



Channel Islands

CALIFORNIA STATE UNIVERSITY

SCHOOL OF EDUCATION

Intern Handbook

For

Teacher Candidates, Cooperating Schools, and

University Supervisors

V. 1.2

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Welcome!

Dear Intern Candidates:

Welcome to our intern program! The CI credential programs are designed specifically to prepare teachers for the diversity of learning abilities, languages and cultures encountered in California public schools. An underlying principal of our program is that all students are capable learners regardless of race ethnicity, gender, ability, sexual orientation, or economic status. The programs follow the expectations of the California Commission on Teacher Credentialing (CTC). Each candidate applies the highest standards to his or her professional conduct.

The intern program is designed to allow interns the opportunity to work full time as a teacher of record while completing coursework and student teaching for their teaching credential. Juggling the demands of being a new teacher while fulfilling the coursework requirements can be challenging, so to ensure that intern candidates meet the same or higher procedural and performance standards as other teacher preparation programs, you will receive ongoing support and supervision from a district mentor in the school where you are employed as well as from a university supervisor. This is a wonderful opportunity to begin your teaching career while receiving support from the university and the district.

CTC has strict policies and procedures for intern candidates so it is very important to provide the level of support and documentation as required by CTC.

Sincerely,

CI Faculty and Staff

Mission Statements

CI Mission Statement

Placing students at the center of the education 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.

CI Mission Statement

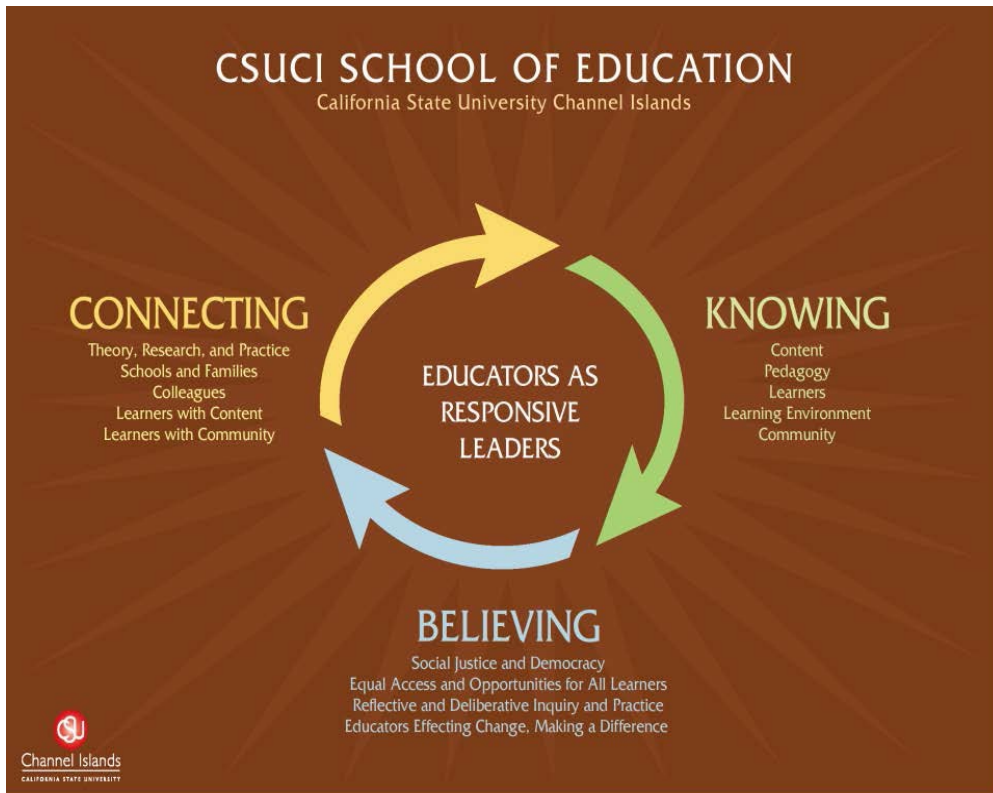
Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students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

School of Education Mission Statement

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 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.

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.

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](#).

