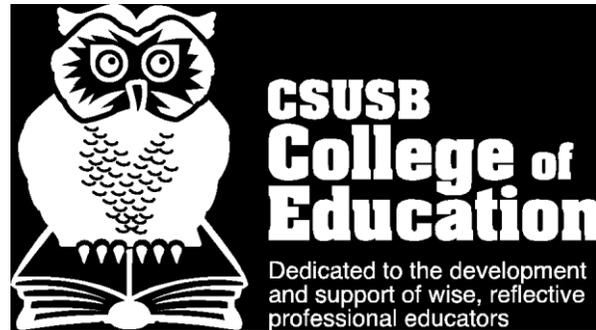


# **California State University San Bernardino**

## **College of Education**



### **Single Subject Credential Program Handbook 2012-2013**

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## INTRODUCTION

The California Commission on Teacher Credentialing (CCTC) is the state agency that certifies teachers. Candidates for the Single Subject Credential who complete their teacher preparation through a Commission-approved program in California are recommended for the credential by their university. The credentialing process in California begins with a preliminary credential. Upon receiving the preliminary credential, the teacher must obtain the professional clear credential within five years. The Single Subject Credential program offered at CSUSB incorporates California's credential requirements and is accredited by the National Colleges of Accreditation for Teacher Education (NCATE).

## COLLEGE MISSION

The Mission of the College of Education at California State University, San Bernardino is to prepare education and human service professionals through the development of curriculum and programs that transform individuals and the community. This collaborative process, involving faculty, staff and students (K-12) and the community-at-large, reflects our core beliefs in diversity, quality-oriented teaching/learning community, and leadership-for-change. To this end, all basic Multiple Subject and Single Subject Credential Programs emphasize diversity and multiculturalism.

## PROGRAM MISSION

The Single Subject Program prepares teachers to become leaders in transformative education, an evolutionary process of change by which schooling practices become increasingly effective in promoting learning in urban settings. Inquiry and reflective practice are the foundations of the transformative process, a process that allows teachers to evaluate current school practices and imagine teaching and learning in new ways.

It is our goal to educate teachers who in turn can assist their students develop to their full potential and become reflective, contributing members of local, regional and global communities.

## PROGRAM OVERVIEW

The Single Subject Credential Program at CSUSB is a state-approved and NCATE accredited program. The program currently offers subject matter preparation in the following disciplines:

- ART
- ENGLISH
- FOREIGN LANGUAGES (French, Spanish)
- FOUNDATIONAL LEVEL MATHEMATICS
- MATHEMATICS
- MUSIC
- PHYSICAL EDUCATION (Regular/Adaptive P.E.)

- FOUNDATIONAL LEVEL SCIENCE
- SCIENCE (Biology, Chemistry, Geosciences or Physics)
- SOCIAL SCIENCE

The Single Subject Program at CSUSB offers a traditional student teaching option in either a three-quarter, full-time program (TRACK A) or five quarter part-time program (TRACK B). In addition, the program offers an Internship option to a two-year program (TRACK C). Track A is designed for full-time students not employed during the completion of the program.

With the exception of the supervised field experience, which is unique to each track, the three programs are identical in the coursework and performance expectations. Preparing to teach in multicultural settings with English Learners and students with special needs is a strong emphasis of all options. Moreover, the Program provides candidates with the skills and expertise to provide academic instruction for English Learners and students with special needs in the secondary schools.

## CHAPTER 1: PROGRAM DESIGN

The credential program at Cal State San Bernardino is based on a philosophy of education embodied in five intersecting themes: academic disciplines, social contexts, diversity, communication and reflection.

**Academic Disciplines:** Secondary teaching involves specialization in a discipline, awareness of the relationships among disciplines, and the integration of the body of knowledge in Education with one or more content areas. The academic disciplines offer rich content and modes of inquiry that help make sense of our world. In the Single Subject program teacher candidates discuss the curriculum standards of their professional organizations, read its publications, and study curriculum and instruction within their content area. During their fieldwork candidates translate their discipline into engaging lessons for students.

**Social Contexts:** Teaching involves a critical understanding of the relationships between the context schools and learning. Learning occurs within a particular social setting that can have a powerful influence on student achievement. Teachers themselves are enmeshed in multiple contexts; their own background, the neighborhoods and communities where students live, the school/classroom contexts, the language, culture, gender, and socioeconomic differences among students, state/national/global contexts, and professional contexts.

**Diversity:** Diversity is an asset to a learning community and our society, and educators must acknowledge, respect, and build on the strengths inherent in learning communities with racial, cultural, linguistic, and gender differences. Equity and quality of access are challenges for our educational systems. Bicultural/bilingual students must be given the opportunities and the means to achieve academic excellence to maintain positive self-images. We recognize the need to prepare teacher candidates to confront stereotypes and prejudices and to nurture the interests and abilities of all students. We recognize the urgent need to support credential candidates from all populations. Field experiences give all candidates opportunities to engage with teachers and students of different backgrounds.

**Communication:** It is critical for teachers to be effective communicators with colleagues, students, parents and administrators. Teachers serve as advocates for students, for the profession and for their discipline. Communication competencies such as the ability to work with others, to speak and write effectively, and to use various technologies to enhance communication are vital to a teacher's success. In along with Teacher Performance Assessment (TPA), portfolios are a major assessment tool and include many measures of these abilities: integrated/thematic units and lesson plans, student work samples, letters to parents, videotaped lessons using a variety of models of instruction that reflect effective English language development practices, resources for teaching in a particular subject area with computer generated materials.

**Reflection:** Effective teaching involves reflection, a constant appraisal of the teaching/learning situation. Teacher candidates draw on their knowledge of their students, the nature of the subject matter to be taught and their knowledge of pedagogy to make hundreds of informed decisions on a daily basis. Critical reflection requires some distance from this reflection-in-action to examine larger issues of social justice and schooling. Teacher candidates are expected to engage in a variety of activities to encourage this reflection such as writing autobiographies, journals, fieldwork/observation notes, and reflective papers and participating in action research and/or/community service projects.

