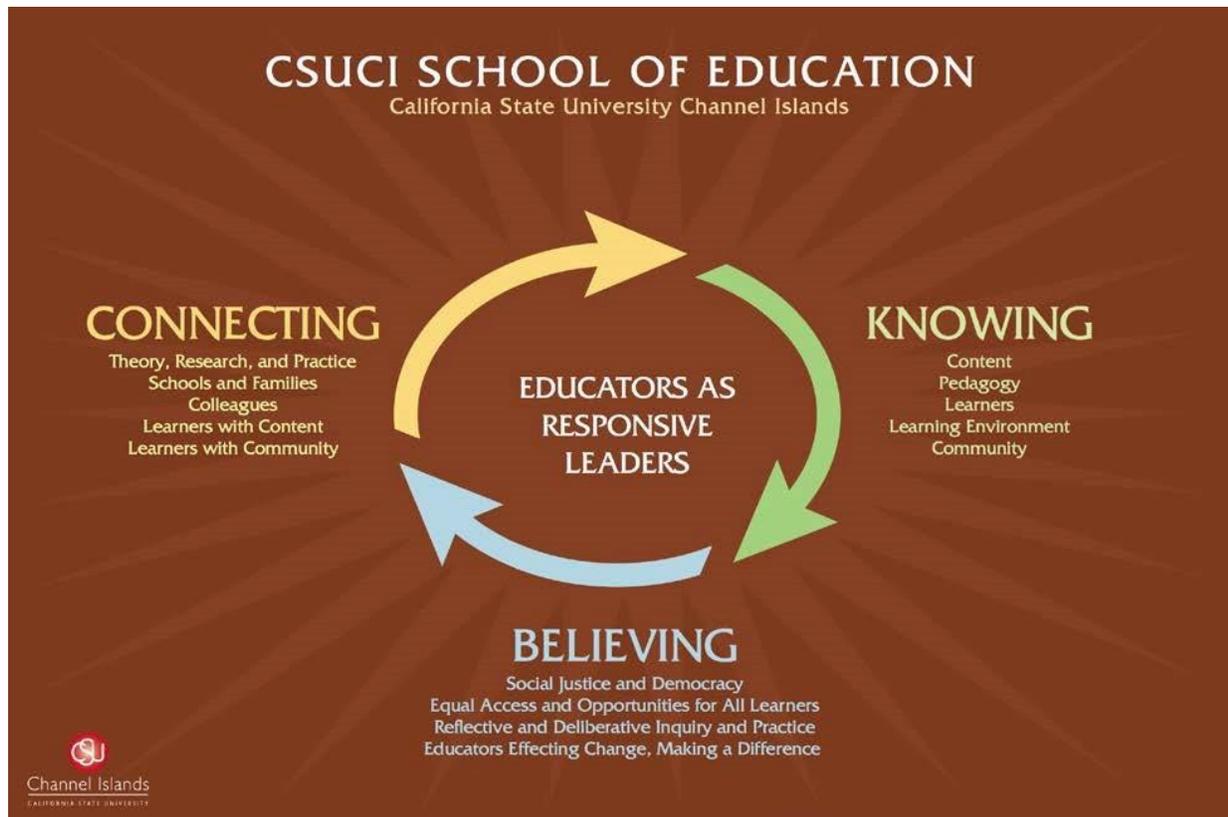
Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduate students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

School of Education Mission Statement

Our Mission: The School of Education at California State University Channel Islands serves students, families, and communities by effectively preparing culturally competent teachers and leaders who work collaboratively to inspire learning and promote equity in and through education.

***Nuestra misión:** La Escuela de Educación de California State University Channel Islands sirve a estudiantes, familias y comunidades por medio de la preparación efectiva de maestros y líderes culturalmente competentes que trabajan en colaboración para inspirar el aprendizaje y promover la equidad en y a través de la educación.*

School of Education Conceptual Framework



Program Maintenance Requirements

Teacher candidates must maintain a 3.0 cumulative grade point average in all credential program 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 continue in the credential program. A [Course Repeat Request](#) must be submitted by teacher candidate in order to continue in the credential program. Course Repeat Requests will be reviewed by faculty in the School of Education.

