

January 2014

Greetings:

I would like to thank you for choosing the Single Subject Credential program at CSU San Bernardino. I also would especially like to thank the resident teachers for their willingness to share their expertise and knowledge in mentoring our student teachers in becoming effective teachers for all children. The following is a general overview the of student teaching program at California State University San Bernardino.

If you have any questions that arise in student teaching please do not hesitate to contact the Teacher Education Office. The following can be emailed or phone if you have any questions concerning the following:

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All of us will be glad to assist you in any way possible. Once again thank you for your participation in the Student Teaching/Intern portion of the Single Subjects Credential Program, I hope your experience is a successful one.

Sincerely yours

Dr. Juan M. Gutierrez
Director of Teacher Education

CSUSB Guide for Supervision for Teacher Candidates and Resident Teachers

Introduction to Supervision- *Student Teaching (Track A and B)*

The Single Subject Supervised Fieldwork experienced at CSUSB occurs over the span of two ten-weeks of student teaching. The single subject credential program requests placement at one of professional school sites. The human resources of the designated unified school districts will make the official placement. In addition, teacher candidates have met Subject Matter Competency in their content area according to the Commission on Teacher Credential, have done a live-scan and have obtained TB clearance. Teacher candidates benefit from the teaching expertise and guidance of several resident teachers. **As you begin the program, you must be familiar with Supervision requirements.**

Student Teaching Options (Track A & Track B)

Teacher candidates have the option of selecting to be in Track A or Track B both have two ten weeks of student teaching. Track A is a three quarter program that begins in the Fall quarter and ends in the Spring quarter. Track A teacher candidates are assigned a placement at university approved schools sites while enrolled in ESEC 550A prior to student teaching and required to complete sixty-hours of observations. Track A student teaching candidates will also complete two ten weeks of student teaching (ESEC 550B/C) at the university assigned sites with approval of designated unified school district. In the field experience components of these courses are completed at school site with program instructor's guidelines and approval of the resident teacher.

Track B begins in the Fall quarter or Winter quarter and can complete the program in four or more quarters. Track B teacher candidates will do their field observations from their program courses at one of approved designated unified school districts. They will receive a letter from the program indicating their enrollment in the program and must take the letter to human resources of the approved designated unified school district. In the field experience components of these courses may be completed at schools chosen by the candidate with instructor guidelines and approval. Track B candidates are assigned a placement at university approved schools sites while enrolled in ESEC 550A prior to student teaching and required to complete sixty-hours of observations. Track B student teaching candidates will also complete two ten weeks of student teaching (ESEC 550B/C) at the university assigned sites. **During the first or second ten-week of supervision students may only substitute for their resident teacher for no more than five days per quarter and may not have more than two absences per quarter.**

ESEC 550A (Track A or Track B)

Student teaching candidates in ESEC550A are required to conduct observations and complete fieldwork assignments at their assigned university school sites. In addition, student teaching candidates are required to tutor a designated English Language Learner and a student with special needs.

Student teaching candidates will receive a letter to take to the school district to conduct their observations and field assignments. During ESEC 550A: Students Teaching Seminar, candidates

must serve at the assigned school for a minimum of 60 hours for ten weeks **and no less than two days per week.**

ESEC 550B First ten-weeks of Student Teaching (Track A or Track B)

Teacher candidates will continue their placement from ESEC 550A, unless changes occur. Teacher candidates are required to be on the school site for four periods, teach two periods in their content area, observe for one period, and preparation for one period. Teacher candidates assume the responsibilities of a teacher for the semester based on the school calendar, not the university's calendar. Candidates are observed and evaluated teaching a minimum of five lessons by their assigned University Supervisor. **All Teacher candidates are required to maintain a daily lesson plans and daily reflections.**

Teacher Candidates address the following Teacher Performance Assessments:

ESEC 520A: Principles on Content-specific and Developmentally Appropriate Pedagogy and

ESEC 520B: Connecting Instructional Planning to the Students Characteristics.