## 1.1 PROGRAM OPTIONS

The Single Subject Program offers a traditional student teaching option in either a three quarter full-time program (TRACK A) or five-quarter part-time program (TRACK B). In addition, the program offers an Internship option in a two year program (TRACK C) and a five-quarter part-time (TRACK B) at the Palm Desert Campus. The following courses are not held on the Palm Desert Campus: ESEC 506, Art 499, Music 411 and other classes may need to be cancelled due to low enrollment. For more information please visit the Single Subject Program Website at [www.csusb.edu/programs/singleSubjectCred/index.htm](http://www.csusb.edu/programs/singleSubjectCred/index.htm)

### Student Teaching Option (Tracks A and B)

In the traditional student teaching option, credential candidates benefit from the teaching expertise and guidance of several resident teachers. Candidates are assigned a placement at university-selected district school sites. Admission to the Track A is in the Fall Quarter only. Admission to Track B is offered in the Fall and Winter Quarters.

### Track A – Full-Time (Three Quarters)

SCHEDULE	UNITS
1 <sup>st</sup> Quarter	
ESEC 407 – Secondary School Teaching	4.0
ESEC 410 – Adolescent Development & Learning	4.0
ESEC 413 – Language Interaction in the Classroom	4.0
ESEC 550A – Student Teaching Seminar	2.0
2 <sup>nd</sup> Quarter	
ESEC 405 - Introduction to Secondary School Culture	4.0
ESEC 417- Ed Psych: Theory Instr, Assess, Class Mgt.	4.0
ESEC 506- Curriculum and Instruction Content Areas II (Winter Only)	4.0
(For English, Mathematics, Social Science, Foreign Language, Physical Education and Science candidates)	

-or-

Art 499 – (for Art candidates only – Winter Quarter)	4.0
Music 411 – (for Music candidates only- Fall Quarter)	4.0
ESEC 520A – Subject Specific Pedagogy	1.0
ESEC 520B – Designing Instruction	1.0
ESEC 550B – Student Teaching	4.0

3<sup>rd</sup> Quarter

ESEC 419 – Literacy Across the Curriculum	4.0
ESEC 602/502 – Special Topics in Education	2.0
ESEC 520C – Assessing Learning	1.0
ESEC 520D – Culminating Teaching Experience	1.0
ESEC 550C – Student Teaching	8.0

Total Units	48
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## Track B – Part-Time (Five Quarters)

Schedule	UNITS
Year 1	
First Quarter	
ESEC 405* – Introduction to Secondary School Culture	4.0
ESEC 407* – Secondary School Teaching	4.0
2nd Quarter	
ESEC 410* – Adolescent Development & Learning	4.0
ESEC 413 – Language Interaction in the Classroom	4.0
ESEC 506 – Curriculum and Instruction in Content Areas II (Winter Only) (For English, Mathematics, Social Science, foreign Language, Physical Education and Science candidates)	4.0
-or-	
ART 499 – (for Art candidates only – Winter Quarter)	4.0
MUSIC 411 – (for Music candidates only – Fall Quarter)	4.0
3rd Quarter	
ESEC 417 – Ed. Psych: Instr. Theory Assessment and Classroom Mgt	4.0
ESEC 419 – Literacy Across the Curriculum	4.0
ESEC 550A – Student Teaching Seminar	2.0
Year 2	
4th Quarter	
ESEC 520A – Subject Specific Pedagogy	1.0
ESEC 520B – Designing Instruction	1.0
ESEC 550B – Student Teaching	4.0
5th Quarter	
ESEC 520C – Assessing Learning	1.0
ESEC 520D – Culminating Teaching Experience	1.0
ESEC 550C – Student Teaching	8.0
ESEC 602/502 – Special Topics in Education	2.0
	Total Units
	48

**\*these courses are not offered in Spring Quarter**

## Internship Option (Track C)

In the Internship option a candidate is an employed teacher who is supervised by university faculty. Supervision is completed while employed by one of the cooperating school districts. Admission to the Intern track is offered in fall and winter quarters only. This is the suggested number of quarters to complete Track C all Interns must complete a Program Plan. As required by the Williams Act and California **SB1209**, Single Subject Credential Interns must complete 120 hours of pre-service training in order to obtain Provisional Internship Permit/Contract (PIP Credential) and to be employed by a school district as an Intern teacher of record. The courses earmarked with \* meet these requirements.

\*Pre – requisites for Internship Program must be taken before Internship Credential Issued.

ESEC 407* – Secondary School Teaching	4.0
ESEC 410* – Adolescent Development & Learning	4.0
ESEC 413* – Language Interaction in the Classroom	4.0
Track C Schedule (Five Quarters)	UNITS
Year 1	
1st Quarter	
ESEC 555 – Intern Seminar I	2.0
2nd Quarter	
ESEC 405 – Introduction to Secondary School Culture	4.0
ESEC 506 – Curriculum and Instruction in Content Areas II (Winter Only)	4.0
(For English, Mathematics, Social Science, Foreign Language, Physical Education and Science candidates)	
-or-	
Art 499 – (for Art candidates only - Winter Quarter)	4.0
Music 411 – (for Music candidates only – Fall Quarter)	4.0
ESEC 570A – Intern Supervision	6.0
3rd Quarter	
ESEC 417 – Educ. Psych.: Instr. Theory, Assessment and Classroom Mgt .	4.0
ESEC 555 – Intern Seminar II	2.0
Year 2	
4th Quarter	
ESEC 419 – Literacy Across the Curriculum	4.0
ESEC 520A – Subject Specific Pedagogy	1.0
ESEC 520B – Designing Instruction	1.0
ESEC 570B – Intern Supervision	6.0

5th Quarter	
ESEC 570C – Intern Supervision	6.0
ESEC 520C – Assessing Learning	1.0
ESEC 520D – Culminating Teaching Experience	1.0
ESEC 602/502 – Special Topics in Education	2.0
Total Units	56

## **1.2 PROGRAM STANDARDS**

The Teacher Education Program at CSUSB provides candidates a carefully planned, comprehensive sequence of coursework and field experience and supervised teaching. Before being recommended for a Preliminary Credential, candidates are expected to demonstrate a set of knowledge, skills and abilities as represented in the domains of the Teaching Performance Expectations (TPEs). Developed by the California Commission on Teacher Credentialing (CTC) the TPEs are organized into the following six domains:

