Abstract

This handbook provides students, instructors, supervisors, and resident teachers the background, procedures, and expectations for obtaining a Multiple Subject Credential.
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Mission & Vision Statements—College of Education

Mission

“Through compassion and collegiality, we are committed to inspire students and serve our communities.”

Vision

“To be the premier provider of teachers, counselors, and educational leaders.”
FORWARD - HANDBOOK OVERVIEW

This Handbook was designed by the Multiple Subject Credential Program (MSCP) faculty to give credential candidates a comprehensive understanding of the Multiple Subject Credential programs at CSUSB. It is divided into four major sections plus three supporting sections.

I. Becoming A Teacher
II. Fieldwork
III. Evaluation
IV. Exit
V. Glossary/References
VI. Appendices
VII. Index

SECTION I – BECOMING A TEACHER
This section provides the candidate with general information about credentialing laws in California. The two Multiple Subject Credential programs: Multiple Subject (MS) and an Integrated undergraduate baccalaureate degree in Liberal Studies with a Multiple Subject Credential program are described. Program course descriptions and a list of policies that govern the programs are also provided in this section.

SECTION II – FIELDWORK
Field experience is an important component of the credential process. Guidelines about becoming a professional, about observing and participating in elementary classrooms are provided to help candidates move successfully from the student to the teacher role. The section provides information and guidelines to help candidates in the types of planning they will be doing as teachers. In addition, information on the placement of Student Teachers, the responsibilities of support personnel, responsibilities of Student Teachers and Intern Teachers and a listing of the California Standards for the Teaching Profession (CSTP) and Teaching Performance Expectations (TPE) are included.

SECTION III – EVALUATION
This section describes the evaluation processes used with the Multiple Subject Credential programs. The first part, “The Reflective Teacher,” orients candidates to the role of dispositions in the teaching profession. The second part describes the academic requirements for the program coursework and the summative assessment of candidates’ knowledge and skill through the California Teaching Performance Assessment (CalTPA). This section ends with a description of the evaluation provided by support personnel during Supervision and how evaluation of the program is conducted. Copies of forms used throughout the programs are provided.

SECTION IV – EXIT
Procedures for applying for the Preliminary Credential and Clear Credential are provided in this section.
APPENDICES
The Appendices provide the “Code of Ethics” of the education profession, the policies that govern the Multiple Subject Credential programs, and a list of the school districts that have a partnership with CSUSB, College of Education, for both the Student Teaching and Intern Teaching options.

GLOSSARY/REFERENCES
The Glossary spells out the common acronyms used in education and in the CSUSB Multiple Subject Credential programs and defines terms. A listing of the references used in compiling this Handbook is also provided.

Index
The Index lists the major topics found in the handbook in alphabetical order.
CSUSB CAMPUSES

California State University, San Bernardino (CSUSB):

The historic San Bernardino Valley is part of inland Southern California, an area encompassing all of San Bernardino, Ontario metropolitan area and also serves more distant locations in the two counties; the Colorado River communities of Blythe and Needles; the High Desert area including Barstow; the Low Desert, Coachella Valley region including Palm Springs and Indio; the mountain communities of Big Bear, Lake Arrowhead, and Idyllwild; the Hemet Valley including Hemet, San Jacinto, and Perris. CSUSB is one of 23 campuses in the California State University system. Some courses are also offered at the Palm Desert Campus (PDC). The university address and telephone number are as follows:

5500 University Parkway
San Bernardino, CA 92407
(909) 537-5000 Main campus
(909) 537-7405 (TEF Dept.)

Palm Desert Campus (PDC):

CSUSB’s satellite campus, offers education classes for the convenience of students living in the Coachella Valley and Morongo Basin. Admission and financial aid information, registration, and academic advising are available at PDC. Textbooks are available at the Palm Desert Campus. The staff in the Teacher Education Office assists Multiple Subject Credential candidates. Credential courses taught at PDC are designated in the quarterly schedule of classes as Sections 40-42.

Indian Wells Center for Educational Excellence
35-700 Cook Street
Palm Desert, CA 92211
(760) 341-2883
College of Education – Administrative Organization

Dr. Chinaka DomNwachukwu, Dean

Departments

The three departments within the College of Education, office locations and department chairs are listed below for your convenience.

<table>
<thead>
<tr>
<th>Department</th>
<th>Office</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Leadership and Technology</td>
<td>CE 374</td>
<td>Dr. Angela Louque</td>
</tr>
<tr>
<td>Special Education, Rehabilitation and Counseling</td>
<td>CE 243</td>
<td>Dr. Marc Fudge</td>
</tr>
<tr>
<td>Teacher Education and Foundations</td>
<td>CE 261</td>
<td>Dr. Kathy Howard</td>
</tr>
</tbody>
</table>

Student Services

This is the administrative division for the Multiple Subject, Single Subjects, and Educational Specialist Credential programs. Most of the staff are located on the first floor of the College of Education building in the Jim and Judy Watson College of Education Student Services (COESS) area, CE 102, (909) 537-5609.

Admissions Staff: Accepts applications to credential programs in the College of Education and assists candidates in the various admission processes.

Fieldwork Placement Staff: Works in consultation with the cooperating CSUSB-District Partners to coordinate placement of teacher candidates for early fieldwork and supervised student teaching. The individual school districts are responsible for the final placement decisions.

Credential Staff: Upon successful completion of a credential program, the credential staff accepts applications for Credential Recommendation (including all required documentation) for the issuance of the Preliminary Multiple Subject Teaching Credential. After evaluation of the applicant’s program, the Credential Analysts will process the formal credential recommendation to the California Commission on Teacher Credentialing (CTC) in Sacramento.

Palm Desert Campus (PDC): The Teacher Education Office serves the administrative needs of education candidates in the Coachella Valley and Morongo Basin. PDC Credential Candidates can now set up appointments to submit their Application for Credential Recommendation with a Credential Analyst at PDC in the Mary Stuart Rogers Gateway Building (RG), Room 203 on the following Fridays:

- January 18, 2019
- February 15, 2019
- March 15, 2019
- April 19, 2019

Please use the following link to schedule your appointment now:
https://pdcacademicadvising.acuitiescheduling.com/schedule.php?notembedded=1
Teacher Preparation Support Personnel

Department of Teacher Education and Foundations Office – CE 261
Department Chair—Interim
Dr. Lasisi Ajayi lajayi@csusb.edu

TEF Department Staff
909-537-7405 / 7408
Stephanie Martinez, Administrative Support Coordinator smartine@csusb.edu

Jim and Judy Watson College of Education Student Services Office- CE 102
Interim Administrative Service Manager
Ms. Jessica Watkins jwatkins@csusb.edu
Reception Desk (909-537-5609)
Jennifer Navarro jennifer.navarro@csusb.edu
Credential Program Admissions (909-537-7400)
Ami Thomas, Administrative Support Coordinator ami.thomas@csusb.edu

Fieldwork Placement Staff (909-537-5698)
Arika Russell, Administrative Support Coordinator aspencer2@csusb.edu

Credential Analysts (909-537-5609)
Jennifer Arreola Jennifer.arreola@csusb.edu
Monica Rodriguez mcordero@csusb.edu

Program Recruiters/Student Advisors (909-537-5291)
Arlena Allende, Multiple and Single Subject Programs aallende@csusb.edu
Sheila Braggs, Special Education Program sbraggs@csusb.edu

Credential Program Co-Coordinators
Dr. Joseph Jesunathadas (CE-330 / CE-262) jjesunat@csusb.edu

Administrative Office - Palm Desert Campus
Dr. Jake Zhu, Dean of CSUSB, Palm Desert Campus
Dr. Doris Wilson, Director, Post-baccalaureate Education Programs dwilson@csusb.edu
Brenda Machuca, Graduate & Credential Admissions Advisor PDCBMachuca@csusb.edu

Indian Wells Center for Educational Excellence, Teacher Education Office, RG 203
Peer Advising for Liberal Studies (PALS)
CE 114, (909) 537-5482

liberalstudies@csusb.edu

The PALS provides advice and assistance to students in the undergraduate Bachelor of Arts in Liberal Studies.

Liberal Studies Bachelor's Degree.
Most students pursuing this major intend to become teachers in K-8 classrooms and the Liberal Studies program provides coursework in all the subject matter content required by the California Commission on Teacher Credentialing (CTC).

The Liberal Studies Integrated Track.
This track leads to a Bachelor of Arts degree in Liberal Studies AND a Multiple Subject Credential. It is designed for students who plan to become elementary, K-8, schoolteachers AND who want to save time (by about two quarters or 27 units) by working on the credential along with their B.A. degree. Students in this track can begin the MS credential program when they reach junior standing or completed all lower division courses. Other requirements are available at: https://coe.csusb.edu/multiple-subject-teaching-credential/program-overview/csusb-liberal-studies-integrated-track

The General and Spanish Studies Tracks
This track prepare students to enter the Multiple Subject (Elementary School) teaching credential, generally during a fifth-year or post-baccalaureate study in the College of Education.

An Arts and Letters Track.
This track is available for those seeking a well-rounded and unspecialized undergraduate major but who do not plan to become teachers.

PALS Office Staff (909) 537-5857
Dr. Kelly Straight Dortch, Coordinator dortchk@csusb.edu
Daiana Rodriguez, Administrative Support Coordinator Daiana.Rodriguez@csusb.edu
Multiple Subject Credential Program Faculty

Dr. Lasisi Ajayi, Department of Teacher Education & Foundations, Interim Chair
CE 261, (909) 537-7405

Dr. Joseph Jesunathadas, Coordinators, Multiple Subjects Credential Program

The program faculty have the experience and knowledge to provide credential programs that concentrate on pedagogical content, knowledge, and skills; professional knowledge and skills; and cultural and language understandings. Faculty members teach courses and supervise field experiences in the program. They are available to their advisees during regularly held office hours as well as by appointment.

Lasisi Ajayi        CE 266   909-537-7603  lajayi@csusb.edu
*Jordan Fullam      CE 245   909-537-5607  jordan.fullam@csusb.edu
*Mark Groen         CE 359   909-537-7625  mgroen@csusb.edu
Dr. Jacqueline Hughes   CE 324  909-537-4450  Jacqueline.Hughes@csusb.edu
Young Suk Hwang      CE 225   909-537-5672  yhwang@csusb.edu
Todd Jennings        CE 226   909-537-5655  tjennin@csusb.edu
Joseph Jesunathadas  CE 330   909-537-5683  jjesunat@csusb.edu
Kurt Kowalski        CE 227   909-537-5458  kkowalsk@csusb.edu
Enrique Murillo      CE 235   909-537-5632  emurillo@csusb.edu
Iris Riggs           CE 329   909-537-5614  iriggs@csusb.edu
Romano, Jacqueline   CE 247   909-537-4302  jacqueline.romano@csusb.edu
Nena Torrez          CE 275   909-537-7321  ntorrez@csusb.edu
Xinying Yin          CE 328   909-537-5696  xyin@csusb.edu

* Faculty primarily teach within the Single Subject Program.
**University supervisors are adjunct faculty. Students who have concerns/complaints about faculty, including university supervisors, should contact the chair of the Teacher Education and Foundations Department, Dr. Kathy Howard; khoward@csusb.edu or Dr. Jacqueline Hughes, Jacqueline.Hughes@csusb.edu
SECTION I: BECOMING A TEACHER

A. Greetings

B. California Credential Requirement

C. CSUSB Multiple Subject Credential programs
GREETINGS

Welcome to the Multiple Subject programs of California State University, San Bernardino! We’re glad you’ve chosen to pursue the teaching profession.

When we ask our candidates why they choose to become a teacher, they almost always say they want to make a difference in the lives of children; they want to create an interesting learning environment in which children can achieve. To help you accomplish these goals, we have developed credential programs that will engage you in coursework and field experiences that will promote your understanding of how children learn and what you can do to support them.

This Handbook is intended to guide you through the learning process—from program coursework to credential. Please make frequent and good use of it and feel free to give us your feedback on its usefulness. Best wishes as you start down this pathway toward becoming a “Wise Educator!”

The Higher Education Act, Title II (1998) requires each sponsor of teacher preparation programs to make its annual report public. CSUSB’s Title II institutional report can be found at: http://www.csusb.edu/coe/home/res_titleII.html
CALIFORNIA CREDENTIAL REQUIREMENTS

The California Commission on Teacher Credentialing (CTC) is the state agency that credentials teachers upon the recommendation from a university that has a Commission-approved teacher preparation program. California has three credentials: Multiple Subject, Single Subject, and Education Specialist. If you want to teach more than one subject to young children, you should pursue a Multiple Subject Credential. Persons who obtain a Multiple Subject Credential are authorized to teach all students, including English Language Learners (ELL), in a self-contained classroom (grades K-12).

Although the Multiple Subject Credential is a K-12 credential, California public schools are organized with self-contained classrooms generally occurring in grades K-6. Therefore, the Multiple Subject Credential is often referred to as the elementary credential. A Multiple Subject Credential is also appropriate when teaching core subjects (English and Social Studies or Mathematics and Science) in a middle school (grades 6-8).

The credentialing process is made up of a sequence of requirements. Upon completion of the first sequence, candidates are eligible for the Preliminary Credential. Upon receiving the Preliminary Credential, the teacher makes a commitment to complete the process and obtain the Clear Credential.

The state legislature passes the laws governing teacher credential requirements. Senate Bill 2042 (SB 2042) resulted in recent changes to the requirements in California. The Multiple Subject Credential programs offered at CSUSB incorporate California’s SB 2042 credential requirements that meet NCLB and CLAD requirements. The requirements are listed below to provide an overview.

Preliminary Credential

In order to obtain the Preliminary Credential, state law requires candidates to complete or demonstrate the following.

1. Baccalaureate Degree: Candidates must have a baccalaureate degree from an accredited institution in order to obtain an Intern Credential and Preliminary Credential.

2. Subject Matter Competency: Candidates must demonstrate subject matter competency by passing the appropriate subject matter examination – California Subject Examinations for Teachers – Multiple Subjects (CSET).

3. California Basic Education Skills Test (CBEST): Candidates must be proficient in the skills of reading, writing, and mathematics. As of May 2007, if a candidate has passed all three (3) subtests of "CSET: Multiple Subjects" and the "CSET: Writing Skills" test, then CBEST is not required.

4. Verification through state and federal review that candidates have personal and professional fitness for service in public schools.

5. Teacher Preparation Program: Coursework completed through an accredited institution of higher education.


7. Assessment of Candidates’ Knowledge, Skills, and Dispositions: A comprehensive assessment completed during the teacher preparation program using the California Teacher Performance Assessment (CalTPA).

8. Reading Instruction Competency Assessment (RICA): Candidates must demonstrate knowledge and skills important for effective reading instruction to students.
9. **Cardio-Pulmonary Resuscitation Certificate (CPR):** Current and valid CPR certification for infant, adolescent and adult.

See [Section IV](#) for information regarding fees and procedures for obtaining the preliminary credential.

**Clear Credential**

The state has separate requirements for the Clear Credential. Currently, by law, those persons completing an SB 2042 teacher preparation program and receiving a five-year preliminary credential have two options to earn a Clear Credential:

1. **An SB 2042 Commission-approved Induction Program, if available.** The Induction Program includes assessment-based support from a mentor teacher and advanced study of health education, advanced study of special populations, advanced study of computer technology, and advanced study of teaching English learners. Within this option, candidates apply for the Clear Credential through the Induction program sponsor and need to seek advice from their school district’s personnel or credential office.

2. **Fifth Year of Study and Advanced Study Coursework, if an Induction Program is not available.** This option allows candidates employed as teachers to meet Clear Credential requirements through a university with a state-approved Fifth Year of Study and Advanced Study Coursework program.

**NOTE:** CSUSB does not offer the “Fifth-Year of Study” option for a Clear Credential.
CSUSB MULTIPLE SUBJECT CREDENTIAL PROGRAMS

MISSION

“The mission of California’s elementary schools is to nurture the intellectual, physical, emotional, and moral capacities of each child to the fullest extent possible so that each can profit by continued schooling and so that, ultimately, each can lead a fulfilling life in our society as a productive worker, citizen, and private individual.” (It’s Elementary, 1992, p. xiii).

It is the mission of the Multiple Subject Credential program at CSUSB to educate future teachers for California’s elementary schools. Program coursework is structured to promote reflective practices as credential candidates strive to understand: a) the relationship of educational theory to sound pedagogical practice, b) the State’s curriculum and teaching standards, c) the needs of English learners and students with special needs, d) issues of cultural diversity, and 3) the demands of modern society on education.

The Multiple Subject Credential program faculty embraces the College of Education’s mission, which is dedicated to the development and support of wise, reflective, professional educators who will work toward a just and diverse society that embraces democratic principles. The Mission of the College of Education at California State University, San Bernardino is to prepare education and human service professionals for lives of leadership, service, and continual growth through the development of curriculum and programs that transform individuals and the community.

Our core beliefs in

- the dignity and inherent worth of all people,
- diversity and multiple perspectives as essential, treasured assets,
- a collaborative teaching/learning community,
- the crucial leadership role of education professionals in promoting positive social change fostering human development, achieving social justice, and promoting human rights

form the foundation for our work. In collaboration with university and P-12 colleagues, clients, students, alumni and the community-at-large, we apply our values and beliefs in responding to evolving needs and priorities in the schools, agencies and communities of the region we serve.

As outlined in our Conceptual Framework, we accomplish our mission through our personal and professional commitment to practice the following behaviors, which we model for and encourage in our students:

- develop and maintain knowledge, skills and expertise in our fields through scholarship and reflection;
- behave ethically, responsibly and professionally;
- comprehend the specific contexts experienced by our students and use that understanding to make instructional decisions;
- respect the experiences of various groups with whom we interact and make concerted efforts to incorporate knowledge of and sensitivity to those experiences in (a) professional decisions and (b) interactions with students, colleagues and members of the broader community;
- reflect on the outcomes of our actions and make adaptations as necessary.
**Admission Process**

1. Recruiters organize information sessions throughout the year for prospective candidates to explain the Multiple Subject Credential program to them.

2. Candidates apply to the University and Multiple Subject program (PAF) through [https://www2.calstate.edu/apply](https://www2.calstate.edu/apply). The Graduate Studies Office sends the applications to the Student Services in the College of Education.

3. Student Services staff process the application forms and candidates who meet the basic requirements are selected. Selected applicants are invited to write essays and attend an interview with the Multiple Subject Credential program faculty members. The staff send out admission letters to successful candidates. The admission letters also state what the candidates need for their Program Admissions File.

4. The candidates are advised to attend the New Student Orientation on a specific date where the program coordinator explain the different track options, duration of each track, courses in each track, student teaching placement, student teaching application, and the Teacher Performance Assessment (TPA).

   The flowchart of the following page provides a visual representation of the admissions process and credential completions.

**Finishing the Program**

1. Candidates can apply for their preliminary credential a quarter prior to completion program. They must, however, have passed the RICA and hands-on CPR course prior to applying for the credential. An online CPR course is not applicable. They take those documents to a credential analyst and ask to be recommended for a credential. Application for Credential Recommendation, Multiple Subject SB 2042 (PDF): [https://coe.csusb.edu/sites/csusb_coe/files/MSApp4CredRecPacket%209-17.pdf](https://coe.csusb.edu/sites/csusb_coe/files/MSApp4CredRecPacket%209-17.pdf)

2. Students may request a pre-evaluation for their credential (from the credential analysts before they complete their RICA and CPR course. [https://coe.csusb.edu/sites/csusb_coe/files/Req4PreEvalPaperPacket%209-17.pdf](https://coe.csusb.edu/sites/csusb_coe/files/Req4PreEvalPaperPacket%209-17.pdf)

3. When the students apply for a teaching position on [https://www.edjoin.org/](https://www.edjoin.org/), they need to upload a document that says that they are a credential student in good standing. The email that students receive after applying for the pre-evaluation or teaching credential is the document that should be uploaded.
**Admission Process and Credential Completion Flow Chart**

**Step 1: Information Session**
Prospective Candidates attend an information session to learn about the program

(A. Allende (at CSUSB): aallende@csusb.edu x75291*
& B. Machuca (at PDC): BMachuca@csusb.edu 760-341-2883

**Step 2: Application to the University and Single/Multiple Subject Credential Program**
Candidates apply to the CSUSB and the MSCP through Cal State Apply (calstate.edu/apply). The PAF is used to apply to the program. Office of Graduate Studies sends applications to the COE Student Services

(Ami Thomas: ami.thomas@csusb.edu; x77400)

**Step 3: COE Credential Admissions Office Processes the Applications**
- Program staff evaluate the PAF and invite candidates to attend an interview with program faculty.
- Candidates submit a personal narrative/essay and attend an interview with Program Faculty

(Ami Thomas: ami.thomas@csusb.edu; x77400)

**Step 4: Admission Decision**
Coordinator approves or denies applications and signs the Graduate Decision Form. Candidates are permitted to register for program courses

Dr. Jesunathadas jesunat@csusb.edu

**Step 5: New Student Program Orientation**
Candidates attend a mandatory MSCP Orientation Meeting. Students complete Program Plans and Fieldwork Placement Application. (Coordinators)

**Program Options**

**TRACK A**
(Fall Entry)
- Phase I
- Phase II
- Phase III
Fill Program Plan

**TRACK B**
(Winter Entry)
- Phase I
- Phase II
- Phase III
- Phase IV
Fill Program Plan

**TRACK C**
(Interns)
- Finish Phase I
- Get a teaching position
- Apply for Intern
Fill a new Program Plan

Only the last four digits of phone numbers have been provided. Add the university’s 5 common digits: 909-53 to the numbers (ext.) provided.
Multiple Subject Credential Program Tracks

CSUSB College of Education offers an undergraduate credential program and a post-baccalaureate credential program. The undergraduate program combines a baccalaureate degree in Liberal Studies with a Multiple Subject Credential program (MS). The post-baccalaureate program is the Multiple Subject SB-2042 Credential program (MS).

Persons who obtain a Multiple Subject Credential are authorized to teach all students including English Language Learners (ELL) in a self-contained classroom (grade K-12).

B.A. in Liberal Studies (Integrated Track) with a Multiple Subject Credential program

- Coursework may be completed at the San Bernardino Campus and at the Palm Desert Campus (PDC).
- Saves time (27 Units or about two quarters) by working on credential coursework along with courses for the B.A. degree.
- Must have Subject Matter Competency: Candidates must demonstrate subject matter competency by passing the appropriate subject matter examination – California Subject Examinations for Teachers – Multiple Subjects (CSET) before student teaching.
- Must pass California Basic Education Skills Test (CBEST): Candidates must be proficient in the skills of reading, writing, and mathematics. As of May 2007, if a candidate has passed all three (3) subtests of “CSET: Multiple Subjects” and the “CSET: Writing Skills” test, then CBEST is not required. You must be issued your Preliminary Credential within 5 years of the date you passed the CSET exams.
- Must have Certificate of Clearance: Verification through state and federal review that candidates have personal and professional fitness for service in public schools.
- Two quarters of Supervised Student Teaching, at two of the following levels: K-3 and 4-6 (self-contained or core subjects), while completing coursework.
- Candidates are placed with a qualified teacher in a school district within San Bernardino or Riverside Counties.

In the undergraduate program, candidates complete their B.A. degree courses along with their credential courses. Candidates may begin this program as freshman or transfer in from a community college. The credential portion of the program generally begins after the junior year. Advising for this program begins in the Liberal Studies Peer Advising Center (PALS), CE 114. A detailed advising sheet including a sequence of courses and an admissions booklet are available at PALS. Candidates in this program easily meet the credential program admission requirements.

The post-baccalaureate credential program can be obtained through one of the following two options:
Student Teaching Option

- Coursework may be completed at San Bernardino or the Palm Desert Campus (PDC) within nine (9) months of full-time enrollment.
- Pre/Co-requisites, Phase I Coursework, and all other conditions must be met prior to Supervision.
- Candidates are placed with a qualified teacher in a school district within San Bernardino or Riverside Counties.
- Two quarters of Supervised Student Teaching, at two of the following levels, K-3, 4-6, 7-8 (self-contained or core subjects), while completing coursework

In the Student Teaching option, candidates may complete the program in nine (9) months of full-time enrollment, or they may take as many quarters as they need to complete the program as long as enrollment is continuous. Candidates take courses at San Bernardino or Palm Desert Campus (PDC).

In addition, EELB 520 E must be taken concurrently with EELB 540A and EELB 520 F must be taken concurrently with EELB 540B.

If candidates decide to attend on a part-time basis, they should meet with their faculty advisor to carefully plan the sequence of their courses. If EELB 315, EELB 540A and EELB 540B are not taken in the sequential quarters, completion of the program will be delayed and will have to be completed, not within the quarter system but within the semester system.

Prior to the quarter that candidates are to enroll in EELB 315, they MUST apply for admission to Supervision (Early Fieldwork and Student Teaching).

The online student teaching application is due by the Census Date (i.e., 3rd week) of the quarter before the student begins his/her early fieldwork experience and enrolls in EELB 315. Upon acceptance, they are assigned a placement at a university-selected school site for 20 weeks of instruction where they will complete their early fieldwork and supervised student teaching experiences (EELB 315 and EELB 540 A/B).
**Student Teaching Option: Course of Study—Track A**  
**MULTIPLE SUBJECT CREDENTIAL**  
**CONDITIONAL ADMISSION TO THE CREDENTIAL PROGRAM**

### Prerequisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>ENG 311</td>
<td>4</td>
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<tr>
<td>One of the following:</td>
<td></td>
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<tr>
<td>HD 240</td>
<td>6</td>
</tr>
<tr>
<td>EELB 301</td>
<td>6</td>
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### Pre/Co-requisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>HSCI 100 Concepts in Health</td>
<td>2</td>
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<tr>
<td>One of the following:</td>
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<td>PSYC 350 Development of Exceptional Children</td>
<td>4</td>
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<tr>
<td>ESPE 350 Introduction to Special Populations for General Education Teachers</td>
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### FULL ADMISSION TO THE CREDENTIAL PROGRAM

<table>
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<tr>
<td>EELB 313 Pedagogical Foundations for English Language Learners</td>
<td>4</td>
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<tr>
<td>EELB 315 Reading/Language Arts Curriculum &amp; Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>EELB 317 Educational Psychology for a Diverse Society</td>
<td>4</td>
</tr>
<tr>
<td>EELB 422 Classroom Organization, Management &amp; Discipline</td>
<td>2</td>
</tr>
<tr>
<td>EELB 510 Family Culture and Schooling</td>
<td>17</td>
</tr>
</tbody>
</table>

### ADMISSION TO SUPERVISED STUDENT TEACHING

<table>
<thead>
<tr>
<th>Phase II</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EELB 423 Mathematics Curriculum &amp; Pedagogy</td>
<td>4</td>
</tr>
<tr>
<td>EELB 425 Literacy and Second Language Acquisition for the Intermediate Reader and Beyond</td>
<td>3</td>
</tr>
<tr>
<td>EELB 520E TPA Assessment Seminar (Instructional Cycle 1)</td>
<td>4</td>
</tr>
<tr>
<td>EELB 540A Supervised Student Teaching in Multiple Subjects</td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase III</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EELB 532 Science/Health Curriculum &amp; Pedagogy</td>
<td>4</td>
</tr>
<tr>
<td>EELB 533 Social Studies &amp; the Arts Curriculum &amp; Pedagogy</td>
<td>4</td>
</tr>
<tr>
<td>EELB 520F TPA Assessment Seminar (Instructional Cycle 2)</td>
<td>4</td>
</tr>
<tr>
<td>EELB 540B Supervised Student Teaching in Multiple Subjects</td>
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</table>

**Total Units: 52**

**Additional requirements for the Preliminary Credential:** B.A. degree, U.S. Constitution, CPR (Infant, Child, Adult), and RICA.
### Student Teaching Option: Course of Study—Track B

**Four Quarter Program—Winter Start**

**CONDITIONAL ADMISSION TO THE CREDENTIAL PROGRAM**

#### Prerequisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 311</td>
<td>The English Language</td>
<td>4</td>
</tr>
<tr>
<td>One of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HD 240</td>
<td>Intro to Child Development &amp; either HD 245, 246 (best) or 247</td>
<td>6</td>
</tr>
<tr>
<td>EELB 301</td>
<td>Growth &amp; Development in Socio-Educational Context</td>
<td>4</td>
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#### Pre/Co-requisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSCI 100</td>
<td>Concepts in Health</td>
<td>2</td>
</tr>
<tr>
<td>One of the following:</td>
<td></td>
<td></td>
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<tr>
<td>PSYC 350</td>
<td>Development of Exceptional Children</td>
<td>4</td>
</tr>
<tr>
<td>ESPE 350</td>
<td>Introduction to Special Populations for General Education Teachers</td>
<td>4</td>
</tr>
</tbody>
</table>

#### FULL ADMISSION TO THE CREDENTIAL PROGRAM

**PHASE 1 & 2 COURSES MUST BE COMPLETED BEFORE STUDENTS ENROLL IN THE CalTPA (i.e., EELB 520E) or IN SUPERVISED STUDENT TEACHING (i.e., EELB 540A).**

**PHASE I**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EELB 313</td>
<td>Pedagogical Foundations for English Language Learners</td>
<td>4</td>
</tr>
<tr>
<td>EELB 317</td>
<td>Educational Psychology for a Diverse Society</td>
<td>4</td>
</tr>
<tr>
<td>EELB 422</td>
<td>Classroom Organization, Management &amp; Discipline</td>
<td>2</td>
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</table>

Apply for Early Fieldwork placement by Census date Phase II

**PHASE II**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EELB 315</td>
<td>Reading/Language Arts Curriculum &amp; Pedagogy</td>
<td>3</td>
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<tr>
<td>EELB 423</td>
<td>Mathematics Curriculum &amp; Pedagogy</td>
<td>4</td>
</tr>
<tr>
<td>EELB 533</td>
<td>Social Studies &amp; the Arts Curriculum &amp; Pedagogy</td>
<td>4</td>
</tr>
<tr>
<td>EELB 510</td>
<td>Family, Culture, and Schooling</td>
<td>4</td>
</tr>
</tbody>
</table>

**PHASE III**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EELB 425</td>
<td>Literacy and Second Language Acquisition for the Intermediate Reader and Beyond</td>
<td>3</td>
</tr>
<tr>
<td>EELB 520E</td>
<td>TPA Assessment Seminar (Instructional Cycle 1)</td>
<td>4</td>
</tr>
<tr>
<td>EELB 540A</td>
<td>Supervised Student Teaching in Multiple Subjects</td>
<td>6</td>
</tr>
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</table>

**PHASE IV**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EELB 532</td>
<td>Science/Health Curriculum &amp; Pedagogy</td>
<td>4</td>
</tr>
<tr>
<td>EELB 520F</td>
<td>TPA Assessment Seminar (Instructional Cycle 2)</td>
<td>4</td>
</tr>
<tr>
<td>EELB 540B</td>
<td>Supervised Student Teaching in Multiple Subjects</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Units** 52

**Additional requirements for the Preliminary Credential:** B.A. degree, U.S. Constitution, CPR (Infant, Child, Adult), and RICA.
Intern Option

- Teaching on an Intern credential in an approved setting in Riverside or San Bernardino Counties while completing coursework.
- Three quarters of Supervised Intern Teaching with supervision by a University Supervisor and by assigned district personnel.
- May be completed within 18 months of full-time enrollment.

This option is designed for candidates who are employed full-time on a California Intern Credential. In order to qualify to be an Intern, candidates must have:

- Completed Subject Matter Competency (passed California Subject Examinations for Teachers – CSET).
- Passed CBEST (California Basic Educational Skills Test).
- Completed Bachelor’s degree from an accredited college or university.
- Completed the U.S. Constitution requirement.
- Completed the program pre/co-requisite courses.
- Completed pre-supervision courses (120 hours of pre-service coursework).
- Had experience working with children and meet all other program admission requirements.

