

**Resident Teacher and University Supervisor Abridged
Version of the**

Multiple Subject

Credential Program Handbook

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The following information is part of the Multiple Subject Credential Program Handbook at CSU San Bernardino. We hope that it will help inform the resident teachers, principals and university supervisors about the expectations we have for our teacher candidates that are also student teaching in public schools.

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Supervised Student Teaching

Student teachers and intern teachers, after you have met all requirements and during the Supervision phase of your program option, the bulk of your time is in the elementary classroom; demonstrating your increasing understanding of teaching and learning. After completing EELB 315, Reading/Language Arts Curriculum & Pedagogy the course that you register for is either:

- EELB 540, Supervised Student Teaching in Multiple Subjects for the Student Teaching option, or
- EELB 560, Supervised Intern Teaching in Multiple Subjects for the Intern option.

For this course, the University Supervisor who is your course instructor comes to your classroom to observe you teach an entire lesson about every other week and then offers you support, guidance, and recommendations.

The rest of this section is organized to provide information on placements during Supervision, the responsibilities of support personnel, and your responsibilities during Supervision.

Resident teachers, you can expect student teacher to be with you and your students for 4 to 5 hours a day during their first quarter of student teaching. During this time they will focus on learning to teach language arts and mathematics. In the second quarter of student teaching, you should expect your student teacher to continue being with you and your students for 4 to 5 hours a day, though their focus will shift to teaching social studies and science (which is often folded into language arts time) as well as mathematics. During FOUR weeks of the second quarter of student teaching, your student teacher will take on full responsibility for planning and teaching lessons (and assessing learning for those lessons) the entire day.

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 (10 weeks each) 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 supervision staff if he or she is placed with resident teachers who do not teach the full variety of core classes during the week. The sooner the supervision staff knows about the situation the easier it will be for them to request a more appropriate site for student teaching.

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 Supervision 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
- 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...)

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 individuals 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 Supervisor

The University Supervisor is a person skilled in human relations, knowledgeable about teaching methodology and supervision processes, and competent in state-adopted academic content standards for multiple subjects. As such, the University Supervisor is given the responsibility for making recommendations relative to the success of the candidates they supervise. The University Supervisor establishes the necessary liaison between the university, school, and classroom by: 1) scheduling observations and conferences, 2) establishing and maintaining lines of communication among all parties involved, 3) mediating when problems occur, and 4) providing formative feedback and summative assessment as to the candidate's development and progress.

The University Supervisor's responsibilities include, but are not limited to:

1. 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; more general later in the experience)
 - Professionalism
 - For Student Teachers:
 - School hours and time commitments
 - Participation in school-related activities (parent meeting, parent conferences, open house, staff development days, etc.)
2. Visiting the candidate for an entire lesson about every other week for a minimum of 5 observations in accordance with the program's policy, conducting formal and informal observations and conferences and preparing formative and summative evaluations based on the Teaching Performance Expectations. The supervisor should observe at least one languages arts lesson, one social studies/science lesson and one mathematics each quarter. Examples of the Observation and Evaluation forms are found in "Section III, *Evaluation*," of this Handbook. Verifying the placement of Student Teachers by the due date each quarter.
3. Being knowledgeable of methods of instruction; the state-adopted academic contents standards of the elementary school curriculum; and the principles of growth, development, and learning.
4. Assisting the candidate in improving skills in planning, selection of materials, instruction, student assessment, organization, and management.
5. Helping the candidate relate his/her teaching experiences to program coursework and current professional pedagogy and practice.
6. Assisting the candidate to reflect on his/her experiences.
7. Checking the candidate's supervision notebook and helping on lesson plans, organization, reflection as needed.
8. Being available to conference with the Student/Intern Teacher and Resident Teacher/Intern Site Coach as the need arises.
9. Conferencing with Resident Teachers and assisting them in evaluating the competencies of the Student Teacher.
10. Guiding candidate's reflections in completing the Self-Assessment Disposition Rubric.