- A. Making Subject Matter Comprehensible to Students
  - TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction
- B. Assessing Student Learning
  - TPE 2 – Monitoring Student Learning During Instruction
  - TPE 3 – Interpretation and Use of Assessments
- C. Engaging and Supporting Students in Learning
  - TPE 4 – Making Content Accessible
  - TPE 5 – Student Engagement
  - TPE 6 – Developmentally Appropriate Teaching Practices
  - TPE 7 – Teaching English Learners
- D. Planning Instruction and Designing Learning Experiences for Students
  - TPE 8 – Learning About Students
  - TPE 9 – Instructional Planning
- E. Creating and Maintaining Effective Environments for Student Learning
  - TPE 10 – Instructional Time
  - TPE 11 – Social Environment
- F. Developing as a Professional Educator
  - TPE 12 – Professional, Legal and Ethical Obligations
  - TPE 13 – Professional Growth

The CTC along with the Educational Testing Service (ETS) and the educational community have developed the California Teacher Performance Assessment (Cal TPA). This performance assessment is designed to measure the domains of the Teaching Performance Expectations that describe what California teachers need to know and be able to do before being recommended for a Preliminary Credential. The Cal TPA is made up of four inter-related yet separate tasks that increase in complexity as candidates move through them. As the tasks increase in complexity, there are more choices and decisions to make about how to respond to prompts. Each performance task measures aspects of a number of TPEs. And many TPEs are measured in more than one task.

The Cal TPA is embedded within the teacher preparation program at CSUSB, and therefore candidates must complete the TPA as one of the requirements for earning a California Preliminary teaching credential. Additional information regarding the Cal TPA is included in Chapter 5 of this Handbook.

## **CHAPTER 2: PROGRAM PREPARATION AND ADMISSION**

### **2.1 PROGRAM PREPARATION**

To be a candidate for a California teaching credential, students must be accepted into a credential program. Only students admitted to the university can apply to a credential program. Students interested in entering a credential program must first apply for admission to the university. Students apply for admission to the university through procedures outlined in the University Bulletin. CSUSB undergraduate students who plan to obtain their teaching credential at CSUSB must reapply to the university as a post-baccalaureate student during the quarter they are finishing their degree requirements.

Once admitted to the university students may seek admission to the credential program, by submitting a complete Program Admission File (PAF) and selecting the appropriate supervision option (Track A – traditional student teaching (no outside employment is strongly recommended), Track B – part-time program for student teaching or Track C – Internship).

### **2.2 APPLYING TO THE UNIVERSITY**

- Complete the Graduate/Post-Baccalaureate Application for Admission. Return it to the Admissions and Student Recruitment Office (University Hall 107) (available online at [www.csumentor.edu](http://www.csumentor.edu)) or to the Palm Desert Campus (PDC) for PDC students.
- CSU undergraduate students must reapply for Post-Baccalaureate admission during the quarter in which degree requirements are completed.

Please Note: University Post-Baccalaureate admission requires a minimum G.P.A. of 2.67 or above.

### **2.3 ADMISSION REQUIREMENTS**

In response to the Commission on Teacher Credentialing (CTC) standards, candidates at CSU San Bernardino must meet several requirements before they are admitted to a Single Subject credential program. These requirements include:

- Post-Baccalaureate Admission - An application must be submitted online at [csumentor.edu](http://csumentor.edu)
- Baccalaureate Degree - A bachelor's degree from an accredited university is required for California certification. CSUSB undergraduate students must reapply for post-baccalaureate admission during the quarter in which degree requirements are completed. Please Note: CSU San Bernardino graduates of a

CTC approved subject matter competency program can apply to the program in the last quarter of their baccalaureate degree program with Subject Matter Competency (SMC) in the area they are planning to teach in a public school.

- Program Admissions File (P.A.F.) - An application that includes the documentation/verification of requirements listed below that will be submitted to Jim and Judy Watson COE Student Services in CE - 102 or the Palm Desert Campus Teacher Education Office.
- Basic Skills Requirement - Students must pass the California Basic Educational Skills Test (CBEST) prior to admission to the Single Subject teaching credential program.
- Subject Matter Competency - Teacher candidates in California are required to demonstrate competence in the subject matter they will be authorized to teach. Candidates have two options available for satisfying this requirement:
  - 1) complete a Commission (CTC) - approved subject matter competency program in the subject by an institution that has been approved to offer a waiver program, such as Art, English, Foreign Languages (French or Spanish), Foundational Level Mathematics, Music, Foundational Level Sciences, Biological Sciences, Chemistry, Geo-Sciences Physics, Physical Education and Social Science, or
  - 2) pass the appropriate Commission-adopted subject matter examination (CSET).
- Prerequisite Competency in Technology – A candidate must have completed an approved course. Please contact the Jim and Judy Watson COE Student Services Office for specific information regarding this requirement.
- Grade-Point Average - A credential candidate must have a cumulative undergraduate grade point average (G.P.A.) of 2.67 or 2.75 in the last ninety quarter units to be accepted.
- Tuberculin Clearance - The tuberculin clearance is valid for four years and must remain valid throughout all teaching supervision experiences. The clearance may be obtained at a private physician's office, the County Health Department or the CSU, San Bernardino Student Health Center. Please Note: The TB test results must include student's name; the name of the agency where the TB test was administered; the date the TB test was read; clear indication that the TB test was negative; and a signature from the authorized personnel who read the TB test.

- Certificate of Clearance - Credential candidates must possess a Certificate of Clearance prior to admission to the Single Subject teaching credential program. The application is available online. A copy of a valid Emergency OR Children's Center, Sub Permit, and Pre - Intern Permit will be accepted in lieu of a Certificate of Clearance. \*Certificate of Clearance is only valid for 5 years\*
- Transcripts - One set of official transcripts from each college or university, other than CSUSB, attended, including a transcript with degree posted and date awarded, must be provided. If you do not yet have a transcript with your degree posted, please submit an official transcript for your work completed to date and then provide an official transcript with your degree posted and date awarded as soon as available.
- Two Letters of Recommendation - Credential program applicants must submit two letters of recommendation from faculty or others who are knowledgeable about the student's personal qualities and potential for teaching.
- Advising Session - Qualified candidates must attend a group advising session or schedule an individual advising session with a Single Subject program faculty member. Advising sessions are scheduled throughout the quarter.
- Program Admission Filing fee

#### Additional Requirements to obtain the Internship or Preliminary Credential

- U.S. Constitution – knowledge of the U.S. Constitution demonstrated by completion of a college-level course or a college-level examination. Applicants must complete this requirement to be recommended for a preliminary credential or Internship credential.
- Infant, Child & Adult CPR Certification – Applicants must complete this requirement to be recommended for a preliminary credential. This course must not be an on-line course.