The program courses are sequenced into four (4) phases. By design, the first three courses in Phase I (EELB 313, EELB 315/316, EELB 422) meet the required hours of pre-service coursework that is required by the state. Upon completion of the pre/co-requisite courses and these three courses, candidates are eligible to apply for the Intern option.

Upon receiving a notice of acceptance to the Intern option, candidates seek employment (if they are not already employed). CSUSB has Intern Partnership agreements with 60 school districts in Riverside and San Bernardino Counties (see “Appendix C,” page 117). Once the candidate signs a contract with a partnership district, the candidate applies for an Intern Credential in the College of Education Student Services (CESS) area, CE 102. An Intern credential is only effective for two years in the district in which the candidate signed a contract. Candidates should contact their personnel office to clarify their employment status as it relates to tenure, promotion, and any other aspects of employment.

Phase II and Phase III or IV have assessment courses (EELB 520 E & F). The assessment course is the last course taken in the respective phases. In addition, EELB 520E must be taken concurrently with EELB 560A and EELB 520F must be taken concurrently with EELB 560 B or C.
**The Early Completion Intern Option**

**Requirements**

The Early Completion Intern Option is intended to provide individuals who have requisite skills and knowledge an opportunity to challenge the course work portion of a Multiple Subject or Single Subject Intern Program (does not apply to Education Specialist Intern Programs) and demonstrate pedagogical skills through a performance assessment while in a Commission-approved intern program.

The Early Completion Intern Option is available to officially admitted internship candidates who meet the following requirements:

1. Bachelor’s degree or higher from a regionally-accredited college or university
2. Basic skills requirement
3. Passage of one of the following assessments:
   a. The National Evaluation Series (NES) Assessment of Professional Knowledge (APK): Elementary (Test code 051) for Multiple Subjects candidates or Secondary (Test code 052) for Single Subject candidates
   b. The Teaching Foundations Examination (TFE) (no longer administered)
4. Completion of the California Teaching Performance Assessments (CalTPA) task(s) provided within a Commission-approved TPA model
5. Completion of a course (two semester units or three quarter units) in the provisions and principles of the U.S. Constitution, or passage of an examination in the subject given by a regionally-accredited college, or university
6. Verify knowledge of the subject to be taught by one of the following two methods:
   a. Achieve a passing score on all appropriate California Subject Examinations for Teachers (CSET) subject matter examination(s)
   b. Complete a Commission-approved subject-matter program or its equivalent and obtain verification of completion from the authorized person in the education department of a California college or university with an approved program
7. Fingerprint processing by Live Scan (form 41-LS), if not previously completed for the Commission on Teacher Credentialing
8. Individuals must have an offer of employment and be enrolled in a District Intern Program or a college or university with a Commission-approved intern program.
Additional Requirements

Requirements for the Preliminary Multiple Subject or Single Subject Teaching Credential.

1. Complete requirements 1 through 7, listed above
2. Pass the Teaching Performance Assessment (CalTPA). Necessary to satisfy the fieldwork component required for the intern program. Candidates must pass the CalTPA on the first attempt in order to be eligible for the ECO. If the candidate does not pass on the first attempt, he/she is no longer eligible to participate in the ECO program and must complete the full teacher preparation program. Candidates must demonstrate competence of the field experience required by the Commission-approved intern program in which the candidate is enrolled.

3. Pass the Reading Instruction Competence Assessment (RICA). RICA is a requirement for Multiple Subject credential candidates only

4. Complete foundational computer technology course work that includes general and specialized skills in the use of computers in educational settings

NOTE: The employer may require additional instruction deemed necessary for the preparation of the candidate.

https://coe.csusb.edu/multiple-subject-teaching-credential/requirements/early-program-completion-option.

The course of study for the MS program, Intern option follows.
## INTERN TEACHING OPTION: COURSE of STUDY

**Multiple Subject Credential**

### Prerequisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 311</td>
<td>The English Language</td>
<td>4</td>
</tr>
<tr>
<td>HD 240</td>
<td>Intro to Child Development &amp; either HD 245, 246 (best) or 247</td>
<td>6</td>
</tr>
<tr>
<td>EELB 301</td>
<td>Growth &amp; Development in Socio-Educational Context</td>
<td>6</td>
</tr>
<tr>
<td>HSCI 100</td>
<td>Concepts in Health</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 350</td>
<td>Development of Exceptional Children</td>
<td>4</td>
</tr>
<tr>
<td>ESPE 350</td>
<td>Introduction to Special Populations for General Education Teachers</td>
<td>4</td>
</tr>
</tbody>
</table>

### Pre/Co-requisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSCI 100</td>
<td>Concepts in Health</td>
<td>2</td>
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<tr>
<td>PSYC 350</td>
<td>Development of Exceptional Children</td>
<td>4</td>
</tr>
<tr>
<td>ESPE 350</td>
<td>Introduction to Special Populations for General Education Teachers</td>
<td>4</td>
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</table>

### ADMISSION TO THE CREDENTIAL PROGRAM

#### PHASE I: Pre-Supervision Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EELB 313</td>
<td>Pedagogical Foundations for English Language Learners</td>
<td>4</td>
</tr>
<tr>
<td>EELB 315</td>
<td>Reading/Language Arts Curriculum &amp; Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>EELB 422</td>
<td>Classroom Organization, Management, &amp; Discipline</td>
<td>2</td>
</tr>
<tr>
<td>EELB 317</td>
<td>Educational Psychology for a Diverse Society</td>
<td>4</td>
</tr>
<tr>
<td>EELB 510</td>
<td>Family Culture and Schooling</td>
<td>4</td>
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</table>

**Total Units: 17**

#### PHASE II

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EELB 423</td>
<td>Mathematics Curriculum &amp; Pedagogy</td>
<td>4</td>
</tr>
<tr>
<td>EELB 533</td>
<td>Social Studies &amp; the Arts Curriculum &amp; Pedagogy</td>
<td>4</td>
</tr>
<tr>
<td>EELB 520E</td>
<td>TPA Assessment Seminar (Instructional Cycle 1)</td>
<td>2</td>
</tr>
<tr>
<td>EELB 560A</td>
<td>Supervised Intern Teaching in Multiple Subjects</td>
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</table>

**Total Units: 17**

#### PHASE III

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EELB 480</td>
<td>Capstone Seminar</td>
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</tr>
<tr>
<td>EELB 532</td>
<td>Science/Health Curriculum &amp; Pedagogy</td>
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**Total Units: 6**

#### PHASE IV

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EELB 520F</td>
<td>TPA Assessment Seminar (Instructional Cycle 2)</td>
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<tr>
<td>EELB 560B</td>
<td>Supervised Intern Teaching in Multiple Subjects</td>
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**Total Units: 9**

#### PHASE V

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<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>EELB 425</td>
<td>Literacy and Second Language Acquisition for the Intermediate Reader and Beyond</td>
<td>3</td>
</tr>
<tr>
<td>EELB 560C</td>
<td>Supervised Intern Teaching in Multiple Subjects</td>
<td>8</td>
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</tbody>
</table>

**Total Units: 11**

Additional requirements for the Preliminary Credential: B.A. degree, U.S. Constitution, CPR (Infant, Child, Adult), and RICA.
### Student Teaching Option Bilingual Program Plan
#### Track A (Fall Start)

**Prerequisites**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 311</td>
<td>The English Language</td>
<td>4</td>
</tr>
<tr>
<td>One of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HD 240</td>
<td>Intro to Child Development + either HD 245, 246 (best) or 247</td>
<td>6</td>
</tr>
<tr>
<td>EELB 301</td>
<td>Growth &amp; Development in Socio-Educational Context</td>
<td>6</td>
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</table>

**Pre/Co-requisites**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSCI 100</td>
<td>Concepts in Health</td>
<td>2</td>
</tr>
<tr>
<td>One of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 350</td>
<td>Development of Exceptional Children</td>
<td>4</td>
</tr>
<tr>
<td>ESPE 350</td>
<td>Introduction to Special Populations for General Education Teachers</td>
<td>4</td>
</tr>
</tbody>
</table>

**ADMISSION TO THE CREDENTIAL PROGRAM**

#### PHASE I

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EELB 313</td>
<td>Pedagogical Foundations for English Language Learners</td>
<td>4</td>
</tr>
<tr>
<td>EELB 316</td>
<td>Reading/Language Arts Curriculum &amp; Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>EELB 317</td>
<td>Educational Psychology for a Diverse Society</td>
<td>4</td>
</tr>
<tr>
<td>EELB 422</td>
<td>Classroom Organization, Management &amp; Discipline</td>
<td>2</td>
</tr>
<tr>
<td>EELB 510</td>
<td>Family Culture and Schooling</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
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</table>

**PHASE II**

**Must apply for Student Teaching Placement in a Bilingual setting**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EELB 423</td>
<td>Mathematics Curriculum &amp; Pedagogy</td>
<td>4</td>
</tr>
<tr>
<td>EELB 425</td>
<td>Literacy and Second Language Acquisition for the Intermediate Reader and Beyond</td>
<td>3</td>
</tr>
<tr>
<td>EELB 520E</td>
<td>TPA Assessment Seminar (Instructional Cycle 1)</td>
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</tr>
<tr>
<td>EELB 540A</td>
<td>Supervised Student Teaching in Multiple Subjects</td>
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<tr>
<td><strong>Total Units</strong></td>
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**PHASE III**

<table>
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<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EELB 532</td>
<td>Science/Health Curriculum and Pedagogy</td>
<td>4</td>
</tr>
<tr>
<td>EELB 533</td>
<td>Social Studies &amp; The Arts Curriculum and Pedagogy</td>
<td>4</td>
</tr>
<tr>
<td>EELB 520F</td>
<td>TPA Assessment Seminar (Instructional Cycle 1)</td>
<td>2</td>
</tr>
<tr>
<td>EELB 540B</td>
<td>Supervised Student Teaching in Multiple Subjects</td>
<td>6</td>
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<tr>
<td><strong>Total Units</strong></td>
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<td>16</td>
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**Additional Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>HUM 335</td>
<td>The Origin and Contemporary Role of Latino Culture</td>
<td>4</td>
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<tr>
<td><strong>Total Program Units</strong></td>
<td></td>
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</table>

Students will take EELB 542 A (1 Unit) also if EELB 315 is substituted for EELB 316.

**Additional requirements for the Preliminary Credential:** B.A. degree, U.S. Constitution, CPR (Infant, Child, Adult), and RICA.
## Intern Teaching Bilingual Option Program Plan
### 5-quarter Track B Fall Start

<table>
<thead>
<tr>
<th>Prerequisite Courses</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ENG 311 The English Language</td>
<td>4</td>
</tr>
<tr>
<td><strong>ONE of the following</strong></td>
<td></td>
</tr>
<tr>
<td>HD 240/246 Introduction to Child Development</td>
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</tr>
<tr>
<td>EELB 301 Growth &amp; Development in Socio-Educational Context</td>
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</table>

<table>
<thead>
<tr>
<th>Pre/Co-Requisites</th>
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</tr>
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<tbody>
<tr>
<td>HSCI 100 Concepts in Health</td>
<td>2</td>
</tr>
<tr>
<td><strong>ONE of the following</strong></td>
<td></td>
</tr>
<tr>
<td>PSYC 350 Development of Exceptional Children</td>
<td>4</td>
</tr>
<tr>
<td>ESPE 350 Introduction to Special Populations for Teachers</td>
<td>4</td>
</tr>
</tbody>
</table>

### PHASE I
- EELB 313 Pedagogical Foundations for English Language Learners 4
- EELB 316 Reading/Language Arts Curriculum (Spanish/English) 4
- EELB 317 Educational Psychology for a Diverse Society 4
- EELB 422 Classroom Organization, Management and Discipline 2
- SPAN 415 Comparative Linguistics: Spanish/English OR CSET for Span 4
- EELB 510 Family Culture and Schooling 4

**Total Units**: 22

### PHASE II
- EELB 423 Mathematics Curriculum and Pedagogy 4
- EELB 425 Literacy & Second Language Acquisition for the Intermediate Reader and Beyond 4
- EELB 520E TPA Assessment Seminar (Instructional Cycle 1) 2
- EELB 560A Supervised Intern Teaching in Multiple Subjects 6

**Total Units**: 16

### PHASE III
- EELB 480 Capstone Seminar 3
- EELB 532 Science/Health Curriculum and Pedagogy 4
- EELB 533/4 Social Studies & The Arts Curriculum and Pedagogy 4

**Total Units**: 11

### PHASE IV
- EELB 520F TPA Assessment Seminar (Instructional Cycle 2) 2
- EELB 560B Supervised Intern Teaching in Multiple Subjects 6

**Total Units**: 8

### PHASE V
- EELB 560C Supervised Intern Teaching in Multiple Subjects 6

**Total Units**: 6

Students will take EELB 542 A (1 Unit) also if EELB 315 is substituted for EELB 316.

**Additional requirements for the Preliminary Credential**: B.A. degree, U.S. Constitution, CPR (Infant, Child, Adult), and RICA.
COURSE DESCRIPTIONS

The following provides a listing of the courses required for the Multiple Subject Credential programs. Courses are listed in numerical order rather than in the sequence to be taken. Course descriptions, prerequisites, and units are also provided.

Prerequisite Course

*EELB 301: Growth and Development in Socio-Educational Context:* Comprehensive introduction to development from birth through adolescence. Emphasis is on physical, cognitive, social, language, and emotional development within social and educational contexts as affected by race, sex, culture, home language, gender, sexual orientation, socioeconomic status, and special needs. Includes learning to use observational and interview methodologies to analyze behaviors and contexts using developmental principles, theories, and current research. Requires a field component in an approved setting. Four units lecture and two units supervision. Formerly EELB 331. (6 units).

*ENG 311: The English Language:* Introduction to the structure and development of the English language, including phonetics, phonology, morphology, syntax, pragmatics, sociolinguistics, psycholinguistics, and language acquisition.

Pre/Co-requisite Course

Pre and Co-requisite courses can be taken at CSUSB or their equivalent at an accredited university. To obtain course substitution from another university students must provide the appropriate documentation that will enable the faculty to evaluate course equivalence. Course description and/or syllabus provide information toward such evaluations.

*ESPE 350: Introduction to Special Populations for General Education Teachers:* Development of basic skills for teaching special population in the general education classroom including differentiated instructional strategies within the core curriculum, roles of general education teachers, and creating a positive inclusive climate of instruction for exceptional learners. A minimum of three hours of fieldwork is required. (4 units).


*HSCI 100: Concepts of Health:* Standards and guidelines for coordinated school health programs and comprehensive health education are introduced. Course content is formulated for those planning a career in K-8 education. Does not qualify as a Health Science elective, nor as a clear credential course for post-baccalaureate credential candidates.
Phase I Content Courses

**NOTE:** A grade of “B-” or better must be earned for any credential program course. 
*Students must pass Phase 1 courses in order to enroll for Student Teaching or Phase II courses.*

**EELB 313: Pedagogical Foundations for English Language Learners:**
This course is designed to provide an understanding of the instructional needs and challenges of language minority students (English Learners) who are learning English as a second language in public schools the U.S. Students will explore how the sociocultural context shapes learning and teaching, synthesize a variety of first and second language acquisition theories, cognitive and sociocultural principles and concepts, review instructional practices for language learning and teaching language English learners, analyze the importance of student's language, culture, family, and funds of knowledge as a resource, and learn how to effectively address the academic, language and literacy development for academic purposes and learning needs of English learners. Requires a minimum 15-hour field component in an approved setting. Formerly EELB 333. May be taken concurrently with EELB 315, 317 and 422. **Prerequisite(s):** Admission to the Multiple Subject Credential program. (4 units).

**EELB 315: Reading/Language Arts Curriculum and Pedagogy (MS):** Research-based materials, methods, and strategies for teaching Reading/Language Arts including explicit systematic, meaningful instruction in basic reading skills and comprehension strategies to meet the needs of English learners, proficient English learners, and learners with special needs including learners with varied reading levels and language backgrounds. Emphasis is on emergent reading and writing behaviors, balanced literacy components, and literature. Requires a minimum 10-hour field component including participation with beginning readers in an approved setting. (Formerly EELB 445). May be taken concurrently with EELB 313, 317, and 422. **Prerequisite(s):** Admission to the Multiple Subject Credential program. (3 units).

**EELB 317: Educational Psychology for a Diverse Society:** Overview of psychological principles applied to education using a variety of theoretical perspectives from psychology to explore educational practices, student development and characteristics, learning processes, teaching strategies and assessment in the multicultural classroom. Requires a minimum 10-hour field component at an approved setting. (Formerly EELB 332). May be taken concurrently with EELB 313, 315, and 422. **Prerequisite(s):** Admission to the Multiple Subject Credential program. (4 units).

**EELB 422: Classroom Organization, Management & Discipline:** Seminar focusing on knowledge, skills, and dispositions required to create and maintain a supportive, healthy environment for student learning. Topics include learning about students, encouraging parental involvement and support, understanding multiple factors that influence behavior, using support personnel, establishing procedures which result in using instructional time effectively, and developing a discipline plan based on research and personal educational philosophy. May be taken concurrently with EELB 423, 425, 529 and either 540A or 560A. If not taken concurrently with EELB 520C and either 540A or 560B, then a minimum of six hours of fieldwork will be required. **Prerequisite(s):** Admission to the Multiple Subject Credential program. (2 units).

**EELB 510. Culture and Schooling in Multiple Subject Setting:**
Capstone course for multiple subject student teachers and interns. Examines current practices in local school districts as related to healthy lifestyles for children as well as appropriate academic practices. Topics include legal and ethical responsibilities of teachers and the identification and use of community resources to support families. Requires field component in an internship or student teaching setting. Formerly EELB 312.
Prerequisites: admission to the Multiple Subject Credential Program. (4 units)
Must be taken in the last quarter of enrollment in the credential program.

Phase II Content Courses

**EELB 423: Mathematics Curriculum and Pedagogy** Introductory course in curriculum and instruction in mathematics. Emphasis on implementing state adopted mathematics curriculum standards and skills in an elementary classroom based on an in depth understanding of concepts, skills, and strategies in mathematics. Includes designing instruction to meet the academic needs of all learners in a diverse classroom including English learners, learners with special needs and learners with special circumstances. Formerly EELB 441. May be taken concurrently with EELB 423, EELB 425 and EELB 520E and either EELB 540A or EELB 560A. If not taken concurrently with EELB 520E and either EELB 540A or EELB 560A, then 10 hours of fieldwork will be required. Prerequisite(s): Admission to the Multiple Subject Credential program and completion of all Phase I courses. (4 units).

**EELB 425: Literacy and Second Language Acquisition for the Intermediate Reader and Beyond**: Continuation of EELB 315 and 316 which extends the study of literacy development for intermediate readers and beyond for all learners including English learners, proficient English learners, and learners with special needs. Emphasis on developing higher level academic skills for complex reading, writing, speaking, and thinking; approaches to English Language Development (ELD); planning for both language and content instruction; literacy in the content areas; development of strategies to build comprehension and fluency; assessment techniques; and transfer of literacy skills from first to second language. (Formerly EELB 449). May be taken concurrently with EELB 423, 520B/C and either 540A or 560A. If not taken concurrently with EELB 520C and either 540A or 560A, then a minimum of 10 hours of fieldwork will be required. Prerequisite(s): Admission to the Multiple Subject Credential program and completion of all Phase I courses. (3 units).

Phase III Content Courses

**EELB 532: Science/Health Curriculum and Pedagogy**: Introductory course in curriculum and pedagogy in Science and Health. Emphasis on implementing state adopted Science and Health curriculum standards in an elementary classroom. Includes designing instruction to meet the academic needs of all learners including English learners and learners with special needs. (Formerly EELB 443). Student Teachers may take concurrently with EELB 533, 539, and 540B. Intern Teachers may take concurrently with EELB 520C and 560B. If not taken concurrently with EELB 540B or 560B, then a minimum of 10 hours of fieldwork will be required. Prerequisite(s): Admission to the Multiple Subject Credential program and completion of all Phase I courses. (4 units).

**EELB 533: Social Studies & the Arts Curriculum and Pedagogy (MS)**: Introductory course in curriculum and pedagogy in History/Social Studies and Visual/Performing Arts. Emphasis on implementing state adopted curriculum standards in the elementary classroom based on an in depth understanding of concepts, skills, and strategies in History/Social Studies and Visual/Performing Arts. Includes designing a teaching unit to meet the academic needs of all learners, including English learners and learners with special needs. (Formerly EELB 447). Student Teachers may take concurrently with EELB 423, 425, 520B/C and 540A. Intern Teachers may take concurrently with EELB 520B/C and 560C. If not taken concurrently with EELB 539 and 540B or EELB 539 and 560C, then a minimum of 10 hours of fieldwork will be required. Prerequisite(s): Admission to the Multiple Subject Credential program and completion of all Phase I courses. (4 units).
The New CalTPA
(Effective beginning Fall 2018)

EELB 520E TPA Assessment Seminar (Instructional Cycle 1) The seminar focuses on developing an engaging content-specific lesson for one class and 3 focus students based on what candidates learn about their diverse assets and needs, including their prior knowledge, interests, and developmental considerations.

EELB 520F TPA Assessment Seminar (Instructional Cycle 2). The seminar focuses on developing a learning segment that includes several purposefully connected lessons that occur over multiple days to develop student knowledge and understanding within a particular content area.

Passing Score Standard for the CalTPA
The passing score standards for the redeveloped CalTPA as of August 23, 2019 are as follows:

- Cycle 1 (8 rubrics): A final cut score of 19 points with one score of 1 allowed.
- Cycle 2 (9 rubrics): A final cut score of 21 points with one score of 1 allowed.

The passing standard for the CalTPA for the 2019-20 year will become effective as of the August 23, 2019 submission window.
**Supervision Courses**

**EELB 540 A & B: Supervised Student Teaching in Multiple Subject:** Teaching practicum in the public schools in a multiple subject setting as defined by CTC. Two quarters of Student Teaching are required. *(Formerly EELB 450).* Pre-requisite: Classified standing. Graded Credit/No Credit. (6 units/quarter).

**EELB 560 A, B & C: Supervised Intern Teaching in Multiple Subject:** Full-time teaching in the public schools under the Intern credential in a Multiple Subject setting as defined by CTC. Three quarters of supervised Intern Teaching are required *(Formerly EELB 455).* Pre-requisite: Classified standing. Graded Credit/No Credit. (8 units/quarter).

**Added Bilingual Authorization in Spanish**
Teacher candidates wishing to earn an added bilingual authorization in Spanish must show competency in languages skills, pedagogy and culture. Students wishing to earn an added bilingual authorization should see the Multiple Subject Coordinator for details.
SECTION II: FIELDWORK

Early Fieldwork

Planning for Instruction

Supervision
EARLY FIELDWORK

- Introduction
- Becoming a Professional
- Classroom Observation
- Course Related Fieldwork
- Letter of Introduction
- SB City Credential Candidate Observer
- Log of Field Experience
- Field Experience Evaluation

Introduction

Field experience is a component of all courses in the credential program. The nature of the field experience changes as you progress through the program. You first observe to become aware of the teaching/learning process. Next you practice specific skills you are learning in your courses, and finally you demonstrate your teaching abilities.

Awareness

As you begin the credential courses, field experiences consist of observation in an elementary school. You are expected to observe children and schools, including the nature of culture and cross-cultural contact in schools, individual development and learning, and school programs; particularly those available for language minority students. These experiences will be distributed across the following grade levels: K-2, 3-5, 6-8 (self-contained or core subjects). You are encouraged to use the “Letter of Introduction” included in this part of the Handbook to introduce yourself and facilitate your work in the school.

Practice

You begin to put into practice specific skills you are learning in your courses, keeping in mind the theoretical underpinnings you have learned and observed. The “Letter of Introduction” included in this part of the Handbook can be used again to facilitate your work in the school.

Demonstration

During supervised student teaching, you are planning, teaching, and assessing lessons. The bulk of your time is in the elementary classroom, demonstrating your increasing understanding of teaching and learning. The Supervision staff sends a student teaching request to the District. District personnel will assign those of you in the Student Teaching option to a school site. Those of you in the Intern option are employed by a school district in partnership with CSUSB. See “Appendix C.”
Reflection

During all fieldwork experiences, those early in the program and those during Supervision, one common element is continual reflection. Reflection is the process by which you think about the foundational issues and educational theories that you have learned in coursework in relation to professional practice in schools and classrooms. Reflection is an opportunity to examine your beliefs, attitudes, and expectations for the teaching/learning process as well as your beliefs, attitudes and expectations concerning the children you encounter in schools. Finally, reflection on your own pedagogical practice results in improvement, and growth in your pedagogical knowledge and skills.

Becoming a Professional

During field experience, you are expected to conduct yourself in a professional manner. The following information provides guidelines concerning professional conduct, observation, and participation. Refer to these guidelines for all of your education courses.

Attendance

Each day that you visit the school, sign in at the office upon arrival. This ensures that the school is aware of all visitors and that you receive credit for attending.

- Be punctual. Report on time to all school functions and duties. Tardiness is not acceptable professional behavior.
- If you cannot be at the school when scheduled, you must contact the school office who in turn will contact the teacher. If you have teaching responsibilities, contact your Resident Teacher directly so that alternative plans can be made.

Conduct

As a newcomer to the school and as a person learning the teaching profession, you are being observed. It is in your best interest to conduct yourself in a professional manner and to abide by patterns of conduct expected of professional personnel.

- Adhere to the “Code of Ethics of the Education Profession.” See “Appendix A,”
- Learn the procedures for emergency drills.
- Demonstrate responsibility by accepting and completing assigned tasks.
- Accept constructive feedback and engage in regular self-appraisal and reflection.
- Dress as a professional at all times. Observe the dress code of the school site and follow it. However, note that some school staff, who dress very casually, do not expect such casualness from you.
- Do not carry on side conversations with students when the teacher is teaching a lesson.
- Leave your cell phones and other electronic communication devices off and out of sight.
Confidentiality
A natural tendency is to talk about what you see and hear. Be sensitive about what you learn and treat as confidential all information concerning students and personnel in the school.

- Avoid discussing incidents and taking sides during discussions in the teachers’ lounge, the playground, hallways, etc.
- Avoid doing or saying anything, either at or away from the school that may affect the University, school, district, or staff in any adverse manner.
- When problems occur, do not randomly complain. Contact the appropriate person to help you. Effective communication with colleagues and children is a major goal of the credential program.

Early fieldwork placement
CSUSB and its partnership districts have a contract saying that our student candidates will be placed in fieldwork classrooms for 3 quarters by arrangement of the district after being contacted by the supervision staff at CSU’s College of Education. If the district has trouble finding an appropriate early fieldwork placement for you, you may ask the Program Coordinator or the Department Chair of the Teacher Education and Foundations Department (CE 261) for a placement letter. This gives you permission to take the letter to the Human Resources Department of any of our partnership districts and request temporary early fieldwork placement with them. Once you have been contacted by the fieldwork placement staff from the Jim and Judy Watson Student Services Office (CE 102) with a permanent fieldwork site, please contact the principal and teacher at the school you have temporarily been working with and explain that a permanent site has been found. You need to report to the permanent site the day after a fieldwork placement staff member has given you the placement information.

If you are on Track B then see the Program Coordinator about early fieldwork placements for the 1 or 2 quarters beyond the usual 3 quarters of placement.

District Partner Clusters

<table>
<thead>
<tr>
<th>Cluster A</th>
<th>Cluster B</th>
<th>Cluster C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chaffey</td>
<td>Beaumont</td>
<td>Moreno Valley</td>
</tr>
<tr>
<td>Fontana</td>
<td>*San Bernardino</td>
<td>Riverside</td>
</tr>
<tr>
<td>Rialto</td>
<td>Yucaipa</td>
<td>Val Verde</td>
</tr>
<tr>
<td>Etiwanda</td>
<td>Banning</td>
<td></td>
</tr>
<tr>
<td>Ontario-Montclair</td>
<td>Redlands</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cluster D</th>
<th>Cluster E</th>
<th>Cluster F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alvord</td>
<td>Apple Valley</td>
<td>Coachella Valley</td>
</tr>
<tr>
<td>Corona-Norco</td>
<td>Hesperia</td>
<td>Desert Sands</td>
</tr>
<tr>
<td>Jurupa</td>
<td>Rim of the World</td>
<td>Morongo</td>
</tr>
<tr>
<td></td>
<td>Victor Elementary</td>
<td>Palm Spring</td>
</tr>
<tr>
<td></td>
<td>Snowline</td>
<td></td>
</tr>
</tbody>
</table>

*Added Bilingual Authorization Placements.
Classroom Observations

In each course, you will observe aspects of the elementary school – the structure, the curriculum, the teaching, the learning, and the participants. In your courses, your course instructors will assign specific activities that you will need to do while you are in the classrooms. In addition, your instructor may require you to go to the school with a specific assignment, observe, and take notes. The following suggestions are provided to guide your note taking.

Making Field Notes

You will need to make accurate notes of your observations. The purpose of the notes is twofold: 1) to give you descriptive information about children and schools as you learn about teaching and learning and 2) to provide you with skills you will need in recording student behavior once you are a teacher.

Field notes are formal notes written when an observer focuses on a lesson or activity and wishes to capture it in its entirety. The important characteristic of formal field notes is that they are descriptive. Descriptive note taking means recording only that which actually occurs. It consists of statements such as:

- There are 15 boys and 17 girls in this 4th grade classroom.
- Ms. S. answers the students’ questions with another question.
- Two boys are shoving one another in the back of the room.

Although it may seem obvious to record only that which is actually happening, in reality we tend to record interpretively rather than descriptively unless specifically trained to do otherwise. Interpretive note taking involves recording personal interpretations and reactions to events as they occur. The following notes are interpretive:

- The girls are expected to be much quieter than the boys.
- Ms. S’s way of responding to student questions is confusing.
- The two boys seem to be seeking attention from the teacher by fighting in the back of the room.

Note taking can also include evaluative comments. These involve recording the observer’s value judgments (good or bad) as they occur. The following notes are evaluative:

- It is good that the number of boys and girls is about equal.
- I don’t like the way Ms. S. answers questions.
- Ms. S. is a poor teacher because she permits fights in the back of the classroom.

There is a place for these latter two modes of note-taking, but it is not at the actual field setting. In the field setting, record descriptively the actions and behaviors you see. With the descriptive notes in hand, you are then ready to interpret and evaluate. The descriptive notes serve as a database for interpretation and evaluation and should be used as support for the statements you make on specific assignments.

Observation is a large and important part not only of the credential program, but also of teaching. Through observing students, you learn about their abilities, behaviors, and skills and can, in turn, provide them with appropriate learning experiences. Recognize that “observing” and “looking at” are not the same. Observing involves close attention to detail, analysis of what is happening, evaluation of what is happening, and assimilation of new ideas into your existing store of information.
In order to use your observation time to the best advantage, you need to know what to observe and how to observe. First, choose a focus for your observation. This may be chosen for you in an assignment you have, or it may be open-ended and you can choose an aspect that you wish to observe. Next, determine how you are going to collect the information you need. Four suggestions are 1) an anecdotal record, 2) verbatim record, 3) a time sample, and 4) an event sample.

1. **An anecdotal record** (sometimes called scripting) provides a brief description of a behavioral pattern. For example, several brief anecdotes might be used to illustrate how a student reacts to a particular situation. For an anecdotal record, write down the incident. Include the setting, time of day, and basic activity. Note actions and/or verbalizations, including the responses or reactions of other people in the situation. Whenever possible, note exact words. Preserve the sequence of the episode.