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.

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 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 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, director of clinical experiences and partnerships, program chair, 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 creates a plan of action for the teacher candidate. 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 teacher candidate'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, director of clinical experiences and partnerships, and program chair) is required. Written statements from the district-employed supervisor and/or the school site administrator are needed to document inappropriate behavior. When a teacher candidate is removed from a school, they will not receive credit for student teaching that semester. The teacher candidate will be issued a NC grade and will need to submit a Course Repeat Request.

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 16).**

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. Click this link for a complete list of the [Standards for Educator Preparation](#) at the CTC website.

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 during 2020-2021 are placed in a single placement, where they stay at the same school and with the same cooperating teacher for the entire student teaching experience.

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 in January 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 are in the residency pathway are allowed to substitute teach for their district-employed supervisor during advanced student teaching, 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 and CalTPA. 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 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 in initial student teaching and 6 in advanced student teaching) require that teacher candidates submit a lesson plan to the university supervisor and district-employed supervisor **at least 24 hours in advance**.

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.

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 and assignments.

Teacher candidates are required to attend orientation.

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. The semester beginning and ending dates may be different from when you will be beginning and ending your placement. Do not plan events or vacations without fully checking with the school and/or the university supervisor.

Student Teaching and Field Placement

All field placements are made by the University. Please do not contact a school district, principal or teacher about arranging any field placements. Doing so may result in you being dismissed from the credential program.

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

The building administrator may, at any time, exercise the prerogative of requesting a teacher candidate be relieved of student teaching responsibilities. This will result in a No Credit grade for student teaching. The teacher candidate, if approved, will repeat 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.

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 Program

These policies apply only to teacher candidates that are in the residency program.

Calendar. Teacher candidates must commit to the school calendar from January through June. Teacher candidates must start and end on the same day as their district-employed supervisor.

Substituting. Teacher candidates may substitute for their co-operating teachers once they have met all district requirements for substitute teaching. 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. Teacher candidates cannot miss methods courses to substitute teach.

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

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

RICA: CTC does not require passing the Reading Instruction Competence Assessment (RICA) for the initial issuance of a Preliminary 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. (NOTE: Spring 2021 completers have the option of passing this during their induction program after completing our program, and prior to receiving the Clear Credential.)

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 are not required to pass the California Teaching Performance Assessment ([CalTPA](#)) in order to be recommended for a Preliminary Teaching Credential. Candidates also have the option to pass Cycle 1 and Cycle 2 of CalTPA during their induction program after completing our program. (NOTE: Spring 2021 completers are not required to pass this in order to be eligible for the preliminary credential.)

Program Design

Multiple and Single Subject Program

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. There is no field placement in Fall 2020. Coursework is infused with virtual practicum 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 these virtual experiences.

Second Semester

The second semester in the program. The remaining methods courses are designed to reinforce content. Students will complete Initial Student Teaching and CalTPA Cycle 1 during the first 8 weeks of the semester, and they will complete Advanced Student Teaching and CalTPA Cycle 2 during the second 8 weeks of the semester*. 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. Co-teaching is encouraged throughout the student teaching experience. The field placement may start before the beginning of the Fall semester and continue for the entire semester, and the teacher candidate will also take courses at the University.

*Candidates in the 2020-2021 academic year are not required to complete the CalTPA prior to completing the program, due to COVID 19 flexibilities.

Student Teaching

Teacher candidates in the multiple subject program will do 10 days of full-time student teaching during their student teaching semester. A range of additional “solo” teaching experiences will supplement this 10 days of full-time teaching in order to meet the CTC requirements for solo teaching.