## CHAPTER 3: OVERVIEW OF PROGRAM COURSES

The Single Subject program at CSUSB provides candidates with a developmental sequence of learning experience. Once admission to the program has been granted and all program admission requirements have been successfully completed, candidates may enroll in the following courses. Candidates **must** successfully complete all the courses in each quarter before enrolling in subsequent quarters. **Note:** Pending state legislation may require curricular changes.

### 3.1 FOUNDATIONAL THEORY OF SECONDARY EDUCATION

Phase I of the Single Subject Credential Program combines early coursework in foundations with K-12 observation experiences. Candidates enroll in the following three courses designed to introduce issues related to culture, language and schooling.

#### ESEC 405: Introduction to Secondary School Culture

This course examines the importance of students as the center of school culture. This course examines a broad range of issues and theories that serve as the foundation to the profession of teaching in a pluralistic society. The growing number of culturally and linguistically diverse student populations in our public schools requires all educators to have a deeper understanding of the concept of culture and its relationship to educational practice. The changing demographics and historical patterns of culturally diverse groups will be analyzed and discussed in order to understand present and future trends in California public schools.

<b>405: Secondary School Culture Course Topics</b>	<b>Corresponding Teacher Performance Expectations</b>
Data Collection for Field Report	2, 8, 11, 12, 13
Creating the Culturally Responsive Classroom	4, 8, 11, 12
Promoting Multicultural Perspectives in Curriculum & Instruction	4, 9, 11, 12, 13
Affirming Diversity in Classrooms	
Assessing Family School Relationships	4, 5, 11, 12
Analysis of Diversity in Textbooks	4, 8, 11, 12
Analysis of Content Standards	4
Perceptions of Diversity	1, 4, 9, 13 8, 12
<b>Course Formative Assessments</b>	<b>Corresponding Teacher Performance Expectations</b>
Pedagogical Interview	1, 8, 11, 12
Dialogic Journal	1, 7, 8, 9, 10, 11
School Profile	11
Lesson Plan Comparison	1, 3, 6, 7, 9, 10
Laws of Human Diversity Activity	7, 8, 11
<b>Program Assessment</b>	<b>Corresponding Teacher</b>

	<b>Performance Expectations</b>
Field Report	2, 8, 11, 12, 13

## **ESEC 407: Secondary School Teaching**

This course provides candidates with a comprehensive and balanced view of teaching and all its complexities. Through the examination of educational theories and research candidates will explore a variety of models of teaching and learn to reflect on and make instructional decisions for all students including special populations.

<b>407: Secondary School Teaching Course Topics</b>	<b>Corresponding Teacher Performance Expectations</b>
Analysis & Assessment of Student Learning	2, 3, 8
Analysis of Assessment Plan	2,3,8
Teaching & Learning In Middle Schools	4, 11, 12, 13
Contextual Factors for Successful Teachers	4, 11, 12, 13
Developing Teachers for Diverse Classrooms	4, 11, 12, 13
Models of Teaching	4, 5, 9, 11
Instructional Planning: Selecting & Preparing Objectives, Lesson Plans, and Unit Plans	4, 7, 9, 10, 11, 13
Defining Goals & Making Instructional Decisions	4, 5, 7, 10, 11
Considering Materials, Technology & Resources for the Classroom	5, 7, 9, 10, 11
Teacher Movement in the Classroom	9, 11
Effective Instruction for All Learners	1, 2, 3, 4, 5, 6, 7, 9, 10, 11
Curriculum Analysis	1, 3, 4, 6, 8, 9, 10, 11
Reflection, Problem Solving & Lifelong Learning	11, 12, 13
<b>Course Formative Assessments</b>	<b>Corresponding Teacher Performance Expectations</b>
Designing Objectives	1, 4, 6, 9
Designing Assessment Items	1, 3, 9
Direct Instruction Lesson Plan	1, 2, 3, 4, 5, 7, 9, 10
Concept Attainment	1, 2, 3, 4, 5, 7, 9, 10
Concept Development Lesson Plan	1, 2, 3, 4, 5, 7, 9, 10
Cooperative Learning Lesson Plan	1, 2, 3, 4, 5, 7, 9, 10
Inquiry Lesson Plan	1, 2, 3, 4, 5, 7, 9, 10
Role-Playing	1, 2, 3, 4, 5, 7, 9, 10
SDAIE Lesson Plan	1, 2, 3, 4, 5, 7, 9, 10
<b>Program Assessment</b>	<b>Corresponding Teacher Performance Expectations</b>
Models of Teaching Lesson Plans	1, 2, 4, 5, 6, 7, 9, 10

## ESEC 410: Adolescent Developing and Learning

This course is designed to provide prospective secondary school teachers with an in-depth understanding of the developmental characteristics of early, middle and late adolescence as applicable to secondary school settings and teaching. In addition, this course will examine the four major learning theories that can be directly applied to classroom teaching and instruction. This should be both interesting and beneficial for pre-service and Intern teachers alike.

<b>410: Adolescent Development and Learning Course Topics</b>	<b>Corresponding Teacher Performance Expectations</b>
Cognitive & Linguistic Development The Science of Adolescent Development Biological Foundations of Health & Puberty Cognitive & Linguistic Development Families Adolescent Problems Identification of Students with Special Needs	5, 6, 7 7 8, 11 8 8 8, 11, 12 4, 5, 6, 7, 8
<b>Course Formative Assessments</b>	<b>Corresponding Teacher Performance Expectations</b>
Media Project Student Shadow Study	4, 6, 8, 11, 12 8, 11
<b>Program Assessment</b>	<b>Corresponding Teacher Performance Expectations</b>
Student Shadow Study Adaptations for Special Needs Students	7, 8, 11 4,5,6,7,8

### 3.2 CLASSROOM PERSPECTIVES

In Phase II coursework, candidates build on the various issues and perspectives in the foundations courses to develop classroom practice that meet the needs of diverse students. Candidates plan lessons and practice teaching methods and strategies appropriate for middle and senior high schools.