2. A **verbatim record** provides a detailed, continuous, or sequential descriptive account of behavior and its immediate environmental context. For example, to know about teacher questioning techniques you could collect verbatim records of lessons. To take verbatim records, describe the scene, focus on the subject’s behavior and whatever in the situation affects this behavior. Note what the subject says, does, and responds to. Include the “how” for everything the subject does (e.g., teacher said to be quiet in a high voice while pointing her right hand at the students vs. the teacher said to be quiet). Give the “how” for everything done by anyone who interacts with the subject. For every action, report all the main steps in their proper order. Use observational tools whenever possible (tape recorders, cameras, videos).

3. A **time sampling** records behaviors over repeated intervals, for example; every instance of a student’s movement about the classroom in a 30-minute work period. This type of observation is appropriate only for behaviors that occur fairly frequently, at least once every 15 minutes on average. This behavior is then looked upon as a “sample” of the person’s usual behavior(s). To record a time sample, identify behaviors that occur regularly and define the behaviors (e.g., student movement about the classroom 1) purposeful – get supplies, sharpen pencil, 2) aimless – wandering, 3) disruptive – talks to others, interrupts others work). Decide how long the observation period will be and how many observations are needed within this period (e.g., 3 one-hour observation periods recording 5 children for 3 minutes, waiting 3 minutes, recording for 3 minutes, waiting 3 minutes, etc). If the behavior occurs during a wait period, do not record it.

4. An **event sampling** records every instance of the selected behavior. To record an event sample, identify the kind of behavior you want to study (e.g., how students get the teacher’s attention during seatwork). During the first observation, or the initial part of the observation, record all the ways the behavior is manifested (e.g., call the teacher’s name, raise a hand, walk over to the teacher, cause a disruption). Decide how many times and how long you will observe during each time. Develop a grid and record each instance of the behavior during the time periods you have determined.
Sharing

As is evident from the preceding information, your observation time during your field experiences will place you in the classroom with paper/pencil or laptop computer. The classroom teacher and students may observe you and wonder what it is that you are writing. Thus, the importance of taking descriptive notes during observations becomes evident. Taking descriptive notes will allow you to share, if asked, with the persons whom you are observing. Interpretive and evaluative notes may result in discomfort, uneasiness, and embarrassment for you and others. Never use last names of anyone you are talking or writing about. It is often convenient to use pseudonyms.

As a professional courtesy to the teacher in whose classroom you are observing, you should be open about the focus of your observations. In addition, sharing information on any specific course assignments at the beginning of your field experience will enable the classroom teacher to facilitate your needs for assignments prior to the due date.

Course Related Fieldwork

In each course you will also participate in aspects of the elementary school. In comparison to observation, participation is interactive involvement in your field experience classroom. Therefore, you will be talking and working with classroom teachers and students. The course instructors will provide specific assignments that will guide your participation. As a professional courtesy to the teacher in whose classroom you are participating, you should share information on any specific course assignments at the beginning of your field experience. This will enable the classroom teacher to facilitate your needs for assignments prior to the due date.

In addition to specific course assignments, the classroom teacher may request that you participate in a variety of ways (e.g., work with individuals and/or small groups of students; accompany students to recess, PE, library; put up bulletin boards; make copies of materials; etc.). You may also volunteer to participate in the classroom based on a personal, special interest. As a beginning professional, you will need to balance the requirements of your coursework, classroom teacher requests and personal interests.

Log of Field Experiences

"Log of Field Experiences" is a log that you keep of your observation/participation time in an elementary classroom, page 39. You will need to make multiple copies of this form: one each for EELB 301, 313, 315/316, 317, 422 and 510. Please use a separate form to log your additional 18 hours with grades K-3 and another 18 additional hours in grades 4-6. If you are not concurrently in Supervision when you take EELB 423, 425, 532 and 533/534, you will also need this log. The hours for each of the following courses: EELB 313, EELB 315 or 316, EELB 317, EELB 422 and EELB 510 are listed below. At your first or second visit to the school site, provide your Cooperating Teacher with a copy of the Log form. The log will include a verified accounting of the dates and time spent in the classroom. Complete the information as indicated, have the Cooperating Teacher initial, and return the form to your instructor at the end of the quarter. You may not use the same hour for two different forms.
Field Experience Evaluation

“Field Experience Evaluation” is filled out by the Cooperating Teacher in whose classroom you observe/participate. You will need to make multiple copies of this form found on page 40, one each for EELB 313, 315, 422, 317 and 510. If you are not concurrently in Supervision when you take EELB 422, 423, 425, and 533, your instructor may provide an Evaluation form for you to present to the Cooperating Teacher. At your first or second visit to the school site, provide your Cooperating Teacher with a copy of the Evaluation Form so that he/she is aware of the areas to be evaluated. Before your last visit, request that he/she complete the evaluation. The teacher may choose to share the evaluation with you or may choose to send it directly to CSUSB. If the teacher shares the evaluation with you, make a copy for yourself and submit the original form to your instructor.

Fieldwork Hours

Students are required to complete a total of 600 hours of fieldwork. This includes early fieldwork and student teaching. The breakdown of the hours is given below.

<table>
<thead>
<tr>
<th>Fieldwork</th>
<th>Hours Per Day</th>
<th>Days Per week</th>
<th>Number of weeks</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Fieldwork</td>
<td>Varies by Negotiation</td>
<td>Done each week</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>First 8 weeks of 1st Quarter Student Teaching</td>
<td>5 x 5</td>
<td>8</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Last 2 week of 1st Quarter Student Teaching</td>
<td>6 x 5</td>
<td>2</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>First 8 Weeks of 2nd Quarter Student Teaching</td>
<td>5 x 5</td>
<td>8</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Last 2 week of 2nd Quarter Student Teaching</td>
<td>6 x 5</td>
<td>2</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>For the last two weeks of each quarter students come ½ hour before school and leave ½ hour after school.</td>
<td>1 x 5</td>
<td>4</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>612</strong></td>
<td></td>
</tr>
</tbody>
</table>

Fieldwork Hours by Course is as follows:

- EELB 313 = 15 hours
- EELB 317 = 15 hours
- EELB 422 = 10 hours
- EELB 315 = 17 hours
- EELB 510 = 15 hours

Students log their early fieldwork hours using the attached form. Resident teachers evaluate students in their early fieldwork using the following form.
### Multiple Subject Credential Program

**Log of Field Experiences**

**Course Number and Title:** ________________________________

**Candidate Name:** _______________________________ **SID #:** ____________

**Information from School/District where Experiences Occurred:**

- **District:** _____________________________
- **School:** ___________________________ **Phone:** ________________ **Grade:** ______

**Cooperating Teacher’s Name:** ____________________________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>Hours</th>
<th>Work Description</th>
<th>Teacher Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Total Hours**

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**Mandatory Requirement:** *This form is to be returned to the course instructor by the last class meeting of the quarter. Please make a copy for your own records.*

**Candidate Signature** _______________________________ **Date** __________________
Multiple Subject Credential Program
Field Experience Evaluation

Course Number and Title: _____________________________________________________

Candidate Name: __________________________________________SID #: ____________

Information from School/District where Experiences Occurred:

School: _______________________________ Phone: __________________  Grade: ______
School District: _____________________________

Cooperating Teacher’s Name: ____________________________________________________

Please indicate your assessment of the future teacher’s performance in your classroom. Respond to all items that are appropriate. You may wish to share your assessment with the candidate and give it to him/her to return to the course instructor. If you prefer that the assessment be confidential, do not have the candidate sign; mail the evaluation Form directly to the Teacher Education Office, College of Education/ CE 102, CSUSB, 5500 University Parkway, San Bernardino, CA, 92407.

<table>
<thead>
<tr>
<th>The candidate …..</th>
<th>Outstanding</th>
<th>Above Average</th>
<th>Adequate</th>
<th>Needs Improvement</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was prompt and regular in attendance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Established a rapport and related well to children.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicated effectively with children.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showed initiative and interest in teaching.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepared thoroughly for lessons or presentations.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implemented lessons or presentations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interacted well with school personnel.</td>
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</table>

________________________________________________________________________

Candidate Signature    Cooperating Teacher Signature

Date: _________________________

Comments: __________________________________________________________________
**Letters of Introduction**

*Required only if candidate does not have a CSUSB assigned Placement*

The following letters of introduction from the Multiple Subject Credential program are to be used during the field experiences for your courses. **You will need to make multiple copies of this letter.** Present this "Letter of Introduction" at each school where you will do your field experiences. Usually you would present the letter to the principal of the school and to your cooperating or resident teacher, but at some schools you may arrange fieldwork with the school staff or a designated teacher.

Please make sure that you copy and print the correct letter, depending whether you are in early fieldwork (any quarter that you are not in supervised student teaching), in first quarter student teaching or second quarter student teaching. There are different expectations for each.
Early Field Experience Letter:

2019-20

Dear Cooperating Teacher and Principal,

I would like to start by thanking you for joining us at CSU San Bernardino in preparing another teacher candidate as he or she begins to move from being a student to becoming a professional teacher. It is my hope that this letter will assist you in this work.

At this point, the teacher candidate is in the beginning the Multiple Subject Credential Program at CSUSB. We consider this the time for early fieldwork experiences. During this first phase of coursework, the university instructors are very grateful that you are giving this credential student an opportunity to conduct some guided observations and a bit of small-group work with your young students. Hopefully, your school has already decided on another grade setting so that the teacher candidate is working with two veteran teachers this quarter. If this has not happened yet, please help your teacher candidate with a bit of networking as some fieldwork assignments will require work with students in grades K-3 and other work this quarter will require the teacher candidate to be observing students in grades 4-6. You and the teacher candidate should decide on a fairly stable weekly schedule in which he or she will be with you and your students. Depending on the number of courses the teacher candidate is taking this quarter, he or she will be with you about 8 or 9 hours a week and you two can decide how to carve up those hours throughout the week. Often, the teacher candidate will have a part-time job so may find it better to be in the early fieldwork classrooms 4 hours a day, twice a week. Other teacher candidates can be in classrooms more often during the week – many choose 2.5 hours three days a week.

The goals for the Early Fieldwork Experience are to give teacher candidates the opportunity to see experienced teachers and their students “in action” so that student teachers can: (a) see how the theories they are learning in the university classes are translated into action in the K-6 classrooms; (b) get to know the students in an elementary school who are English Learners or students who have special learning needs; and (c) complete fieldwork-based assignments for their credential classes. Instructors will design learning activities that teacher candidates will do and return to them (instructors) for grading. The following courses have been assigned the following hours:

- EELB 313 = 15 hours
- EELB 315/316 = 17 hours
- EELB 317 = 15 hours
- EELB 422 = 10 hours
- EELB 510 = 15 hours

The actual number of hours a credential candidate will be in their early fieldwork classroom will depend upon the number of courses the credential candidate is taking at the University. Your teacher candidate may need some help gathering information about your students so that they can understand how you differentiate the learning experiences for various children. Please know that the teacher candidates will not be using the name of the school, your name or any of your students’ names in written assignments. It is very important to us to maintain professional confidentiality. If you ever have a question or concern about a particular fieldwork assignment, feel free to contact the university instructor.
Please do everything you can to help your teacher candidate begin to know the culture of your school while he or she is with you. This will help ease the candidate into student teaching in the future.

If you have any questions regarding your work with the teacher candidate, you should feel welcome to contact me.

Thank you again for your partnership with CSUSB’s College of Education. You are greatly appreciated.

Respectfully,

Dr. Joseph Jesunathadas  
Coordinators, Multiple Subject Credential Program  
Teacher Education and Foundations Department  
College of Education, CSUSB
Dear Resident Teacher and Principal,

I would like to start by thanking you for joining us a CSU San Bernardino in preparing another teacher candidate as he or she moves from being a student to becoming a professional teacher. It is my hope that this letter will assist you in this work.

At this point in the credential program this teacher candidate has completed a quarter of guided observations and university courses. He or she is now beginning the first 10 weeks of supervised student teaching. Since our credential candidates have already been part of your classroom during some of that observation time, you will be moving the student teacher from simple guided observations to teaching a lesson each day to teaching about 4 hours of lessons by the end of the 10-week period. Your student teacher should be spending at least 5 hours each day with you and your students for 8 of the 10-week quarter and then spending 10 days teaching all day. The choice of which 10 days will be determined by you and the teacher candidate. Please keep in mind that the teacher candidate is also taking classes 3 days a week. The teacher candidate is allowed to take ONE credential class during the day each quarter. This will mean that the teacher candidate might need to schedule their fieldwork time in your classroom differently for that one day each week.

There is a suggested timeframe for teaching in the Multiple Subject Handbook but you can make small adjustments as you see fit. For instance, you might have your student teacher, do some introductory routines with your students during the first week of class and then during the second week the student teacher take over planning, implementing, assessing and evaluating the reading comprehension lesson each day. By the fourth week of the quarter, you could have the student teacher planning, implementing, assessing and evaluating the reading comprehension lessons and the math lessons each day. The choice of which subjects the student teacher works with is up to you, the University Supervisor and the student teacher, however, know that the Teacher Performance Assessments (i.e., CalTPAs) for this quarter focus on a language arts lesson so this is the subject area that your student teacher will need to most experience teaching.

As you may remember from your own experience, learning to teach is a difficult experience because NOTHING is on automatic pilot, yet. For that reason, it is a pretty stress-filled time for our student teachers. Your encouragement and strategies for making the most of the time teachers have will go a long way.

One of the biggest areas of help you can give your student teacher is giving him or her a good idea of what chapters or units will be taught during the next 10 weeks. Knowing what is coming around the corner will give the candidate the context for the lesson plans he or she will be writing this week. Though making last minute changes in what is to be taught is sometimes unavoidable, please keep in mind that your student teacher is required to have detailed lesson plans to you 3 days prior to teaching. Last minute changes mean that the student teacher will not be able to teach the lesson.

Since you need time to give the student teacher feedback on lesson plans before the lesson is taught, the Multiple Subject Credential Program at CSUSB requires student teachers to have lesson plans written and given to their resident teachers at least three days in advance. That way you can read through the lesson plan and give appropriate suggestions with enough time
for the student teacher to make those adjustments before teaching the lesson based on your experience as a teacher. The University Supervisor will help you know what is expected in the lesson plans.

This year we are really focusing on helping our student teachers write measurable learning objectives that state what the K-6th grade students will be able to do, without help, as a result of completing the lesson. In other words, what will the students be able to do, what conditions will be in place and what is the criteria for minimal acceptable performance? A lengthy list of Depth of Knowledge (DOK) verbs are available online, in most textbooks and in the curriculum standards for California.

We also want them to plan meaningful adaptations for instruction, student performance and assessments in the lessons for three focus students: (a) a student identified as an English learner, (b) a student identified by the district/school with an IEP or a 504 plan or a student identified for GATE, and (c) a student whose life experience(s) either inside or outside of school may result in a need for additional academic and/or emotional support and whose behavior in class catches your attention. Typically, these are difficult tasks for beginning student teachers so it will help them if you give assistance to them in formulating specific teaching strategies those part of their lesson plans.

As the quarter progresses and it becomes clear to both you and the university supervisor that your student teacher has a good ability to write lesson plans you may decide that the student teacher’s lesson plans don’t need to be so extensively detailed, however, they will continue to need to include the measurable objective and the appropriate adaptations for the three focus students.

In addition to teaching, your student teacher will continue to have some university coursework that will need to be done in your classroom, and possibly in another classroom. Your student teacher knows to communicate these needs well in advance so you should never be surprised.

Of course, working with students is only one part of a professional teacher’s job. I hope that you will help your student teacher get to know other teachers and staff at the school. You are welcome to have your student teacher visit another veteran teacher’s classroom when you feel that it would be helpful. Planning time with grade-level teams and faculty meeting times should be activities that the student teacher joins you. When appropriate, it would also be great for your student teacher to be a part of parent-teacher meetings, even if only as a silent-partner.

If you have any questions regarding your work with the student teacher, your first contact person is the University Supervisor. The supervisors know they can always contact me if there are questions or concerns and you should feel welcome to contact me, as well, though remember the supervisor has a much better understanding of your classroom and your student teacher than I do. Still, I can often help cut through certain issues as another interested party.

Thank you again for your partnership with CSUSB’s College of Education. You are greatly appreciated.

Respectfully,

Coordinator of the Multiple Subject Credential Program
Department of Teacher Education and Foundations
College of Education
California State University, San Bernardino
Dear Resident Teacher and Principal,

I would like to start by thanking you for joining us at CSU San Bernardino in preparing another teacher candidate as he or she continues to move from being a student to becoming a professional teacher. It is my hope that this letter will assist you in this work.

At this point in the credential program this teacher candidate has completed ten (10) weeks of student teaching in either a K-3 setting or grade 4-6 setting. He or she is now beginning the second 10 weeks of supervised student teaching in the opposite grade level setting. Your student teacher should be spending at least 5 hours each day with you and your students for 8 of the 10-week quarter and then spending 10 days teaching all day for Weeks 9 & 10. The teacher candidate is allowed to take ONE credential class during the day each quarter. This will mean that the teacher candidate might need to schedule their fieldwork time in your classroom differently for that one day each week.

Even though the teacher candidate has been student teaching for 10 weeks, it has been in a different grade level. You will probably want to give your student teacher about a week of working with small groups of children throughout the day so that everyone can get to know each other before the student teacher starts teaching full lessons. Over the next several weeks you will be adding more and more responsibility to the student teacher’s duties so that by the end of the quarter the student teacher is planning, implementing, assessing and evaluating all the lessons of each day for 10 days. As you know, each student (and each student teacher) progresses at a slightly different rate, so use your professional judgment with the help of the University Supervisor to guide pace of turning over the lessons of the day to the student teacher.

As you may remember from your own experience, learning to teach is a difficult experience because NOTHING is on automatic pilot, yet. For that reason, it is a pretty stress-filled time for our student teachers. In addition, our credential students are taking coursework at the same time as they are student teaching. Your encouragement and strategies for making the most of the time teachers have will go a long way.

Please do everything you can to give your student teacher a good idea of what chapters or units will be taught during the next 10 weeks. Knowing what is coming around the corner will give him or her the context for the lesson plans he or she will be writing this week. Though sometimes unavoidable, note that if lessons need to be changed at the last minute, the student teacher will not be able to teach that lesson as he or she needs to give you any lesson plan 3 days in advance.

Since you need time to give the student teacher feedback on lesson plans before the lesson is taught, the Multiple Subject Credential Program at CSUSB requires student teachers to have lesson plans written and given to their resident teachers at least three days in advance. That way you can read through the lesson plan and give appropriate suggestions with enough time for the student teacher to make those adjustments before teaching the lesson. The University Supervisor will help you know what is expected in the lesson plans.
In compliance with CTC and CalTPA expectations we are focusing on helping our student teachers write measurable learning objectives (the behavior expected of the elementary student with the minimum criteria for success). We also want them to plan meaningful adaptations for instruction, student performance and assessments in the lessons for three focus students: (a) a student identified as an English learner, (b) a student identified by the district/school with an IEP or a 504 plan or a student identified for GATE, and (c) a student whose life experience(s) either inside or outside of school may result in a need for additional academic and/or emotional support and whose behavior in class catches your attention.

Now that our teacher candidates have had quite a bit of practice addressing these practices, you should find that your student teacher needs less support for writing these measurable learning objectives but may still need help in connecting the objective with appropriate end-of-lesson assessments (the ticket out the door).

As it become clear to you and to the university supervisor that your student teacher is becoming quite skilled in writing lesson plans you two may decide that the student teacher's lesson plans don't need to have quite the extensive detail that your first required. However, please be sure that your student teacher continues to include measurable learning objectives and appropriate adaptations for students who are English learners and for students who have special learning needs.

This quarter’s CalTPA-Cycle 2 will require the student teachers to plan, implement (while videotaping) and assessing either a mathematics lesson so please give your student teacher many opportunities to teach these sorts of lessons early during the quarter. He or she will give you additional information about the requirements of the CalTPAs.

In addition to teaching, your student teacher will continue to have some university coursework that will need to be done in your classroom, and possibly in another classroom. Your student teacher knows to communicate these needs with you well in advance so you should not be surprised.

I hope that you will continue to help your student teacher get to know other teachers and staff at the school. You are welcome to have your student teacher visit another veteran teacher’s classroom when you feel that it would be helpful. Planning time with grade-level teams and faculty meeting times should be activities that the student teacher joins you. When appropriate, it would also be great for your student teacher to be a part of parent-teacher meetings, even if only as a silent-partner.

If you have any questions regarding your work with the student teacher, your first contact person is the University Supervisor. The supervisors know they can always contact me if there are questions or concerns and you should feel welcome to contact me, as well, though remember the supervisor has a much better understanding of your classroom and your student teacher than I do. Still, I can often help cut through certain issues as another interested party.

Thank you again for your partnership with CSUSB’s College of Education. We greatly appreciate your work.

Respectfully,

Dr. Joseph Jesunathadas
Coordinators, Multiple Subject Credential Program
Teacher Education and Foundations Department
College of Education, CSUSB
Dear Resident Teacher and/or School Administrator:

During each quarter’s coursework, students enrolled in the Multiple Subject Credential Program courses will arrange to make a succession of visits to your school in order to observe and participate in your instructional program. Elementary and Bilingual Education courses in which students may be enrolled when contacting your site include: EELB 301, EELB 313, EELB 315/EELB 316, EELB 317, EELB 422, EELB 423, EELB 425, EELB 510, EELB 532, EELB 533 or EELB 534.

The university student presenting you with this letter will have a list of instructions and suggested participation activities from the university professor who is teaching one of the courses listed above. Provided along with this letter is the “Field Experience Evaluation,” which you will be asked to complete at the end of the quarter; and a “Log of Field Experiences,” which you will need to initial at the end of each visit. Should you prefer to submit the “Field Experience Evaluation” form in confidence; this can be done by sending the form directly to the Coordinator of the Multiple Subject Credential program at CSUSB, College of Education, Department of Teacher Education & Foundations, COE 266, 5500 University Parkway, San Bernardino, CA 92407.

The faculty very much appreciates your willingness to work in partnership with us in the preparation of excellent teachers for the future. Should you have any questions concerning expected outcomes, the relationship of the university with your school, or our students’ role on site, please do not hesitate to give us a call at 909-537-5672 or 909-537-5683 or preferably email us at yhwang@csusb.edu or jesunat@csusb.edu.

Yours Truly,

Dr. Joseph Jesunathadas
Coordinators, Multiple Subject Credential Program
Teacher Education and Foundations Department
College of Education, CSUSB.
PLANNING FOR INSTRUCTION

- Yearly Planning
- Unit Planning
- Lesson Planning
- Reflection

Effective teaching rests on effective planning. Teachers plan in various ways in order to provide the most appropriate learning experiences for their students. The types of planning that teachers do include yearly planning, unit planning, and lesson planning. All these types of planning will be introduced to you in your courses, and you will be engaging in the various types throughout your credential program. They are explained in this part of the Handbook as a reference and guide for you.

YEARNAL PLANNING

Teachers initially develop a yearly plan to give them an overview of the academic year. In planning for the year, the teacher specifies learning goals and identifies competencies students must develop. Numerous resources are available to help in this planning: state-adopted academic content standards, state frameworks, district master curriculum guides, school site goals. As Intern, you will be expected to develop a yearly plan as part of your employment. As a student teacher, you will not be expected to develop a yearly plan. However, to prepare you for this type of planning, you will develop long-term plans for your student teaching quarter. This planning is explained in more detail later in this section.

UNIT PLANNING

Teachers plan units of instruction in order to organize content and develop concepts effectively. A unit plan is a group of related lessons supported by a common goal or theme. The time interval necessary to implement the unit is dependent on the content to be taught. A unit includes educational goals from state-adopted academic content standards and objectives to meet those goals. A unit also contains a rationale, a list of materials (references, trade books, software, videos, audio tapes, pictures, maps, charts, realia, etc.), English vocabulary to be developed, introductory and developmental learning activities, and assessment measures (entry-level, progress-monitoring, and summative).

LESSON PLANNING

Lesson planning is part of the systematic preparation a teacher makes prior to teaching anything. It is the framework and organization used by the teacher to assist in setting up an optimum learning situation. It provides evidence that the teacher knows 1) what is to be accomplished in the lesson, 2) who are the students to be taught – any special characteristics, 3) why the lesson is being taught, and 4) how the goals of the lesson will be assessed.

In planning a lesson, teachers consider several aspects and ask themselves questions to guide their thinking. The following guidelines are provided to help you organize and think through your planning.
**Academic Learning Goal/Objective**

- What state-adopted academic content standard will be addressed in this lesson? What English Language Development standards will be addressed in this lesson?
- What is/are the measurable academic learning goal(s) for the lesson? What do I expect the students to know or be able to do as a result of the lesson? How accurate do the students need to be in order to show they have met the learning goal?
- How is/are the academic learning goal(s) related to the state-adopted academic content standard for students?
- How will the content of the lesson build on what the students already know and are able to do?
- How will the content of this lesson connect to the content of preceding and subsequent lessons?
- How will students be assessed on the content standards and/or English Language Development standards?

**Student Characteristics**

- What are the linguistic backgrounds of my students?
- What are the academic language abilities of my students in relation to the academic content area?
- What are the content knowledge, and skills of my students in this subject matter?
- What are the physical, social, and emotional developments of my students relevant to the academic content area?
- What are the cultural backgrounds (family and home) of my students relevant to the academic content area?
- What are the special considerations, including health issues of my students relevant to the academic content area?
- What are the interests and aspirations of my students relevant to the academic content area?

**Instructional Strategies/Student Activities**

- How will I introduce the lesson to get the students interested and involved?
- How will I communicate the academic learning goal(s) to the students?
- What instructional strategy(ies) will I use to actively engage the student with the content?
- What instructional strategy(ies) will I use that are most effective within the context of the classroom?
- What instructional strategy(ies) are embedded in the state-adopted academic content standards that I am teaching?
- How will I group students to meet student needs and learning goal(s)?
- How will I differentiate instruction to accommodate varied student needs?
- Are there any specific expectations for academic and social behavior necessary to maximize academic achievement for all students?
- What materials do I need?
- How could technology enhance the learning of my students?
- How will time be used in this lesson? How much time will each activity take?
- How will activities be sequenced in this lesson?
- What will the students do to achieve the goals of this lesson?
- How can the student activities be varied and organized to provide for individual interests, language abilities, and special needs?
Assessing Student Learning

- What type of assessment strategies will I use to determine individual success?
- What will the students need to now and/or be able to do to complete the assessment? Do I need entry-level assessment?
- What evidence of student learning will I collect?
- In what ways will the evidence document student achievement of the academic learning goals?
- How will the student assessment evidence be measured or scored?
- How will I monitor the progress of student learning?
- How will I sequence the implementation of the assessment? Think about the following:
  - Communicating the purpose of the assessment, the scoring criteria, and the procedures for completing the assessment.
  - Student activities.
  - Student grouping.
  - Materials, technology, and/or resources, including the use of instructional aids, parents, or other adults in the room.
  - How will I communicate the results of the summative assessment to my students and their families?

Providing Follow-Up

- What practice, remediation, and/or enrichment activities will the students do?
- How can the family be involved?
- What is the appropriate next step?

As you are thinking through your lesson, you will want to put this thinking on paper. Putting thoughts on paper provides you the opportunity to develop the skills necessary to be an effective teacher. Through your written plans, your instructors also have evidence that you are learning to think through the components necessary for effective instruction. How your thinking/planning is placed on paper will vary depending on the instructional strategy you select during the planning process. Specific strategies are included in the program courses and embedded in the state-adopted academic content standards. The following formats provide you with different models for your written plans.
Common Information for All Lesson Formats
Describing Your Students

No matter which lesson plan format you chose, be sure to include the information found below. Describing your class of students in the place where all planning begins.

Subject: ____________________________________  Date: ____________

Grade: ______________________________

Age Range of Students: ______________________________

Total number of students: ______________________________

Number of male students: ______________________________

Number of female students: ______________________________

Describe other information relevant to this academic content area, such as:

- Content knowledge/skills in the subject area
- Physical, social, and emotional development
- Cultural background (family/home)
- Special considerations (health issues)
- Interest/Aspirations

For English learners, list their assessed level of English proficiency. Describe their academic language abilities in relation to this academic content area. How will you develop academic language for English Learners? What adaptations are most appropriate for these students?

Describe the characteristics of any student with special needs. What adaptations/accommodations are most appropriate for these students?

Describe the characteristics of at least one student whose life experience(s) either inside or outside of school that may result in a need for additional academic and/or emotional support.

What differentiation of instruction will you use to meet the needs of your student(s)? Why is this appropriate?
General Lesson Plan

Subject: ________________________________  Grade: __________________
Date: ______________ Total number of students: __________________________
Age Range of Students: __________
# of males students: _________  # of female students: _________

1. Describe other information relevant to this academic content area, such as:
   - Content knowledge/skills in the subject area.
   - Physical, social, and emotional development.
   - Cultural background (family/home)
   - Special considerations (health issues).
   - Interest/Aspirations.
2. For English learners, list their assessed level of English proficiency. Describe their academic language abilities in relation to this academic content area. How will you develop academic language for English Learners?
3. Describe the characteristics of any student with special needs.
4. MEASURABLE Academic Learning Goal/Objective: Stated behaviorally; describes what the students will know and/or are able to do as a result of the lesson and the accuracy they need to demonstrate success.
5. State-adopted academic content standard(s), and if appropriate ELD standard.
7. Procedures:
   - **Motivation**: Attention-getting activity.
   - **Sequence of Events**: Key questions, class organization, time for each activity, differentiation of instruction to meet the needs of the students.
   - **Closure**: How does the lesson end?
8. Assessment: Type of assessment to be used, evidence to be collected, criteria for scoring the assessment.
9. Assignment: Follow-up activities.
    See below under REFLECTIONS

ToC
Lesson Plan Template and Rationale (CalTPA 2.0)

1) Vital Information

Author: ____________________________________________________________

Subject(s) & Topic: ________________________________________________

Grade/Level: ______________________________________________________

2) California Common State Standards addressed: (What is the California Standards that you want to teach? You can access the Standards in the California Common Core State Standards for English: https://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf. Make sure you use action verbs and that the objectives are measurable. Examples include

3) English Language Arts Learning Objectives:

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<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
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<td>Summarize</td>
<td>Calculate</td>
<td>Examine</td>
<td>Construct</td>
<td>Justify</td>
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A rich source of terms that can guide teachers to behaviors that are correlated to learning can be found at: https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Evaluation-System/How-to-Design-and-Select-Quality-Assessments/Webbs-DOK-Flip-Chart.pdf.aspx

4) English Language Development Standards: What are the specific ELD standards planned for this lesson?

5) Behavioral Objectives: What are the measurable learning objectives/expectations for the students?

6) Prior Academic Knowledge (What are the prior knowledge and experiences that students already have before the lesson? What strategies are you going to use to activate and/or build the prior knowledge? Examples: KWL chart, concept map, flow chart, scaffolding:

7) Student Assets and Needs (what are the linguistic, cultural, and technological resources and socioeconomic background and interest that the students have that are related to the topics?):

8) Student Learning Activities: (What are the learning activities that increase student engagement in learning that you will use in this lesson? Learning activities can include sight word game, think-pair-share, quickwrite and quickshare, word splash, graphic organizers, pictures, models, etc. i. Explain why you selected each learning activity and ii Describe how you will use them

9) Instructional Strategies (What instructional strategies are you going to use? Examples include direct instruction, discovery/inquiry-based teaching, questioning, metacognitive strategies, collaborative group work, hand-on activities, realia, modeling, close reading, etc. Explain (i) why you choose the instructional strategies, (ii) how you will use them, (iii) and adaptations that you will make for English learners, special needs students, and GATE):
10) **Student Grouping**: (What type of grouping will you use in the lesson? Examples are whole class, small group, pair, random grouping, achievement or ability grouping, cooperative grouping, student choice grouping, interest grouping, etc. (i) Explain why you choose specific groupings and (ii) how do you think the grouping will facilitate student engagement and learning?