11. Developing a Professional Growth Plan as needed to help candidate focus on areas where immediate change is required.
12. Assigning a final grade (Credit/No Credit) for Supervision. 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.
13. Forwarding the grade and all observation/evaluation forms to the Director of Supervision by the due date each quarter. (The Observation Report forms and Evaluation forms are placed in the candidate's PAF).
14. 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.
15. **It is important for the University Supervisors to verify that the student teacher has been 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, etc.) throughout the week.**

Teacher at School Site

Part of supervision is working with other professionals at the schools 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 working 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.

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 an on-line Resident Teacher training module when available.
2. Introduce the candidate to faculty and staff and 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
 - 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, audiovisual materials, computers, tapes, disks, visual material, guest speakers)
 - Records of student progress
 - Relating teaching 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
 - Give 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) 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 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 should 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, when 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.

Intern Teachers

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. If the District has not assigned a coach to you, please let your university supervisor and program coordinator know right away.

Intern Site Coach

1. Participate in 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. Provide a summary log to your district liaison by the end of the school year. The form is available on –line at <http://rimspi.csusb.edu/Interngrant>.
6. Share materials and ideas for planning, teaching, assessing and managing classrooms.
7. Assist the Intern in learning relevant policies and procedures followed by the school.

8. Allow the Intern to observe your teaching if possible.
9. 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.
10. If requested by the Intern, be willing to observe the Intern and provide feedback.
11. Complete an end-of-the-year survey that will be used to assess the quality and effectiveness of the Intern Program.

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 unless cleared with the Director of Supervision

RESPONSIBILITIES OF CANDIDATES

During Supervision, 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 six types of written assignments required during supervision: 1) long-term plan, 2) weekly plans, 3) unit plans, 4) lesson plans, 5) school, class, and community report, and 6) analysis of student work samples. These assignments are given to your University Supervisor. The third requirement, the “*Unit Plan*”, is evaluated by your Methods course instructor, but is used in the elementary classroom. 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 in 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 entire class begin?
6. When will the teaching of the class for the entire day begin (Resident Teacher present or out of the room)?
7. When will you assume daily responsibility for leading instruction for two full weeks?
8. In which academic area will you plan and implement a lesson in which the students work with electronic or digital 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. Refer to them to help you develop your long-term plan.

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.

Eight 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 four 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.

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 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.

As a Student Teacher, it is your professional responsibility to submit lesson plans to your Resident Teacher at least three days in advance of the date you anticipate teaching the lesson. Set up a 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.

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.

School, Class, and Community Report

Work with your Resident Teacher or Principal to answer the following questions. A good resource to use is the "School Report Card" which you should 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. What is the school-wide discipline program and how is it implemented?

6. What is this school's Academic Performance Index (API) 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. CELDT 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. Two student work samples; one from an English language learner and one from a student who has identified special needs or provides you with an instructional challenge.
4. Written analysis of the learning of the two 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.

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>. 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 fulltime daily teaching responsibility for a **minimum** of four consecutive weeks during the second quarter of student teaching.

General Responsibilities

1. Be punctual and regular in attendance. As a minimum, be at the school site for 4-5 hours 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 coursework.
11. Keep in mind that the classroom is a place to learn how to become a teacher despite differences with the Resident Teacher's point of view, teaching strategies, discipline, and classroom environment.
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, value conflicts, problems in meeting requirements). If the concerns cannot be discussed with the University Supervisory, the Director of Supervision or the Program Director 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!

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 4-5 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

6. Continue the above listed responsibilities as appropriate.
7. Use the long-term plan to give direction to weekly and daily lesson plans.
8. 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.
9. 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.
10. Hold frequent feedback and planning conferences with the Resident Teacher.
11. 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

12. Continue the above responsibilities as appropriate.
13. While in EELB 540A, the first quarter of student teaching assume responsibility for teaching some aspects of the language arts curriculum and the mathematics lessons around the 3rd week of the quarter. This is the time for you to focus your skills on these two areas of teaching. You will be at the school site for a minimum of 4 – 5 hours each day.
During your time in EELB 540B, the second quarter of student teaching you will focus on teaching social studies lessons and science lessons (generally within the language arts curriculum of Common Core). You will need to assume full teaching responsibility for 4 weeks of EELB 540B. **During those 4 weeks you will be in your fieldwork classroom for the entire contract day.** Inform your University Supervisor of the time-period of fulltime teaching.
14. Address all the Teaching Performance Expectations (TPEs) for Student Teaching. (Provided later in this section.) TPEs should be reviewed regularly during conferences.
15. 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 Coach, 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 student. 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 Student