## ESEC 413: Language Interaction in the Classroom

Overview of the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English learners.

<b>413: Language Interaction in the Classroom Course Topics</b>	<b>Corresponding Teacher Performance Expectations</b>
Instruction, Assessment & Evaluation Review of CELDT Discovering the Student Language Use in the Classroom Academic Language Development in the Content Areas	2, 3, 4, 5, 6, 7, 8 3, 12 7, 8 4, 6, 7, 8, 11, 12 1, 4, 5, 7

Literacy & Content Area Instruction	1, 4, 5, 7, 8, 9
Language Learning in the Classroom & Beyond	4, 5, 7, 8, 9
The Role of Culture in Language Minority Achievement	7, 8, 11
Building Partnerships with Linguistically Diverse Families, Schools & Communities	7, 8, 11, 12
<b>Course Formative Assessments</b>	<b>Corresponding Teacher Performance Expectations</b>
Modified Lesson Plan	1, 2, 3, 4, 7, 8, 9, 10, 11, 13
Adoptions for ELs	2, 3, 4, 5, 7, 8, 10, 11
ELL Student Interview	3, 4, 7, 8
Identification, Classification & Placement of ELL Students	4, 5, 7, 9, 11
Observing the ELD Classroom	4, 5, 7, 9, 11
Observing the SDAIE Classroom	4, 5, 7, 9, 11
<b>Program Assessment</b>	<b>Corresponding Teacher Performance Expectations</b>
Adaptations and Modified Lesson Plan	1, 2, 3, 4, 7, 8, 9, 10, 11, 13

## **ESEC 417: Educational Psychology: Instructional Theory, Assessment and Classroom Management**

This course focuses on the application of Educational Psychology to the diverse world of the classroom. Candidates will examine how the theories and practices of Educational Psychology can be and are applied to the secondary classroom. Candidates will study how a teacher can use the principles of educational psychology to plan and assess instruction as well as organize and manage their classrooms effectively. Finally, candidates will be required to do ten hours of classroom observation to integrate the psychological, social and cultural theories presented. This will be an interesting assignment that will help link what is learned in class to the real world.

<b>417: Educational Psychology: Instructional Theory and Classroom Management Course Topics</b>	<b>Corresponding Teacher Performance Expectations</b>
Teacher Decision Making	2, 3, 4, 5, 6, 9
Objectives & Lesson Planning	2, 3, 4, 5, 10, 11, 12
Assessment/Alternative Assessment	2, 3, 4, 9, 10, 11
Managing Student=s Work	2, 3
Planning Good Instruction	2, 3, 4, 5, 10, 11
Interpreting Data & Standardized Tests Including CELDT	2, 3, 4, 5, 9, 10, 11, 12
Motivation	
Taxonomies	4, 5, 11
Teacher and Student Centered Instruction	4, 9
Organizing Your Classroom	4, 5, 9, 10, 11
Managing Appropriate Student Behavior	4, 10, 11, 12
Communication Skills for Teachers	11, 12
Managing Problem Behaviors	11, 12, 13
Managing Students with Special Needs	12
<b>Course Formative Assessments</b>	<b>Corresponding Teacher Performance Expectations</b>
The Lesson Plan	7, 9, 10, 11
Assessment Project	1, 2, 3, 4, 7, 8

Classroom Management Plan	5, 6, 7, 8, 9, 10, 11
<b>Program Assessment</b>	<b>Corresponding Teacher Performance Expectations</b>
Assessment Project	1, 2, 3, 4, 7, 8
Classroom Management Plan	5, 6, 7, 8, 9, 10, 11

### **ESEC 419: Literacy across the Curriculum**

Candidates will acquire and demonstrate research-based instruction that provide effective teaching strategies and methods for guiding and developing the content based reading and writing abilities of all students, including students of varied reading levels and language background.

<b>419: Literacy Across the Curriculum Course Topics</b>	<b>Corresponding Teacher Performance Expectations</b>
Literacy Assessment for Diverse Learners	1, 2, 3, 4, 5, 6, 7, 8
Literacy Assessment Strategies for the Classroom	2, 3, 7, 9
Analysis of CA High School Exit Exam for Language Arts	2, 3, 4, 5, 7, 8, 10
Literacy in the Secondary School	
Constructing Meaning in Texts	3, 12
Developing the Strategic Reader Applying Literacy Instruction in the Content Areas	4
Reading in the Content Areas	44, 8
Reading in the Content Areas	4, 5, 7, 8
Literacy Learning Through Technology	4
<b>Course Formative Assessments</b>	<b>Corresponding Teacher Performance Expectations</b>
ELD Lesson Plan	4, 5, 7, 8, 9, 10
Multicultural Literature Activity	4, 7, 9
Strategic Reader Plan	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
<b>Program Assessment</b>	<b>Corresponding Teacher Performance Expectations</b>
Strategic Reader Plan	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

### **3.3 DEMONSTRATION AND REFLECTION IN THE CLASSROOM**

In Phase III coursework, candidates develop their mastery of the skills presented in the previous levels.

### **ESEC 506: Curriculum and Instruction in Content Areas**

This course introduces, reviews, and assesses students in teaching, assessment, development of appropriate teaching practices based on state content standards at the secondary level. This course also reviews and assesses issues of access and equity to the state content standards at the secondary level for all students.

The following TPEs are addressed in this course:

- TPE 2-Monitoring Student Learning During Instruction,
- TPE 3-Interpretation and Use of Assessments,
- TPE 4-Making Content Accessible,
- TPE 5-Student Engagement,

TPE 6 -Developmentally Appropriate Teaching Practices,  
 TPE 7-Teaching English Learners,  
 TPE 8-Learning about Students,  
 TPE 9-Instructional Planning,  
 TPE 10-Instructional Time,  
 TPE 11-Social Environment,  
 TPE 13-Professional Growth.

### **ESEC 520A/B: Principles of Pedagogy**

These courses examine, review and assist candidates in passing TPA 1 and TPA 2 which consist of TPE 1-Specific Pedagogical Skills for Subject Matter Instruction (Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments), TPE 3- Interpretation and Use of Assessments, TPE 4-Making Content Accessible, TPE 6- Developmentally Appropriate Teaching Practices, TPE 7-Teaching English Learners, TPE 8-Learning about Students, TPE 9-Instructional Planning, and TPE 12- Professional, Legal, and Ethical Obligations.