11) **Academic Language Development** (How will you help students to understand and be able to use (i) the language of the text, (ii) language uses in the lesson, and (iii) language of assessment, and language of academic success? Examples academic language: domain-specific vocabulary, general academic vocabulary, etc. Strategies: explicit instruction of key words, reading diverse texts, sentence frame, make a wall of academic language words, journal of academic language words. Language Supports: (e.g., what you will do to support ELLs such as scaffolding including graphic organizers, Spanish cognates, sentence frames, pre-teach, visuals)

12) **Resource & Materials to support learning**: (what are the materials such as textbooks, handouts, internet, videos, apps, World Wide Web, pictures, software, and digital media you will use for this lesson? Explain why you select specific materials):

13) **Assessments** (how will you check whether students' understanding of the content taught during the lesson? How will use diagnostic, formative and summative assessments?

14) **Developmental Consideration (or Instructional Differentiation)** (Explain how you will address the learning needs of the different groups in the class including social-emotional, typical and atypical child development.

ToC
Direct Instruction—Lesson Sequence (Sample A)

Author: _________________________ Grade Level: _______. # of Students: ______
Subject:_________________________. Topic: _______________________________

Standards: What state standards will be addressed in the lesson?

Learning Objectives: What are the measurable learning objectives/expectations for the students?

Use the Direct Instruction Lesson Plan Template below to describe the instructional process.

1) **Introduction** (e.g., introduce the topic and build students’ background knowledge, interest, and motivation):

2) **Direct instruction** (e.g., interact with the text using comprehension strategies):

3) **Guided Instruction** (e.g., the teacher works with students in small groups using questions, questions, cues, prompts, explanations, and modelling):

4) **Collaborative Learning** (Students work together in small groups)

5) **Independent Practice** (e.g., students are given the opportunity to practice and reinforce the concepts, skills and knowledge presented during the lesson):

6) **Differentiation** (e.g., tailor your instruction to meet the individual needs using activities such as varied texts, taped materials, supplementary materials, tiered lessons):

7) **Assessment** (how you assess the students’ understanding of the lesson)

8) **Summary/Closure** (the activity that ends the lesson and creates a lasting impression):

9) **Extend Beyond the Class** (e.g., homework – activity that gives students the change to practice and master what was learned in class).

ToC
Direct Instruction Lesson Plan (Sample B)

Subject: _________________________________ Date: ____________

Topic: ________________________________________________

Grade: __________ # Students: _____ # Males/Females: ___ / ___

Describe Your Students! See Common Information for All Lesson Formats

State Curriculum Standards: What are the State curricular standards for the lesson?

MEASUREABLE Academic Learning Goal/Objective: Stated behaviorally; describes what the students will know and/or are able to do as a result of the lesson and the accuracy they need to demonstrate success.

1) Anticipatory Set: Focus students, state measurable academic learning goal/objectives, establish purpose.

2) Instruction: Provide information – explain concept, state definitions, identify critical attributes, provide examples, model.

   (Check for understanding – Pose key questions; ask student to explain concept, definitions, attributes; have students discriminate between examples and non-examples; encourage students to generate their own examples; use active participation devises.)

3) Guided Practice: Initiate practice activities under direct teacher supervision, elicit overt response, provide close monitoring, check for understanding, provide specific feedback.

4) Closure: Make final assessment, have each student perform behavior on his/her own.

5) Independent Practice: Continuing practice, provide feedback.

6) Reflection: Written evaluation of lesson after implementation.

ToC
**Five-Stage Guided Inquiry Model**

Subject: ___________________________________  Date: __________

Topic: _________________________________________________________

Grade: __________  # Students: _____  # Males/Females: ____ / ____

Describe Your Students! See Common Information for All Lesson Formats

**Concepts:** (Overarching Ideas)

Measurable Academic Learning Goal/Objectives/Expectations (Stated behaviorally):

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>Key Concept Vocabulary</th>
<th>Visuals/Materials</th>
<th>Organization/Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELD</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SDAIE Considerations**

**ENGAGE:** Engage the student with event or question, help make connections with what they know and can do.
<table>
<thead>
<tr>
<th>SDAIE Considerations</th>
<th>EXPLORE: Students work together to explore ideas through hands-on activities under guidance of teacher, they clarify understanding of concepts in peer groups, they practice skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDAIE Considerations</td>
<td>EXPLAIN: Students explain THEIR understanding of concepts and processes; teacher clarifies and introduces new concepts or skills, using key concept and ELD vocabulary.</td>
</tr>
<tr>
<td>SDAIE Considerations</td>
<td>ELABORATE/EXTEND: Challenge students to apply what they have learned in interactive environment, extend knowledge beyond current knowledge/skills/language.</td>
</tr>
<tr>
<td>SDAIE Considerations</td>
<td>EVALUATE: Students assess own knowledge, skills, abilities; teacher evaluates student progress.</td>
</tr>
</tbody>
</table>

**Reflection**: Written evaluation of lesson after implementing.

For more information about the 5-E model visit: [file:///Users/000008683/Downloads/Tool%20Handouts.pdf](file:///Users/000008683/Downloads/Tool%20Handouts.pdf)
Reflection and Analysis

Name ____________________________ For the week ending (date) _________________

Respond in 2-3 pages double-spaced to the following questions. Copy the question leaving it single spaced. Then respond in detail citing specific instances.

Each of the lesson plan format should contain a reflection area. Once the unit/lesson has been taught, the next planning responsibility is to reflect on your instruction in order to effectively plan the next segment of instruction. The following are questions that reflective teachers ask themselves. Read and seriously consider the following questions. Choose several that pertain to your lesson and include the answers to them in your reflection of your lesson. Please provide as much evidence as possible to support your claims. Your university supervisor may have other questions for you to reflect upon.

Remember that this is NOT a summary of the lesson. It is an opportunity for you to thoughtfully reflect you how YOU are growing as a professional teacher.

Question:

1. Did you teach the lesson as planned? If not, what changes did you make to the lesson and why?
2. How appropriate were your time allocations for the students, the content, and the planned instructional strategies and student activities? Give specific examples.
3. In what ways did the environment in the classroom, including climate, rapport, teacher enthusiasm and love for the content, routines, and procedures, contribute to student learning?
4. In what way(s) was your lesson effective, and what might you do differently to improve the lesson?
5. How well did the lesson connect with the students’ background and developmental information? Give specific examples.
6. To what extent did the class as a whole achieve the academic learning goals of the lesson?
7. To what extent did English learners and students with special needs achieve the academic learning goals of the lesson?
8. What were some reasons or challenges that limited students’ mastery of the content?
9. What will you do for student(s) who did not achieve the academic learning goals?
10. What are your next steps for the class, English learners, and students with special needs?
11. What have you learned about your children’s abilities learn the content?
12. What have you learned about yourself:
   a. To plan lessons that are age appropriate and that enhance higher order thinking?
   b. To implement your plan?
   c. To differentiate instruction?
   d. To assess student learning?
13. How will you increase your knowledge and skill in planning, implementing instruction, differentiating instruction, and assessing learning?
SUPERVISION

- Placement
- Responsibilities of Support Personnel
  - Credential Course Instructor
  - University Supervisor
  - Teacher at School Site
  - Principal
- Substitute Teaching during Student Teaching
- Responsibilities of Candidates
  - Written Requirements
  - Guidelines for Student Teachers
  - Guidelines for Intern Teachers
- Competency and Performance Standards
- California Standards for the Teaching Profession
- Teaching Performance Expectations
Placement: Student Teaching Option

If you are in the Student Teaching Option, after you apply for fieldwork placement the supervision staff will request a placement through one of the districts within the CSUSB service area. Generally, student teaching is completed at the same school site that the district has selected for you for your early fieldwork experience. Student teaching (EELB 540A and B) is two ten-week quarters (9 and 10 weeks) of full days in a public school. Placements will be made in two of the following grade levels: K-3, 4-6, 7-8 (self-contained or core subjects). All candidates have one assignment in a classroom in which at least 25 percent of the students differ ethnically or culturally from the candidate. Student teachers cannot make arrangements for their own placement. It is important for the teacher candidate to inform the Program Coordinator AND the fieldwork placement staff if he or she is placed with resident teachers who do not teach the full variety of core classes during the week. If this happens you may be placed with more than one resident teacher that particular quarter so that you have all the experience in that grade level that you can have.

Each quarter of student teaching follows your school site calendar not the University’s academic schedule, although if you are also taking classes at the University you must attend CSUSB classes according to the University’s academic calendar. You may not miss a University class for meeting with your university supervisor. Upon admission to supervised student teaching, you will receive the date, time, and place of a required orientation meeting. Orientation meetings may be scheduled during quarter breaks. At this meeting, you will be given your placement and meet with your University Supervisor. Failure to attend this meeting will result in your placement being given to any candidate still awaiting placement and you will not be placed until you contact the Fieldwork Placement Office (909-537-5698). Placement is not guaranteed.

Districts place teacher candidates as a courtesy. The cooperating teacher (during early fieldwork), the resident teacher (during student teaching) and the principal of the school have the right and duty to withdraw placement if the teacher candidate’s behavior or work is not appropriate. Student teachers who are unable to complete the quarter due to a request from the school site personnel will receive “no credit” for EELB 540A and or EELB 540B and may not receive credit in other classes, if coursework is incomplete. Such a teacher candidate will have to petition to repeat the quarter of student teaching. Reason for the school site personnel to ask that a candidate be removed from the classroom include, but are not limited to:

- Lack of content knowledge
- Poor interpersonal skills with students or adults
- Arriving at the school site late or leaving early
- Three (3) or more absences in the quarter
- Inability to relate to and work with students in the classroom
- Inappropriate adaptations for students who are English Learners or students who have special learning needs
- Poor lesson planning
- Inappropriate attire
- Inappropriate use of technology (phones, tablets, computers…)

ToC
**Placement: Intern Option**

In this option, you are employed by a school district that has an internship contract with CSU San Bernardino, see “Appendix C,” teaching full-time in an appropriate Multiple Subject setting. You are supervised for three quarters while taking other program courses.

Each quarter of supervision follows the University’s academic schedule. If you are on a year-round schedule that would place you “off-track” during most of the University’s academic schedule for any quarter, your Supervision may be delayed one quarter. If you are “off-track” for a shorter amount of time, remember that you are enrolled in a course (EELB 560) and have responsibilities to fulfill in that course. For example, your University Supervisor may ask you to observe exemplary teachers in settings and grade levels different than your regular assignment during this time, and report on your observations.

Upon admission to supervision, you will receive the date, time, and place of a required orientation meeting. At this meeting, you will meet with your University Supervisor. Orientation meetings may be scheduled on quarter breaks at the University.

**Responsibilities of Support Personnel**

Four entities have major responsibilities in supporting you during the supervision portion of your program: 1) credential course instructors, 2) the University Supervisor, who will visit you and evaluate your teaching abilities, 3) the resident teacher at the school site; and 4) the principal, in whose school you are student teaching/intern teaching.

**Credential Course Instructors**

Phase I instructors have assisted you in acquiring an understanding of how families and culture interact within the schooling process and the theories and foundation for effective teaching and learning for all students including English language learners and students with special needs. They have assisted you in acquiring knowledge and skills necessary for effective instruction in Reading/Language Arts. During Phases II and III, instructors will help you focus on curriculum and instruction for Mathematics, Science/Health and Social Studies/the Arts, and will assist you to differentiate instruction for English language learners and students with special needs.

**University Supervisors**

*University Supervisors’ Interaction with Supervisees and School Site Personnel*

1. Meetings with supervisees must occur at the school site, the school district offices, or a CSU campus location. Under no circumstances are supervisors to meet with supervisees in a private home or non-CSUSB/school location such as a restaurant, coffee shop, or park.

2. Meetings with supervisees or school personnel should be held during normal business hours when other school or campus site personnel are in proximity. Even at the school site or CSU campus, avoid meeting supervisees in isolated locations or behind closed doors.

3. Regardless of your sex or gender and the sex or gender of the supervisee, do not reference supervisees using informal terms such as “honey,” “dear,” “mijo,” “mija” and the like. Such terms, regardless of your intent, your age, your sex or gender are considered by the college to be inappropriate in a professional context and could be interpreted as a
form of harassment by the supervisee or members of the school site community who observe/overhear your interactions.

4. Aside from a professional handshake, do not touch supervisees in any way. Likewise, discourage them from touching you. Your intention behind a hug or touch on the arm or shoulder is irrelevant. Physical contact, regardless of the sex or gender of either party, risks being interpreted as an act of physical or sexual harassment by a supervisee or an observer at the school. This same principle applies to interactions with school site personnel.

5. Limit your conversations with supervisees and school-site personnel to professional topics. Inquiries about weekend, early morning, or evening activities are inappropriate and could be interpreted by the supervisee or school-site person as intrusive or harassing.

6. Do not interact with supervisees via social media. The content and networking capacities of most social media cannot be controlled or anticipated. This could risk exposing you and your supervisee to elements of your personal life (and those within your “network”) that are inappropriate to a professional relationship and subject to legal and professional liabilities. The same principle applies to your interactions with school-site personnel.

**Intern Teachers’ and Student Teachers’ University Supervisor**

The responsibilities of the University Supervisor for Student Teachers and Interns include, but are not limited to the following:

1. Verifying the placement of Student Teachers by the due date each quarter. The University Supervisor verifies that the student teacher is placed in a classroom with English learners and students with special needs. Resident teachers should be teaching a full variety of classes (math, reading, writing, science, social studies, etc.) throughout the week. The University Supervisor verifies that the Intern is paired with a school administrator (principal or vice principal), an English language specialist, and a coach/mentor teacher.

2. Orienting candidates to their role as Student/Intern Teachers. The orientation includes discussion about the following:
   - Competencies expected of Student/Intern Teachers
   - Lesson planning (detailed at first; shortened a bit later in the experience)
   - Student teaching/intern required tasks:
     - long-term plan,
     - log of support hours received from Site Mentor (10 hours), English language specialist (10 hours), and the Administrator (7 hours) (only required of Interns; submit logs to program coordinator before end of quarter),
     - weekly plans,
     - lesson plans and written reflections of observed lessons (at least one observed lesson must employ technology used by students),
     - school, class, and community report submitted to your supervisor,
     - written reflection related to interview of an education specialist, and
o analysis of student work samples.
  These assignments are collected by the University Supervisor. The third
  requirement, the “Unit Plan”, is evaluated by the methods course
  instructor, but is used in the elementary classroom.

- Professionalism, and for student teachers, also:
  o School hours and time commitments
  o Participation in school-related activities (parent meetings, parent conferences,
    open house, staff development days, etc.)

3. Orienting the Resident Teacher. At the start of each quarter, CSUSB supervisors are to
   schedule a meeting with each resident teacher (RT) to:
   - Orient them to the CSUSB student teaching program,
   - Prepare them for their responsibilities as RTs,
   - Confirm the student teacher placement, and
   - Begin to collaboratively support and nurture growth of the student teacher.

For Interns, the Supervisors must, at the start of the quarter, meet to orient the Intern’s
Administrator, English language specialist and the Intern’s Mentor Teacher.

4. Visiting the candidate for an entire lesson about every other week for a minimum of 4
   observations if the first site visit is the orientation visit. If the Resident Teacher and other
   support personnel have been oriented during the preceding quarter, then 5 observations
   are required. The supervisor conducts formal and informal observations and
   conferences and prepares formal and informal evaluations based on the Teaching
   Performance Expectations. The supervisor should observe at least one language arts
   lesson, one social studies/science lesson and one mathematics lesson each quarter.
   Examples of the Observation and Evaluation forms are found in “Section III, Evaluation,”
   of this Handbook. All observations and evaluations must be submitted through the
   electronic system, so that the Supervisor, Candidate, and Program Coordinator all
   receive a copy of each assessment.

5. Being knowledgeable of methods of instruction; the state-adopted academic content
   standards of the elementary school curriculum; and the principles of growth,
   development, and learning.

6. Assisting the candidate in improving skills in planning, selection of materials, instruction,
   student assessment, organization, and management.

7. Helping the candidate relate his/her teaching experiences to program coursework and
   current professional pedagogy and practice.

8. Assisting the candidate to reflect on his/her experiences.

9. Checking the candidate’s supervision notebook and helping with lesson plans,
   organization, reflection as needed.

10. Being available to conference with the Student/Intern Teacher and Resident
     Teacher/Intern Site Coach as the need arises.

11. Conferencing with Resident Teachers and assisting them in evaluating the
    competencies of the Student Teacher.

12. Guiding candidate’s reflections in completing the Self-Assessment Disposition Rubric.

13. Developing a Professional Growth Plan as needed to help a candidate focus on areas
    where immediate change is required. Notify the Program Coordinator of any candidate in
    need of additional support.

14. Submitting a final grade (Credit/No Credit) for Supervision through the Faculty Center.
    For Student Teachers, consult with the Resident Teacher regarding the assigning of a
    final grade.
“Credit” requires ratings of 3-4 for all criteria on the final evaluation.
“No Credit” requires a clear description of the circumstances that resulted in the grade of “No Credit” and a written recommendation concerning the candidate’s continuation in the credential program.

15. Making recommendations, in consultation with the program coordinator(s), about the course of action to be taken regarding withdrawal of a candidate, the extension of a Student Teaching assignment, or other exceptions to established policy.

**Teachers at School Site**

Part of supervision is working with other professionals at the school site. Generally, these are teachers who have a record of successful teaching experience and who demonstrate a personal enthusiasm for teaching. They are open-minded, self-critical, and flexible and encourage the development of these qualities in Student/Intern Teachers. They have skills in interpersonal relationships and are willing to share professional knowledge and skills with those learning the profession. They understand that providing guidance to a candidate is a professional responsibility and accept this responsibility, seeing it as another level of teaching.

As a **Student Teacher**, you will be assigned to work with a **Resident Teacher**. A **Resident Teacher**, selected by the school district and university, is the person in whose classroom the Student Teacher is placed. Resident Teachers are selected by the school district, in accordance with requirements designated by the state and CSUSB. They agree to welcome our candidates into their classrooms and support their learning during this important part of learning to be a teacher.

To help make the supervision experience a rewarding one and one that provides the candidate with a beginning knowledge of the various responsibilities of a classroom teacher, the following list provides the **Resident Teacher** with a guide for helping the candidate.

**Resident Teacher**

1. Participate in on-line Resident Teacher training modules when assigned.
2. Introduce the candidate to school faculty and staff and provide them a tour of the school site.
3. Introduce the Student Teacher to the children and their parents as a fellow teacher and co-worker. Give a sincere welcome and indicate a confidence in him/her as a teacher.
4. Assign a place (table or desk) in the classroom as a base of operations for the Student Teacher.
5. Arrange for regular meeting times with the Student Teacher (generally, once a day). Be open to and available for questions on a daily basis.
6. Discuss your philosophy of education and your expectations for a Student Teacher.
7. Review relevant policies and procedures followed by the school. Consider:
   - Responsibility for attending meetings; including PTA, staff meetings, and parent conferences
   - Fire, earthquake, and intruder drills
   - Playground and school rules
   - Reporting of child injury or illness
   - Releasing students during school hours.
   - Using the library, computer center, other specialized areas
   - Policies for technology use
• Selecting materials (acquaint the Student Teacher with any district guidelines for the various curriculum areas)
• Ordering materials and supplies
• Utilizing support services (nurse, counselor, specialists, classroom aide, etc.)
• Following chain of command for resolution of problems

8. Provide an orientation about classroom routines/procedures such as:
• Bell system, intercom, telephone
• Daily, weekly, monthly schedule
• Entry and exit routines
• Class list, seating chart
• Opening routine (attendance, flag salute, lunch count, etc.)
• Dismissal routine (personal items, chairs, etc.)
• Management routines (paper passing/collecting, pencil sharpening, getting into groups, etc.)
• Classroom discipline system
• Pull-out programs (ELL, RSP, Music, Speech, Counselor, etc.)
• Folder for a substitute and procedures for your absence
• Reports and record-keeping

9. Brief the Student Teacher on classroom procedures for instruction including:
• Grouping of students (heterogeneous, cooperative, skill groups)
• Small group work (including learning centers)
• Individualized instruction
• Utilization of various instructional materials (teacher’s guides, trade books, media, technology, visual material, manipulatives, guest speakers)
• Records of student progress
• Access to state-adopted academic content standards

10. Discuss daily, weekly, and long-range plans early enough so that the Student Teacher can make revisions or modifications as necessary.
• Share materials and ideas for planning and teaching
• Provide feed-back on written lesson plans
• Require lesson plans for your review before the lesson is taught. Initial approved plans. **If daily plans are not prepared and approved AT LEAST THREE DAYS PRIOR, permission for the Student Teacher to teach the children must be withheld and the University Supervisor must be notified.**
• Provide the Student Teacher with an extended period (minimum 2 weeks or 10 consecutive days) to take the lead in planning, teaching, assessing and reflecting.

11. Assist the Student Teacher with planning and arranging for the Student Teacher’s Teaching Performance Assessment (TPA) including facilitation of distribution and collection of permission forms from the students’ families for the use of student work or videotaping of a lesson.

12. Model various instructional strategies and talk with the Student Teacher about your planning process.

13. Help the candidate understand individual children through the use of student records and observations.

14. Allow the Student Teacher to begin teaching as soon as possible. (First-quarter Student Teachers might begin with individual and small group instruction, preparation of bulletin boards, and working at learning centers.)
15. Work with the University Supervisor for joint supervision of the Student Teacher by:
   • Becoming familiar with the criteria for evaluating the Student Teacher in this Handbook
   • Being available for conferences to discuss the progress of the Student Teacher (you can expect a contact with the University Supervisor once every other week.)
   • Planning special experiences to meet special needs
   • Informing the University Supervisor and Principal about problems and successes that have occurred or are anticipated to occur
   • Requesting a special visit by the University Supervisor when need warrants immediate attention

16. Observe and when possible give written feedback on lessons.
   • Offer honest encouragement
   • Offer positive feedback as well as suggestions for improvement
   • Inform the University Supervisor, as soon as possible, if the Student Teacher encounters serious problems.

17. Accept a differing teaching style or technique than your own and allow the Student Teacher to adapt and modify materials and procedures in order for him/her to develop personal ways of working and teaching.

18. Meet with the University Supervisor to assist in preparing a joint mid-quarter evaluation of the Student Teacher (“Supervision Evaluation” form in this handbook) and be available for a conference about the assessment with both the Student Teacher and the University Supervisor.

19. Maintain a professional attitude in the presence of the children if there is a problem situation.

20. Maintain confidentiality. A Student Teacher’s performance should only be discussed with the Principal and the University Supervisor.

21. Work with the university supervisor to complete a final evaluation (“Supervision Evaluation” form in this handbook), of the Student Teacher and meet with the Student Teacher and University Supervisor for a final conference.

As an Intern Teacher, you will be working with an Intern Site Coach. An Intern Site Coach is the person, selected by the district administration, to fulfill a role similar to that of the Resident Teacher. The following list provides Intern Site Coach with a guide for helping the Intern

**Intern Site Coach**

1. Participate in an on-line training module for Intern Site Coaches.
2. Maintain confidentiality and discretion about the Intern.
3. Arrange for regular meeting times with the Intern and/or be open to and available for questions.
4. Make at least one contact a week with the Intern.
5. Share materials and ideas for planning, teaching, assessing and managing classrooms.
6. Assist the Intern in learning relevant policies and procedures followed by the school.
7. Allow the Intern to observe your teaching if possible.
8. Assist the Intern in arranging to work with students in settings and grade levels different from what he/she teaches if required for credential program coursework. This may take the form of identifying appropriate settings and/or being responsible for the Intern’s students so that he/she has time to work with other students if possible.
9. If requested by the Intern, be willing to observe the Intern and provide feedback.
10. Complete an end-of-the-year survey that will be used to assess the quality and effectiveness of the Intern Program.
School Principal

The Principal acts as a support person for the candidate and the University Supervisor. By accepting candidates as professionals, the Principal helps them achieve status as a member of the faculty. The main responsibilities of the Principal are the following:

1. To assist in the selection of Resident Teachers/Intern Site Coaches.
2. To welcome and help orient the candidate(s) and University Supervisor to the school, the staff, and the building procedures.
3. To provide assistance and support to the candidate, Resident Teacher/Intern Site Coach and University Supervisor.
4. To provide information about the school (philosophy, resources, disciplinary procedures, funding, special programs, resource personnel, after-school programs, parent support and involvement, etc.), the district (policies, support personnel, curricular and other resources, etc.) and the community (ethnic and socioeconomic composition, recreational and cultural resources, and health services).
5. To ensure that cumulative records are available to candidates in order to assist them in determining abilities, achievement, and interests of their students.
6. To ensure that the substitute teacher policy (below) is enforced so that Student Teachers are not exploited and are able to learn the skills required of a teacher.

SUBSTITUTE TEACHING DURING STUDENT TEACHING

Student Teachers may not miss university coursework in order to substitute. The following conditions must be met before a candidate may substitute teach during student teaching:

1. Fulfill district’s substitute conditions.
2. Receive approval from the University Supervisor.
3. Substitute for the Resident Teacher only.
4. Limit substituting to two days at a time (and not more than five days for the ten weeks of student teaching). Candidates must clear with the Program Coordinator if they are going to substitute for more than two days.

RESPONSIBILITIES OF CANDIDATES

While enrolled in EELB 540A, you will be at the school site each day, Monday through Friday, for 10 consecutive weeks, according the fieldwork school site calendar. For 8 of those 10 weeks, you will be at the school site for at least 5 hours a day. Assure that you are there prior to or after school as part of those 5 hours. For the other 10 days you will be at the school site for the entire school day, and will arrive and leave at the same time that teachers are required to attend by their contract. On minimum days, you will follow the same attendance policy as the teachers of your site.

While enrolled in EELB 540B, you will be at the school site each day, Monday through Friday, but at a different grade level. You will be at the school site for 10 weeks, according to the fieldwork site school calendar. For 8 of those 10 weeks, you will be at the school site for 5 hours a day. Assure that you are there prior to or after school as part of those 5 hours. For the other 10 days you will be at the school site for the entire school day and will arrive and leave at the same time that teachers are required to attend by their contract. On minimum days, you will follow the same attendance policy as the teachers of your site.
During supervised student teaching, you will continue to develop professional knowledge, skills, and dispositions needed to be a successful teacher. In order to achieve your goal, you have numerous responsibilities, some of which may seem conflicting. You are continuing to learn new skills and strategies from your university instructors while at the same time you are transitioning from acting as an observer/participant to being a full-time teacher. This part of the Handbook provides you with descriptions of written requirements, guidelines for Student Teachers and Intern Teachers and the performance standards required for supervision.

**Written Requirements**

There are seven types of written assignments required during each quarter of supervised student teaching: 1) long-term plan, 2) weekly plans, 3) lesson plans, 4) school, class, and community report, 5) analysis of student work samples, and 6) interview of an Education Specialist. These assignments, are given to your University Supervisor. All of these requirements are explained here.

In the “Planning for Instruction” part of this section, you were introduced to the different types of planning that teachers do. During your program courses, you have been planning and writing lessons. During your supervision experience, you will continue to plan and write lessons and units.

**Long-Term Plan**

As an Intern, you will be required to have a curriculum plan for the year to meet state-adopted academic content standards in all content areas. The plan is an overview of the academic year. You will want to share this plan with your University Supervisor and make adjustments to the plan, if necessary, over your three quarters of supervision.

As a Student Teacher, a long-term plan outlines the teaching you will be doing during the quarter as you transition into assuming daily teaching responsibilities. To develop a long-term plan, you need to review with the Resident Teacher his/her plans for the time you will be in the classroom, check state-adopted academic content standards, and review texts and other materials. The long-term plan is a “when plan” timeline. It is due by the end of the second week of each quarter of Supervision.

The following questions will help you in your planning:

1. What teaching activities will be done the first week?
2. When is your Teaching Performance Assessment due and what subject area will you teach for this assessment?
3. When will the teaching of Reading and Mathematics begin?
4. When will the teaching of the Social Studies or Science begin?
5. When will the teaching of the class for the entire day begin?
6. When will you assume daily responsibility for leading instruction for two full weeks?
7. In which academic area will you plan and implement a lesson in which the students work with technology? This technology can include but is not limited to the following: interactive videos, smart boards, document readers, and/or assessment clickers.

Below are examples of long-term plans for each quarter. You and your resident teacher should refer to them to help you develop your long-term plan for the quarter.

ToC
An Example for First Quarter (MS) – By the End of:
- **Third Week:** Have assumed responsibility for planning and teaching Mathematics.
- **Fifth Week:** Have assumed responsibility for planning and teaching Reading and Language Arts.
- **Eighth Week:** Have planned and taught English Language Development lessons.
- **The end of the quarter:** Have assumed responsibility for two full weeks of teaching all subjects.

An Example for Second Quarter (MS) – By the End of:
- **Second Week:** Have assumed responsibility for planning and teaching, Reading, Language Arts, or Mathematics.
- **Fourth Week:** Have assumed responsibility for planning and teaching Social Studies or Science.
- **Sixth Week:** Have assumed responsibility for planning and teaching Reading and Language Arts including English Language Development.
- **Seventh/Eighth Week:** Have assumed responsibility for planning and teaching all subjects including Art, Music, Physical Education, and Health.
- **The end of the quarter:** Have assumed responsibility for two full weeks of teaching.

**Weekly Lesson Plan**
A weekly lesson plan indicates what will be taught and when the lessons will be presented (day and time). Weekly plans are typically kept in the “Teacher Plan Book.” Use these plans as the basis for the required daily lesson plans. For Student Teachers, these plans must be prepared beginning with the second week of Student Teaching, placed in your “Student Teaching Notebook,” and copies provided to the University Supervisor upon request. Interns should make their “Plan Book” available to their University Supervisor upon request.

**Unit Plan**
As a Student Teacher, review the Resident Teacher’s yearly curriculum plans. If your methods course instructors require a unit plan, work with your Resident Teacher to select a suitable curriculum topic for the pupils, given their particular backgrounds and grade level(s). Implement the unit as required by your methods instructors. Your methods course instructors will furnish further information regarding unit planning to you.

As an Intern Teacher, you may be asked to provide your University Supervisor with a Unit Plan. The units of study that you have prepared for your methods courses can be presented to the University Supervisor, or you may develop a new unit.

**Lesson Plan**
All candidates plan and write daily lesson plans during all quarters of their supervision. They may use any of the lesson formats presented earlier in this section or one approved by the University Supervisor, Resident Teacher and/or school site. Candidates must submit all lessons plans to their resident teacher at least 3 days prior to teaching the lesson, regardless of whether the university supervisor is observing the lesson. **Under no circumstances is a student teacher allowed to teach a lesson without having received the resident teacher’s approval**, indicated with the RT’s initials at the top of the lesson plan.

ToC
Set up a lesson plan submission schedule with your Resident Teacher. An example is provided below.