10. Complete all necessary paperwork for the Intern Program: "*Notification of Employment*," "*Intern Credential Application*," and "*Intern Consent Form*."
11. When the district has identified an Intern Site Coach to assist you, he/she will complete a "*Participation Agreement*" form provided by the district.
12. Meet with your Site Coach as needed to discuss your questions and development as a teacher.
13. Follow the university schedule for holidays with respect to the credential courses.
14. Maintain continuous enrollment (Fall-Spring) while teaching on your Intern credential.
15. 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
16. Complete all university reports promptly. See "*Written Requirements*,"
17. 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.
18. Plan to confer with your University Supervisor during each visit. The University Supervisor will visit a minimum of five times throughout the quarter. **NOTE: For those Interns who are teaching in a year-round situation, visits will be made according to their track schedule.** However, your Supervisor may request that you observe another teacher and/or meet with the Supervisor during your "off-track" time. Since you are in a course, EELB 560, and CSUSB is "on-track," this is an acceptable requirement by the Supervisor.
19. 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 Director of Supervision, or the Intern 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!
20. Address all the Teaching Performance Expectations (TPEs) for Supervision. Provided later in this section. TPEs should be reviewed regularly during conferences.

21. 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,*”

COMPETENCY AND PERFORMANCE STANDARDS

As a result of ten years of work with beginning teachers, the CTC, the California Department of Education, and participants in Beginning Teacher Support and Assessment Programs developed California Standards for the Teaching Profession (CSTP). The six CSTP describe what an effective teacher should know and be able to do.

In an attempt to bridge the gap from teacher preparation to teacher induction, CTC developed Teaching Performance Expectations (TPEs) to describe what a beginning teacher should know and be able to do. The CSUSB Multiple Subject Credential program is designed based on the TPE/CSTP and uses them for the evaluation of candidates during coursework and supervision. In addition, the California Teaching Performance Assessment Tasks (CalTPA) evaluate candidate's knowledge and skills related to the TPEs. See “*Section III, C: Program Coursework and CalTPA,*”

The California Standards for the Teaching Profession, the Teaching Performance Expectations and their defining elements are provided on the following pages.

The objectives in your course syllabi have a reference to the TPEs. As you take each course, you may want to use these pages as a reference. In addition, the TPEs are used during supervision for both formative and summative evaluations by the University Supervisor. As you demonstrate your abilities during supervision, you and your support personnel may want to use these pages as a reference.

California Standards for the Teaching Profession Teaching Performance Expectations

Revisions Adopted, March 2013

A. Making Subject Matter Comprehensible to Students

Demonstrating knowledge of subject matter content and student development.

- **TPA 1A:** Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

Organizing curriculum to support student understanding of subject matter.

- **TPA 1A:** Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

Interrelating ideas and information within and across subject matter areas.

Developing student understanding through instructional strategies that are appropriate to the subject matter.

- **TPA 1A:** Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

Using materials, resources, and technologies to make subject matter accessible to students.

- **TPA 1A:** Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

B. Assessing Student Learning

Establishing and communicating learning goals for all students.

Collecting and using multiple sources of information to assess student learning.

- **TPA 3:** Interpretation and Use of Assessment

Involving and guiding all students in assessing their own learning.

- **TPA 3:** Interpretation and Use of Assessment

Using the results of assessments to guide instruction.

- **TPA 2:** Monitoring Student Learning During Instruction

Communicating with students, families, and other audiences about student progress.

- **TPA 3:** Interpretation and Use of Assessment

C. Engaging and Supporting Students in Learning

Connecting students' prior knowledge, life experience, and interests with learning goals.