ESEC 550C Second ten-weeks of Student Teaching (Track A or Track B)

Teacher candidates continue to teach two teaching periods in their content area. Teacher candidates are observed and evaluated teaching a minimum of five lessons by their assigned University Supervisor. **All Teacher candidates are required to maintain daily lesson plans and daily reflections five days in advance.** In addition, during this quarter of supervision (ESEC 550C), student teacher are required to teach in a full-day teaching assignments includes teaching two periods in their content, observing for one period, and preparation for one period.

Teacher candidates address the following Teacher Performance Assessments:

ESEC 520C: Classroom Assessment of Academic Learning Goals and

ESEC 520D: Academic Lesson Design, Implementation and Reflection. Candidates will also complete the videotape of one of their lesson to address TPA 4 requirements.

Responsibilities for the Teacher Candidate

During supervision, teacher candidates should consider themselves as professionals rather than as students. The manner in which candidates conduct themselves at the university and in their school assignments should reflect this perspective. **Professional dress and demeanor are imperative in this program.** Candidates will be observed, on a limited basis, by a university supervisor during their teacher education program. Teacher candidates are a guest of the school to which they are assigned and are teaching upon invitation of the school district and the principal. All the teacher candidates are required to adhere to the following policies and procedures during the supervised fieldwork.

Before beginning Supervised Student Teaching

1. For teacher candidates the program will determine where to place you, taking into consideration a number of factors. The Supervision Office will work with the appropriate district and site administrator at your site to select a qualified resident teacher. **It is our (CSUSB) responsibility to arrange placement, not the student teacher candidate.** It is inappropriate to make contacts with schools or teachers, and then inform us of these informal arrangements.

Please be patient with this phase of the process. Teacher candidates will be placed in ESEC 550A

2. Once you have been admitted to the Supervised student teaching ESEC 550B, you are **required** to attend orientation session with university supervisor and other teacher candidates. You will be notified by the Supervision Office regarding the time and date of this orientation.

Planning

1. Thoughtful planning is essential to becoming a reflective practitioner. As you plan for supervised fieldwork, set up a scheduled time to meet with resident teacher and/or University Supervisor to review your activities and plans for teaching.
2. At the appropriate time in your supervised fieldwork, write a daily lesson plan and submit to the resident teacher and/or university supervisor **at least three days** in advance of the class being taught and evaluated. The degree is such that a competent teacher in the subject field could teach from the lesson plan.
3. At the appropriate time in your supervised fieldwork, write a daily lesson plan and submit a 20-30 minute, continuous and unedited videotape of you teaching this lesson. Remember that you will need release forms for students and adults who will be seen on the videotape (Requirement for ESEC 520D: Assessment).

Responsibilities at the School Site

1. **Be punctual and attend daily.** Arrive at the school site one-half hour prior to the class time in order to review plans, sign in at the School Site Main Office, make adjustments, set up any necessary equipment, and have materials ready when class begins.
2. Contact the resident teacher, the school secretary and/or University Supervisor in case of illness or emergency with as much advance warning time as possible. **Call the University Supervisor at home to prevent an unnecessary visitation.**

Any problems the student teacher is having should be identified as early as possible. Any concerns that either the resident teacher or student teacher express should be immediately communicated to the field coordinator, the resident teacher, or the university supervisor. Usually, the resident teacher or university supervisor will confer with the candidate suggesting necessary changes and ways of making those changes. If there is continuing concern, the resident teacher, university supervisor and candidate should have a joint meeting setting out expectations. If the problem continues the concerns should be noted on the student teacher's evaluation so all parties understand the adjustments which must be made as student teaching proceeds. In addition, a professional growth plan may be completed with the resident teacher, student teacher candidate and university supervisor.

Responsibilities of Support Personnel

You have the support of many individuals during the program: 1) credential course instructors; 2) the university supervisor, who will assist you and evaluate your teaching competencies; 3) the resident

teacher/support provider, in whose classroom you are student teaching; 4) the principal, in whose school you are teaching; and 5) school district personnel who support your placement in their schools.