### **ESEC 520C/D**

These is courses examine, review and assist students in passing TPA 3 and TPA 4 which consist of TPE 2-Monitoring Student Learning During Instruction, TPE 3- Interpretation and Use of Assessments, TPE 4-Making Content Accessible, TPE 5- Student Engagement, TPE 6-Developmentally Appropriate Teaching Practices, TPE 7- Teaching English Learners, TPE 8-Learning about Students, TPE 9-Instructional Planning, TPE 10- Instructional Time, TPE 11-Social Environment, and TPE 13- Professional Growth. Candidates are required to submit a videotaped lesson.

<b>520A: Subject Specific Pedagogy Course Topics</b>	<b>Corresponding Teacher Performance Expectations</b>
TPA 1	1, 3, 4, 6, 7, 8, 9, 13
<b>Program Assessment</b>	<b>Corresponding Teacher Performance Expectations</b>
California TPA Rubric (Score) for addressing TPA 1 Portfolio addressing TPA 1	1, 3, 4, 6, 7, 8, 9, 13 1, 3, 4, 6, 7, 8, 9, 13
<b>520B: Designing Instruction Course Topics</b>	<b>Corresponding Teacher Performance Expectations</b>
TPA 2	1, 3, 4, 6, 7, 8, 9, 13
<b>Program Assessment</b>	<b>Corresponding Teacher Performance Expectations</b>
California TPA Rubric (Score) for addressing TPA 2 Portfolio addressing TPA 2	1, 3, 4, 6, 7, 8, 9, 13 1, 3, 4, 6, 7, 8, 9, 13

<b>520C: Assessing Learners Course Topics</b>	<b>Corresponding Teacher Performance Expectations</b>
TPA 3	1, 2, 3, 4, 5, 6, 7, 8, 9,10, 11, 12, 13
<b>Program Assessment</b>	<b>Corresponding Teacher</b>

	<b>Performance Expectations</b>
California TPA Rubric (Score) for addressing TPA 3 Portfolio Addressing TPA 3	1, 2, 3, 4, 5, 6, 7, 8, 9,10, 11, 12, 13 1, 2, 3, 4, 5, 6, 7, 8, 9,10, 11, 12, 13
<b>520D: Culminating Teaching Experiences Course Topics</b>	<b>Corresponding Teacher Performance Expectations</b>
TPA 4	1, 2, 3, 4, 5, 6, 7, 8, 9,10, 11, 12, 13
<b>Program Assessment</b>	<b>Corresponding Teacher Performance Expectations</b>
California TPA Rubric (Score) for addressing TPA 4 Portfolio Addressing TPA 4	1, 2, 3, 4, 5, 6, 7, 8, 9,10, 11, 12, 13 1, 2, 3, 4, 5, 6, 7, 8, 9,10, 11, 12, 13

## **ESEC 602/502: Special Topics in Education**

This course provides candidates with a comprehensive and balanced view of the policies affecting public schooling in the state of California. Through the examination of educational policies and practices candidates will explore the many ways in which instructional decisions are made for all students including special populations.

<b>602/502: Special Topics in Education Course Topics</b>	<b>Corresponding Teacher Performance Expectations</b>
Closing The Achievement Gap	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
School Finance	12
School Governance	12
Serving Special Populations Communities and Schools	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 7, 8, 11, 12
<b>Course Formative Assessments</b>	<b>Corresponding Teacher Performance Expectations</b>
The Teaching Profession	8, 12, 13
<b>Program Assessment</b>	<b>Corresponding Teacher Performance Expectations</b>
Self-Reflection Paper	8, 12, 13

### **3.4 SEMINARS AND SUPERVISION**

#### **ESEC 550A: Student Teaching Seminar**

Student teaching candidates are required to conduct observations and complete fieldwork assignments from various program courses at their assigned school sites for 10 weeks (Minimum of two days per week for a total of 60 observation hours). In addition, student teaching candidates are required to tutor a designated English Language Learner and a student with special needs. The seminar class requires candidates to explore and reflect on school-wide policies, classroom environments, classroom management and procedures, and lesson planning. Candidates are required to develop a Student Teaching Portfolio and a Course Syllabus/Management Plan.

#### **ESEC 550 B/C: Student Teaching**

Student teaching candidates will be assigned to a professional school district approved by the program. Student teacher candidates are required to be at their school site for four periods per day: teach two periods in their content area, observe for one period, and preparation for one period. Candidates are required to be at their assigned school site for the school site academic calendar for a period of 20 weeks. In the third quarter of supervision, student teacher candidates are required to teach in a full-day teaching assignment for a minimum of two weeks. A full-day teaching assignment based on a six period day schedule includes teaching four periods in their content, observing for one period, and preparation for one period.

#### **ESEC 555/556: Internship Seminars**

Interns will address issues of classroom management skills, lesson planning, assessment, and the social context of secondary education. The seminar class requires candidates to explore and reflect on school-wide policies, classroom environments, classroom management and procedures, and lesson planning. Candidates are required to develop an Intern Portfolio, a Course Syllabus, a Class Management Plan, and an assessment plan for a selected challenge class.

#### **ESEC 570 A/B/C: Internship Teaching**

Interns will be teaching on a full-time basis in their content area. For this reason, Intern candidates are strongly advised not to assume any school related duties that will prohibit them from completing the program in the required time. Intern candidates are **required** to have one preparation period for planning. Please note: The Internship credential is valid for **two** years from the time of issuance.

## **CHAPTER 4: INTRODUCTION TO SUPERVISION-STUDENT TEACHING AND INTERN TEACHING**

The Single Subject Supervised Fieldwork experience at CSUSB occurs over the span of two academic quarters or the school district calendar year for Track A (2<sup>nd</sup> and 3<sup>rd</sup> Quarter) and Track B (4<sup>th</sup> and 5<sup>th</sup> quarter). Track C Interns' fieldwork is supervised for three academic quarters (2<sup>nd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> Quarters). The assignment will be in the subject area in which the teacher candidate receives subject matter clearance. Placements for Track A and Track B are at Professional Unified School District sites selected by the program. Candidates in Track C will be supervised as they teach full-time in an appropriate single subject setting.