Teacher candidates in the single subject program will do 20 days of full-time student during their student teaching semester. A range of additional “solo” teaching experiences will supplement this 20 days of full-time teaching in order to meet the CTC requirements for solo teaching.

Teacher candidates in the Education Specialist Program will take over a portion of the day for two weeks during their student teaching semester. These candidates will receive a short-term second placement in another setting during the semester. A range of additional “solo” teaching experiences will supplement this takeover period in order to meet the CTC requirements for solo teaching.

Field Experience

Multiple Subject and Single Subject Program

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

Student Teaching: Timeline of Activities

Due to changes resulting from COVID-19 during the 2020-21 academic year, a detailed timeline for student teaching is not available at this time. Teaching candidates will be provided with detailed timelines for organizing their initial and advanced student teaching during the spring semester.

Supporting Teacher candidates in CalTPA

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

District-employed and university supervisors can support students as they complete CalTPA. Cycle 1 is to be completed in the initial semester and Cycle 2 in the advanced semester. The CalTPA website has a list of acceptable and unacceptable forms of support. You can access the information [here](#). Teacher candidates will learn more about the CalTPA in their student teaching seminar course. Click [here](#) for the CalTPA parent/guardian consent form, in English and Spanish.

The California Teacher Credentialing Commission has created a range of resources and seminars on how to complete the CalTPA in an all-virtual instructional context. A set of guidelines can be found [here](#). Recorded webinars can be found on CTC's youtube channel.

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 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. At this time, we do not have a detailed timeline or checklist of the activities due to changes resulting from COVID-19. A detailed checklist and timeline will be provided prior to the Spring Semester.

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.
- 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.
- 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.
- Arrange a meeting 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.
- 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.
- 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
<p>One Teach, One Observe</p>	<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>
<p>One Teach, One Assist</p>	<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>
<p>Station Teaching</p>	<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>
<p>Parallel Teaching</p>	<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>
<p>Supplemental Teaching</p>	<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

Teacher candidates completing a credential program at CI must be recommended by the faculty for a Preliminary Teaching Credential. The process of recommending teacher candidates 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 teacher candidate who is not recommended for a credential will be notified in writing about the negative recommendation and the reasons for that negative recommendation.

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

Final Steps in the Program

After teacher candidates have completed all of the required courses and exams, complete the following steps and submit all information using the recommendation request online form located below.

1. Complete a **CPR** course in Adult, Infant and Child.
2. Complete the **Exit Survey** and print a copy of the completion certificate.
<https://www.csuexitsurvey.org/> (use Code= 3292)
3. You must submit a certificate of completion for the School Personnel **Mandated Reporter Training** (including both the 4-hour General Course and 3-hour School Personnel Course). Many of you may have completed the 4-hour general course in order to engage in student teaching. If you have not already completed such a training, you can complete a free training at:

<https://mandatedreporterca.com/training/school-personnel>
4. **(Optional) RICA** exam (Multiple Subject and Education Specialist Candidates only). Submit date of passing score, if applicable.
5. **(Optional) Pass CalTPA Cycle 1 and Cycle 2** (Multiple Subject and Single Subject Candidates only). Submit dates of passing, if applicable.
6. Bilingual Added Authorization Candidates: Submit passing date or evidence of passing score on CSET Spanish III.
7. 2020-2021 Candidates: You will be required to submit Dates for your **CBEST passing score**

and evidence of **Subject Matter Competence** (e.g., CSET passing dates, or verification of your subject matter waiver).

8. Credential Recommendation Request Form: Request your recommendation by completing the surveys below, including documentation of the requirements above. This survey will be automatically submitted to the credential counselor for your credential program. Submit the request using the following links:

Credential Recommendation Request – Single Subject

https://csuci.qualtrics.com/jfe/form/SV_b18xcrZC5ky6rEp

Credential Recommendation Request – Multiple Subject

https://csuci.qualtrics.com/jfe/form/SV_5oTu2kz3m5lHiOF

Credential Recommendation Request – Education Specialist

https://csuci.qualtrics.com/jfe/form/SV_9SMK992wg0nl48t

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

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 counselor 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. CalTPA and RICA must be completed during this induction program if you postponed these requirements when you received your preliminary credential. The California Commission on Teacher Credentialing in Sacramento controls this process. Further information on current requirements will be provided during a student teaching seminar.