Responsibilities of University Instructors

Phase I instructors assist you in the beginning to learn the theory and foundations for effective teaching and learning in secondary school. The teacher candidates will be assigned to a school site. In the first ten weeks, instructors assist you in starting to acquire the knowledge and skills necessary for ESEC 520A: Principles of Content Specific and Developmentally Appropriate Pedagogy and ESEC 520B: Connecting Instructional Planning to Students Characteristics for Academic Learning for effective teaching/learning in three periods in your content area. In the second ten weeks, instructors help you focus on ESEC 520C: Classroom Assessment of Academic Learning Goals and ESEC 520D: Academic Lesson Design, Implementation, and Reflection of your teaching. Instructors help you reflect on your growth through the credential program.

Responsibilities of the University Supervisor

The university supervisor is a person skilled in human relations, knowledgeable about teaching methodologies and supervision process, and experienced as a secondary teacher. As such, the university supervisor is given responsibility by the university for coordinating student teaching experiences and for making recommendations relative to the competence of teacher candidates. The university supervisor serves as a liaison between the university, schools, and classroom by:

- 1) scheduling observations and conferences;
- 2) establishing and maintaining lines of communication between teacher candidates, resident teachers, and the university;
- 3) mediating when problems occur;
- 4) providing feedback and evaluation to facilitate the candidate's development and progress;
- 5) assisting and evaluating the knowledge and skill necessary for ESEC 520A: Principles of Content Specific and Developmentally Appropriate Pedagogy and ESEC 520B: Connecting Instructional Planning to Student Characteristics for evaluating. ESEC 520C: Classroom Assessment of Academic Learning Goals and ESEC 520D: Academic Lesson Design, Implementation, and Reflection on your teaching.

University supervisor are required to observe and have extensive conversation with assigned teacher candidates/interns at least once a month and record evaluations of that person's performance on the standards for teaching performance. At the end of the quarter, supervisors will have to conduct a comprehensive evaluation of the teacher candidate. Some university supervisors periodically hold group meetings at the school sites or at the university in addition to the regular individual conferences with their respective teacher candidates/interns.

The university supervisor's responsibilities include, but are not limited to:

1. Orienting teacher candidates to their role as teacher candidates, and to the school district where they are assigned. The orientation includes discussions about the following:
 - competencies expected of interns/students teachers
 - lesson planning (detailed at first; move general late in the experience)
 - daily reflections (Teacher candidates)/Weekly Reflections (Interns)
 - school Hours and time commitments
 - participation in school-related activities such as in-services

- professionalism
2. Visiting the student teacher for a period of five or more times during the first or second ten weeks; conducting formal and informal observations; preparing developmental and summative evaluations and conducting one on one conference to discuss teaching performance. (Copies of the student teacher observation forms are submitted along with the student teacher assessment forms to the supervision office and are placed in the credential candidate's Program Admission File (P.A.F).
 3. Assisting the student teacher in improving skills in planning, developing materials, instruction, evaluation and conducting one.
 4. Encouraging the student teacher to reflect critically on his/her experiences. Helping the student teacher relate his/her teaching experiences to previous academic learning and current professional preparation and practice.
 5. Explanation and reconciling differences between the philosophy or methods of the resident teacher and those presented in the program.
 6. Monitor completion of program requirements: students teaching portfolio, daily lesson plans, daily/weekly reflections, unit plans and semester overviews.
 7. Being available to conference with the student's teacher and resident teacher as needed.
 8. Arranging at least two conferences with resident teachers to assist them in evaluating the competencies of the student teacher.
 9. In consultation with the resident teacher, assigning a final grade (Credit or No Credit) for student teaching and forwarding the grade to the Director of Supervision Office.
 10. In consultation with the Director of the Single Subject Program, making the recommendations about the course of action to be taken regarding withdrawal of a student teacher, the extension of the student teaching assignment, or other exceptions of established policy.

Responsibilities of the Resident Teacher

The resident teacher is a person who has a record of successful teaching experience and who demonstrates a personal enthusiasm for teaching. The resident teacher is open-minded, self-critical, and flexible, and encourages the development of these qualities in teacher candidates. She/he has skills in interpersonal relationships and is willing to share professional knowledge and skills with those learning the profession.