**As you begin the program, you must be familiar with Supervision requirements as outlined in Chapter 4.**

### **4.1 STUDENT TEACHING OPTIONS (TRACK A & TRACK B)**

Credential candidates benefit from the teaching expertise and guidance of several resident teachers. In the student teaching program, candidates take courses as they are doing their student teaching. Track A and B candidates are assigned a placement at a university-approved school site by the Supervision Office. Candidates will remain at the site for 30 consecutive weeks. The first 10 weeks they will complete ESEC 550A seminar requirements and observations. During the remaining 20 weeks of instruction, student teaching candidates will complete their supervision. Track B candidates complete the 30 weeks of observation/supervision in their second year of the program. **During the 20 weeks of supervision candidates 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.**

#### **First Quarter (Track A)/Third Quarter (Track B)**

Student teaching candidates in ESESC 550A are required to conduct observations and complete fieldwork assignments at their assigned university school site. In addition, student teaching candidates are required to tutor a designated English Language Learner and a student with special needs. Student teaching candidates in ESEC 550A will be placed at a school site where they will conduct their observations and field assignments. During ESEC 550A: Student Teaching Seminar, candidates must serve at the assigned school site for a minimum of **60 hours for ten weeks and no less than two days per week.**

## **Second Quarter (Track A)/ Fourth Quarter (Track B)**

Student teaching candidates will be assigned to a professional school district approved by the program (ESEC 550B). Student teachers are required to be on the school site for five periods, teach two periods in their content area, observe for one period, and preparation for one period. Candidates assume the responsibilities of the teacher based on the school calendar. Candidates are observed and evaluated teaching a minimum of five lessons by their assigned University Supervisor. **All Student Teachers are required to maintain daily lesson plans and daily reflections.** Candidates address ESEC 520A: TPA 1: Principles of Content-Specific and Developmentally Appropriate Pedagogy and ESEC 520B: TPA 2: Connecting Instructional Planning to Student Characteristics.

## **Third Quarter (Track A)/Fifth Quarter (Track B)**

Candidates continue to teach two teaching periods in their content area. Candidates are observed and evaluated teaching a minimum of four lessons by their assigned University Supervisor. **All Student Teachers are required to maintain daily lesson plans and daily reflections.** In addition, during this quarter of supervision (ESEC 550C), student teachers are required to teach in a full-day teaching assignment for at least two consecutive weeks. A full-day teaching assignment includes teaching four periods in their content, observing for one period, and preparation for one period. Candidates address ESEC 520C: TPA 3: Classroom Assessment of Academic Learning Goals and ESEC 520D: TPA 4: Academic Lesson Design, Implementation and Reflection. Candidates will also complete a videotape of one of their lessons to address TPA 4 requirements during their ESEC 520D course.

### **4.2 INTERN OPTION (TRACK C)**

An Intern is an employed teacher who is supervised for three quarters by university faculty. An Internship fulfills the student teaching requirement and valid two-years from date issued. Candidates interested in an Internship must meet all program requirements at the CSUSB or the Palm Desert Campus. Intern candidates must be employed by

one of the cooperating school districts. Candidates complete a separate application for the Internship program available in the Jim and Judy Watson Student Services Center.

## **Second quarter**

Intern candidates are the teacher of record and therefore assume the responsibilities as a teacher for the academic year based on the school calendar. Intern candidates must teach 50% or more in their designated content area. Candidates are observed and evaluated teaching a minimum of five lessons per quarter by a University Supervisor. **All Student Teachers are required to maintain daily lesson plans and weekly reflections.** Intern candidates address ESEC 520A: TPA 1: Principles of Content-specific and Developmentally Appropriate Pedagogy and ESEC 520B: TPA 2: Connecting Instructional Planning to Student Characteristics.

## **Fourth and Fifth quarters**

Intern candidates continue teaching 50% or more in their content area at their school site. Intern candidates are observed and evaluated teaching a minimum of five lessons in the last two quarters by a University Supervisor. **All Student Teachers are required to maintain daily lesson plans and weekly reflections.** Intern candidates address ESEC 520C: TPA 3: Classroom Assessment of Academic Learning Goals and ESEC 520D: TPA 4: Academic Lesson Design, Implementation and Reflection. Candidates will also complete a videotape of one of their lessons to address TPA 4 requirements during their ESEC 520D course.

### **4.3 RESPONSIBILITIES OF THE TEACHER CANDIDATE**

1. During supervision, credential 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.

2. Student 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. Teachers serving on an Intern credential have a two-year contract to complete program requirements for the preliminary teaching credential. All teacher candidates are required to adhere to the following policies and procedures during supervised fieldwork.

#### **4.4 BEFORE BEGINNING SUPERVISED FIELDWORK**

1. For student teacher candidates the program will determine where to place you, taking into consideration a number of factors. The Director of Supervision 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.
2. If you are an Intern credential candidate, remember you will be required to have a credentialed teacher in your subject area at your school site to serve as your site provider.
3. Once you have been admitted to the program, you are obligated to attend an orientation session with university supervisors and other teacher candidates. You will be notified by the Supervision Office regarding the time and date of this orientation.

#### **4.5 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 the 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 format of the lesson plan is included in the section titled "Sample Forms" at the end of this chapter. The degree of detail 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 TPA Assessment)

#### **4.6 RESPONSIBILITIES AT THE SCHOOL SITE**

**Be punctual and attend daily.** Arrive at the school **site one-half hour** prior to the class time in order to review plans, sign at the School Site Main Office, make adjustments, set up any necessary equipment, and have materials ready when class begins.

Contact the resident teacher, the school secretary and/or the 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 will be completed with the resident teacher, student teacher candidate and university supervisor.

#### **4.7 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.

## **4.8 RESPONSIBILITIES OF UNIVERSITY INSTRUCTORS**

Phase I instructors assist you in beginning to learn the theory and foundations for effective teaching and learning in secondary school. The student teachers will be assigned to a school site. In the second quarter, instructors assist you in starting to acquire the knowledge and skills necessary for ESEC 520A: Task 1: Principles of Content Specific and Developmentally Appropriate Pedagogy and ESEC 520B: Task 2: Connecting Instructional Planning to Student Characteristics for Academic Learning for effective teaching/learning in three periods in your content area. In the third quarter, instructors' help you focus on ESEC 520C: Task 3: Classroom Assessment of Academic Learning Goals and ESEC 520D: Task 4: Academic Lesson Design, Implementation, and Reflection of your teaching. Instructors help you reflect on your growth through the credential program.