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

Step 1: Plan

Lesson Plan Template

Lesson Overview

Title of Lesson []

Subject []

Grade Level []

Time Frame []

California Content Standard(s) []

California ELD Standard(s) []

Standards for Mathematical Practice) []

NGSS) []

Learning Goals/Objectives []

Universal Design for Learning

How will you provide multiple means of representation?

[]

How will you provide multiple means of action and expression?

[]

How will you provide multiple means of engagement?

[]

Note: Complete rationale questions 1 & 2 before continuing with lesson planning.

Content of Lesson

Based on student assets, what do you expect students to deeply understand about the lesson? What do you expect students to retain after the lesson and use in future learning?

[]

What misunderstandings or misconceptions do you expect students might have from the lesson?

[]

What knowledge, skills, and abilities (higher-order thinking and academic language development) do you expect students to have after engaging in the lesson?

[]

Instructional Sequence

How will you start the lesson?

[]

How will you provide modeling, guided practice and independent practice; and/or exploratory learning opportunities?

[]

How will you close the lesson?

[]

Assessment/Checking for Understanding

What questions will you ask to determine if students are not meeting, meeting, or exceeding the learning goals/objectives of the lesson?

[]

What will students do to demonstrate achievement of content during the lesson?

[]

How will you know students understand the content?

[]

Structured Student Learning Activities

Based on student assets, what activities will the students be involved in during the lesson to support, engage, and challenge their achievement of the learning goals/objectives?

[]

How will you group students and manage group work to support student learning?

[]

How will you engage students in higher-order thinking (i.e., analysis, synthesis, evaluation, interpretation, and transfer) activities?

[]

Instruction to Support Learning

What instructional strategies will support student learning through multiple modalities? Not including UDL.

[]

What resources, materials, and/or educational technology will you or your students use during the lesson?

[]

What adaptations and accommodations, including, as appropriate, assistive technologies, will support focus students and other individual student learning needs beyond the UDL supports built into the lesson?

[]

Lesson Plan Rationale

Directions: Thinking about the class context information and students' assets and learning needs for the whole class and focus students, briefly respond to the following prompts. Type your responses within the brackets following each prompt.

1. **Prior Academic Knowledge:** Explain how the lesson plan builds on students' prior academic knowledge related to the content-specific learning goal(s) selected for the lesson.

[]

2. **Student Assets and Learning Needs:** Explain how the lesson plan incorporates or builds on students' cultural and linguistic resources, socioeconomic backgrounds, funds of knowledge, prior experiences, and interests related to the content of the lesson.

[]

3. **Student Grouping:** Explain your rationale for grouping students in this lesson—whole group, small group, pairs, individual—and why you think this will support student learning.

[]

4. **Academic Language Development:** How will you address the academic language development needs of the students you are teaching, including English learners and Standard English learners? What vocabulary or terminology is necessary to access the content?

[]

5. **Developmental considerations** (e.g., social-emotional, typical and atypical child development): Explain how the lesson plan addresses the developmental considerations of your students.

[]

CSUCI Credential Programs: STATEMENT OF CONCERN

Student Name: _____

Credential Program of Candidate:

- Multiple Subject
- Single Subject
- Education Specialist

Course Prefix & Number: _____

Statement of Concern Submitted by: _____

- Instructor
- University Supervisor
- Other _____

Please list the concerns you have about this student.