Teaching Performance Expectations

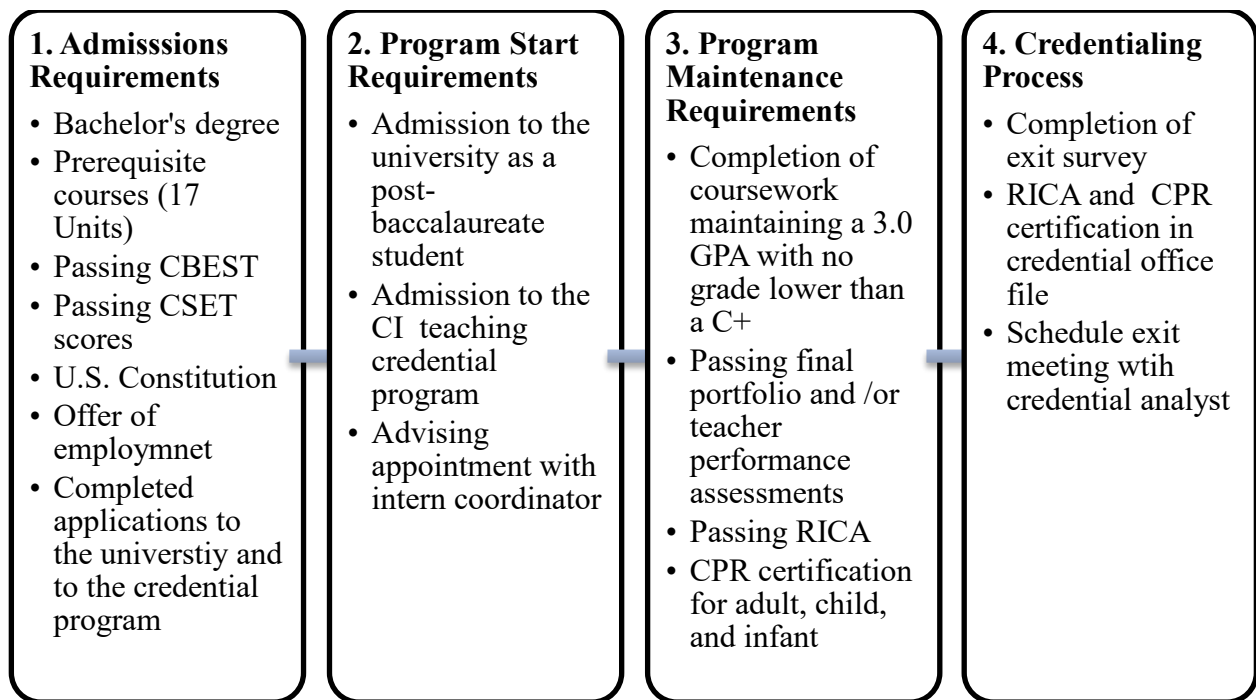
Six Teaching Performance Expectations (TPEs) define what teacher candidates need to know or be able to do. All the TPEs must be learned and practiced by teacher candidates. The TPEs are written at an appropriate level for teacher candidates. There is an expectation that they advance as they progress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

CI Intern Process



Application and Admission Requirements

1. Earned baccalaureate
2. Successful completion of basic skills requirement by passing the CBEST or other appropriate basic skills exam
3. Demonstrate subject matter competency by passing the subject appropriate CSET exam
4. Meet the U.S. Constitution requirement
5. Completion of all required prerequisite coursework with a grade of C+ or better
6. **Note:** Students possessing a Multiple or Single Subject credentials who seek admission to the Special Education Internship Program do not have to complete pre-requisite courses with the exception of SPED 410
7. Offer of employment with a participating Ventura County or Santa Barbara public school district in a teaching assignment which matches the credential being pursued

Program Start Requirements

1. Admission to the University as a post-baccalaureate student
2. Admission to the teaching credential program or completion of all aspects of the credential program application process

3. Advising appointment with intern coordinator to discuss requirements for being an intern candidate
4. Enrollment in university courses

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 intern 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

[Intern Candidate Support Log](#). All intern candidates must submit and intern support log at the end of each semester in order to continue in the program.