1. Submit lesson plans for Monday, Tuesday, and Wednesday on Wednesday of the previous week.
2. The Resident Teacher reviews your plans and returns them to you with comments and suggested revisions on Friday.
3. You will then have the weekend to make any alterations deemed necessary.
4. Submit lesson plans for Thursday and Friday to your Resident Teacher on Monday.
5. The Resident Teacher reviews the plans, returns them to you on Tuesday with suggestions.
6. Make changes prior to teaching the lesson.

**Resident Teachers are required by the university to withhold permission for you to teach until lesson plans have been approved.**

As an Intern Teacher, you may prepare daily lesson plans in accordance with school directives. You will also provide your University Supervisor with a full and detailed lesson plan for all lessons that are to be observed just as you provide a full lesson plan for the Principal when he/she evaluates your teaching.

A few clarifications regarding lesson plans:

**Lesson Plan (Short Form)**

Briefer lesson plans are acceptable after you have demonstrated the ability to plan and implement satisfactory lessons. The University Supervisor, in consultation with the Resident Teacher where appropriate, will determine when and if shortened plans are acceptable. The use of the short lesson plan indicates that you have demonstrated ability to plan and implement lessons effectively.

**Departing from A Lesson Plan**

There are times when it is sound and profitable to drop all or part of your planned lesson and move in another direction; when and how to do this will develop with experience. An unplanned event may occur, such as a child bringing a desert tortoise to school. A wise teacher doesn’t ignore the “visitor” and drive doggedly ahead with the original lesson plan, but will instead deal with the tortoise first, then will look for ways to “bend” the lesson to build upon and accommodate the unplanned event. In addition, during lessons, children may show interest or boredom. When this happens, the wise teacher adjusts the lesson.

It should be clear that it is not possible to plan for everything. With a plan, however, accommodation to unforeseen events becomes much easier to make. You can always “come back” to your original plan if that seems best.

**Technology-infused Lesson Plan**

Each quarter, at least one lesson that is observed by your university supervisor must involve students using technology in a way that enhances their learning. The focus is for your students to have hands-on experience with technology during the lesson. Some examples of appropriate
technology are interactive videos, smart boards, document readers, and/or assessment clickers. Be sure to provide your university supervisor with an electronic version of this lesson plan. Consider the following matrix: https://www.thinglink.com/scene/1119514374050938884

**School, Class, and Community Report**

Work with your Resident Teacher or Principal to answer the following questions. A good resource to use might be any school report/newsletter which you might be able to locate within the school office or on the district website. Answer the questions below and provide information to create a picture/summary of the students in this class. Submit this report to the University Supervisor by the end of the second week of the quarter. Student Teachers will submit a report for each quarter of supervision. Intern Teachers will submit a report for their first quarter of supervision and have a copy available if their University Supervisor changes.

**Questions**

1. Describe the physical organization of the school. How many students attend the school? How many teachers are at the site?
2. What funded instructional programs operate at the school (GATE, Title I, Magnet, other)?
3. How do teachers locate resources that may be needed for at-risk students?
4. Do the students in this school come from the local neighborhood? If not, describe where they come from?
5. Is there a school-wide discipline program and, if so, how is it implemented?
6. What is this school’s Academic Performance score and target?
7. Describe the community in which the school resides.
8. What community or local business partnerships currently work in this school?
9. Describe any unique aspects of the classroom (e.g., organization, curriculum, and environment).
10. Describe the classroom management system in the classroom (include a description of the discipline plan, if available).
11. Describe the technology resources available in the school and classroom.

**Data on Each Student**

The following data may be obtained through an interview with the Resident Teacher (for Student Teachers), interviewing the students, and/or reviewing cumulative files. Construct a chart using the items listed below as the heading for each column.

1. Student's first name only
2. Grade/Age
3. Gender
4. Ethnicity
5. Linguistic background
6. English Language Proficiency Assessment for California (ELPAC) level
7. Academic language abilities
8. Content knowledge and skills
9. Physical, social, and emotional development
10. Health considerations
11. Interests and aspirations
12. IEP
13. GATE
14. 504 plan
15. Other
After creating the chart and recording the data, write a summary describing the children in this classroom. Attach both the chart and the summary to your answers to the questions above. This data will assist you when completing Teaching Performance Assessment Tasks.

**Analysis of Student Work Samples**

*For each lesson observed by their University Supervisor, candidates will submit the following:*

1. A typed lesson plan.
2. Written reflection following the guidelines in this handbook.
3. Three to five ‘student work samples’; one from an English language learner, one from a student who has identified special needs and one from a student who provides you with an instructional challenge/opportunity.
4. Written analysis of the learning of the three students and a possible plan for further instruction.

*For each lesson observed, the University Supervisor will:*

1. Review the lesson plan.
2. Observe the lesson.
3. Discuss the lesson with the candidate.
4. Provide written feedback concerning the candidate’s competencies.

*At the following visit, the University Supervisor will:*

1. Review the written reflection and the analysis of student learning from the last lesson observed.
2. Discuss the reflection and analysis with the candidate.
3. Provide feedback concerning the candidate’s competencies in assessing student learning and differentiating instruction to meet student needs.
4. Collect the work samples and analysis; attach to observation notes.

**Interview of an Education Specialist**

As an advocate of your students, it is important to work on their behalf with other professionals at your school site. During each quarter, consult with your Resident Teacher to discover who the Education Specialists are who work with some of the students in your classroom. Make arrangements to interview one of the Education Specialists to learn about what they do when they meet with your students. Find out what they might want to learn from the general education teacher when partnering to support a student they share. You may even want to arrange to observe while one of your students is meeting with the Education Specialist. Make a record of the questions you asked of the Education Specialist, along with what you learned about working with colleagues on behalf of students. Submit this write-up to your supervisor. Interns are also expected to complete this assignment.

**Self-Assessment Disposition Rubric**

Part of becoming a teacher is reflecting not only on one’s actions but one’s dispositions (attitudes). Turn to “Section III: Evaluation,” for information about reflection on your dispositions towards teaching, learning, and students. You can find the Disposition Self-Assessment online at [http://www.surveygizmo.com/s3/1741680/CSUSB-COE-Candidate-Disposition-Self-Assessment](http://www.surveygizmo.com/s3/1741680/CSUSB-COE-Candidate-Disposition-Self-Assessment). You should discuss the areas of self-assessment with your University Supervisor and Resident Teacher, and submit the self-assessment towards the end of each quarter of student teaching.
Guidelines for Student Teachers

In order to assist you in your transition from participant/observer to full-time teacher, the following guidelines are provided. They are organized into four categories:

1. General responsibilities - those that pertain to your professionalism
2. Early responsibilities - the types of activities you should engage in as you begin your experience
3. Increasing responsibility - activities for you as you develop and are able to engage more actively in the teaching day
4. Full responsibility - teaching on a full-time basis.

No timeline is given with these responsibilities. You need to share these pages with your Resident Teacher and work out a schedule that meets the needs of all involved. Remember that you are expected to assume full-time daily teaching responsibility for a minimum of 10 days each quarter of student teaching.

General Responsibilities

1. Be punctual and regular in attendance. As a minimum, be at the school site each day, including 30 minutes before school begins or 30 minutes after students are dismissed.
2. Be carefully and thoroughly prepared and mentally and physically fit to teach.
3. Be appropriately dressed and well-groomed at all times.
4. Learn and follow the school rules and regulations.
5. Familiarize yourself with the district regulations governing your conduct as a teacher.
6. Attend faculty meetings, PTA meetings, and other school-related functions, unless these meetings conflict with your credential classes at the university.
7. Follow the school procedures for reporting any absence you incur. In addition, inform the Resident Teacher and the University Supervisor of any absence.
8. Maintain the required notebook of your student teaching. The notebook contains, at a minimum:
   - Observations and reflections
   - Lesson plans organized by curricular area/day. Discuss the organization with your Resident Teacher and University Supervisor. Include current plans, approved but untaught plans, and completed lesson plans.
   - Your own lesson reflections
   - Resident Teacher and Supervisor comments and evaluations
   - Miscellaneous: Meetings attended, daily schedule, building rules.
9. Complete all university reports promptly. See “Written Requirements.”
10. Follow the schedule of the school district for holidays with respect to student teaching and follow the university schedule for holidays with respect to concurrent course attendance and course requirements.
11. Keep in mind that the classroom is a place to learn and practice in preparation for becoming a teacher. This does not require that you and your Resident Teacher have the same point of view, teaching strategies, approach to discipline, and classroom environment. You each will have your own philosophy of teaching and your instructional choices will typically align with your philosophy. As a welcomed learner into your Resident Teacher’s classroom, it is up to you to professionally communicate and collaborate to assure that you have your Resident Teacher’s support for the plans
that you implement, especially when you wish to pursue an approach that is new to your classroom.

12. Adhere to the policy that the Resident Teacher’s personality, teaching methods, room environment, etc. are not to be discussed with other teachers, Student Teachers, friends, relatives, or strangers.

13. Treat information learned about students and parents in the course of your assignment as confidential knowledge except when it is the legal responsibility of the teacher to do otherwise. In the latter situation, you will confer with and take direction from the Resident Teacher.

14. Professionally receive and act upon constructive feedback offered by the Resident Teacher and the University Supervisor.

15. Inform the University Supervisor as soon as possible of any problem situations, relating to any phase of the Student Teaching experience (e.g., personality conflicts with the resident teacher, value conflicts, problems in meeting requirements). If the concerns cannot be discussed with the University Supervisor, the Program Coordinator should be notified instead. It is critical to maintain professionalism in this area and speak with the proper persons. Discussion in the hallways and teachers’ lounge is not professional!

16. Concerns about your University Supervisor should be directed to the Chair of the Department of Teacher Education and Foundations.

**Early Responsibility**

1. Observe specific aspects of the classroom, as you did in the fieldwork of your Phase I courses. You will be at the school site for 5 hours each day, as described under “General Responsibilities”.

2. Assist the Resident Teacher, particularly in routine management (roll call, lunch count, flag salute) and supervision duties (recess, lunch, bus).

3. Observe the children and begin to become acquainted with their work and leisure habits. Become acquainted with the cumulative records and other materials related to the children in your class. **CAUTION:** This information is CONFIDENTIAL and must be treated in a professional manner.

4. Arrange a specific time with the Resident Teacher for assistance in planning and critiquing your work (minimum of once a week, but daily discussions are expected).

5. Develop long-term plans for teaching various areas of the curriculum. See “Written Requirements.”

6. Discuss the learning expectations with your resident teacher before you write your lesson plans so that you know what the students should be able to do as a result of the lesson. It is your responsibility to create the lesson plans, including appropriate adaptations for students who are English Learners or students who have special learning needs, with details clear enough for a substitute teacher to follow the lesson plan and teach the lesson the way YOU want it taught. The resident teacher will share ideas and knowledge gained from experience with you but you will be writing the lesson plans.
Increasing Responsibility

1. Continue the above listed responsibilities as appropriate.
2. Use the long-term plan to give direction to weekly and daily lesson plans.
3. Check lesson plans, assignments, and materials with the Resident Teacher AT LEAST THREE DAYS before they are to be used. The Resident Teacher is expected to withhold permission to teach unless these plans are complete, submitted at least three days in advance of the time they are to be used, and have been approved and signed by the Resident Teacher.
4. Continually engage in self-evaluation of your teaching performance. Your own reflection is required as a part of each lesson plan. Look at the questions in the “Planning for Instruction” section of this Handbook listed as part of “Reflection,” to help you.
5. Hold frequent feedback and planning conferences with the Resident Teacher.
6. Plan to confer with your University Supervisor during each visit. The University Supervisor will visit a minimum of five times throughout the quarter. The total number of visits made will depend on the progress being made by the Student Teacher.

Full Responsibility

1. Continue the above responsibilities as appropriate.
2. While in EELB 540A, the first quarter of student teaching, assume responsibility for teaching some aspects of the language arts curriculum and/or the mathematics lessons around the 2nd week of the quarter. This is the time for you to focus your skills primarily on these two areas of teaching. You will be at the school site for a minimum of 5 hours each day for most of the time but you will assume the duties of teaching all day for 10 days near the end of the quarter. You and your resident teacher will need to determine how you transition to plan and teach each of the other content areas for which you will be responsible. We recommend that you slowly increase responsibility over time, rather than wait until the last ten days.
3. During you time in EELB 540B, the second quarter of student teaching, as you did in 540A, you will transition over time to eventually teach all content areas. You will be at the school site for a minimum of 5 hours each day for most of the time, but you will assume the duties of teaching all day for 10 days near the end of the quarter. Inform your University Supervisor of the time-period of fulltime teaching.
4. Address all the Teaching Performance Expectations (TPEs) for Student Teaching. TPEs should be reviewed regularly during conferences.
5. At the end of each quarter of Supervision during EELB 520C and 520D, evaluate your University Supervisors, your Resident Teachers and your program experiences. See “Section III, E: Program Evaluation,”

Guidelines for Intern Teachers

As employed teachers, you are responsible for the instructional program of your classroom by putting into practice knowledge and skills learned in credential courses, by utilizing ideas acquired when observing other teachers, and through the implementation of suggestions made by your Intern Site Coaches, the University Supervisor, and the building Principal. You are expected to give top priority in time, attention, and preparation to your teaching assignment. However, you are also a credential candidate. The following guidelines are organized around those two roles.
Responsibilities as a Teacher
1. Prepare thoroughly and carefully for each day of teaching using yearly and weekly plans that you make accessible to the University Supervisor.
2. Be punctual and regular in attendance. Follow the hours that the district uses to define the working day.
3. Avoid taking on additional duties beyond the contract day that may impede your participation and progress in your credential coursework.
4. Be appropriately dressed and well groomed at all times. Follow or exceed the standards observed in the school.
5. Learn and follow the school and district rules and regulations.
6. Familiarize yourself with the district regulations governing your conduct as a teacher.
7. Attend faculty meetings, PTA meetings, and other school-related functions.
8. Follow the district and school site procedures regarding absences during regular school hours. In addition, inform your University Supervisor, especially if there is a scheduled observation.
9. Follow the schedule of the school district for holidays with respect to your teaching.

Responsibilities as a Credential Candidate
1. Complete all necessary paperwork for the Intern Program: “Notification of Employment,” “Intern Credential Application,” and “Intern Consent Form.”
2. When the district has identified Intern Site Coaches to assist you, he/she will complete a “Participation Agreement” form, provided by the district.
3. Meet with your Site Coach as needed to discuss your questions and development as a teacher.
4. Follow the university schedule for holidays with respect to the credential courses.
5. Maintain continuous enrollment (Fall-Spring) while teaching on your Intern credential.
6. Maintain the required Notebook of your teaching experience. The notebook contains, as a minimum:
   • Full lesson plans for lessons observed by the University Supervisor
   • Daily lesson plans required by the school. If the school does not require written lesson plans, you need to keep evidence of planning in a plan book.
   • Your own lesson reflections
   • Classroom organizational materials such as seating charts.
   • School and district materials (meetings, bell schedules, yard duty roster, etc.)
   • University Supervisor observations and evaluations
7. Complete all university reports promptly. See “Written Requirements,”
8. Part of your university coursework may require you to observe and/or participate in the instruction of students in settings and grade levels different than your regular assignment. You will need to make arrangements to fulfill this requirement. Suggestions include, during natural breaks in your instructional day, during off-track times, and/or making arrangements with other teacher to “switch” students for an instructional period.
9. Plan to confer with your University Supervisor during each visit. The University Supervisor will visit a minimum of five times throughout the quarter.
10. Inform the University Supervisor as soon as possible of any problem situations relating to any phase of the Intern teaching experience. If the concerns cannot be discussed with the University Supervisor, the Program Coordinator should be notified instead. **It is critical to maintain professionalism in this area** and speak with the proper persons. Discussion in the hallways and teachers’ lounge is not professional!
11. Address all the Teaching Performance Expectations (TPEs) for Supervision. Provided later in this section. TPEs should be reviewed regularly during conferences.
12. At the end of your second and third quarters of Supervision during EELB 520C and 520D, evaluate your University Supervisor and your program experiences. See “Section III, E: Program Evaluation.”

**Mandated Reporters**

California classifies all “those persons who work in our children’s schools” as mandated reporters and are required by law to report suspected cases of child abuse and/or child neglect (https://www.cde.ca.gov/ls/ss/ap/childabusereportingguide.asp). Therefore, all student teachers are mandated to report suspected incidents of child abuse and/or child neglect to their Resident Teachers, School Administrators, and follow the School District laws.
CSTP & Teaching Performance Expectations

Revisions Adopted, March 2013

A. Making Subject Matter Comprehensible to Students
   - TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments.
     - Teaching English-Language Arts in a Multiple Subject Assignment
     - Teaching Mathematics in a Multiple Subject Assignment
     - Teaching Science in a Multiple Subject Assignment
     - Teaching History-Social Science in a Multiple Subject Assignment
       - Demonstrating knowledge of subject matter content and student development.
       - Organizing curriculum to support student understanding of subject matter.
       - Interrelating ideas and information within and across subject matter areas.
       - Developing student understanding through instructional strategies that are appropriate to the subject matter.
       - Using materials, resources, and technologies to make subject matter accessible to students.

B. Assessing Student Learning
   - TPE 2: Monitoring Student Learning During Instruction
   - TPE 3: Interpretation and use of Assessments
     - Establishing and communicating learning goals for all students.
     - Collecting and using multiple sources of information to assess student learning.
     - Involving and guiding all students in assessing their own learning.
     - Using the results of assessments to guide instruction.
     - Communicating with students, families, and other audiences about student progress.

C. Engaging and Supporting Students in Learning
   - TPE 4: Making Content Accessible
   - TPE 5: Student Engagement
   - TPE 6: Developmentally Appropriate Teaching Practices
   - TPE 6A: Developmentally Appropriate Practices in Grades K-3
   - TPE 6B: Developmentally Appropriate Practices in Grades 4-8
   - TPE 7: Teaching English Learners
     - Connecting students’ prior knowledge, life experience, and interests with learning goals.
     - Using a variety of instructional strategies and resources to respond to students’ diverse needs.
     - Facilitating learning experiences that promote autonomy, interaction, and choice.
     - Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.
     - Promoting self-directed, reflective learning for all students

D. Planning instruction and Designing Learning Experiences for Students
   - TPE 8: Learning About Students
   - TPE 9: Instructional Planning
     - Drawing on and valuing students’ backgrounds, interests, and developmental learning needs.
     - Establishing and articulating goals for student learning.
o Developing and sequencing instructional activities and materials for student learning.
  o Designing short-term and long-term plans to foster student learning.
  o Modifying instructional plans to adjust for student needs.

E. Creating and Maintaining Effective Environments for Student Learning
   • TPE 10: Instructional Time
   • TPE 11: Social Environment
     o Creating a physical environment that engages all students.
     o Establishing a climate of fairness and respect.
     o Promoting social development and group responsibility.
     o Establishing and maintaining standards for student behavior.
     o Using instructional time effectively.

F. Developing as a Professional Educator
   o with colleagues TPE 12: Professional, Legal, and Ethical Obligations
   o TPE 13: Professional Growth
   o Reflecting on teaching practice and planning professional development.
   o Establishing professional goals and pursuing opportunities to grow professionally.
   o Working with communities to improve professional practice.
   o Working with families to improve professional practice.
   o Working to improve professional practice

ToC
## Teaching Performance Expectations
(Approved in 2016)

<table>
<thead>
<tr>
<th>TPE 1</th>
<th>Engaging and Supporting All Students in Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.</td>
</tr>
<tr>
<td>2.</td>
<td>Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.</td>
</tr>
<tr>
<td>3.</td>
<td>Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.</td>
</tr>
<tr>
<td>4.</td>
<td>Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.</td>
</tr>
<tr>
<td>5.</td>
<td>Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.</td>
</tr>
<tr>
<td>6.</td>
<td>Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.</td>
</tr>
<tr>
<td>7.</td>
<td>Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.</td>
</tr>
<tr>
<td>8.</td>
<td>Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.</td>
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</tbody>
</table>

### Narrative
#### Student Engagement
Beginning teachers understand and value the socioeconomic, cultural, and linguistic background, funds of knowledge, and achievement expectations of students, families, and the community and use these understandings not only within the instructional process but also to establish and maintain positive relationships in and outside the classroom. They use technology as appropriate to communicate with and support students and families.

Beginning teachers provide opportunities and adequate time for students to practice and apply what they have learned within real-world applications and community-based instruction as appropriate and as available. They use available community resources, prior student experiences, and applied learning activities, including arts integration, to make instruction individually and culturally relevant.

Beginning teachers use a variety of instructional principles and approaches such as UDL and linguistic scaffolding to assure the active and equitable participation of all students and to promote engagement of all students within general education environments using the principles of Multi-Tiered System of Supports (MTSS) as appropriate.
Language Acquisition and Development

Beginning teachers understand and apply theories, principles, and instructional practices for the comprehensive language instruction of English learners, Standard English learners, and students whose first language is English. They understand and use appropriate instructional approaches and programs for developing language proficiency and the use of academic language for English language development, including structured English immersion, integrated and designated English language development, and Standard English acquisition. They appropriately apply theories, principles, and instructional practices for English language development to assist students to achieve literacy in English. Beginning teachers understand and apply pedagogical theories and principles and practices for the development of students' academic language, comprehension, and knowledge across the subjects of the core curriculum.

Beginning teachers use a student's background and assessment of prior learning both in English and the home language, if applicable, to differentiate instruction and to select instructional materials and strategies, including the incorporation of visual and performing arts, to support the student in comprehension and production of Standard English. They are able to determine communicative intent, particularly with students at emerging and expanding English proficiency levels and with students who may have an identified disability affecting their ability to acquire Standard English proficiency.

Beginning teachers design and implement instruction based on the student's level of English proficiency and academic achievement, keeping in mind that the student's individual needs vary and may be multifaceted. Additionally, beginning teachers understand the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

Beginning teachers assure that students understand what they are to do during instruction and monitor student progress toward learning goals as identified in the academic content standards and Individualized Education Plans (IEPs), Individualized Family Service Plans (IFSPs), Individualized Transition Plans (ITPs), and Section 504 plans, as applicable.
## TPE 2: Creating and Maintaining Effective Environments for Student Learning

<table>
<thead>
<tr>
<th>TPE 2</th>
<th>Creating and Maintaining Effective Environments for Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.</td>
</tr>
<tr>
<td>2.</td>
<td>Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.</td>
</tr>
<tr>
<td>3.</td>
<td>Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.</td>
</tr>
<tr>
<td>4.</td>
<td>Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.</td>
</tr>
<tr>
<td>5.</td>
<td>Maintain high expectations for learning with appropriate support for the full range of students in the classroom.</td>
</tr>
<tr>
<td>6.</td>
<td>Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.</td>
</tr>
</tbody>
</table>

### Narrative

Beginning teachers create healthy learning environments by promoting positive relationships and behaviors, welcoming all students, using routines and procedures that maximize student engagement, supporting conflict resolution, and fostering students’ independent and collaborative learning. Beginning teachers use a variety of strategies and approaches to create and maintain a supportive learning environment for all students. They use principles of positive behavior intervention and support processes, restorative justice and conflict resolution practices, and they implement these practices as appropriate to the developmental levels of students to provide a safe and caring classroom climate.

Beginning teachers understand the role of learners in promoting each other's learning and the importance of peer relationships in establishing a climate of learning. They encourage students to share and examine a variety of points of view during lessons. Beginning teachers support all students' mental, social-emotional, and physical health needs by fostering a safe and welcoming classroom environment where students feel they belong and feel safe to communicate. Beginning teachers recognize that in addition to individual cultural, linguistic, socioeconomic and academic backgrounds, students come to school with a wide range of life experiences that impact their readiness to learn, including adverse or traumatic childhood experiences, mental health issues, and social-emotional and physical health needs.

Beginning teachers design and maintain a fair and appropriate system of classroom management that fosters a sense of community, incorporates student input, and engages families. They regularly assess and adapt this system in response to students, families, and school contexts. Beginning teachers align their classroom management plan with students' IEP, IFSP, ITP, and 504 plans as applicable.
### Narrative

#### Subject-Specific Pedagogy and Making Content Accessible

Beginning teachers use subject matter knowledge to plan, deliver, assess and reflect on content-specific instruction for all students, consistent with the California State Standards in the content area(s) of their credential(s). Beginning teachers provide multiple means for students to access content such as linguistic supports; technology, including assistive technology; elements of UDL; integrating other content areas, such as the arts; and accommodations and/or modifications to assessments and instruction. They also address access to content standards as specified in plans such as IEPs, IFSPs, ITPs and 504 plans.

Beginning teachers design learning sequences that highlight connections, relationships, and themes across subjects and disciplines. They also engage students in real-world applications to make learning relevant and meaningful. Beginning teachers work with colleagues through collaboration and consultation to support students’ engagement with instruction.

Beginning teachers also articulate and apply pedagogical theories, principles, and practices for the development of literacy, academic language, comprehension, and knowledge in the subjects of the core curriculum for all students.

#### Integrating Educational Technology

Beginning teachers design, implement, and evaluate technology-rich learning environments to customize and individualize learning opportunities and assessments for students. They integrate knowledge of subject matter, pedagogy, and available instructional technology tools, including assistive technology, to design learning experiences that engage and support all students in learning the California State Standards, along with improving students’ conceptual understanding, cultivating their critical thinking, and promoting their creative learning.

<table>
<thead>
<tr>
<th>TPE 3</th>
<th>Understanding and Organizing Subject Matter for Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.</td>
</tr>
<tr>
<td>2.</td>
<td>Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.</td>
</tr>
<tr>
<td>3.</td>
<td>Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.</td>
</tr>
<tr>
<td>4.</td>
<td>Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.</td>
</tr>
<tr>
<td>5.</td>
<td>Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.</td>
</tr>
<tr>
<td>6.</td>
<td>Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.</td>
</tr>
<tr>
<td>8.</td>
<td>Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards</td>
</tr>
</tbody>
</table>
Beginning teachers model knowledge, skills, and fluency in using digital tools. Beginning teachers teach students how to use digital tools to learn, to create new content, and to demonstrate what they are learning. Beginning teachers model and promote digital citizenship and critical digital literacy, including respecting copyright law, understanding fair use guidelines, understanding Creative Commons license, and maintaining Internet security. Beginning teachers promote equal access of all students to digital tools and assure that students are safe in their digital participation.

Beginning teachers use appropriate educational technologies to deepen teaching and learning to provide students with opportunities to participate in a digital society and economy. Beginning teachers use established learning goals and students' assessed needs to frame the choices of digital tools and instructional applications consistent with standards of the International Society for Technology in Education (ISTE) and the International Association for K–12 Online Learning (iNACOL).

<table>
<thead>
<tr>
<th>TPE 4</th>
<th>Planning Instruction and Designing Learning Experiences for All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.</td>
</tr>
<tr>
<td>2.</td>
<td>Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.</td>
</tr>
<tr>
<td>3.</td>
<td>Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.</td>
</tr>
</tbody>
</table>
| 4.    | Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:  
  - appropriate use of instructional technology, including assistive technology;  
  - applying principles of UDL and MTSS;  
  - use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;  
  - appropriate modifications for students with disabilities in the general education classroom;  
  - opportunities for students to support each other in learning; and  
  - use of community resources and services as applicable. |
| 5.    | Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans). |
| 6.    | Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking. |
| 7.    | Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning. |
| 8.    | Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning. |
**Narrative**

Beginning teachers access and apply knowledge of students' prior achievement and current instructional needs; knowledge of effective instructional techniques for supporting the academic language needs of all students, the specific language needs of students whose first language is English, English learners, and Standard English learners; the knowledge of effective instructional techniques for students with disabilities in the general education classroom; and knowledge of formative and/or summative student assessment results relative to the TK–12 academic content standards to improve teaching and learning for all students.

Beginning teachers are knowledgeable about typical and atypical child and adolescent abilities and disabilities and their effects on student growth and development, learning, and behavior. Beginning teachers also are knowledgeable about the range of abilities of gifted and talented students in the general education classroom.

Beginning teachers understand how to effectively use content knowledge, content pedagogy, and student learning targets to design appropriate instruction and assessment for all students. Beginning teachers demonstrate the ability to design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum in alignment with California's adopted content standards and their underlying principles.

In planning for instruction consistent with California's TK–12 content standards, beginning teachers access and apply their deep content knowledge of the subject area and use appropriate content-specific pedagogy consistent with research-based practices in the field. Beginning teachers understand the principles of UDL and MTSS and apply these principles in the content field(s) of their credential(s) to plan instruction that meets individual student needs for all students. Beginning teachers align instructional goals and student learning objectives, including IEP, IFSP, ITP, and 504 plans, instructional procedures, assessment tools/processes, and criteria for evaluation of learning. They provide access to the curriculum for all students by removing barriers and providing access through a range of appropriate instructional strategies tailored and adapted as necessary to meet individual student needs.

Beginning teachers research, evaluate, and utilize current technological practices to improve teaching and learning (e.g., blended and online learning technologies).

<table>
<thead>
<tr>
<th>TPE 5</th>
<th>Assessing Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.</td>
</tr>
<tr>
<td>2.</td>
<td>Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.</td>
</tr>
<tr>
<td>3.</td>
<td>Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.</td>
</tr>
<tr>
<td>4.</td>
<td>Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.</td>
</tr>
<tr>
<td>5.</td>
<td>Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.</td>
</tr>
<tr>
<td>6.</td>
<td>Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.</td>
</tr>
</tbody>
</table>
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.

8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

**Narrative**

Beginning teachers develop, implement, and use a range of effective classroom assessments to inform and improve instructional design and practice. Beginning teachers demonstrate knowledge of student assessment design principles, such as test construction, test question development, and scoring approaches, including rubric design. They explain the importance of validity and reliability in assessment and know how to mitigate potential bias in question development and in scoring. Beginning teachers demonstrate knowledge of a variety of types of assessments and their appropriate uses, including diagnostic, large-scale, norm-referenced, criterion-referenced, and teacher-developed formative and summative assessments. They effectively select and administer assessments to inform learning.

Beginning teachers use multiple measures to make an informed judgment about what a student knows and is able to do. Beginning teachers analyze data to inform instructional design, selfreflect, reteach, provide resources, and accurately document student academic and developmental progress. They support students in learning how to peer- and self-assess work using identified scoring criteria and/or rubrics. Beginning teachers provide students with opportunities to revise or reframe their work based on assessment feedback, thus leading to new learning. They implement fair grading practices, share assessment feedback about performance in a timely way, utilize digital resources to inform instruction, analyze data, and communicate learning outcomes.

Beginning teachers utilize assessment data and collaborate with specialists to learn about their students. They apply this information to make accommodations and/or modifications of assessment for students whose first language is English, English learners, and Standard English learners. They also utilize this process for students with identified learning needs, students with disabilities, and advanced learners. Beginning teachers are informed about student information in plans such as IEPs, IFSPs, ITPs, and 504 plans and participate as appropriate.

<table>
<thead>
<tr>
<th>TPE 6</th>
<th>Developing as a Professional Educator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.</td>
</tr>
<tr>
<td>2.</td>
<td>Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.</td>
</tr>
<tr>
<td>3.</td>
<td>Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.</td>
</tr>
<tr>
<td>4.</td>
<td>Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.</td>
</tr>
</tbody>
</table>
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

Narrative
Beginning teachers seek opportunities to reflect on and improve their practice through collaborative inquiry, observation feedback, and their own performance data. Beginning teachers are aware of their potential implicit and explicit biases and the potential impact, positive and/or negative, on their expectations for and relationships with students, families, and colleagues. They understand their responsibility for ongoing professional learning and for maintaining their certification as members of a profession. Throughout their preparation program, beginning teachers develop an understanding of their fundamental responsibilities as professional educators and of their accountability to students, families, colleagues, and employers. Beginning teachers participate as team members with colleagues and families. Beginning teachers take responsibility for all students' academic learning outcomes. They hold high expectations for all students.