Plan of Action:

Goal(s) of Plan:

Actions and Timeline:

Date _____ Student Signature _____

Date _____ Instructor(s) Signature _____

Date _____ Other Team Member Signature/Role _____

Date _____ Other Team Member Signature/Role _____

Scripted Observation for Teacher Candidates During Student Teaching

Teacher Candidate: _____ School: _____

Subject/Grade: _____ Date: _____

District Employed Supervisor: _____

University Supervisor: _____

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

Level 1: TC inconsistently demonstrates this element.

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

Level 3: TC consistently and mostly effectively demonstrates this element.

TPE 4: Planning Instruction and Designing Learning Experiences for All Students	Level 1	Level 2	Level 3
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.			

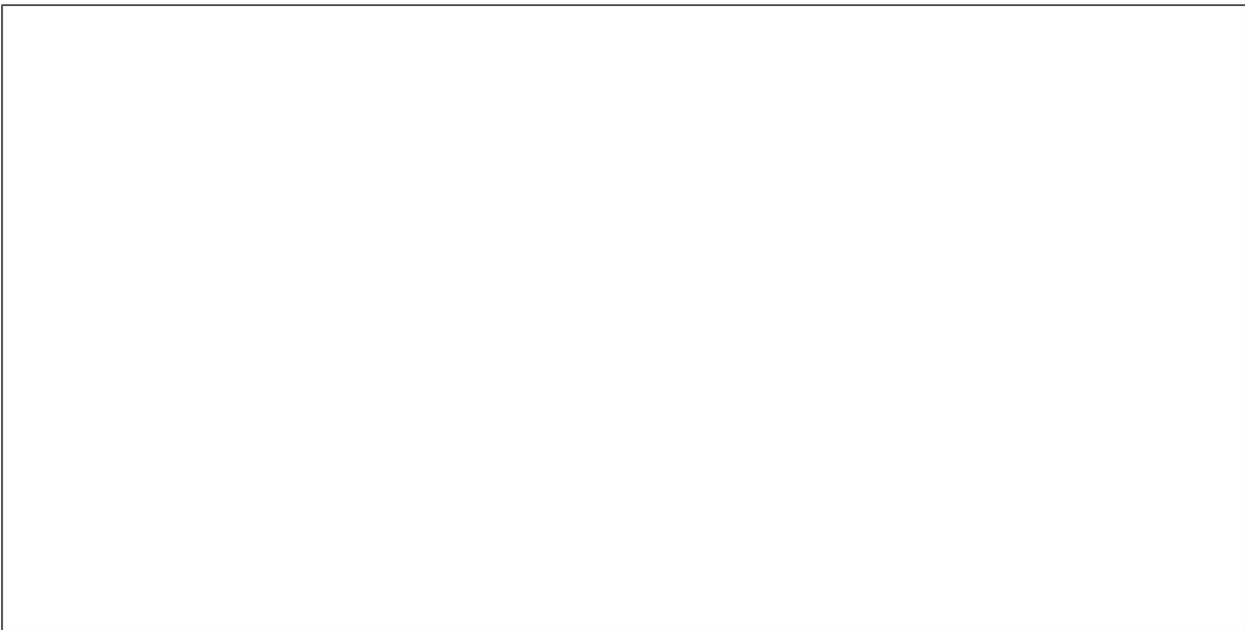
TPE 4 Comments/Narrative:

TPE 1: Engaging and Supporting All Students in Learning	Level 1	Level 2	Level 3
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	Level 1	Level 2	Level 3
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	Level 1	Level 2	Level 3
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	Level 1	Level 2	Level 3
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.			