CPR: CTC requires certification in adult, infant, and child CPR for all teaching credential programs. Online certifications will not be accepted.

RICA: CTC requires passing the Reading Instruction Competence Assessment (RICA) for the initial issuance of 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.

Statement of Concern

A statement of concern process will be followed unless a more serious situation occurs that necessitates an intern candidate's removal from the school site. At this time, a meeting with the intern candidate and the responsible parties (school site administrator, district mentor, university supervisor, field placement director and intern coordinator) is required. Written statements from the district mentor 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 quality and integrity of CI's Teacher Credential Program.

1. When a district mentor or university supervisor identifies an intern candidate as having difficulty in some area of student teaching, they should discuss the areas of difficulty with each other and the intern candidate.
2. Academic concerns, such as being in danger of receive a grade lower than C+ or not being at 3.0 GPA may also result in a statement of concern.
3. If there is not sufficient change in the intern candidate's work, then the university supervisor shall arrange for another field supervisor to observe the student. If sufficient reason for concern is present, then the supervisors, district mentor, field placement director, intern coordinator, and intern candidate shall complete and sign a [Statement of Concern and Plan of Action](#) form.
4. The form details the steps that the intern candidate will take to address the issues outlined in the statement of concern. This forms a plan of action. Specifics such as extending field experience should be included in addition to descriptions of the intern candidate's work to be accomplished.
5. The intern candidate receives a copy of the signed Statement of Concern. The original is placed in intern candidate's credential office file.

The above process will be followed unless a more serious situation occurs that necessitates an intern candidate's removal from the school site. At this time, a meeting with the intern candidate and the responsible parties (school site administrator, university supervisor, field placement director, and intern coordinator) is required. A written statement from the school site administrator is needed to document inappropriate behavior.

Program Overview

The intern program is a two-year program in which intern candidates are enrolled in coursework and provided with a district mentor and university supervisor in the field. Each intern candidate will be visited a minimum of 3 times per semester by their university supervisor for a scripted observation. The university supervisor as needed may conduct additional drop-in observations. Intern candidates also participate in an intern field support seminar in which they discuss topical issues with peers in similar teaching situations. The coursework is both time consuming and intellectually challenging. Any intern candidate aiming to become an intern should do an honest evaluation of their commitments outside of school to assess their ability to manage a course load and full-time teaching. Intern candidates must be part-time students with a minimum of four semesters of study or longer as agreed upon with academic advisor.

Intern Field Support and Seminar Overview

EDUC 583 and 584 are designed to provide intern candidates with a university supervisor for field support and seminar. The role of the university supervisor is to support the intern candidate in meeting the credentialing competencies, support the intern candidate in running a classroom, and to act as a liaison between the intern, university and school site. The [CI lesson plan template](#) and [scripted observation forms](#) are located in the appendix and can be accessed with hyperlink.

Evaluation of Intern Candidates

The university supervisor will observe and evaluate an intern candidate using the scripted observation rubric 3 times per semester. The level of support from the university supervisor is approximately 15 hours per semester.

At the end of the first semester of year 1, the university supervisor and district mentor will complete the [midterm evaluation](#) of the intern candidate. At the end of the second semester of year 1, the university supervisor and district mentor will complete the [final evaluation](#) of the intern candidate to assess competencies met and those that need to be worked on in the coming semester. This evaluation cycle is repeated in year 2.

At the end of year 2, the university supervisor and district mentor will complete an Individual Development Plan (IPD) providing guidance to the intern candidate on how they will continue to develop as a teacher during their induction program.

The university supervisor is responsible for the final grade. Written remediation plans will be provided for intern candidates who are deficient in various areas, and additional periodic evaluations may occur when necessary. Petition or appeal procedures must follow procedures published by the University.

Placements

If both the district mentor and university supervisor agree that the intern meets the CTC standards for their role, the intern candidate can complete all field placement requirements in their own classroom with observations in another setting for breadth. If either district mentor or university supervisor sees the intern candidate as only partially meeting competency for their credential, then additional field placements may be required.