Student teacher guidance and supervision is a professional responsibility and the resident teacher accepts this responsibility, seeing it as another level of teaching. To help make student teaching experience a rewarding one, and one that provides the intern/student teacher with a beginning knowledge of the various responsibilities of a classroom teacher, the following checklist provides the resident teacher with a guide for helping the student teacher. The following are developmental benchmarks for teacher candidates.

Early in the supervision:

1. Introduces the intern/student teacher candidate to faculty, staff and school facilities.
2. Introduces the intern/student teacher to classroom students as a **fellow teacher and co-worker.**
3. Reviews relevant policies and procedures followed by the school, including those related to:
 - school bulletins, mailboxes
 - fire, earthquake, intruder drills
 - schools handbooks
 - reposting of intern/student injury, including child abuse as mandated by the California Penal Code Section 11166
 - using the library, computer center, other specialized areas
 - selecting materials (acquaint the intern/student teacher with the district guidelines for the various subject areas)
 - ordering materials from district offices
 - ordering supplies
 - utilizing support service (nurse, counselor, specialist)
 - attending and participating in school events and in-services
4. Provides an orientation about classroom procedures:
 - bell system, intercom, telephone
 - daily, weekly, monthly schedules
 - class lists
 - class management
 - classroom behavioral expectations
 - procedures for substitute teachers
5. Assigns a place (table or desk) in the classroom as a base of operations for the intern/student teacher.
6. Models a variety of teaching strategies and talks with the intern/ student teacher about educational planning (semester overview, unit, daily lessons) throughout the program.
7. Makes daily contact with the student teacher on a formal or informal basis. Is open to and available for questions and feedback on a daily basis.
8. **Helps the students to understand individual students through the use of student records and observations. This is needed to assist teacher candidates' candidate with the California Teacher Performance Assessments (TPA's).**
9. Brief the student teacher on classroom procedures for instruction including:
 - grouping patterns (large group, small group, cooperative learning)
 - individualized or differentiated instruction

- utilization of various instructional materials (teacher's guides, trade books, audiovisual materials, computers, tapes, disks, visual material, guest speakers)
- records of intern/student progress relating teaching to district guidelines

Increasing responsibilities in supervision:

1. Collaborates with the student teacher in planning curriculum, team teaching, and assessing of intern/student teaching
2. Allows the student teacher to begin teaching as soon as appropriate. Teacher candidates teach at least two periods that have English learners and children with special needs.
3. Works with the university supervisor for joint supervision of the student teacher by:
 - discussing progress of intern/student teacher on at least a biweekly basis (You can expect a contact with the university supervisor other every other week.)
 - planning special experiences to meet special needs students
 - informing the university supervisor to principal about problems and successes that have occurred or are anticipated.
 - requesting a special visit by the university supervisor when immediate attention is needed
4. **Reviews daily, weekly, and long-range early enough so that the student teacher can make revisions or modifications as necessary.**
 - Shares ,materials and ideas for planning and teaching
 - Gives feedback on written lesson plans
 - Initials approved plans. (Daily plans must be prepared and approved **three** days in advance, in order for the student teacher to teach.)
5. Allows the student teacher to adapt and modify materials and procedures in order for him/her to develop ways of working and teaching.
6. Observes and gives written feedback on lessons.
7. **Provides two written evaluations** of the student teacher, at mid quarter and end of quarter, using the intern/student Teacher Assessment forms provided and collected by university supervision
8. Discusses intern/student teacher evaluations with both the student teacher and the university supervisor

Full responsibility for instruction during supervision:

1. Provides the intern/student teacher with an extended period to plan, teach and reflect on his/her own.
2. Continues to observe student teacher in action and provides feedback. Encourages student teach to develop instructional methods which work best for them. These methods may differ from methods used by resident teacher and may require resident teacher to modify their

programs, procedures, materials, and methods to some extent. The goal of student teaching is to help candidates develop their own teaching styles. Candidates and University Supervisors appreciate resident teachers' flexibility in the area.