<p>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.</p>			
<p>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.</p>			
<p>TPE 5 Comments/Narrative:</p>			

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 before/after instruction (TPE: 4.7, 6.1)				
Objectives match lesson content				
Objectives are connected to current district and state standards (e.g., common core, NGSS) (TPE: 3.1, 4.3)				
Sequence of all detailed instructional procedures is logical and promotes the attainment of the objectives				
Plans for differentiated instruction (TPE: 3.5, 4.5)				
Plans for English learners (TPE: 3.5, 4.2, 4.5)				
Plans for academic language instruction (TPE: 3.5, 4.3)				
Planning book is available and complete				

Explanations/Suggestions:

Instruction	3	2	1	0
Maintains focus throughout lessons (TPE: 1.1, 3.3)				
Develops content, concepts, and/or skills fully to help students make connections (TPE: 1.3)				
Differentiates instruction (TPE: 1.1, 1.6, 3.2, 3.4, 3.5, 3.6, 4.4)				
Uses varied and appropriate questioning to facilitate student understanding (TPE: 1.1, 1.5, 4.7)				
Keeps students engaged, active, and interested in the lessons (TPE: 1.8)				
Uses instructional methods that supports students make progress toward learning objectives (TPE: 1.3, 3.8)				
Uses a variety of teaching methodologies (TPE:1.6)				
Effectively selects and utilizes a variety of materials/media				
Effectively selects and utilizes a variety of assessment methods (TPE: 5.1, 5.2, 5.5)				

Explanations/Suggestions:

Management	3	2	1	0
Involves all students in the lesson (TPE: 2.5, 4.5)				
Maintains a positive classroom climate (TPE: 2.2, 2.3)				
States and enforces clear behavior standards (TPE: 2.3, 2.6)				
Uses appropriate verbal and nonverbal management strategies (TPE: 2.6)				
Manages orderly and effective transitions (TPE: 2.6)				

Explanations/Suggestions:

Professional Characteristics	3	2	1	0
Attends on regularly scheduled days				
Relates well to all students (TPE: 2.2, 6.2)				
Exhibits enthusiasm and interest in teaching (TPE: 6.1, 6.3)				
Seeks advice and strives to implement ideas (TPE: 3.4, 6.3, 6.4)				
Accepts constructive criticism and implements suggestions for improvement (TPE: 3.4, 6.1)				
Engages in professional learning (e.g., self reflection, professional development) (TPE: 6.1, 6.3)				
Is dependable and reliable				
Displays initiative (TPE: 6.1, 6.5)				
Interacts and relates well with school personnel and parents (TPE: 6.4)				
Dresses appropriately and is well groomed (TPE: 6.6)				

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 Employed Supervisor

University Supervisor

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

Course Repeat Request

Course Repeat Request

Clinical Experiences and Partnerships Office • Madera Hall 2900 • One University Drive • Camarillo, CA 93012 • (805) 437-8953
credential.assistant@suci.edu

Credential Program: Multiple Subject Single Subject Education Specialist

Name: _____ **Student ID:** _____ **Date:** _____

Phone: _____ **Email Address:** _____

Course to be Repeated: _____ **Semester Taken:** _____ **Grade Received:** _____

Instructions:

Students in the credential program must maintain a grade point average of 3.0 with no individual course grade lower than a C+ or CR. When a student receives a grade lower than a C+ they must submit this form to the Clinical Experiences and Partnerships Office with the following items attached:

1. A statement explaining why the course grade was below C+ or NC.
2. A detailed plan explaining how the student will successfully complete the course if request is granted.
3. A statement explaining why teaching is a good career fit.

Course Repeat Requests are due May 1st for fall requests and December 1st for spring requests. Requests will be reviewed by a committee of three faculty in the program.

Once a decision has been made, the student will be notified via e-mail. Course repeat approval is **not** guaranteed. Approval is for one semester only.

FOR OFFICE USE ONLY:

Course Repeat Request Decision: Approved Denied

Faculty on Committee:

Name Signature Date

Name Signature Date

Name Signature Date

Program Chair

Name Signature Date

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.

Signature (Teacher Candidate)

Date

Sequence of Courses

Please visit the following site for the 2020-2021 Credential Program Sequence of Courses and Roadmaps:

<https://education.csuci.edu/fall2020-course-and-schedule-information.htm>