Clinical Supervision Model

The Clinical Supervision Model used at CI is designed to:

- Create trust between the intern candidate, district mentor, and university supervisor
- Encourage the intern candidate to analyze the lesson and student learning
- Encourage the intern candidate to examine alternatives
- Encourage the intern candidate to develop reflective skills

Clinical Supervision Process

University Supervisors

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

- Pre-observation conference
- Observation
- Data Analysis including student work
- Post-observation conference

One week prior to the start of the semester or first week of the semester establish contact with your intern candidate to arrange readiness meeting and to give them information on how to contact you. This will be completed during the first week of the semester.

Establish contact with the district mentor and site administrator during or prior to the first week of the semester. At this meeting you will collect the [signature page](#) and submit to the credential office.

Intern Candidates

In addition to your teaching responsibilities, you will complete a set of observations, lesson plans, and assignments. Some of these assignments will overlap with course assignments.

1. Lesson Plans

- Maintain a daily lesson plan book.
- Make this plan book available to your university supervisor during each visit.

2. IEP

- Review student IEP goals and objectives with your university supervisor.
- Review student behavior plans and accommodations/modifications with your university supervisor.

3. Maintain School Calendars

- Align district level responsibilities (e.g., IEP meetings and testing schedules) to district calendars
- Align university responsibilities (e.g., course schedules and assignment due dates) to the university calendar

4. Observe Exemplary Programs

- Observe exemplary programs once each semester.
- Your university supervisor will coordinate this activity including coordinating substitute coverage with VCOE and your school district.

In addition, you must meet with your district mentor for 2 to 4 hours per week and document the meetings using the [intern candidate support log](#).

Roles and Responsibilities

Intern Candidates

Professionalism. 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; it is essential to keep these issues confidential.

Coursework: Complete the credentialing coursework within two years of starting the intern program.

District Mentor: Schedule weekly classroom visits and with your district mentor. Contact district mentor weekly for assistance in fulfilling district teaching responsibilities. Document your meetings using the Intern Candidate Support Log.

Intern Candidate Support Log. It is your responsibility to submit this log to the credential office at the end of every semester you are in the intern program. Email the log to credential.assistant@csuci.edu and copy your university supervisor and district mentor. Your supervisor will not issue you a grade for EDUC 583-Intern Field Support until they receive the proper documentation.

Utilize University Supervisor. Schedule scripted observations with your university supervisor (3 per semester). Prepare lesson plans for your university supervisor prior to each scheduled observation (submitted 24 hours before your scheduled observation). Share any sort of difficulty in your placement with your university supervisor immediately. The university supervisor provides an extra supportive pair of eyes to help you work through problems, and will serve as your advocate and assist you in communications with the university and your school site.

Intern Candidate Data Sheet. Complete applicable items on the [intern candidate data sheet](#) and the [emergency contact sheet](#) and give this information to your university supervisor.

Handbook. Read this handbook, Teacher Performance Expectations, and Standards. Sign [acknowledgement form](#) that you have read and understood the information and give signed form to your university supervisor.

Absences. Always advise your university supervisor if and when you will be absent. Although most visits are prescheduled, occasionally supervisors stop by unannounced.

Confidentiality and Parent Permissions. See your school district guidelines regarding confidentiality and photographing or videotaping of students, and parent permission forms.

Professional Development. Attend district, VCOE, and CI workshops and trainings.

Statement of Concern. Your university supervisor may issue an early warning if consistent and/or serious concerns arise. Intern candidates must follow CI procedures and take the necessary steps for improvement.

Ending Internship. Contact CI's credential analyst immediately if your internship ends.

University Supervisor Responsibilities

Schedule Pre-Observation Meeting. During the first week of the semester, arrange a meeting time with intern candidate, district mentor, and school administrator to review expectations of intern candidate and school.

Intern Handbook. Provide a copy of Intern Handbook to school site administrator.

Liaison. Serve as a liaison between intern candidate, district mentor, school administrators, and CI. It is the responsibility of the university supervisor to communicate the university's expectations for class attendance and completion of coursework for the intern candidate, and to assure that each intern candidate is clear about the requirements and responsibilities as well as critical dates.