Beginning teachers articulate and practice the profession's code of ethics and professional standards of practice, and they uphold relevant laws and policies, including but not limited to those related to:

- professional conduct and moral fitness;
- use of digital content and social media;
- education and rights of all stakeholders, including students with disabilities, English learners, and those who identify as LGBTQ+;
- privacy, health, and safety of students, families, and school professionals;
- mandated reporting; and
- students' acts of intolerance and harassment such as bullying, racism, and sexism.

Beginning teachers understand that they have chosen to become members of complex organizations. Beginning teachers are familiar with issues of equity and justice within the structures and contexts of public education, including state, district, and school governance; curriculum and standards development; testing and assessment systems; and basic school finance.

Subject-Specific Pedagogy

Introduction
This section provides additional required expectations for beginning teachers focused on subject-specific pedagogies and strategies. The selection and use of subject-specific pedagogy and strategies are dependent on students' levels of developmental ability and their English language proficiency. Approved preliminary preparation programs provide opportunities for beginning teachers to learn and practice subject-specific pedagogies and strategies, including language development strategies. Beginning teachers demonstrate their knowledge of these
pedagogies and strategies for student support by passing a subject-specific Teaching Performance Assessment (TPA), successfully completing course work that includes both instructional and subject-specific pedagogy, and engaging in a range of clinical practice experiences.

Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy
Beginning teachers understand that students' development varies across and within age ranges; is influenced by social, cultural, linguistic, and other contexts; and that these factors influence each other in complex ways. Beginning teachers understand that students' learning and development are also influenced by the interaction between their prior experiences; ethnic, cultural, and linguistic backgrounds; maturational status; and the range of environmental and cultural experiences that they bring to the classroom. Beginning teachers approach classroom practice with the belief that all students can learn, and they recognize that the social and academic environment within their classroom has tremendous impact on learning.

English Language Development in Relation to Subject-Specific Pedagogy
Beginning teachers know and can apply pedagogical theories, principles, and instructional strategies for comprehensive instruction of students whose first language is English, English learners, and Standard English learners. They know and can apply theories, principles, and instructional strategies for English language development leading to academic literacy in English in relation to the subject-specific content area. Beginning teachers are familiar with the philosophy, design, goals, and characteristics of programs for English language development. They implement an instructional program that facilitates integrated English language development, including all domains (reading, writing, listening, and speaking).

Subject-Specific Pedagogical Skills
Beginning teachers in all disciplines demonstrate knowledge of and the ability to teach content aligned with the California State Standards and the English Language Development Standards. The interdisciplinary nature of these standards requires beginning teachers to demonstrate both the capacity and a disposition to collaborate with their colleagues to assure that all students are provided curriculum and instruction that effectively merges literacy within each content area. Moreover, beginning teachers embrace the concept that English Language and literacy development is a shared responsibility of all content area educators.

Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

1. Teaching English Language Arts in a Multiple Subject Assignment
2. Teaching Mathematics in a Multiple Subject Assignment
3. Teaching History-Social Science in a Multiple Subject Assignment
4. Teaching Science in a Multiple Subject Assignment
5. Teaching Physical Education in a Multiple Subject Assignment
6. Teaching Health Education in a Multiple Subject Assignment
7. Teaching Visual and Performing Arts in a Multiple Subject Assignment

1. Teaching English Language Arts in a Multiple Subject Assignment
   Beginning Multiple Subject teachers demonstrate the ability to design and deliver instruction in reading, writing, speaking, listening, and language that assures that all students develop English proficiency and meet or exceed the California standards.

   Beginning teachers know the California Standards in English Language Arts and Literacy, as well as the English Language Development Standards that are integrated in the Standards document. In addition, beginning teachers are aware of the integrated nature of using
English Language Arts to facilitate learning across the curriculum, such as in History-Social Studies, Science, and Technical Subjects. Beginning teachers understand that these sets of content-specific standards are intended to be complementary to each other in terms of outlining expected student learning while allowing teachers to best determine how to promote integration. Beginning teachers learn how to provide students with the tools and knowledge that research, professional judgment, and experience deem to be most helpful for meeting the Standards. Beginning teachers adopt and use an integrated and interdisciplinary model of literacy.

Preparation programs use the current frameworks in English Language Arts and English Language Development as a required resource for beginning teachers, faculty, and university field supervisors. Beginning teachers study, observe, and practice the five key themes of a robust and comprehensive instructional program: making meaning, language development, effective expression, content knowledge, and foundational skills. Beginning teachers have opportunities to study, observe, and practice several approaches to teaching and learning, including inquiry-based learning, collaborative learning, and direct instruction. Beginning teachers study, observe, and practice the principles of Universal Design for Learning (UDL), Multi-Tiered System of Supports (MTSS), and a culture of shared responsibility for student learning and development.

Beginning teachers create a print-rich environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts through a multiplicity of texts. They understand the role of foundational reading skills assessment and instruction in early grades and are equipped to teach these skills effectively. Beginning teachers know how to select and use instructional materials appropriate to the interests and abilities of students that include a wide range of increasingly complex literary and informational texts. They employ appropriate teaching strategies to develop students' abilities to read and comprehend narrative and informational texts and to cite specific evidence when offering an oral or written interpretation of a text or making a claim. They select appropriate teaching strategies to develop students' abilities to write increasingly more sophisticated opinion/persuasive, expository, and narrative texts and for students to adapt their communication in relation to audience, task, purpose, and discipline.

Beginning teachers provide opportunities for students to read purposefully and listen attentively to build discipline-specific knowledge in the content areas. They approach literacy through an interdisciplinary lens, finding ways to integrate literacy into a variety of subject areas. Beginning teachers provide opportunities for students to develop oral communication and interpersonal skills. Beginning teachers plan for and encourage students' use of academic language to extend across reading, writing, speaking, and listening. They make language (vocabulary, conventions, and knowledge of language) comprehensible to students. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Beginning teachers know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts, how to use this information to inform instruction, and how to determine the effectiveness of instruction and students' proficiency after instruction.

2. Teaching Mathematics in a Multiple Subject Assignment
Beginning Multiple Subject teachers demonstrate the ability to understand and teach the progression of the state-adopted academic content standards and applicable English Language Development Standards for students in mathematics. They facilitate students'
development of the knowledge, skills, and academic language required to (a) appropriately use processes of problem solving, reasoning and proof, communication, representation, and connections in real-world situations, and (b) appropriately apply the strands of mathematical proficiency, including adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and productive disposition. Beginning teachers facilitate student understanding of mathematical concepts and support students in making and testing conjectures and recognizing relationships within and among concepts. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Beginning teachers provide a secure environment for taking intellectual risks, and they model and encourage students to use multiple approaches to mathematical problems. They facilitate student collaboration and written and oral communication that demonstrates students’ ability to construct logical arguments based on substantive claims, sound reasoning, and relevant evidence. They foster positive attitudes toward mathematics and encourage student curiosity, academic discourse, and persistence in solving mathematical problems. Beginning teachers engage students in the Standards for Mathematical Practice: 1) Make sense of problems and persevere in solving them; 2) Reason abstractly and quantitatively; 3) Construct viable arguments and critique the reasoning of others; 4) Model with mathematics; 5) Use appropriate tools strategically; 6) Attend to precision; 7) Look for and make use of structure; and 8) Look for and express regularity in repeated reasoning. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

3. Teaching History-Social Science in a Multiple Subject Assignment
Beginning Multiple Subject teachers demonstrate the ability to teach the state-adopted academic content standards and applicable English Language Development Standards for students in history-social science. They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted standards for students. Beginning teachers use history and the related social sciences to develop students’ understanding of the physical world, encourage their participation and responsibility within the democratic system of government, teach students about our past, help students understand basic economic principles, develop basic concepts of personal financial literacy, and improve their ability to make reasoned decisions based upon evidence. Beginning teachers understand the vital role these disciplines play in the development of student literacy because of their shared emphasis on text, argumentation, and use of evidence. Beginning teachers use time lines and maps to give students a sense of temporal and spatial scale. Beginning teachers teach students how social science concepts and themes provide insights into historical periods and cultures. Beginning teachers help students understand events and periods from multiple perspectives by using primary sources, simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities. Beginning teachers teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Beginning teachers also teach students to write a variety of texts in which they make claims and form interpretations based on a variety of primary and secondary documents. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.
4. Teaching Science in a Multiple Subject Assignment
Beginning Multiple Subject teachers demonstrate the ability to teach the state-adopted academic content standards and applicable English Language Development Standards for students in science. They balance the focus of instruction between disciplinary core ideas, crosscutting concepts, and scientific and engineering practices as indicated in the Next Generation Science Standards. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Beginning teachers emphasize the nature of science, the integration of engineering design, and the connections between science, society, technology, and the environment. Further, beginning teachers integrate mathematical concepts and practices, including the importance of accuracy, precision, estimation of data, and literacy, into science pedagogy. Beginning teachers teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts, and graphic/media representations presented in diverse formats. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content. Beginning teachers also teach students to engage in disciplinary discourse practices that foster evidence-based explanations and argumentations to write opinion/persuasive and expository text in the content area. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

5. Teaching Physical Education in a Multiple Subject Assignment
Beginning Multiple Subject teachers demonstrate the ability to design and implement instruction that assures all students meet or exceed state-adopted content standards for physical education and applicable English Language Development Standards. They balance the focus of instruction between motor skill development and concepts, principles, and strategies of physical education content. Beginning teachers know how to collect evidence of student learning through the use of appropriate assessment tools and how to use the evidence they collect to inform instructional decisions and provide feedback to students. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

Their explanations, demonstrations, and class activities serve to help students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities and demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performing of physical activities. Further, beginning teachers demonstrate ability to support students learning how to assess and maintain a level of physical fitness that improves health and performance, as well as using their knowledge of psychological and sociological concepts that apply to the learning and principles of physical activity.

Beginning teachers provide a safe environment for discussion of sensitive issues, taking intellectual risks, and the risks associated with learning to move in a public environment.

Beginning teachers teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Beginning teachers also teach students to write opinion/persuasive and expository text in the content area. They provide students the
opportunity to use and evaluate media and technology as integral tools for learning the content of physical education.

6. Teaching Health Education in a Multiple Subject Assignment
Beginning Multiple Subject teachers demonstrate the ability to design and implement instruction that assures all students meet or exceed state-adopted content standards for health education and appropriate English Language Development Standards.

Beginning teachers balance the focus of instruction to support students in comprehending essential concepts of good health; analyzing internal and external influences that affect health; demonstrating the ability to access and analyze health information, products, and services; use interpersonal communication skills to enhance health; use decision-making skills and goal setting to enhance health; practice behaviors that reduce risk; and practice behaviors that promote and support personal, family, and community health. They select appropriate teaching strategies to enhance learning and provide appropriate feedback for students and align instruction with assessment.

Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content. Beginning teachers teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Beginning teachers also teach students to write opinion/persuasive and expository text in the content area. They provide students the opportunity to use and evaluate media and technology as integral tools for learning the content of health education.

7. Teaching Visual and Performing Arts in a Multiple Subject Assignment
Beginning Multiple Subject teachers are responsible for instruction in the four arts content areas, per the California Education Code. They demonstrate the ability to teach the state adopted academic content and applicable English Language Development Standards for students in the four arts content areas of dance, music, theatre, and visual arts. Beginning teachers understand that students gain from sequential instruction in each art content area, which extends student learning in the specific art discipline and students' realization that learning in these content areas builds transferable college and career readiness skills. Beginning teachers understand that learning in an arts discipline supports students in other academic subjects, fosters engagement in school and motivation to learn, and builds students' skills in collaboration and communication and in navigating and understanding the diversity of the world needed for success in college and career. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

Beginning teachers:
- Understand and teach the foundational academic content of each arts discipline within the standards.
- Facilitate the students' literacy development in the art form as well as in English.
- Craft a progression of complexity within each of the four arts content areas.
- Know the difference of discrete and interdisciplinary approaches and how to craft instruction in each arts discipline within multiple subject settings.
- Assess student learning in each art content area to promote student learning.
- Provide students with opportunity to see the value of arts learning and skill development for their future schooling and careers.
• Collaborate where possible with single subject arts teachers and/or community arts resources.
• Facilitate students' abilities to identify the aesthetic qualities of works of art and artistic performances.
• Assure that students are provided access to works of art that are broadly representative of cultural diversity.
SECTION III: EVALUATION

Introduction

Evaluation, in a teacher preparation program, is making judgments to determine the worth of an action. Evaluation takes place at several points during the credential program. Instructors evaluate your learning during coursework; you evaluate your own growth and progress throughout your program, University Supervisors evaluate your effectiveness during supervision, and there are summative evaluations at the end of each phase of the credential program. In addition, the program faculty continually evaluates the overall effectiveness of the credential programs. This section of the Handbook describes the reflective teacher, assessment of dispositions for teaching, academic requirements for program coursework, the California Teaching Performance Assessment (CalTPA), evaluation by support personnel during supervision and program evaluation.

Reflective Teacher and Dispositions

All evaluation begins with reflection. In “Section II, B: Planning for Instruction,” you were presented with the concept of reflection, specifically, reflection after teaching. Below is a description of the reflective teacher.

In 1933, John Dewey made an important distinction in conceptualizing teachers’ practices when he identified routine and reflective action. He defined routine action as teaching acts characterized by authority, impulse and tradition. Persons who teach from this perspective uncritically accept the defined practices of schools and set about to find the most efficient and effective way to carry out these practices. They overlook the possibility that other if not more desirable options exist. For example, day-to-day school practices (e.g., goals, problems, problem-solving) are dealt with routinely, in prescribed ways without major interruption. Thus, schooling practices are typically viewed as non-problematic and as not warranting examination or change.

Conversely, Dewey defines reflective action as "behavior which involves active, persistent, and careful consideration of any belief or practice in light of the grounds that support it and the further consequences to which it leads" (Grant and Zeichner, 1984, 4). Reflective action involves meeting and responding to problems. Persons who teach from this perspective actively analyze their teaching practices and the educational, social, democratic, and political contexts in which their teaching is embedded. For example, traditional planning practices are examined and alternative planning methods are explored.

Dewey refers to three attitudes (dispositions) as prerequisite to reflective action. They are open-mindedness, responsibility, and wholeheartedness.

Open-mindedness refers to an active desire to consider more than one perspective, to give full attention to alternate possibilities, and to recognize the possibility of error, even in the beliefs that are dearest to us. To be open-minded implies that alternate solutions to existing practices can and probably should be explored. Reflective teaching means that teachers hold attitudes that are characterized by open-mindedness about the content, methods, and procedures used in the classroom and will critically analyze traditional practices (Apple and King, 1977; Zeichner, 1981).
You use your attitude of open-mindedness as you listen to others during discussions in your courses. During supervision, your open-mindedness helps you accept the constructive criticism of your University Supervisor and Resident Teacher/Intern Site Coach.

Responsibility involves thorough consideration of the consequences that result from a teaching action. Responsibility requires teachers to ask themselves why they are doing what they are doing and how what they are doing impacts on the lives of the students they teach.

You take responsibility as you plan lessons for your coursework and for supervision. After each lesson, you are asked to provide a written reflection for each lesson planned and taught. In this reflection, consider alternatives to reinforce the strengths of the lesson and change the weakness of the lesson.

Wholeheartedness requires a dedicated and committed approach to teaching all students, not just a few, and impels the teacher to learn about the uniqueness of each student so that optimal educational experiences can be supplied. Throughout the credential program, you will learn strategies and curriculum that will benefit the “uniqueness” of each student you teach. As you plan lessons and units of study, you will be asked to describe the characteristics of the students you teach. In addition, you will be asked to explain appropriate modifications to your plans to address the needs of your students.

Dispositions

The three attitudes (dispositions) described by Dewey are reflected in the COE mission statement in that a wise educator:

- Possesses rich subject matter knowledge.
- Applies sound pedagogical judgment to professional practice and conduct.
- Applies practical knowledge of context.
- Respects multiple viewpoints.
- Reflects on professional practices and follows up with appropriate action.

Periodically throughout the Multiple Subject Credential program, you will be asked to complete a self-assessment of your dispositions (attitudes) related to the teaching profession. The format for this self-assessment is presented on the following four pages.
Self-Assessment: Multiple Subject Credential Program
Disposition Rubric

Name: _______________________________ Quarter: F W S SU Year: _______
SID #: __________________________ Email: __________________________
Campus: SB ____ PDC ____
Track (check): Intern ______ Traditional/Student Teacher _______

Please select the course during which this rubric is being completed.

Time Point One: _____ EELB 520E. _____ EELB 520F
Time Point Two: _____ EELB 540A. _____ EELB 560A
Time Point Three: _____ EELB 540B. _____ EELB 560C

Fieldwork Supervisor: ____________________ Date: ______________

Directions: Underline specific phrases that apply in any box. Then check the overall rating for each disposition category. Examples are not meant to be all encompassing and other evidence should be considered and written on lines provided.

1. RICH CONTENT KNOWLEDGE

<table>
<thead>
<tr>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUBRIC: Exhibits little awareness or commitment to development and maintenance of his/her own content knowledge.</td>
<td>RUBRIC: Exhibits progress and growing dedication to development and maintenance of his/her own content knowledge.</td>
<td>RUBRIC: Clearly demonstrates a strong, consistent commitment to development and maintenance of his/her own content knowledge.</td>
</tr>
</tbody>
</table>

EXAMPLES: Unconcerned when mistakes about subject matter are made while teaching, displays a negative attitude toward subject matter, makes little or no effort to expand understanding of subject matter areas or develop resources.

EXAMPLES: Ensures that content knowledge displayed in lessons is accurate, value of the content and skills taught is reinforced, adequate resources are marshaled to suit the lesson taught.

EXAMPLES: Enthusiasm for subject matter is displayed, abundant re-sources for the lesson are readily available, content questions and comments from student are welcomed and incorporated into the lesson.

Other Evidence/Observations/Examples:

__________________________________________

__________________________________________

__________________________________________
### 2. SOUND PROFESSIONAL JUDGMENT and CONDUCT

<table>
<thead>
<tr>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUBRIC: Exhibits little awareness or commitment to ethical, responsible, and professional behavior or to the integration of theory and practice as a foundation for representing and explaining the discipline in ways that make content understandable.</td>
<td>RUBRIC: Exhibits progress and growing dedication to ethical, responsible, and professional behavior or to the integration of theory and practice as a foundation for representing and explaining the discipline in ways that make content understandable.</td>
<td>RUBRIC: Clearly demonstrates a strong commitment to ethical, responsible, and professional behavior or to the integration of theory and practice as a foundation for representing and explaining the discipline in ways that make content understandable.</td>
</tr>
</tbody>
</table>

**EXAMPLES:** Late, missing, or poor quality work, problems with attendance or punctuality, inappropriate comments or behavior related to children, colleagues, instructors, or the teaching profession. Offers neither support nor challenge to meet learner needs in lessons.

**EXAMPLES:** Work is acceptable quality and submitted on time. Few problems with attendance or punctuality. Demonstrated ability to relate text and lecture information to fieldwork experiences. Limited evidence of differentiated instruction to meet learner needs in lessons.

**EXAMPLES:** Work is high quality and submitted on time. No problems with attendance or punctuality. Demonstrated ability to relate text and lecture information to fieldwork experiences, showing insight in analysis of observations. Strong evidence that instruction is differentiated.

**Other Evidence/Observations/Examples:**

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*ToC*
### 3. PRACTICAL KNOWLEDGE OF CONTEXT

<table>
<thead>
<tr>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RUBRIC</strong>: Does not tend to investigate or utilize context when working with students.</td>
<td><strong>RUBRIC</strong>: Exhibits progress and growing dedication to comprehending the specific contexts of the learner.</td>
<td><strong>RUBRIC</strong>: Clearly demonstrates a strong commitment to comprehending the specific contexts of the learner.</td>
</tr>
<tr>
<td><strong>EXAMPLES</strong>: Little awareness that EL, low SES, gifted, special needs or other groups of students may not be engaged in lessons or learning at the same level as other students. Few, if any attempts to connect lessons to students' background or experiences or use of language, family, school, or community resources to support student learning.</td>
<td><strong>EXAMPLES</strong>: Concerned that EL, low SES, gifted, special needs or other groups of students may not be engaged in lessons or learning at the same level as other students. Attempts to connect lessons to students’ background or experiences and use of language, family, school, or community resources to support student learning.</td>
<td><strong>EXAMPLES</strong>: Actively and effectively works to ensure that all students (EL, low SES, gifted, special needs or other) are engaged in lessons or learning at the same level. Commits to learning about every student so lessons can be effectively connected to students’ background or experiences. Uses language, family, school, and/or community resources to support student learning.</td>
</tr>
</tbody>
</table>

Other Evidence/Observations/Examples:
4. RESPECT for MULTIPLE VIEWPOINTS

<table>
<thead>
<tr>
<th>RUBRIC:</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrates little/no effort to understand the values of the various groups with whom s/he interacts and makes no concerted effort to incorporate knowledge of and sensitivity to those values in professional decisions.</td>
<td>Exhibits progress in striving to understand the values of the various groups with whom s/he interacts and makes some effort to incorporate knowledge of and sensitivity to those values in professional decisions.</td>
<td>Strives to understand the values of the various groups with whom s/he interacts and makes a concerted effort to incorporate knowledge of and sensitivity to those values in professional decisions.</td>
</tr>
</tbody>
</table>

**EXAMPLES:**

- Makes biased statements in class or in written work. Does not engage with all students of the class with equal willingness. Does not engage with professional colleagues. Close-minded about new ideas in coursework or fieldwork.

- Makes inclusive statements in class or in written work. Engages with all students of the class with equal willingness. Willingly engages with professional colleagues. Open to new ideas in coursework or fieldwork.

- Makes inclusive statements in class or in written work. Engages with all students of the class with enthusiasm for different viewpoints. Actively seeks feedback from professional colleagues. Engages and struggles with new ideas in coursework or fieldwork.

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Other Evidence/Observations/Examples:
5. SELF-REFLECTION and PROFESSIONAL GROWTH

<table>
<thead>
<tr>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RUBRIC:</strong> Exhibits little interest or motivation to pursue continuous development of professional knowledge and skills through the use of inquiry, the seeking of feedback and reflection. Candidate has no interest in or is unable to assess outcomes of actions or make adaptations as necessary.</td>
<td><strong>RUBRIC:</strong> Exhibits progress and growing dedication to continuous development of professional knowledge and skills through the use of inquiry, the seeking of feedback and reflection. Candidate exhibits progress in ability to assess outcomes of actions and make adaptations as necessary.</td>
<td><strong>RUBRIC:</strong> Clearly demonstrates a strong commitment to continuous development of professional knowledge and skills through the use of inquiry, the seeking of feedback and reflection. Candidates assess outcomes of actions and makes adaptations as necessary.</td>
</tr>
<tr>
<td><strong>EXAMPLES:</strong> Unwilling or unable to reflect on lessons taught or to use feedback and suggestions to improve teaching. Little insight in the analysis of student work resulting from lessons the candidate has taught.</td>
<td><strong>EXAMPLES:</strong> Willing and able to reflect on lessons taught and to use feedback and suggestions to improve teaching. Growing ability to analyze student work resulting from lessons the candidate has taught and use this analysis to guide future lessons.</td>
<td><strong>EXAMPLES:</strong> Reflects on lessons taught even when it’s not required and enthusiastically uses feedback and suggestions to improve teaching. Strong insights in the analysis of student work resulting from lessons the candidate has taught and clear use of these insights in future lessons.</td>
</tr>
</tbody>
</table>

Other Evidence/Observations/Examples:
Program Coursework

As stated earlier in this section, personal reflection is one type of evaluation. Another type of evaluation involves critical reflection and collaboration between you and the support personnel. It serves two purposes: **Formative** and **Summative**. **Formative evaluation** acts as a catalyst for the reflective, critical processes necessary to become an effective teacher. It requires critical interaction between you and the evaluator about the knowledge base/professional standards of the teaching profession. **Summative evaluation** assesses your competencies. With the combination of these two purposes, evaluation becomes a process as well as a product. The results promote your professional development while also determining your competency levels. During coursework, you receive oral and written feedback from your instructors on the various assignments in the courses. This feedback is both formative and summative. The academic requirement for the credential program is a grade point average (GPA) of 3.0 with no course below a “B-.” If you earn an education grade lower than “B-,” you will need to retake the course before taking other courses. By University policy, candidates may repeat **ONE COURSE – ONE TIME ONLY** in order to have the first grade discounted. The candidate is responsible for filing a “Discount of Grade” form. See the current University “Catalog of Programs.” You will not be admitted to supervision until your education GPA is 3.0 or better and all education course grades are “B-” or better. **If your education GPA falls below 3.0, you may be placed on academic probation or dismissed from the program, and will not be recommended for a credential.**

(CalTPA) **California Teaching Performance Assessment**

As of July 2008, California law requires all multiple and single subject teacher preparation programs to include a Teaching Performance Assessment (TPA). Senate Bill 1209 requires all candidates who begin their teacher education programs to pass a summative evaluation to determine their knowledge and skills of teaching (pedagogical knowledge). The Multiple Subject Credential program at CSUSB has adopted the CalTPA as its teaching performance assessment in fulfillment of this legislation.

The CalTPA has been purposefully structured to address key elements of the TPEs, including:
- development of students’ content-specific higher-order thinking and academic language required to be college- and career-ready;
- developmentally appropriate practices in relation to content-specific pedagogy;
- use of educational technology to enhance instruction;
- approaches to classroom management and student engagement that support social-emotional development; and
- effective instruction of all students in the general education classroom, including English learners, all underserved education groups or groups that need to be served differently, and students with special needs.
The redeveloped CalTPA includes two instructional cycles with a focus on content-specific instructional planning and assessment:

- **Instructional Cycle 1: Learning About Students and Planning Instruction**
- **Instructional Cycle 2: Assessment-Driven Instruction**

Each instructional cycle reflects four iterative steps commonly used in teaching: (1) plan, (2) teach and assess, (3) reflect, and (4) apply. This pedagogical cycle provides an overarching conceptual framework of progressively interrelated cognitive steps to help guide and refine the candidate’s thinking and encourage active decision-making throughout each cycle of planning, teaching, and assessing student learning.

The redeveloped CalTPA is intended to provide both a formal assessment of candidate ability and a framework of performance-based guidance to inform candidate preparation and continued professional growth through induction. Analytic feedback provided at the completion of each cycle will facilitate data-driven collaboration and reflection by the candidate in preparing for the subsequent assessment cycle. Performance data will be shared with institutions to assist them in making program improvements and will guide induction programs as they work with new teachers to individualize learning plans. The CalTPA is designed to be embedded within the field placement of a teacher preparation program so that the candidate may draw on authentic evidence of teaching ability and student learning experienced during clinical practice.

The two instructional cycles are developed to build on each other, but may be completed independently and in any order deemed appropriate by a preparation program. The Multiple Subject Credential Program faculty at CSUSB has established that English Language Arts be the focus of Cycle 1 and mathematics the focus of Cycle 2.

At its June 2019 Meeting, the Commission approved the following passing standards for the redeveloped CalTPA:

- Cycle 1 (8 rubrics): A final cut score of **19 points with one score of 1 allowed**
- Cycle 2 (9 rubrics): A final cut score of **21 with one score of 1 allowed**

These passing standards will apply to all CalTPA cycles submitted on or after August 23, 2019.

Candidates who do not meet the passing standard on one or both cycles may seek remedial support from their preparation programs and have the opportunity to retake the appropriate cycle(s) in accordance with the [CalTPA Retake Policy](http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalTPA RETAKEPolicy.pdf). See [PSA 19-06](http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/PSA%2019-06%20CalTPA%20Retake%20Policy.pdf) for more information.

Additional information about the CalTPA is available at the following websites:

**California Teaching Performance Assessment (CalTPA)**


**CalTPA Assessment Materials**

The MSCP offers two 2-unit courses that are specifically designed to assist students while they are working on their assessments. The instructors support and provide formative feedback in compliance with the policies of the CTC. See the link to Faculty Policies and Resources above.

While you are taking your credential classes be alert to how what you are learning about planning and implementing lessons for students can be applied to the TPA tasks. Candidates want to make sure that they are comfortable writing measurable learning goals and making appropriate adaptations for three different focus students:

- **Focus Student 1**: a student identified as an English learner
- **Focus Student 2**: a student identified by the district/school with an IEP or a 504 plan or a student identified for GATE
- **Focus Student 3**: a student whose life experience(s) either inside or outside of school may result in a need for additional academic and/or emotional support and whose behavior in class catches your attention.

For concurrent bilingual multiple subject candidates who are in a placement where a language other than English is exclusively used for instruction, or who are in a placement where both English and another language are used for instruction:

- Candidates may submit responses along with student evidence for the two CalTPA instructional cycles in the language other than English, as applicable to the candidate's teaching context. Candidates do not have to provide translations or transcriptions for any materials submitted in a language other than English.
- Multiple Subject: Candidates must submit one of the CalTPA instructional cycles with a literacy focus (i.e., learning goals based in ELA and ELD standards) and one cycle with a math focus (i.e., learning goals based in math standards and ELD standards), as appropriate to the teaching context. Programs should assist candidates to decide accordingly the content focus for each of the two instructional cycles.

It is the candidate’s responsibility to be familiar with each task and take the initiative, if needed, to ask course instructors to clarify various strategies of instruction or assessment. Per CTC regulations faculty and staff have to stay within the limits of the policies that guide providing support to students for completing the TPA assessments. The formative feedback in class will be general in nature.
Candidates are required to successfully pass both cycles of the CalTPA to be recommended for the Multiple Subject Teaching Credential.
Policies about the CalTPAs  
EVALUATION BY SUPPORT PERSONNEL

Important Information

Students in Phase I must pass CalTPA Cycle 1 before she/he can do Student Teaching II. In other words, if a student fails CalTPA Cycle 1, s/he will be dropped from the next quarter student teaching. In addition, to take two TPAs in one quarter, a student will need approval from the program coordinator. Finally, a student will be advised to withdraw from the program after failing any aspects of TPAs three times.

Introduction

In the supervision phase of the credential programs, you are expected to demonstrate the competencies you have developed throughout the first part of your program. To this purpose, you will receive oral and written feedback from University Supervisors and other support personnel throughout your Supervision. Review "Section II: C: Supervision,"

Formative Evaluations

In bi-weekly visits, the University Supervisor will provide formative evaluations on your progress. The Supervisor will arrange to observe your teaching and will provide you with written feedback. During a post-teaching conference, the Supervisor discusses the observation with you to identify strengths and make suggestions for improvements. For Student Teachers the Resident Teacher will also provide formative feedback, often daily, on your progress. For Interns, the Intern Site Coach will also provide formative feedback.

Summative Evaluations (Student Teachers)

Using the formative evaluations from observations, your University Supervisor and Resident Teacher confer and your University Supervisor will provide a written assessment of your progress at mid-quarter. This evaluation provides you, the University Supervisor, and Resident Teacher a formal opportunity to develop an action plan. At the end of the quarter, the University Supervisor and Resident Teacher each submits a final summative evaluation of your progress.

It is important to note that first-quarter Student Teachers who receive a rating of 2 or below in any area on the final evaluation, receive No Credit for the quarter and are not recommended for second quarter Student Teaching. Second-quarter Student Teachers who receive a rating of 2 or below in any area on the final evaluation, receive No Credit for the quarter and are not recommended for a credential. A candidate who receives a No Credit for any quarter of Student Teaching may petition to repeat Student Teaching. See “Repetition of Student Teaching” Policy in “Appendix.”