- **TPE 6A:** Developmentally Appropriate Practices for K-3
- **TPE 6B:** Developmentally appropriate Practices for 4-8
- **TPE 7:** Teaching English Learners

Using a variety of instructional strategies and resources to respond to students' diverse needs.

- **TPE 4:** Making Content Accessible

Facilitating learning experiences that promote autonomy, interaction, and choice.

Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.

- **TPE 5:** Student Engagement

Promoting self-directed, reflective learning for all students.

D. Planning instruction and Designing Learning Experiences for Students

Drawing on and valuing students' backgrounds, interests, and developmental learning needs.

- **TPA 8:** Learning About Students

Establishing and articulating goals for student learning.

- **TPA 9:** Instructional Planning

Developing and sequencing instructional activities and materials for student learning.

- **TPA 9:** Instructional Planning

Designing short-term and long-term plans to foster student learning.

Modifying instructional plans to adjust for student needs.

- **TPA 9:** Instructional Planning

E. Creating and Maintaining Effective Environments for Student Learning

Creating a physical environment that engages all students.

Establishing a climate of fairness and respect.

- **TPE 11:** Social Environment

Promoting social development and group responsibility.

Establishing and maintaining standards for student behavior.

- **TPE 11:** Social Environment

Using instructional time effectively.

- **TPE 10:** Instructional Time

F. Developing as a Professional Educator

Reflecting on teaching practice and planning professional development.

- **TPA 13:** Professional Growth

Establishing professional goals and pursuing opportunities to grow professionally.

- **TPA 12:** Professional, Legal, and Ethical Obligations

Working with communities to improve professional practice.

Working with families to improve professional practice.

Working with colleagues to improve professional practice.

Planning

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.

YEARLY 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 know 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: _____

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

General Lesson Plan

Subject: _____ **Date:** _____

Grade: _____

Age Range of Students: _____

Total number of students: _____

Number of male students: _____

Number 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. **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.
5. State-adopted academic content standard(s), and if appropriate ELD standard.
6. **Materials:** List everything needed by teacher and students.
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.
10. **Reflection:** Written evaluation of lesson after implementation. See below under REFLECTION.

Direct Instruction Lesson Plan

Subject: _____ **Date:** _____

Grade: _____

Describe Your Students! See Common Information for All Lesson Formats

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 measureable 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.

Five-Stage Guided Inquiry Model

Subject: _____ **Date:** _____

Grade: _____

Describe Your Students! See Common Information for All Lesson Formats

Concepts: (Overarching Ideas)

Measureable Academic Learning Goal/Objectives: (Stated behaviorally)

C O N T E N T	Key Concept Vocabulary	Visuals/Materials	Organization/Management
E L D			
SDAIE Considerations		ENGAGE: Engage the student with event or question, help make connections with what they know and can do.	

SDAIE Considerations	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.
SDAIE Considerations	EXPLAIN: Students explain THEIR understanding of concepts and processes; teacher clarifies and introduces new concepts or skills, using key concept and ELD vocabulary.
SDAIE Considerations	ELABORATE/EXTEND: Challenge students to apply what they have learned in interactive environment, extend knowledge beyond current knowledge/skills/language.

SDAIE Considerations	EVALUATE: Students assess own knowledge, skills, abilities; teacher evaluates student progress.

Reflection: *Written evaluation of lesson after implementing.*

REFLECTION

Each of the lesson plan format contains 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.

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, 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 will you do for student(s) who did not achieve the academic learning goals?
9. What are your next steps for the class, English learners, and students with special needs?
10. What have you learned about your abilities:
 - To plan lessons?
 - To implement your plan?
 - To differentiate instruction?
 - To assess student learning?
11. How will you increase your knowledge and skill in planning, implementing instruction, differentiating instruction, and assessing learning?

College of Education
Division of Teacher Education
Course Syllabus for EELB 540 A

Supervised Student Teaching in Multiple Subjects

2015-2016

Class Day/Time/Location

- Monday to Friday for ten continuous weeks.
- Follow the school site academic calendar for student teaching and the CSU San Bernardino's academic calendar for other credential classes.
- You will be spending between 4 and 5 hours a day the school site your school site assigned by CSUSB. The main focus of your student teaching this quarter should be on Language Arts and Mathematics. Discuss the appropriate 4 to 5-hour time frame with your resident teacher and your university supervisor.