University Coursework Support. Assure that intern has completed all required assignments for evaluation of teaching. This may involve your assisting the intern candidate in visiting other classrooms or schools. Review intern candidate's coursework; if needed, assist intern in finding resources to complete assignments.

Statement of Concern. Communicate with CI's director of field placement when problems arise.

Observation Schedule. Arrange an observation schedule with intern candidates and conduct scripted observations with intern candidates a minimum of three times per semester. It may be necessary and beneficial to observe more than the required number of times.

Evaluation: Conduct [midterm and final evaluations](#) as needed. In the final semester of the program conduct an Individual Development plan in consultation with the district mentor. This will be a guide for continued professional development during induction.

Understand the [employer responsibilities](#) and [shared responsibilities](#) for intern candidates required by CTC.

Read Intern Handbook and sign off on the [signature page](#).

School Site Responsibilities

District Mentor

Develop a confidential, collegial mentoring relationship with intern candidate.

Establish a meeting schedule with intern candidate to reflect on practice and professional growth.

Document meetings using the [intern candidate support log](#). Plan on supporting intern candidate between 2 and 4 hours per week.

Create communication (weekly) with intern candidate to support professional growth, including grade level and department meetings.

Arrange for classroom visits and observations of intern candidate.

Examine student work samples with the intern candidate to study the impact of instruction on student learning, including special needs students and English learners. Document your meeting in the intern candidate support log.

Monitor and guide the connection between the credential program and the application of skills/knowledge in the classroom.

Maintain required documentation of observations, classroom visits, and contacts with intern candidate.

Understand the [employer responsibilities](#) and [shared responsibilities](#) for intern candidates required by CTC.

Read Intern Handbook and sign off on the [signature page](#).

Site Administrator

Help to facilitate the mentoring relationship between the district mentor and intern candidate assigned in your school. Include in new teacher orientation when applicable.

Become familiar with the internship program and requirements.

Provide feedback to the intern candidate regarding instructional practice and the expectations of the school and district.

Observe intern candidate as needed and provide feedback and assistance.

Understand the [employer responsibilities](#) and [shared responsibilities](#) for intern candidates required by CTC.

Read Intern Handbook and sign off on the [signature page](#).

Determination of Candidate Competence

According to CTC, candidates must attain competency in all areas of relevant content and communication outlined in the standards. CI has thus adopted procedures to ensure such competence. Should a candidate perform unsatisfactorily in either of the field experiences by failing to achieve one or more standards, they will receive no credit for that assignment. The candidate may be allowed an additional field experience based on the circumstances and the assessment of the candidate's potential for success. This decision is made in consultation with the director of field placement, intern coordinator, the university supervisor, and the credential program chair. The district has the authority to hire and/or retain an intern candidate. CI holds the authority to evaluate the candidate according to CTC standards and university policies.

Recommendation for Credentialing

Intern candidates 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 intern 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 intern 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 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 (education specialist intern candidates only).
4. Complete mandated reporter training for California teachers online.
<http://educators.mandatedreporterca.com/default.htm>
5. Complete Credential Request Form. Click [here](#) for form.
6. Bring a copy of your CPR card, passing RICA exam verification, exit survey certificate, mandated reporter training certificate and your intern candidate support logs to your exit meeting.

Appendix

Teacher Candidate Data Sheet

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

Intern candidate

Contact phone / email

Address

District mentor

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 this information from your district-employed supervisor and your supervisor when you first meet with each of them.

Emergency Contact Information Form

Intern candidate: _____

District mentor: _____

School: _____

This form should be completed by the intern 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.
[]

CI Statement Of Concern

Student Name: _____ Term: _____

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.			
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 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

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

Employer Responsibilities for Intern Candidates



Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (916) 322-6253 Fax (916) 445-0800 www.ctc.ca.gov

Mary Alice Sandy
· Credentialing

www.ctc.ca.gov/credentials/leaflets/cl856.pdf

Ensuring Educator Excellence

Teachers Serving on a Short-Term Staff Permit (STSP)

The employing agency must verify all of the following with each request for the Short-Term Staff Permit:

- The employing agency will ensure the permit holder is placed in a position that matches the identified subject matter competency area and grade level.
- The employer will provide orientation to the curriculum and to techniques of instruction and classroom management to the permit holder.
- The employer has assigned a mentor teacher to the permit holder for the term of the STSP.