Summative Evaluations (Interns)

Using the formative evaluations from observations and information from your resident teacher, your University Supervisor provides a written assessment of your progress at mid-quarter. This evaluation provides you and the University Supervisor a formal opportunity to develop an action plan. At the end of the quarter, the University Supervisor submits a final summative evaluation of your progress.

It is important to note that candidates who receive a rating of 2 or below in any area on the final evaluation, receive No Credit for the quarter and are not recommended for second quarter of
Intern teaching. These candidates must meet with the Intern Coordinator to determine their continuation in the program. Intern Credentials are revoked for interns who do not continue in the program. See “Incomplete or No-Credit for Intern Teaching” policy in “Appendix B.”

**Professional Growth Plan**

Candidates must attain competency in all areas of the Teaching Performance Expectations. When a University Supervisor has determined that you are having difficulty in any area of competency, he/she will discuss the concern with you. The decision may be made to prepare a “Professional Growth Plan,” which outlines the specific concern, connects the concern to the appropriate Teaching Performance Expectation, describes possible solutions and provides a time line for you to demonstrate improvement. The purpose of this procedure is to clearly communicate significant problems that need to be addressed so that you have information and time to make the necessary adjustments. It is in your best interest to take this formative feedback seriously and make every effort to improve in the areas noted. When improvements are not satisfactorily made, the results may be No Credit for supervision.

**Sample Evaluation Forms**

The “Professional Growth Plan” and the “Observation” and “Evaluation” forms used in supervision at CSUSB reflect the California Standards for the Teaching Profession (CSTP) and the embedded Teaching Performance Expectations (TPEs). A sample of the Professional Growth Plan follows this introduction. A full description of the CSTP and TPEs is available in this handbook. Some of the information recorded may be in a slightly different form but the content is the same.
California State University San Bernardino
Multiple Subject Credential Program
Professional Growth Plan

Candidate Name: ___________________________  Date: ____________

Student ID#: __________________ Status (Check one): Intern _______  Student Teacher _______

Supervision Quarter:  1st___; 2nd___; 3rd____.  University Supervisor: ________________________

Course: _____________________________  Instructor: __________________________________

Identify Area of Concern: Considering the TPEs, identify the Skills, Knowledge, and Abilities candidate must focus on.

Outline Desired Outcomes:

Action Plan: Describe activities to be completed.  Expected Date for completion:__________

Outcomes: Describe and evaluate the outcomes as demonstrated by the candidate.

Date of Completion: ____________  Date of follow up meeting: ________

Success statement: ___The candidate successfully completed the action plan activities and met the expectations of the professional growth plan.

_____________________________________  ______________
Signature of Candidate     Date

________________________________         ________________________________
Name of instructor/ Supervisor/program coordinator  Signature     Date)
CSUSB, Multiple Subject Credential Program

Student Teacher / Intern Observation Form

Candidate: ______________________________ SID #: _______________________

Class Hour: ________________ Subject: ________________ Date: ____________

Assessor Name: _______________________________________________________

California Teaching Performance Expectations

<table>
<thead>
<tr>
<th>Domain</th>
<th>Observation</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Engaging Students in Learning (TPE 4, 5, 6, 7; CSTP 1)</td>
<td>The University supervisor will record what s/he hears and sees that correspond to the various CSTPs above</td>
<td>The University supervisor will evaluate the effectiveness of your instruction and assessment strategies based on the observation recorded.</td>
</tr>
<tr>
<td>B. Creating &amp; Maintaining Effective Environment (TPE 10, 11; CSTP 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Make Subject Matter Comprehensible (TPE 1; CSTP 3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Planning Instruction &amp; Designing Learning (TPE 8, 9; CSTP 4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Assessing Student Learning (TPE 2, 3; CSTP 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Developing as a Professional (TPE 12, 13; CSTP 6)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall Rating for each Domain Observed: A=____ B=____ C=____ D=____ E=____ F=____

1 = Candidate demonstrates little understanding. 2 = Candidate attempts this but is not yet skilled.
3 = Candidate attempts this and is usually successful. 4 = Candidate is skilled and successful.
California State University, San Bernardino

Multiple Subject Supervision Evaluation Form

Candidate: __________________________  SID#: ______________________  Date: ____________

Program: (__) Multiple Subject  (__) Single Subject  No. of Observations Completed: ________

District: ____________________________  School: __________________________

Grade: ___  Subject Area: ___________  (__) Student Teacher  (__) Intern  Qtr.: (_) 1st (_) 2nd (_) 3rd

Evaluator: ___________________________  (__) Resident Teacher  (__) University Supervisor

Indicate if: (_) Midterm Evaluation  (__) Final Evaluation  If Final Evaluation, Indicate: (__) Credit  (__) No Credit

INSTRUCTIONS: 1) Indicate candidate’s competency level in each category by circling the appropriate rating, 2) Identify the candidate’s strengths and areas for improvement using the scale, 3) If a rating of 1 or 2 is given, indicate a plan for improvement, 4) Both University Supervisor and Candidate sign and date form, 5) University Supervisor is responsible for providing a copy of this form and any additional observation notes to the Candidate and to the Supervision Office.

Rating Scale:
1 = Candidate demonstrates little understanding.  3 = Candidate attempts to do this and is usually successful.
2 = Candidate attempts to do this but is not yet skilled.  4 = Candidate is skilled and successful.

A. Engaging & Supporting Students
(TPEs 4, 5, 6, 7; CSTP 1)
Evidence:

1 2 3 4

B. Creating & Maintaining Effective Environment
(TPEs 10, 11; CSTP 2)
Evidence:

1 2 3 4

C. Make Subject Matter Comprehensible
(TPE 1; CSTP 3)
Evidence:

1 2 3 4
D. Planning Instruction & Designing Learning  
   (TPEs 8, 9: CSTP 4) 
   Evidence: 
   
E. Assessing Student Learning  
   (TPEs 2, 3; CSTP 5) 
   Evidence: 
   
F. Developing as a Professional  
   (TPE 12, 13; CSTP 6) 
   Evidence: 
   
**Evaluator’s Comments:** (Including areas of strength and areas for improvement):
PROGRAM EVALUATION

- Informal and Formal Evaluations
- University Supervisor
- Resident Teacher
- CSU Exit Survey
- Program & Handbook Feedback

Informal and Formal Evaluations
The Multiple Subject Credential program faculty is committed to program evaluation. As we educate reflective teachers, we also engage in reflective evaluation of the Multiple Subject credential program. Information gathered through formal and informal means is used to provide guidance and direction to program revision and refinement.

Informal Evaluation
The programs’ District Advisory Boards, composed of former students, district personnel, and community members, as well as faculty, provide comments and suggestions at Board meetings and through written communication. University Supervisors provide feedback through quarterly meetings and on-site discussions with Resident Teachers and Principals. Discussions at monthly program faculty meetings also provide opportunities for program reviews.

Formal Evaluation
Goals and objectives of the programs are evaluated through inter-university formal review, conducted every two years as a comprehensive self-study and Annual Program Reports are submitted to CSUSB Graduate Studies and the College of Education. Two external formal reviews, one by WASC accreditation teams and by the California Commission on Teacher Credentialing are carried out at seven-year intervals. Each of these reviews carefully scrutinizes the programs in the areas of planning, implementation, outcomes, analysis of results and directions for the future. In addition, the California State University (CSU) System conducts a yearly survey of credential graduates after their first year of teaching, and the district administrators who hire them. This survey provides data on the perceptions of our graduates and their employers on their preparedness to teach. It also compares our graduates with graduates from the other CSUs.

Student Teachers evaluate their University Supervisors and their Resident Teachers on a quarterly basis. Furthermore, “Exit Surveys” are used to gather program information from credential candidates at the end of their program during EELB 520F. Samples of some of these evaluations are provided on the next pages. In addition, you are welcome to provide feedback concerning the credential program and the Handbook at any time using the form provided in this handbook.
District: ________________________________ School: _______________
Resident Teacher: _______________________ Grade Level: ____________

1. If you were to recommend the Resident Teacher to another Student Teacher, how would you rank him/her?
   _____ Highly Recommend   _____ Probably not Recommend
   _____ Recommend   _____ Not Recommend
   _____ Would Accept

2. For each of the following, fill in the number that indicates to what extent your Resident Teacher helped you develop knowledge, skills, and dispositions related to these areas.

   (4) Very Much   (3) Somewhat   (2) Very Little   (1) Not Recommend
   _____ Engaging and supporting students in learning.
   _____ Creating and maintaining effective environments for student learning.
   _____ Making subject matter comprehensible to students.
   _____ Planning instruction and designing learning experiences for students.
   _____ Assessing student learning.
   _____ Developing as a professional educator.
   _____ Using technology to support student learning.

3. On the back, list three areas of strength your Resident Teacher exhibited in working with you. Please identify with “#3” by your response.

4. On the back, list three areas in which your Resident Teacher could have been more helpful to you. Please identify with “#4” by your response.

5. On the back, please tell about two very important, critical events that occurred during your Student Teaching between you and your Resident Teacher. Please identify with “#5” by your response.

6. On the back, please tell about two very important, critical events that occurred during your Student Teaching between you and your students. Please identify with “#6” by your response.
We would like to congratulate you for completing the teacher credential program at our campus and wish you the best in your career as a credentialed teacher.

As you have come to learn, evaluation is an important part of the professional life of a teacher. The success your students have will depend, in large part, upon your feedback on their learning. In a similar way, the quality of our credential programs also depends upon the feedback we receive from you and your fellow professional educators.

As part of the exit process from our campus, we would like you to participate in an online evaluation of our teacher credential program. This on-line program evaluation was developed by the California State University System to be used by all CSU credential candidates.

Your comments, suggestions, and responses to these questions will help us identify ways we can make ongoing improvements – improvements that will greatly benefit the candidates who follow you. The data not only helps us improve our program, but also allows us to compare our program with other CSUs.

The online evaluation, which should take less than 30 minutes to complete, is ready for use at: www.csuexitsurvey.org.

Thank you very much for your participation! Please print the verification page after you complete the survey and give it to your EELB 520D instructor.
California State University, San Bernardino
College of Education
Multiple Subject Credential Program
Program and Handbook Feedback Form

If you would like to give feedback concerning the credential program or the Handbook, please
write your comments here and send them to:

Dr. Young Suk Hwang, Coordinator, CE 225
Department of Teacher Education and Foundations
CSUSB, College of Education
5500 University Parkway
San Bernardino, CA  92407

Feedback on the Multiple Subject Credential program:

Feedback on the Handbook for the Multiple Subject Credential Program:
SECTION IV: EXIT

Obtaining a Credential

- Introduction
- Procedures for Filing a Preliminary Credential
- Procedures for Filing a Clear Credential

Introduction

Congratulations! You are several steps closer to your goal. You are eligible to apply for a Multiple Subject 2042 Preliminary Credential after successfully completing the following items:

1. Baccalaureate Degree
2. Subject Matter Competency
3. California Basic Education Skills Test (CBEST)
4. Certificate of Clearance
5. Teacher Preparation Program
6. U.S. Constitution
7. Assessment of Candidates’ knowledge, skills, and dispositions
8. Reading Instruction Competency Assessment (RICA)
9. CPR (Cardio-Pulmonary Resuscitation Certificate) current certification for infant, adolescent, and adult.

As you have read throughout the Handbook, the California Commission on Teacher Credentialing (CTC) establishes standards for teaching credentials and issues all the credentials for our state. The CSUSB credential staff accepts applications for California teaching credentials and the Credential Analysts make recommendations to CTC.

This part of the Handbook gives you instructions for obtaining your credential. The forms needed for this process are available in the College of Education Student Services (CESS) area, CE 102, the Teacher Education Office at PDC or on-line at www.csusb.edu/coe.
Fees

Fees are required for various applications and documents in the credentialing process. The fee amounts listed below are as of this printing. However, because amounts are subject to change, contact CESS on the San Bernardino campus or the Teacher Education office at PDC for the most current rate.

- Intern Credential Application: $100.00
- and online Service Fee: $2.00
- Application Processing Fee: $25.00
- Preliminary Credential Application: $100.00
- and online Service Fee: $2.00
- Application Processing Fee: $25.00

*State fees change regularly so be sure to check with the credential analysts for the current fees.

Procedures for Filing for a Preliminary Credential

Candidates may submit an application for credential recommendation as early as the beginning of their last quarter of program courses. The application may be mailed directly to the College of Education, Student Services (COESS), submitted in person Monday through Thursday, 9:30 a.m. to 5:00 p.m. and Friday, 9:30 a.m. to 3:30 p.m. or to the Teacher Education Office at PDC Monday through Thursday, 9:00 a.m. to 5:00 p.m. and Friday, 9:00 a.m. to noon. No appointment is necessary to file a credential application. Please read all instructions before proceeding. Only Complete Application Packets will be Accepted.

Each application must include:

- Application for the Credential Recommendation
- $25.00 Processing Fee
- Official Transcripts
- CBEST Results (official or true copy)
- CSET/PRAXIS Scores (official or true copy)
- RICA Scores (official or true copy)
- CPR Certification (official or true copy)
- U.S. Constitution

The following is an explanation of the items above and the Preliminary Credential application process. Candidates may also use the web site www.csusb.edu/coe for current “Required Documentation.”

PROCESSING FEE: A PERSONAL CHECK or MONEY ORDER for $25.00 made payable to California State University, San Bernardino (CSUSB) is required for the evaluation of an application and is non-refundable if the credential is not recommended.

TRANSCRIPTS: One official copy (with seal) of transcripts for all coursework completed at institutions other than CSUSB are required. If official transcripts were submitted in your PAF, for admission to the credential program no other transcripts are needed unless additional courses were completed. Your current CSUSB transcripts will be ordered by your authorization on the “Application for Credential Recommendation.” Upon completion of the credential evaluation, the application and official transcripts will be forwarded with a recommendation to CTC.
**CBEST RESULTS:** The original and a copy of the 3” x 3” “Passing Status Transcript Copy” or if previously registered with CTC, a copy of the “Permanent Passing Status Verification” card and a copy of the previously issued credential must be submitted.

**CSET/PRAXIS SCORES:** Applicants meeting subject matter competency by passing a Commission approved examination must submit the original and a copy of the valid examination score report(s). If previously registered with CTC, a copy of the valid examination score report(s) AND a copy of the previously issued credential are required. Note that you must be issued your preliminary credential within 5 years of the date you passed the 3 CSET subtests.

**RICA SCORES:** The original and a copy of the valid score results. RICA cannot be in progress; it must be completed when the credential application is submitted. An application will not be accepted until the candidate has the valid score results. Note that you must be issued your preliminary credential within 5 years of the date you passed the RICA.

**CPR CERTIFICATION:** Applicants are required to submit an original and a copy of the current and valid CPR certification card that includes INFANT, CHILD, and ADULT CPR. The certification card needs to specify the exact date (month, day, year) of completion. On-line CPR training is not acceptable. CPR certification cannot be in progress; it must be completed when the credential application is submitted. An application will not be accepted until the candidate has a valid CPR certification.

**U.S. CONSTITUTION:** Applicants are required to submit verification of successful completion of a college-level course or examination covering the United States Constitution. If this requirement has been previously registered with CTC, applicants will not be required to submit additional verification.

**Credential Evaluation:** When an application is received, an evaluation is made to verify that all requirements have been successfully completed or are in progress. After the verification is made, the application is electronically submitted to CTC. If the applicant has not met all requirements for the credential, the application (except for Processing Fee) will be returned to the applicant. The applicant may resubmit the application and appropriate fees when all requirements have been successfully completed.

**Issuance Date of the Credential:** The recommended credential issuance date will be the official program completion date (includes coursework, CPR, and/or examination(s), if applicable – OR – if three months have passed since the official program completion date, the recommended credential issuance date will be the date the completed application was accepted by the credential staff.

**Notification:** Applicants will be notified by mail or e-mail, if the applicant’s CSUSB e-mail address is provided and current, when the evaluation is complete and the Preliminary Credential recommendation has been submitted to CTC. Next CTC will contact the applicant via e-mail within a couple of days directing him/her to the CTC website for processing of the on-line Student Application and paying the application fee via Visa or MasterCard debit/credit card.

**NOTE:** The on-line Student Application must be processed to CTC no later than three months after the credential recommendation date. If the applicant does not receive CTC e-mail correspondence from CTC within five working days or the applicant’s e-mail address becomes invalid prior to processing the on-line Student Application, the applicant may go directly to the CTC website and follow the instructions to process the Student Application.

It will take approximately ten working days from the date the on-line Student Application is processed for CTC to officially record the document onto their website.
Procedures for Filing for a Clear Credential

The state has separate requirements for the Clear Credential. Currently, by law, those persons completing an SB 2042 teacher preparation program and receiving a five-year Preliminary Credential have two options to earn a Clear Credential:

1. **An SB 2042 Commission-Approved Induction Program, if available.** The Induction Program includes assessment-based support from a mentor teacher and advanced study of health education, advanced study of special populations, advanced study of computer technology, and advanced study of teaching English learners. Within this option, candidates apply for the Clear Credential through the sponsor of their Induction Program and need to seek advice from their school district’s personnel or credential office.

2. **Fifth Year of Study and Advanced Study Coursework, if an Induction Program is not available.** This option allows employed candidates to meet Clear Credential requirements through a university with a state-approved Fifth Year of Study and Advanced Study Coursework program.

**NOTE:** CSUSB does not offer the “Fifth Year of Study” option.
<table>
<thead>
<tr>
<th>Acronyms</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCLAD</td>
<td>Bilingual Cross-cultural Language and Academic Development. The emphasis for the Multiple Subjects credential that provides candidates with knowledge and expertise to work with diverse populations of students and to provide primary language instruction to Spanish-speaking students.</td>
</tr>
<tr>
<td>CalTPA</td>
<td>California Teaching Performance Assessment. An assessment based on the Teaching Performance Expectations used to measure what a beginning teacher needs to know and be able to do.</td>
</tr>
<tr>
<td>CBEST</td>
<td>California Basic Educational Skills Test. Required standardized test for all California teachers. As of May 2007, the state allows applicants to complete a CSET exam that includes a writing subtest to meet the CBEST exam requirement. Therefore, applicants who have completed all four subtests of the CSET for Multiple Subjects do not need to complete CBEST.</td>
</tr>
<tr>
<td>CTC</td>
<td>California Commission on Teacher Credentialing. The state agency that grants teaching credentials, <a href="http://www.ctc.ca.gov">www.ctc.ca.gov</a>.</td>
</tr>
<tr>
<td>CE</td>
<td>College of Education building</td>
</tr>
<tr>
<td>CELDT</td>
<td>California English Language Development Test. Used to identify the student's level of English.</td>
</tr>
<tr>
<td>CESS</td>
<td>Jim and Judy Watson College of Education Student Services area. Administrative offices for the College of Education, Division of Teacher Education. Located in CE-102; (909) 537-5609.</td>
</tr>
<tr>
<td>COE</td>
<td>College of Education</td>
</tr>
<tr>
<td>CSET</td>
<td>California Subject Examinations for Teacher. Standardized exam offered by National Evaluation Systems to demonstrate subject matter competency. The first test date of this exam was January 25, 2003.</td>
</tr>
<tr>
<td>CSTP</td>
<td>California Standards for the Teaching Profession. Description of what an effective teacher should know and be able to do.</td>
</tr>
<tr>
<td>EELB</td>
<td>Elementary and Bilingual Education. Prefix used to designate courses in the Multiple Subject Credential program.</td>
</tr>
<tr>
<td>ELD</td>
<td>English Language Development</td>
</tr>
</tbody>
</table>
ELL  *English Language Learner.* Term used for students whose first language is not English.

ESL  *English as a second language*

GATE  *Gifted and Talented Education*

GPA  *Grade Point Average*

IEP  *Individualized Education Plan*

MS  *Multiple Subject.* The credential that authorizes the holder to teach all students including English Language Learners (ELL) in self-contained classrooms.

MS BCLAD  *Multiple Subject with Bilingual Cross-cultural Language and Academic Development* emphasis. Credential that authorizes the holder to teach ethnically and linguistically diverse students in self-contained classrooms using both English and the students’ primary language (Spanish) as the medium of instruction.

NCLB  *No Child Left Behind.* Federal legislation that requires school districts to verify that their teachers are “highly qualified.” As of July 1, 2004 candidates must demonstrate that they are “highly qualified” by passage of CSET.

PAF  *Program Admission File.* Application and documents for admission to the Multiple Subjects Credential programs, kept in College of Education, Student Services area.

PDC  *Palm Desert Campus.* A satellite campus in the Indian Wells Center for Educational Excellence at 37500 Cook in Palm Desert, CA.

RICA  *Reading Institute Competency Assessment.* Examination required of all candidates who complete their teacher preparation programs after October 1, 1998.

SDAIE  *Specially Designed Academic Instruction in English.* Teaching strategies that provide equal access to the core curriculum for English language learners.

TPE  *Teaching Performance Expectations.* Describes what a beginning teacher needs to know and be able to do.

UH  *University Hall.* Location of the office for admission to the University.
**Definition of Terms**

**Cooperating Teacher:** The teacher in whose classroom you observe and participate during early fieldwork. Sometimes referred to as a Fieldwork Teacher.

**Intern Site Coach:** The teacher, selected by an Intern’s administrator, to fulfill a role similar to that of the Resident Teacher.

**Resident Teacher:** The teacher in whose classroom you do your student teaching. Sometimes referred to as Master Teacher or Cooperating Teacher.
References


SECTION VI: APPENDICES

A. Code of Ethics of the Education Profession
B. Multiple Subject Credential Program Policies
C. School Districts in Partnerships with CSUSB
D. Syllabi
APPENDIX A

Code of Ethics of the Education Profession

*Adopted by 1975 Representative Assembly*
*National Education Association*

**Preamble**

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nature of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one’s colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

**Principle I**

*Commitment to the Student*

The educator strives to help each student realize his/her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from the independent action in the pursuit of learning.

2. Shall not unreasonably deny the student access to varying points of view.

3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.

4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.

5. Shall not intentionally expose the student to embarrassment or disparagement.

6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly:

   a. Exclude any student from participation in any program.

   b. Deny benefits to any student.
c. Grant any advantage to any student.

7. Shall not use professional relationships with students for private advantage.

8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

**Principle II**

*Commitment to the Profession*

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified person. In fulfillment of the obligation to the profession, the educator:

1. Shall not in any application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.

2. Shall not misrepresent his/her professional qualifications.

3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.

4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.

5. Shall not assist a non-educator in the unauthorized practice of teaching.

6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

7. Shall not knowingly make false or malicious statements about a colleague.

8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

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APPENDIX B.
MULTIPLE SUBJECT CREDENTIAL PROGRAM POLICIES

- Course Substitution
- Appeal the Denial of Admission to Supervisor
- Student Teaching Placement
- Substitute Teaching during Student Teaching
- Withdrawal from Supervision
- Repetition of Student Teaching
- Incomplete or No-Credit for Intern Teaching
- Dismissal from the Multiple Subject Credential Program
- Waiver of Grade Level Requirement (Student Teaching)
- Sample Petitions

The Multiple Subject Credential program has developed specific policies that govern the overall Multiple Subject programs. These are: Course Substitutions and Exceptional Admits. In addition, Phase II policies govern the admission, placement, withdrawal, repetition, and waiver of the Supervision portion of the credential programs. These policies are:

- Appeal the Denial of Admission to Supervision
- Student Teaching Placement
- Substitute Teaching during Student Teaching
- Withdrawal from Supervision
- Repetition of Student Teaching
- Incomplete or No-Credit for Intern Teaching
- Dismissal from the Multiple Subject Credential program
- Waiver of Grade Level Requirement (Student Teaching)
- Summer Supervision
- Petition Form

ToC
These Policies are explained in the order listed above. Applicable procedures and deadlines are provided. A petition form is provided at the end of this Appendix for your use if needed. **ALL forms and documents** related to any policy are available and submitted to the College of Education Student Services (CESS) area, CE 102. Candidates in the Coachella Valley/Morongo Basin submit their documents to the Teacher Education Office at the Palm Desert Campus, Indian Wells Center for Educational Excellence, Room 102 and it will be forwarded to CESS.

**COURSE SUBSTITUTIONS**

All coursework taken at another college and any coursework taken more than seven years ago, is subject to approval by the Program Director. No more than 14 quarter Units of the credential program may be transferred. Supervision is never transferable.

**Procedure.** Candidate completes the Course Substitution form, which includes a course description and transcripts with the course grade, and submits these items to CESS or the Teacher Education Office at PDC who forwards the request to the Program Director. Notification of the decision is mailed to the candidate.

**APPEAL THE DENIAL OF ADMISSION TO SUPERVISION**

Upon denial of admission to supervision, the candidate’s PAF will be retained in CESS for at least five years. Candidates after consultation with their education faculty advisor, may submit a petition requesting that the admission decision be reconsidered. Petitions are acted upon no sooner than the quarter following the denial.

**Procedures:**

1. Obtain a petition form.
2. Provide evidence in the petition that the reason(s) for the denial has/have been eliminated or compelling reasons why the decision should be reserved.
3. Attach a copy of the denial notice to the petition.
4. Submit the petition.

**Deadline:**
The petition must be received by Friday of the third week of the quarter to allow the petition to be acted upon in order to meet the next deadline for application to Supervision.

**Decision and Notification:**
A committee of program faculty will decide on each petition. Notification of the decision will be mailed to the applicant.

**STUDENT TEACHING PLACEMENT**

Student Teaching is two quarters, ten weeks each, of full-days in a public school. Placements are in at least two of the following grade levels: K-2, 3-5, 6-8. In the case of a combination classroom the level is determined by the grade that has the majority of students. In case of the 6-8 grade levels, the placement must be either self-contained or core subjects. All candidates have one assignment in a classroom in which at least 25 percent of the youngsters differ ethnically, culturally, and or socio-economically from the candidate. In addition, candidates may request the same district for each quarter and when possible will student teach two quarters at the same school site.
Once placed at an early fieldwork/supervised student teaching site, the candidate follows the University’s academic schedule for classes attended at the University and follows the district or school site calendar for early fieldwork/supervised student teaching responsibilities. In the admission to Student Teaching process, candidates are notified to attend a mandatory meeting where they are informed of their placement and to meet with their University Supervisor. This mandatory meeting may be scheduled during University breaks.

**Procedures**
If you are on Track B complete a student teaching application online at the web site below before Census date the quarter PRIOR to taking EELB 315.

http://www.surveygizmo.com/s3/1677953/MS-Student-Teaching-Application

**NOTE:** You may not be placed at a school site where you have relatives. Complete the Affidavit on the back of Attachment XV.

**NOTE:** You will not be placed for student teaching if you have not passed all courses preceding student teaching or if you have a GPA below 3.0 in those courses.

Do not contact a district, school Principal, or teacher concerning placement. This is unprofessional and may delay your placement.

**Placement**
At the requests submitted by the supervision staff, the District personnel place teacher candidates for early fieldwork and supervised student teaching (for a maximum total of 3 quarters). Once a placement request has been sent to the district, it may not be changed.
SUBSTITUTE TEACHING DURING STUDENT TEACHING

Student Teachers may not miss university coursework in order to substitute. The following conditions must be met before a candidate may substitute teach during Student Teaching:

1. Fulfill district-substituting conditions.
2. Receive approval from the University Supervisor.
3. Substitute for the Resident Teacher only.
4. Limit substituting to two days at a time unless cleared with the Program Coordinator.

WITHDRAWAL FROM SUPERVISION

By CSUSB policy withdrawal from any course, after census, is permissible only for serious and compelling reasons. These are accident or illness (physical or mental), serious personal or family problems, military transfer, or transfer from the area. Therefore, candidates who plan to withdraw from their supervision course must:

Procedures
1. Consult with the University Supervisor and the Program Coordinator.
2. Complete the necessary forms and process them through the University’s Withdrawal Policy.

Deadline
The candidate can initiate a withdrawal after the third week of the quarter and prior to the end of the tenth week of the quarter.

Result
Notification of the decision will be mailed to the candidate. A “W” will be assigned for approved withdrawals. The refund of fees to candidates who withdraw from supervision is based on University Policy.

Reactivating Procedure
A candidate who withdraws from supervision, with approval, may reactivate his/her application for supervision. The deadline is Friday of the third week of the quarter prior to when the candidate intends to be supervised. The program faculty will review the candidate’s circumstances and a recommendation for continuing the program will be made.

If, at any time during the quarter, a candidate is removed from the supervision site by the University or leaves the supervision site without proper consultation, the candidate will receive a grade of No-Credit. If no-credit is given, Student Teachers must follow the Repetition of Student Teaching policy and Intern Teachers must follow the Incomplete or No-Credit for Intern Teaching policy.

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2The University includes the University Supervisor, Resident Teacher, site Principal, and district administrators.
REPETITION OF STUDENT TEACHING

Any candidate whose evaluations result in No-Credit for Student Teaching, will be dropped from the credential program. A candidate who receives a No-Credit grade for any quarter of Student Teaching may petition to repeat Student Teaching.

Procedures
1. Discuss the situation with the University Supervisor and Program Coordinator.
2. Submit a written petition, which explains why you, the candidate, should be allowed to repeat Student Teaching.
3. Submit a written recommendation from the University Supervisor.

Deadline
The petition and any supporting documentation must be submitted to the Program Coordinator no later than Friday of the third week of the quarter prior to when the candidate intends to repeat Student Teaching.

Decision Conditions
The request will undergo review by the Program Coordinator, and the candidate’s University Supervisor. Notification of the decision will be mailed to the candidate. Candidates who have been given permission to repeat Student Teaching may not be employed on an emergency credential or in a private school setting during Student Teaching unless the committee gives approval.

INCOMPLETE OR NO-CREDIT FOR INTERN TEACHING

Any Intern whose evaluations identify serious problems in meeting the Intern Teaching competencies will receive either an Incomplete or a No-Credit.

When an Incomplete is received, the University Supervisor will indicate specific areas where improvement is needed. The Intern must make sufficient improvement in the stated areas for the Incomplete to be changed to Credit. If sufficient improvement is not made in the stated areas, the Incomplete will be changed to No-Credit.

Interns who receive a No-Credit grade for any quarter of Intern Teaching will have their Intern status revoked. The candidate may petition to transfer to Student Teaching.

Procedures
1. Discuss the situation with the University Supervisor.
2. Submit a written petition that explains why the candidate should be allowed to transfer to Student Teaching.
3. Submit a written recommendation from the University Supervisor.

Deadline
The petition any supporting documentation must be submitted no later than Friday of the third week of the quarter prior to when the candidate intends to transfer to Student Teaching.

Decision
The request will undergo review by a faculty committee consisting of the Program Coordinator, the Intern Coordinator, and the candidate’s University Supervisor. Notification of the decision will be mailed to the candidate. The decision of the committee is final. Candidates who have been given permission to transfer to Student Teaching may not be employed on an emergency credential or in a private school setting.

TOC
WAIVER OF GRADE LEVEL REQUIREMENT

Candidates who have had teaching experience prior to Student Teaching may request that both quarters of Student Teaching be completed at the same level – primary or intermediate. The decision concerning the waiver of the grade level requirement of Student Teaching is made by the Program Coordinator based on the following criteria:

1. Verification of successful completion of at least one year of teaching in an approved setting\(^3\) at the grade level opposite from that of the Student Teaching assignment.

2. Verification of sufficient cross-cultural experience in classrooms where at least 25 percent of the students are of an ethnic, cultural, and/or socio-economic background different from that of the candidate.

**Procedures**

1. Submit a petition by Friday of the third week of the quarter prior to the quarter, which is to be supervised.

2. Attach written verification of the above criteria with dates of employment and letters of recommendation from one or more Principals.

**Notification**

A written response to the request will be mailed to the candidate.