3. Continues to provide regular meeting times with the student teacher for planning and reflection.
4. **Completes a final evaluation** (Student teacher assessment form as provided and collected by the university supervisor) of the student teacher and meets with the student teacher and university supervisor.
5. Writes a letter of recommendation for the placement file of the student teacher at the end of the final quarter.

Responsibilities of the Principal

The principal acts as a support person for the student teacher and the university supervisor. By accepting teacher candidates as professions, 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 the resident teachers;
2. to welcome and help orient the student teacher(s) and university supervisor to school, the staff, and the building procedures;
3. to provide assistance and support to the student teacher, resident teacher, and university supervisor;
4. to provide information about the school (philosophy, resources, disciplinary procedures, funding, special programs, resources 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, health services.);
5. to explain school policy on California Penal Code Section 1116 (reports) concerning obligation to report child abuse;
6. to ensure that cumulative records are available to teacher candidates in order to assist them in determining abilities, achievement, and interests of their students and
7. to ensure that the substitute teacher policy is enforced so that student teacher are giving the guidance necessary to become competent teachers and **are not exploited** as substitute teachers.

Responsibilities of the School District

The school district provides the student teacher with a professional network and educational resources. Its primary obligation is to assign the student teacher to classes in authorized subject areas with resident teachers who are tenured and competent and who welcome the opportunity to work with a student teacher.

The Evaluation Process

From the first education class in which teacher candidates enroll, the faculty emphasizes ongoing reflection and self-assessment as important components of the teacher preparation process. John Dewey distinguished between *routine* teacher practices and those that were characterized by *reflective action*. The latter includes active, persistent and careful consideration of beliefs and practices in light of the grounds that support it and the further consequences to which it leads.

Reflective teachers meet and respond to problems, analyze the context in which it leads. Reflective teachers meet and respond to problems, analyze the context in which their teaching occurs and adjust as needed. Reflective action requires teachers to assume responsibility for instructional choices that they make.

Beginning teachers cannot engage in reflection and self-assessment without guidance and support. One of the most valuable features of the single subject credential program is the evaluation of the student teacher's performance. Throughout the program, candid assessment from experienced teachers is essential for the continuing growth of the student teacher. **The evaluations by the resident teacher and the University Supervisor along with self-evaluations and reflection by the student teacher facilitate discussions of his/her work and usually lead to enhanced performance.**

Formative and Summative Evaluations

Based on the California Teacher Performance Expectations the formative and summative evaluation forms are intended for use throughout supervision in conjunction with conferences with the candidate. The performance indicators listed are specific examples of how each standard can be addressed. We believe that teacher candidates will improve steadily over the course of the supervised fieldwork, and the Secondary Student Teacher Observation Form allows the resident teacher, the university supervisor and the candidate to record such improvements or to note deficiencies. The Secondary Student Teacher/Intern Observation forms and the conferences that accompany them provide effective means to communicate with the candidate, build on his/her strengths and address areas requiring improvement.

Daily Observation

The Secondary Student Teacher/Intern Observation Form is to be used by the university supervisor and the resident teacher to assess teaching performance and planning in single class sessions. We ask that the resident teacher observe and provide a written evaluation in at least one class per week on the Student Teacher/Intern Observation Form. We assume, of course, that resident teachers will interact informally with the student teacher/intern concerning perceptions of his/her work at **many** different points in the quarter. We encourage that kind of interaction. The University Supervisor observes the candidate at least once every two weeks and confers with him/her in the alternate weeks.

Professional Growth Plan

Candidates will be placed on a Professional Growth Plan if the teacher performance expectations are not being met.

Additional Information/ Requirements:

Teacher candidates are expected to write a daily lesson plan and submit to the resident teacher and/or university supervisor at least **three** days in advance of the class being taught and evaluated. The degree of detail is such that a competence teacher in the subject field could teach from the lesson plan. A daily reflective journal is to be maintained by the candidate and shared with the university supervisor and resident teacher. All candidates are required to maintain an

individual portfolio for Resident Teachers, Course Instructors and CSUSB Supervisors to be able to review on an on-going basis. A recommended format is provided and will be reviews in Student Teacher/Intern Seminar Classes.