University Supervisor's Telephone/E-mail Contact

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. Catherine Spencer

cspencer@csusb.edu

Office in CE 245

Textbook

Handbook for the Multiple Subject Credential Program

The Handbook can be found on-line at

http://coe.csusb.edu/documents/MS_Online_HB_revised_Aug_19_2015_cs.pdf

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.

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 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. 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 student 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 520B TPA Assessment Seminar Task 2 Designing Instruction

Candidates must take EELB 520B concurrently with EELB 540A. The students at the assigned school site will be the students you use when responding to TPA: Designing Instruction. The instructor of EELB 520B will provide you with specific information. You can also get information on the website at <http://coe.csusb.edu/studentServices/teacherEducation/TPA/index.html>

EELB 520C TPA Assessment Seminar Task 3 Assessing Student Learning

Candidates must take EELB 520C concurrently with EELB 540A. The students at the assigned school site will be the students you use when responding to TPA: Assessing Student Learning. You will be required to submit work samples that result from the lesson for this Task. The instructor of EELB 520C will provide you with specific information. You can also get information on the website at <http://coe.csusb.edu/studentServices/teacherEducation/TPA/index.html>

Relevant Professional Standards & Course Objectives

The Teacher Performance Expectations (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 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 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):
 - 10-week Long Term Plan
 - 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 540A 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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- Waiver of Grade Level Requirement (Student Teaching)
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- 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

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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.

The following pages contain the syllabus for both the first quarter of student teaching (EELB 540A) and the second quarter of student teaching (EELB 540B).

College of Education
Division of Teacher Education
Course Syllabus for EELB 540 B

Supervised Student Teaching in Multiple Subjects

2015-2016

Class Day/Time/Location

- Monday to Friday for ten continuous weeks.
- Follow the school site academic calendar for student teaching and the CSU San Bernardino's academic calendar for other credential classes.
- You will be spending between 4 and 5 hours a day the school site your school site assigned by CSUSB. 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). Discuss the appropriate 4 to 5-hour time frame with your resident teacher and your university supervisor.
- For a minimum of 4 consecutive weeks during this quarter you will be responsible for teaching the entire school day. Discuss this 4-week period with your resident teacher and then notify your university supervisor.

University Supervisor's Telephone/E-mail Contact

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. Catherine Spencer

cspencer@csusb.edu

Office in CE 245

Textbook

Handbook for the Multiple Subject Credential Program

The Handbook can be found on-line at

http://coe.csusb.edu/documents/MS_Online_HB_revised_Aug_19_2015_cs.pdf

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.

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 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. 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 student 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 520A TPA Assessment Seminar Task 1 Subject Specific Pedagogy

Candidates must take EELB 520A concurrently with EELB 540B. The students at the assigned school site will be the students you use when responding to TPA: Subject Specific Pedagogy. The instructor of EELB 520A will provide you with specific information. You can also get information on the website at <http://coe.csusb.edu/studentServices/teacherEducation/TPA/index.html>

EELB 520D TPA Assessment Seminar Task 4 Culminating Teaching Experience

Candidates must take EELB 520C concurrently with EELB 540A. The students at the assigned school site will be the students you use when responding to TPA: Culminating Teaching Experience. You will be required to submit student work and videotape a lesson for this Task. The instructor of EELB 520D will provide you with specific information. You can also get information on the website at <http://coe.csusb.edu/studentServices/teacherEducation/TPA/index.html>

Relevant Professional Standards & Course Objectives

The Teacher Performance Expectations (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 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

6. Read the online Multiple Subject Credential Program Handbook at
http://coe.csusb.edu/documents/MS_Online_HB_revised_Aug_19_2015_cs.pdf
7. Specific written assignments include (please save all materials to present as evidence to future employers):
 - 10-week Long Term Plan
 - 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).
8. 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.
9. **University Supervisors may ask candidates for additional requirements based on the individual needs of the candidate.**
10. 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

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