\(^3\)Special Education, pre-school, Single Subject (secondary assignments) and/or day-to-day substituting cannot be considered as approved settings to meet the one-year teaching requirement.
DISMISSAL FROM THE MULTIPLE SUBJECT CREDENTIAL PROGRAM

Candidates who receive No-Credit for two quarter of Supervision are removed from the credential program. They are counseled to seek other career opportunities.

CSUSB College of Education Professional Expectations and Dismissal Procedures

The faculty members in the College of Education are committed to holding our students accountable for exemplary ethical and professional dispositions and conduct. Academic dishonesty or an evidenced failure to exhibit dispositions consistent with the profession are grounds for disciplinary action or dismissal from any COE program. In addition to other University policies for adherence to regulations for student conduct, the College of Education specifies further standards of integrity and professional dispositions.

Academic Standards of Integrity

Any form of cheating or plagiarism is incompatible with academic integrity and the expectations of those taking courses in the College of Education. Plagiarism is the act of presenting the ideas and writings of another person as one’s own. Cheating is the act of obtaining or attempting to obtain credit for academic work through dishonest, deceptive, or fraudulent means. Plagiarism and cheating include but are not limited to:

a) Representing the work of another person as one’s own either through the attempt to deceive or a failure to sufficiently document the original sources in one’s own work.

b) Copying, in part or in whole, from another’s test, software, or other evaluation instrument.

c) Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy.

d) Submitting work simultaneously presented in two courses, including fieldwork observation hours, unless this has been approved by both course instructors or by the department policies of both departments.

e) Falsification of information or documents submitted for any university, college, program, or credential purpose.

f) Using or consulting during an examination sources or materials not authorized by the instructor.

g) Altering or interfering with grading or grading instructions.

h) Sitting for an examination by a surrogate, or as a surrogate.

i) Using unauthorized materials during an examination or assessment.

j) Falsification of any documents or assignments submitted to any instructor, such as but not limited to, fieldwork observation, fieldwork assignments, supporting documentation for fieldwork hours, fieldwork reports, evaluations and medical notes.

k) Falsifying or inventing information used in an academic exercise with the intent to suggest that the information or citation is legitimate.

l) Any other act committed by a student in the course of academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

ToC
Dispositional Standards and Conduct
All degree and credential candidates are expected to exhibit professionalism and ethical conduct. In this case of teacher credential programs, this is an expression of the California Code of Regulations, Title 5 section 41100 which states that the teacher credential candidate must “demonstrate suitable aptitude for teaching in public schools” (b)(3) and that teacher credential candidates “shall demonstrate personality and character traits that satisfy the standards of the teaching profession. The assessment of the candidate shall be made by the teacher education faculty of the campus, who may also consider information from public school personnel and others’ (California Code of Regulations, Title 5 section 41100 (b)(6)).

The CSUSB College of Education holds all degree, certificate, and credential candidates to the professional and ethical standards outlined below.

a) Adhere to local, state, federal laws, CA Education codes, and professional codes of ethics applicable to their field of study and practice.

b) Protect the privacy of those within the professional setting except in cases where the safety of another person is compromised by doing so. This includes protecting the privacy of others when using the internet and social media.

c) Exhibit a commitment to respect diversity and a willingness to serve, evidenced through behavior, the educational and developmental needs of students and community members irrespective of race, ethnicity, nationality, economic class, language, sex, gender identity, gender expression, sexual orientation, religion, physical/mental ability, or age.

d) Promote the safety of all K-12 students and work to ensure that all students are protected from harassment, discrimination, or bullying.

e) Promote the safety of professional colleagues, fellow CSUSB students, staff, and faculty and work to ensure that they are protected from harassment, discrimination, and bullying.

f) Exhibit professional behaviors and attitudes such as respectful treatment of others at the university and in field settings, punctuality, exemplary attendance, adherence to deadlines, professional appearance, and working collaboratively with others.

g) Exhibit a willingness to accept feedback and change one’s behaviors to align with course or program expectations, dispositions, and professional standards.

Disciplinary Process
Whenever a faculty member, adjunct faculty, field supervisor, principal, resident teacher/supervisor (aka, CSUSB representative) has concerns regarding a student’s academic performance, conduct, or professionalism, the CSUSB representative should first attempt to meet with the student to resolve the concerns. If the concern cannot be resolved or is of a very serious nature, such as physical, sexual, or emotional harassment, the concern is referred to the program coordinator and department chair.

At this time the student may also be referred to entities outside the College of Education (e.g., Student Affairs, Title 9, or campus police) as is appropriate or warranted.

If the above attempts by the CSUSB representative to address misconduct, unprofessionalism, or adherence to the program’s expected dispositions are unsuccessful, the program coordinator can request that the department chair form a Student Review Committee (SRC). The request is activated when the Student Conduct Referral is submitted to the department chair. Once the department chair receives the Student Conduct Referral, the chair has 10 working days to form the SRC. The SRC is composed of the program coordinator (who acts as chair) and at least two other faculty members not parties to the problem. If the program coordinator is involved in the situation beyond the role of coordinator and cannot be impartial, the department chair will appoint another faculty member to replace the coordinator.
Within 10 working days of being formed, the Student Review Committee reviews supporting documentation and meets with the student(s) to hear all perspectives on the situation. During this meeting, the committee will ask the student to attend as well as other parties involved in the situation. The student may bring one representative to the meeting as well. After consideration of the information, the Student Review Committee can recommend that no action be taken, that the student(s) continue in the program with conditions (articulated in the Student Improvement Plan outlined below), or be dismissed from the program.

Decisions

Continuation with Conditions: If the decision is to continue with conditions, the program coordinator works with the student to develop a Student Improvement Plan. The plan includes the following:

a) detailed description of the concerns or misconduct;

b) description of any actions to be undertaken by the student;

c) deadline by which the student must demonstrate the required level of knowledge, skill, behavior, or ethical conduct;

d) a description of what type of evidence provided by the student would indicate that the concern has been addressed and student improvement has occurred;

e) signature sheet signed by the department chair, program coordinator, and the student indicating agreement with the plan and that failure to complete plan may result in dismissal from the program.

The plan will be filed in the student’s file and, if appropriate, a hold placed upon the student’s registration until the conditions outlined in the plan have been met. The program coordinator shall, on or before the date specified in the plan for completion of the remediation, review student progress based upon evidence provide by the student and/or a faculty member. One or two actions must be taken to resolve the concern.

If the plan is met and the concern is alleviated, the student will be notified and no further action will be taken.

If the concern is not alleviated as determined by the program coordinator or representative, the Student Review Committee meets to consider further action. The Student Review Committee can recommend (a) the creation of a new plan or (b) that the student be dismissed from the program. If the recommendation is for the creation of a new plan, the committee simply repeats the procedure outlined above. If the Student Review Committee recommends dismissal, the case is referred to a meeting of the program faculty.

b. Dismissal: The SRC can recommend dismissal if the student fails to meet the conditions of the Student Improvement Plan. Alternatively, if by agreement of the SRC the misconduct was serious enough to warrant immediate dismissal without further intervention, the SRC can recommend dismissal without the development of a Student Improvement Plan. In either case, the recommendation for dismissal, along with supporting documentation, is forwarded to a meeting of the program faculty for consideration. The recommendation for dismissal may be for immediate dismissal or dismissal at the completion of the current academic quarter or semester. After examining the documentation presented by the program coordinator, the decision for dismissal is determined by a simple majority of program faculty present in the meeting. The decision is then communicated to the student and the record of the decision placed in the student’s file.
Procedure for forming the Student Review Committee (SRC): At the beginning of each academic year each department chair recruits for four faculty members to join a college-wide pool of department faculty. These faculty members will potentially serve on ad hoc Student Review Committees. When the need arises, chairs recruit from among the members of the pool, excluding faculty who may be involved in the situation being considered.
WAIVER/REPEATING/APPEAL PETITION

DIRECTIONS: It is the candidate’s responsibility to obtain the policy pertaining to this petition and to provide the necessary supporting documentation for the processing of this petition. The written petition should clearly state your request, be very specific and provide as much evidence as possible. Incomplete petitions will be returned to the candidate and delay action. The completed petition must be submitted to the Program Coordinator by the stated deadline.

Candidate Name: __________________________
SID#: __________________
Address: ______________________ City/State ____________________  Zip ________
Phone __________________

Type of Credential (Check One): (___) MS  (___) MS BCLAD  (___) MS Intern

Reasons for Petition (Check One):

   ___ Waiver of Grade Level
   ___ Waiver of a quarter of Student Teaching
   ___ Repeating a quarter of Supervision
   ___ Appeal Denial of Admission to Multiple Subject Credential program
   ___ Appeal Denial of Admission to Student Teaching/Internship

Date Submitted: ________________________________

ATTACH STATEMENT and SUPPORTING DOCUMENTATION to PETITION

(Office Use Only Below the Line)
Action on Petition: (___) Approved  (___) Disapproved

_____________________________ __________________________
Signature (MS Credential Program Coordinator)  Date

ToC
Class Day/Time/Location

- Monday to Friday for ten continuous weeks.
- Follow the CSUSB academic calendar for student teaching and for other credential classes.
- Students spend 5 hours a day at the school site you are assigned to by the Multiple Subject Credential Program, CSUSB. The main focus of your student teaching this quarter should be on continued course related fieldwork, Language Arts and Mathematics. Discuss the assigned student teaching time frame with your resident teacher and your university supervisor.

University Supervisor’s Telephone/E-mail Contact

(Include the information as they become available to you.)

- Supervisor:
- Supervisor’s email address:
- Supervisor’s phone number:

Please contact your university supervisor if you are going to be absent from the school site OR if there are any problems at your school site.

Multiple Subject Coordinator’s contact information

Dr. Young Suk Hwang  Dr. Joseph Jesunathadas
yhwang@csusb.edu  jjesunat@csusb.edu
Office: COE 225  Office: CE 330

Textbook

Handbook for the Multiple Subject Credential Program
The Handbook can be found on-line at
http://coe.csusb.edu/studentServices/teacherEducation/teachingPrograms/multipleSubject.html
Click on the PDF version of the Handbook located in the left-hand column of the webpage.

It is recommended that students read and become familiar with the Handbook sections related to “Fieldwork” to support their progress in the Multiple Subject Credential Program. Students are expected to read and understand the information given in the Handbook.

Framework and Mission

The College of Education at California State University, San Bernardino (CSUSB) is dedicated to the development and support of wise, reflective professional educators who will work toward a just and diverse society that embraces democratic principles. Thus the wise educator:

- Possesses rich subject matter knowledge.
Uses sound pedagogical judgment.
Demonstrates practical knowledge of context.
Respects multiple viewpoints and priorities of their peers, students, clients and communities.
Reflects on professional practices and their consequences.

(College of Education *Conceptual Framework*, 2000)

It is the mission of the Multiple Subject Credential Program to educate future teachers for California’s elementary schools. Program coursework is structured to promote reflective practice as credential candidates strive to understand the relationship of educational theory to the development of the individual learner, issues of cultural diversity, the needs of local communities, and the demands of modern society. It is in your benefit to attend all school site in-services and dress professionally.

**Course Description**
Teaching practicum in public schools in a multiple subject setting is defined by CCTC. Two quarters or one semester of student teaching are required.

**Overview/Rationale**
The student teaching phase of the credential program provides candidates with the opportunity to further practice and demonstrate the knowledge, skills and dispositions they gain during the program coursework. This course provides a structured, supervised teaching experience for each candidate.

Generally, one quarter of student teaching is at the primary (K-3) level and one is at the intermediate (4-6) level, or vice versa. One of the two placements is in a classroom in which at least 25% of the students differ ethnically, culturally and/or socio-economically from the teacher candidate. In addition, BCLAD candidates are assigned to teach in recognized bilingual classrooms for a minimum of one quarter. Before the start of each quarter, all candidates attend a mandatory orientation seminar.

**Concurrent Coursework**
EELB 520E CalTPA Cycle 1
Candidates must take EELB 520E concurrently with EELB 540A. The students at the assigned school site will be the students used when responding to the CalTPA task. The instructor of EELB 520E will provide candidates with support to become familiar with the specifics of the task and criteria for meeting expectations.

**Relevant Professional Standards & Course Objectives**
The Teacher Performance Expectations (TPEs), listed in the Handbook, identify the knowledge, skills, and dispositions that should be attained by the end of this course.
Districts place teacher candidates as a courtesy.

The resident teacher and the principal of the school have the right and duty to withdraw placement if the teacher candidate's behavior or work are below expectations or inappropriate. Student teachers who are unable to complete the quarter due to a request from the school site personnel will receive “no credit” for EELB 540A and may not receive credit for Student Teaching and also in other classes if coursework in those classed is incomplete. Such a teacher candidate will have to petition to repeat the quarter of student teaching. Reason for the school site personnel to ask that a candidate be removed from the classroom include, but are not limited to:

- Lack of content knowledge
- Poor interpersonal skills with students or adults
- Arriving at the school site late or leaving early
- More than 3 absences in the quarter
- Inability to relate to and work with students in the classroom
- Inappropriate adaptations for students who are English Learners or students who have special learning needs
- Poor lesson planning
- Inappropriate attire
- Inappropriate use of technology (phones, tablets, computers...)

Course Requirements

1. Read the online Multiple Subject Credential Program Handbook at http://coe.csusb.edu/documents/MS_Online_HB_revised_Aug_19_2015_cs.pdf
2. Specific written assignments include (please save all materials to present as evidence to future employers. Written materials are to be made available to the Supervisor):
   - 10-week Long Term Plan—developed in collaboration with the resident teacher. The primary responsibility for writing the plan is that of the student teacher. The resident teacher is to support the planning.
   - Weekly Lesson Plans
   - Lesson Plans (Candidates should have at least two common core lesson plans and one technology infused lesson plan)

Lesson plan formats vary with subject matter and school districts. There are several given as examples in the Multiple Subjects Program Handbook. You should discuss and agree upon the format of your lessons plans with your supervisor AND resident teacher. You **must** include the following information in each lesson plan: grade level, subject area, Common Core Standard, measurable learning goal (student behavior, specific materials if more than pencil/pen and paper, minimum criteria for satisfactory progress), materials the students will need for the lesson, description of student and teacher activities (hopefully the students are not just sitting and listening) during the lesson with enough detail that any substitute teacher could teach the lesson the way YOU want it taught, specific adaptations for your students who are English learners and students who have special learning needs along with an explanation as to how these adaptation will help the students meet the learning goal, quick (5-minutes or so) written assessment to determine the progress of each student towards meeting the learning goal. You will use those written assessments to analyze the success of your lesson and to make changes to subsequent instruction.

- You will read, evaluate and grade all student work done in conjunction with each lesson you teach. Discuss the process for grading papers and recording those grades with your resident teacher.
• School, Class and Community Report
• Written analysis of Student Work Samples/Lesson Assessments (for each lesson observed).

3. Keep all of the above neatly organized in your Student Teaching Binder. Your binder should be with you when you are at your school site so that it can be reviewed at any time by your university supervisor or school site administrator.

4. University Supervisors may ask candidates for additional requirements based on the individual needs of the candidate.

5. You will be asked to anonymously evaluate your University Supervisor and Resident Teacher at the end of the quarter.

NOTE: Your grade for EELB 540A cannot be posted until all paperwork is complete and duly submitted for evaluation.

Course Evaluation Plan

The University Supervisor assigned to each candidate evaluates the candidate’s competency. The resident teacher also provides assessment information directly to the candidate and to the University Supervisor. Formative and Summative evaluations are conducted as detailed in the Handbook for the Multiple Subject Credential Program. Sample evaluations are also in the Handbook.

Grading Scale

This course is graded Credit/No Credit. To receive credit, a candidate must earn a Level 3 or 4 on all TPEs by the final evaluation each quarter and attend the required meetings – the orientation seminar and the evaluation meeting each quarter. Any candidate who earns a no credit, may petition to repeat the course. See the policy for repeating student teaching in the Handbook for the Multiple Subject Credential Program.

Course Policies

The following policies related to this course are explained in the Handbook for the Multiple Subject Credential Programs:
• Student Teaching Placement
• Substitute Teaching during Student Teaching
• Withdrawal from Supervision
• Repetition of Student Teaching
• Waiver of Grade Level Requirement (Student Teaching)
• Waiver of Second Quarter Student Teaching
• Summer Supervision

Credential Candidates are expected to behave according to the Code of Ethics of the Education Profession fully described in the Handbook for the Multiple Subject Credential Programs.

The CSUSB Policy on Academic Honesty states:
“Plagiarism and cheating are violations of the Student Discipline Code (see Appendix of the CSUSB Catalogue of Programs) and may be dealt with by both the instructor and the Coordinator of Student Conduct. Plagiarism is the presentation, as one’s own, the ideas and writing of another. Plagiarism is academically dishonest and subjects the offending student to penalties up to and including expulsion. Students must make appropriate
acknowledgments of the original source where material written or compiled by another is used.”

Commitment to Diversity

In our commitment to the furthering of knowledge and fulfilling our educational mission, California State University, San Bernardino seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds and we seek to include knowledge and values from many cultures in the curriculum and extra-curricular life of the campus community. Dimensions of diversity shall include, but are not limited to the following: race, ethnicity, religious beliefs, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age. (From the CSU San Bernardino University Diversity Committee Statement of Commitment to Diversity, 1995)

In keeping with the University’s commitment to diversity, the faculty of the College of Education fully supports the Americans with Disabilities Act. (ADA). Faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Services to Students with Disabilities and who needs and requests accommodation.
Course Syllabus for EELB 540B
Supervised Student Teaching in Multiple Subjects

Class Day/Time/Location
• Monday to Friday for 11 weeks for the second quarter student teaching.
• Follow the CSUSB academic calendar for student teaching and for other concurrent credential classes.
• Candidates will spend 6 hours each day at the school site assigned by CSUSB. Discuss the appropriate 6-hour time frame with your resident teacher and your university supervisor.
• The main focus of your student teaching this quarter should be on Science and Social Studies (usually done in the Language Arts Common Core lessons) in addition to teaching Language Arts and mathematics.
• For a minimum of 2 consecutive weeks during this quarter you will be responsible for teaching for the entire school day. Discuss in advance the plans for this 2-week period with your resident teacher and then notify your university supervisor.

University Supervisor’s Telephone/E-mail Contact
(Include the information as they become available to you.)
Supervisor:
Supervisor’s email address:
Supervisor’s phone number:

Please contact your university supervisor if you are going to be absent from the school site OR if there are any problems at your school site.

Multiple Subject Coordinator’s contact information
Dr. Joseph Jesunathadas
jjjesunat@csusb.edu
Office: CE 330 or CE 262

Textbook
Handbook for the Multiple Subject Credential Program
The Handbook can be found on-line
https://coe.csusb.edu/multiple-subject-teaching-credential
Click on the PDF version of the Handbook located on the left-hand column of this webpage.

It is recommended that students read and become familiar with the Handbook to support their progress in the Multiple Subject Credential Program. You are expected to read and understand the information given in the Handbook.

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• Possesses rich subject matter knowledge.
• Uses sound pedagogical judgment.
• Demonstrates practical knowledge of context.
• Respects multiple viewpoints and priorities of their peers, students, clients and communities.
- Reflects on professional practices and their consequences.
  (College of Education Conceptual Framework, 2000)

It is the mission of the Multiple Subject Credential Program to educate future teachers for California's elementary schools. Program coursework is structured to promote reflective practice as credential candidates strive to understand the relationship of educational theory to the development of the individual learner, issues of cultural diversity, the needs of local communities, and the demands of modern society. It is in your benefit to attend all school site in-services and dress professionally.

**Course Description**
Teaching practicum in public schools in a multiple subject setting is defined by CCTC. Two quarters of student teaching are required.

**Overview/Rationale**
The student teaching phase of the credential program provides candidates with the opportunity to further practice and demonstrate the knowledge, skills and dispositions they gain during the program coursework. This course provides a structured, supervised teaching experience for each candidate.

Generally, one quarter of student teaching is at the primary (K-3) level and one is at the intermediate (4-6) level or vice versa. All candidates have one assignment in a classroom in which at least 25% of the students differ ethnically, culturally and/or socio-economically from the candidate. In addition, BCLAD candidates teach in recognized bilingual classrooms for a minimum of one quarter. Before the start of each quarter, all candidates attend a mandatory orientation seminar.

**Concurrent Coursework**
EELB 520F CalTPA Cycle 2

Candidates must take EELB 520F concurrently with EELB 540B. The students at the assigned school site will be the students you use when responding to TPA. You will be required to submit work samples that result from the lesson for this task. The instructor of EELB 520F will provide you with support to become familiar with the specifics of the task and criteria for meeting expectations.

Students who fail to pass EELB 520E may have to enroll and pass this course.

**Relevant Professional Standards & Course Objectives**
The Teacher Performance Expectations (listed in the Handbook) identify the knowledge, skills, and dispositions that candidates should attain by the end of this student teaching experience.

**Districts place teacher candidates as a courtesy.** The resident teacher and the principal of the school have the right and duty to withdraw placement if the teacher candidate’s behavior or work are inappropriate. Student teachers who are unable to complete the quarter due to a request from the school site personnel will receive “no credit” for EELB 540B and may not receive credit in other classes, if coursework is incomplete. Such a teacher candidate will have to petition to repeat the quarter of student teaching. Reason for the school site personnel to ask that a candidate be removed from the classroom include, but are not limited to:
  - Lack of content knowledge
• Poor interpersonal skills with students or adults
• Arriving at the school site late or leaving early
• More than 3 absences in the quarter
• Inability to relate to and work with students in the classroom
• Inappropriate adaptations for students who are English Learners or students who have special learning needs
• Poor lesson planning
• Inappropriate attire
• Inappropriate use of technology (phones, tablets, computers…)

Course Requirements
1. Read the online Multiple Subject Credential Program Handbook at http://coe.csusb.edu/documents/MS_Online_HB_revised_Aug_19_2015_cs.pdf
2. Specific written assignments include (please save all materials to present as evidence to future employers. Written materials are to be made available to the Supervisor):
   • 10-week Long Term Plan—developed in collaboration with the resident teacher. The primary responsibility for writing the plan is that of the student teacher. The resident teacher is to support the planning.
   • Weekly Lesson Plans
   • Lesson Plans (You should have at least two common core lesson plans and one technology infused lesson plan)
     Lesson plan formats vary with districts. There are several given as examples in the Multiple Subjects Program Handbook. You should discuss and agree upon the format of your lessons plans with your supervisor AND resident teacher. You must include the following information in each lesson plan: grade level, subject area, Common Core Standard, measurable learning goal (student behavior, specific materials if more than pencil/pen and paper, minimum criteria for satisfactory progress), materials the students will need for the lesson, description of student and teacher activities (hopefully the students are not just sitting and listening) during the lesson with enough detail that any substitute teacher could teach the lesson the way YOU want it taught, specific adaptations for your students who are English learners and students who have special learning needs along with an explanation as to how these adaptation will help the students meet the learning goal, quick (5-minutes or so) written assessment to determine the progress of each student towards meeting the learning goal. You will use those written assessments to analyze the success of your lesson and to make changes to subsequent instruction.
   • You will read, evaluate and grade all student work done in conjunction with each lesson you teach. Discuss the process for grading papers and recording those grades with your resident teacher.
   • Unit Plan (in required in conjunction with either science or social studies methods courses)
   • School, Class and Community Report
   • Written analysis of Student Work Samples/Lesson Assessments (for each lesson observed).

3. Keep all of the above neatly organized in your Student Teaching Binder. Your binder should be with you when you are at your school site so that it can be reviewed at any time by your university supervisor or school site administrator.

4. University Supervisors may ask candidates for additional requirements based on the individual needs of the candidate.
5. You will be asked to anonymously evaluate your University Supervisor and Resident Teacher at the end of the quarter.

NOTE: Your grade for EELB 540B cannot be posted until all paperwork is complete.

Course Evaluation Plan
The University Supervisor assigned to each candidate evaluates the candidate’s competency. The resident teacher also provides assessment information directly to the candidate and to the University Supervisor. Formative and Summative evaluations are conducted as detailed in the Handbook for the Multiple Subject Credential Program. Sample evaluations are also in the Handbook.

Grading Scale
This course is graded Credit/No Credit. To receive credit, a candidate must earn a level 3 or 4 on all TPEs by the final evaluation each quarter and attend the required meetings – the orientation seminar and the evaluation meeting each quarter. Any candidate who earns a no credit, may petition to repeat the course. See the policy for repeating student teaching in the Handbook for the Multiple Subject Credential Program.

Course Policies
The following policies related to this course are explained in the Handbook for the Multiple Subject Credential Programs:

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College of Education
Multiple Subject Credential Program
Weekly Student Teaching Schedule—First Quarter

The chart below provides a model of activities for student teaching in the first quarter of student teaching. The activities below are designed to cover ten (10) weeks of student teaching.

**Week 1: Classroom Observation Activities**

- Assist with administrative tasks such as passing back papers, passing out handouts, collecting homework, and grading students’ work, etc.
- Sit in on planning sessions with the Resident Teacher (RT) to get a first-hand understanding of how intra- and interdisciplinary curriculum is developed.
- Provide one-on-one assistance for students, including, but not limited to, helping students to make up assignments, working with struggling readers, or conferencing with students on written assignments, either with the same or different student each week.
- Facilitate small group activities and discussions as directed by the RT.
- Participate in classroom observation such as analyzing patterns of student-teacher and student-student interaction, mapping classroom seating arrangements, and specific classroom management and instructional strategies used by the RT.
  - Organize a notebook that will keep a record of all planned and implemented lessons, assignments, and reflections.
  - With the RT, develop a “long-range plan” for what you will do each week of student teaching, related to your responsibilities for planning and teaching.
  - With the RT, confirm when you will be meeting with each other for planning and feedback.
- Develop your lesson plans for Week 2 (at least five days of lesson plans) for teaching English Language Arts and submit them to the RT and University Supervisor (US).
- Schedule some or all your observations with the US.

**Week 2: Beginning Teaching Responsibilities**

- Assume some responsibilities for planning and teaching lessons in English Language Arts. *Lesson plans must be submitted to RT at least three days prior to teaching the lesson.*
- Write your reflections for all lessons taught.
- Discuss the lessons with the RT and ask for his/her comments.
- Schedule your observations with the US if you have not done so.
- Expect the US to observe and offer suggestions for improving teaching.
- Prepare your weekly lesson plans for Mathematics & English Language Arts for Week 3.
Week 3
- Assume full responsibilities for planning and teaching Mathematics in addition to teaching English Language Arts. Lesson plans must be submitted to RT at least three days prior to teaching the lesson.
- Discuss your lessons with the RT and ask for his/her comments.
- Write your reflections for all the lessons taught.
- Expect the US to observe and offer suggestions for improving teaching.
- Schedule a time to interview an education specialist who works with students in your classroom. Draw a list of at least 10 questions that you want to ask him/her.

Week 4-8
- Continue to improve your teaching strategies and begin to assume full responsibility for planning and teaching Mathematics and English Language Arts.
- Plan and teach one or two subjects (e.g. Science and/or Social Studies) in addition to Mathematics and English Language Arts.
- Write your lesson plans and submit them to the RT and US.
- Write your reflections for all the lessons taught and observed by the university supervisor.
- Discuss the lessons with the RT and ask for his/her comments.
- Expect the US to observe and offer suggestions for improving teaching.
- Write up what you learn, and submit it to your US.

Week 9 – 10
- Write your lesson plans and teach all the school subjects such as English, Mathematics, Science, History/Social Studies, Physical Education, and so on.
- Write your reflections for all the lessons taught.
- Discuss the lessons with the RT and ask for his/her comments.
- Expect the US to observe and offer suggestions for improving teaching.
- Complete your "Disposition Rubric."
- Consider writing a thank you note to your resident teacher and administrator.
Weekly Student Teaching Schedule—Second Quarter

The chart below provides a model of activities for student teaching in the first quarter of
student teaching. The activities below are designed to cover ten (10) weeks of student
teaching.

Week 1: Classroom Observation Activities
- Assist with administrative tasks such as passing back papers, passing out
  handouts, collecting homework, and grading students’ work, etc.
- Sit in on planning sessions with the Resident Teacher (RT) to get a first-hand
  understanding of how intra- and interdisciplinary curriculum is developed.
- Provide one-on-one assistance for students, including, but not limited to, helping
  students to make up assignments, working with struggling readers, or conferencing
  with students on written assignments, either with the same or different student each
  week.
- Facilitate small group activities and discussions as directed by the RT.
- Participate in classroom observation such as analyzing patterns of student-teacher
  and student-student interaction, mapping classroom seating arrangements, and
  specific classroom management and instructional strategies used by the RT.
- Develop your lesson plans for Week 2 (at least five days of lesson plans) for
  teaching English Language Arts or Mathematics and submit them to the RT and
  University Supervisor (US).
- Schedule some or all your observations with the US.

Week 2: Beginning Teaching Responsibilities
- Assume responsibility for planning and teaching English/Reading Language Arts or
  Mathematics.
- Develop your lesson plans for teaching Science, English Language Arts and
  Mathematics in Week 3.
- Write your reflections for lessons taught (or as directed by US).
- Discuss the lessons with the RT and ask for his/her comments.
- Schedule your observations with the US if you have not done so.
- Expect the US to observe and offer suggestions for improving teaching.
- Prepare your weekly lesson plans for Science and Social Studies/History for Week 3.

Week 3
- Assume responsibility for planning and teaching Science, English Language Arts and
  Mathematics.
- Discuss your lessons with the RT and ask for his/her comments.
- Write your reflections for the lessons taught.
- Write your lesson plans for Week 4 including a lesson plan for Social Studies/History.
- Expect the US to observe and offer suggestions for improving teaching.
- Schedule a time to interview an education specialist who works with students in your
  classroom. Draw a list of at least 10 questions that you want to ask him/her.
Week 4
- Assume responsibility for teaching Social Studies/History in addition to improving your teaching strategies in Science, English Language Arts and Mathematics.
- Assume responsibility for teaching Social Studies/History.
- Write your lesson plans and submit them to the RT and US.
- Write your reflections for the lessons taught.
- Discuss the lessons with the RT and ask for his/her comments.
- Expect the US to observe and offer suggestions for improving teaching.

Weeks 5 - 8
- Assume responsibility for planning and teaching Language Arts (including English Language Development), Mathematics, Science and Social Studies/History.
- Write your reflections for all the lessons taught.
- Discuss the lessons with the RT and ask for his/her comments.
- Expect the US to observe and offer suggestions for improving teaching.
- Write up what you learn, and submit it to your US.
- Write a draft of your Induction Plan and give it to your US and RT for their input.

Weeks 9 – 11
- Assume responsibility for planning and teaching ALL school subjects including Visual Arts, Music, Physical Education, and Health Education in addition to teaching English Language Arts, Mathematics, Science, and Social Studies/History.
- Write your reflections for all the lessons taught.
- Discuss the lessons with the RT and ask for his/her comments.
- Expect the US to observe and offer suggestions for improving teaching.
- Complete your "Disposition Rubric."
- Write a clean copy of the Induction Plan, get it signed by the US & RT, and send it electronically to the program coordinator.
- Consider writing a thank you note to your RT and administrator.
## Intern Log of Contact with Mentor Teacher

10 hours per quarter

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## Intern Log of Contact with School Administrator

7 hours per quarter

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<td>(What did you do or discuss during this time period?)</td>
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Intern’s Name: __  SID#: __
School District: __  School: __  Grade Level: __
School Administrator: __  Email___________  CSUSB Course EELB 560 A  B  C *(Circle one)*
# Intern Log of Contact with English Language Support Provider

**10 hours per quarter**

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**Total Hours**

163