For more information on Short-Term Staff Permits see Leaflet CL-858: <http://www.ctc.ca.gov/credentials/leaflets/cl858.pdf>

Teachers Serving on an Intern Credential

Teachers hired on an intern credential must be enrolled in a Commission-approved intern program. The employing district and the Commission-approved intern program have shared responsibility for supporting and supervising the intern teacher. **A Memorandum of Understanding (MOU) must be in place between the Intern program and the district(s) with which it partners** that outlines the specific roles and responsibilities, including financial responsibilities, of each party, consistent with the following requirements:

- The employing agency will ensure the intern is placed in a position that matches the identified subject matter competency area and grade level.
- The employer must identify a mentor or other designated individual who meets the Commission's specified criteria (see Coded Correspondence 14-04) prior to an intern assuming daily teaching responsibilities.
- Programs must ensure that a minimum of 144 hours of general support/mentoring and supervision is provided to each intern teacher per school year, including coaching, modeling, and demonstrating within the classroom; assistance with course planning; and problem-solving regarding students, curriculum, and development of effective teaching methodologies. A minimum of two hours of support/mentoring and supervision must be provided to an intern teacher every five instructional days.
- An additional 45 hours of support/mentoring and supervision specific to meeting the needs of English learners shall be provided to an intern teacher who enters the program without a valid English learner authorization listed on a previously issued Multiple Subject, Single Subject, or Education Specialist Teaching Credential or a valid English Learner Authorization or Crosscultural, Language and Academic Development (CLAD) Certificate. The support/mentoring and supervision should be distributed in a manner that sufficiently supports the intern teacher's development of knowledge and skills in the instruction of English learners.

- The employer and Commission-approved Intern must collaborate in tracking the hours of support and supervision provided to the intern teacher as outlined in the required MOU.
- The employer and Commission-approved Intern program must communicate and collaborate regularly to ensure that a qualified mentor is selected and appropriately trained.

Additionally, the individual holding an Intern credential must complete coursework and/or observations of credentialed teachers to continue moving toward earning a preliminary teaching credential. The following should be addressed in the required MOU:

- Potential release time from teaching responsibilities to complete necessary classroom observations of credentialed teachers.
- Potential requirements of release time to attend classes at the teacher preparation institution.

For more information on teachers serving on an intern credential, see Coded Correspondence 14-04: <http://www.ctc.ca.gov/notices/coded/2014/1404.pdf> and PSA 13-06 <http://www.ctc.ca.gov/educator-prep/PS-alerts-2013.html>

Shared Responsibilities

There must be a signed Agreement/Memorandum of Understanding between the Commission-approved teacher preparation program and the employer, which should clearly outline the roles and responsibilities of each party and should include, but not be limited to the following:

Shared Responsibilities <i>The employer and Commission-approved Intern Program are equally responsible for assuring the following occur. The MOU must clearly define how, when, and by whom.</i>	
Identify the Individual(s) and the Roles/Responsibility related to: Weekly course planning, Coaching within the classroom, Problem-solving regarding students, Curriculum, and Teaching	
Establish the process for communication between principal/evaluator and program supervisor.	
Clearly define the documentation and monitoring processes for additional services to interns who have not yet earned the English Learner Authorization (ELA)	
Employers <i>Employers are responsible for ensuring that the intern they have hired is supported and there is adequate supervision.</i>	Commission-Approved Intern Program <i>The Program is responsible for ensuring that the intern in their program is supervised and there is adequate support.</i>
Clearly defined description of qualifications for employer provided mentor(s), one of whom that has the following minimum qualifications: <ul style="list-style-type: none"> Valid corresponding Clear or Life credential 3 years successful teaching experience EL Authorization (if responsible for providing specified EL support) 	Clearly defined description of qualifications of Commission-approved program supervisor including: <ul style="list-style-type: none"> current knowledge in the content they teach understand the context of public schooling, ability to model best professional practices in teaching and learning, <i>scholarship</i>, and <i>service</i>. knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools.
	Provide support/mentor training and orientation.
	Employer-provided support/mentoring documentation and monitoring process.
Sufficient resources are provided including the identification of protected time for employer-provided support/mentor to work with intern within the school day including clearly defined expectations for type/frequency of support.	Specific responsibilities of program supervisor including allocation of time/frequency of observations and/or coaching
Terms of employment, including evaluation process of site-support (examples-retiree, contracted with COE or other agency, current school employee)	Procedures for access between Commission-approved program supervisor and on-site support/mentor as appropriate
<i>Allocation of additional personnel, time, and resources for individuals who have not yet earned an English learner authorization (ELA)</i>	
Identify an individual* who is immediately available to assist the intern with planning lessons that are appropriately designed and differentiated for ELs, for assessing language needs and progress, and to support language accessible instruction, through in-classroom modeling and coaching as needed. <i>*may be the same mentor providing he/she has an EL authorization and is immediate availability.</i>	Provide supervision including in-classroom coaching specific to the needs of English learners.

Source: <https://www.ctc.ca.gov/docs/default-source/educator-prep/ps-alerts/2013/psa-13-06.pdf>

It is recognized that each program is unique and will develop a Support and Supervision model that is appropriate to the distinctive needs of the program, the interns, and the school districts with whom it works. The table below is reflective of that uniqueness and offers examples of Support and Supervision activities that may be used to meet this requirement. **This is not a complete list; it is expected that each program will add/delete activities to ensure that intern and student needs are met within the design parameters of the program.**

Potential Support & Supervision Activities <i>Most Likely</i> to be Provided through the Intern's Employer
Content Specific Coaching (for example: math coaches, reading coaches, EL coaches*)
Grade Level or Department Meetings related to curriculum, planning, and/or instruction
New Teacher Orientation
Coaching (not evaluation) from Administrator
Co-planning with Special Educator or EL expert to address included special needs students and/or English learners*
Logistical help before and during school year (bulletin boards, seating arrangements, materials acquisition, parent conferences, etc)
Release time for participation in district group/regional group (ELAC , Council for Exceptional Children)*
Review/discuss test results with colleagues (CELDT and standardized tests)*
Potential Support & Supervision Activities <i>Most Likely</i> to be Provided through the Intern's Commission Approved Preparation Program
Seminars (problem solving issues with students, curriculum, instruction, TPEs, etc) offered in person, or via the web-enabled video conference/webinar or other video conferencing media*
Peer/Faculty Support (example: discussion debriefing teaching day at start of each class)
Provide access/student memberships for participation in district /regional group (ELAC committee, Council for Exceptional Children, etc.)*
Potential Support & Supervision Activities Provided by <i>Either or Both</i> the Intern's Employer and Commission Approved Preparation Program
Classroom Observations and Coaching*
Demonstration Lessons and/or Co-teaching activities with mentor, coach, or program supervisor*
Intern Observation of other teachers and classrooms*
Email, Phone (voice, text), and/or video conferencing support related to observation, problem-solving, planning, curriculum and/or instruction*
Activities/workshops specifically addressing issues in the intern's classroom—co-attended by intern and support person(s)
Watching and discussing teaching videos with support person (s)*
Interactive Journal (Support/ Supervisor and Intern)
Phone/Email Support Hotline*
Observe SDAIE/ELD lessons online or in person*
Weekly planning or review of plans with EL Authorized Credential Holder*
Editing work-related writing (letters to parents, announcements, etc) *
Professional Literature/Research discussion groups facilitated by appropriately credentialed support person or program supervisor*

**May also be used towards the 45-hour EL Support & Supervision Requirement.*

Intern Candidate Support Log (General Support)

Directions to the Intern Support Provider:

Please use this form to document your time in supporting your Intern Candidate. Submit a copy to the [field placement office](#) at the end of the semester. An average of two to four hours per week is the expectation for support of each Intern Candidate. Support Provider eligibility requirements: Intern Support Providers must hold an English Learner authorization.

Support Provider (District Mentor)

Name _____
School _____ District _____
Grade _____ Subject _____
School Phone Number _____ Site Admin. _____
Contact Number _____ E-mail _____

Intern Candidate

Name _____
School/Grade _____ Subject _____
University Supervisor _____

Time period this services log covers is from _____ to _____.

SERVICE LOGS DUE LAST DAY OF EACH SEMESTER

Support Description Codes:

- A. Meeting with Intern Candidate
- B. Visited Intern Candidate during instructional time (Informal observation)
- C. Formal observation of Intern Candidate
- D. EL instructional support
- E. Telephone/e-mail conversation with Intern Candidate
- F. Observed demonstration lesson in other classroom with Intern Candidate
- G. Worked on lesson planning
- H. Worked on student assessments
- I. Demonstrated lesson for Intern Candidate
- J. Prepared or sent resource materials
- K. Informal Contact
- L. Analyzed student work
- M. Worked on Common Core standards
- N. Other (Please specify)

Week of:	Codes:	Notes:	Initials SP/IC
Total Time:		Topic for next meeting:	
Week of:	Codes:	Notes:	Initials SP/IC
Total Time:		Topic for next meeting:	
Week of:	Codes:	Notes:	Initials SP/IC
Total Time:		Topic for next meeting:	
Week of:	Codes:	Notes:	Initials SP/IC
Total Time:		Topic for next meeting:	
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Week of:	Codes:	Notes:	Initials SP/IC
Total Time:		Topic for next meeting:	
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Week of:	Codes:	Notes:	Initials SP/IC
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Total Time:		Topic for next meeting:	
Week of:	Codes:	Notes:	Initials SP/IC
Total Time:		Topic for next meeting:	
Week of:	Codes:	Notes:	Initials SP/IC
Total Time:		Topic for next meeting:	

Total amount of hours support was provided: _____

Please provide a summary of support to intern candidate:

Verify that the above information is correct:

Support Provider Signature _____ Date _____

Intern Candidate Signature _____ Date _____

Intern Candidate Support Log (English Learners Support)

Directions to the Intern Support Provider:

Please use this form to document your time in supporting your Intern Candidate. Submit a copy to the [field placement office](#) at the end of the semester. An average of two to four hours per week is the expectation for support of each Intern Candidate. Support Provider eligibility requirements: Intern Support Providers must hold an English Learner authorization.

Support Provider (District Mentor)

Name _____
School _____ District _____
Grade _____ Subject _____
School Phone Number _____ Site Admin. _____
Contact Number _____ E-mail _____

Intern Candidate

Name _____
School/Grade _____ Subject _____
University Supervisor _____

Time period this services log covers is from _____ to _____.

SERVICE LOGS DUE LAST DAY OF EACH SEMESTER

Support Description Codes:

- A. Meeting with Intern Candidate
- B. Visited Intern Candidate during instructional time (Informal observation)
- C. Formal observation of Intern Candidate
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Total Time:		Topic for next meeting:	
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Week of:	Codes:	Notes:	Initials SP/IC
Total Time:		Topic for next meeting:	
Week of:	Codes:	Notes:	Initials SP/IC
Total Time:		Topic for next meeting:	

Total amount of hours support was provided: _____

Please provide a summary of support to intern candidate:

Verify that the above information is correct:

Support Provider Signature _____ Date _____

Intern Candidate Signature _____ Date _____

Please mail all support documentation to:

California State University Channel Islands
Field Placement and Credential Services
One University Drive
Camarillo, CA 93012

805.437.8953

Or scan copies of support documentation and email to credential.assistant@csuci.edu

Signature Page

The signatures below indicate that all parties involved in the success of the intern candidate understand their roles and responsibilities and that the roles and responsibilities to all parties involved have been clearly stated and expressed. These roles and responsibilities will be carried out as indicated in the document and that ongoing support will be provided by the school throughout the intern candidate's employment.

Site Administrator Signature

Date Signed

Support Provider Signature

Date Signed

University Supervisor Signature

Date Signed

Intern Candidate Signature

Date Signed

Intern Coordinator Signature
Or Field Placement Director

Date Signed