## **4.9 RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR**

The university supervisor is a person skilled in human relations, knowledgeable about teaching methodologies and supervision processes, 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 student teachers. The university supervisor serves as a liaison between the university, school, and classroom by:

1. scheduling observations and conferences
2. establishing and maintaining lines of communication between student teachers, 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 skills necessary for Task 1: Principles of Content Specific and Developmentally Appropriate Pedagogy and Task 2: Connecting Instructional Planning to Student Characteristics for Academic Learning for effective teaching/learning in three periods in your content area; and assisting and evaluating Task 3: Classroom Assessment of Academic Learning Goals and Task 4: Academic Lesson Design, Implementation, and Reflection of your teaching.

University supervisors are required to observe and have an extensive conversation with assigned student teachers/Interns at least twice a month and record evaluations of that person's performances 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 student teachers/Interns.

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

1. Orienting Interns/student teachers and Resident Teachers to their role as Interns/student teachers, and to the school district where they are assigned. The orientation includes discussions about the following:
  - Competencies expected of Interns/student teachers
  - Lesson Planning (detailed at first; more general later in the experience)
  - Daily Reflections (Student Teachers)/Weekly Reflections (Interns)
  - (See section for “Sample Evaluation Forms found at the end of Chapter 4)
  - School hours and time commitments
  - Participation in school-related activities
  - Professionalism
2. Visiting the Intern/student teacher for a period of five or more times during the quarter; conducting formal and informal observations; preparing developmental and summative evaluations and conducting one on one conference to discuss teaching performance. (Copies of the Intern/student teacher observation forms, lesson plans and reflections for each lesson observed are submitted along with the Intern/student teacher evaluation forms to Supervision Office and are placed in the credential candidate's Program Admission File (P.A.F.). Examples of these forms are found at the end of Chapter 4 under the section titled “Sample Evaluation Forms.”
3. Assisting the Intern/student teacher in improving skills in planning, developing materials, instruction, evaluation, organization, and management.
4. Encouraging the Intern/student teacher to reflect critically on his/her experiences. Helping the Intern/student teacher relate his/her teaching experiences to previous academic learning and current professional preparation and practice.
5. Explaining and reconciling differences between the philosophy or methods of the resident teacher and those presented in the program.
6. Monitoring completion of program requirements:
7. Intern/student teaching portfolio daily lesson plans, daily/weekly reflections, unit plans and semester overviews.
8. Being available to conference with the Intern/student teacher and resident teacher as needed.
9. Arranging at least two conferences with resident teachers to assist them in evaluating the competencies of the Intern/student teacher.
10. Consulting with the resident teacher, assigning a final grade (Credit or No Credit) for Intern/student teaching and forwarding the grade to the Director of Supervision Office.
11. Consulting with the Director of the Single Subject Program, making recommendations about the course of action to be taken regarding withdrawal of

an Intern/student teacher, the extension of the Intern/student teaching assignment, or other exceptions of established policy.

#### **4.10 RESPONSIBILITIES OF THE RESIDENT TEACHER OR SUPPORT PROVIDER FOR INTERNS**

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 Interns/student teachers. She/he has skills in interpersonal relationships and is willing to share professional knowledge and skills with those learning the profession.

Intern/student teacher guidance and supervision is a professional responsibility. The resident teacher accepts this responsibility, seeing it as another level of teaching. To help make the Intern/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 Intern/student teacher. The following are developmental benchmarks for student teachers, the program is well aware that Intern assumes full responsibilities of a full-time teacher.

The resident teacher must have the following qualification's teach three years or more, be tenured and teach four periods of more in the content area in a traditional setting of the student teacher. In addition, the resident teacher must:

- Have the same credential and is tenured in the content area being pursued by the candidate.
- Have a record of successful teaching experience and demonstrates competency as a teacher.
- Have demonstrated a personal enthusiasm for teaching and genuine interest in adolescents.
- Have a knowledge that capitalizes on the cultural and linguistic diversity of students.
- Have knowledge in the use of effective English Language development methods and strategies designed for academic language in curriculum and instruction.
- Have knowledge in the utilize methods and strategies designed for special need students in the areas of curriculum and instruction
- Have a strong foundation in learning principles and theory.
- Have a strong record of sharing professional knowledge and skills to fellow colleagues and student teachers.

- Have demonstrated a willingness to recognize student teacher supervision as a professional responsibility and recognizes it as another level of the teaching profession.

#### 4.11 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
  - School handbooks
  - Reporting of Intern/student injury or illness, 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 services (nurse, counselor, specialists)
  - Attending and participating in school events
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. (see Appendix)
7. Makes daily contact with the Intern/student teacher on a formal or informal basis. Is open to and available for questions and feedback on a daily basis.
8. **Helps the Intern/student teacher to understand individual students through the use of student records and observations. This is needed to assist Intern/student teacher candidate with the California Teacher Performance Assessments (TPA's).**
9. Briefs the Intern/student teacher on classroom procedures for instruction including:
10. Grouping patterns (large group, small group, cooperative learning)

11. Individualized instruction
12. Utilization of various instructional materials (teachers' guides, trade books, audiovisual materials, computers, tapes, disks, visual material, guest speakers)
13. Records of Intern/student progress
14. Relating teaching to district guidelines

### **Increasing responsibilities in supervision:**

1. Collaborates with the Intern/student teacher in planning curriculum, team teaching, and assessing of Intern/student learning.
2. Allows the Intern/student teacher to begin teaching as soon as appropriate. (First quarter student teacher candidates observe the school and classroom setting and assist the resident with individual or small group instruction. During the second quarter candidates teach a minimum of two periods that have English learners and children with special needs.)
3. Works with the university supervisor for joint supervision of the Intern/student teacher by:
4. Discussing progress of Intern/student teacher on at least a biweekly basis (You can expect a contact with the university supervisor once every other week.)
5. Planning special experiences to meet special needs
6. Informing the university supervisor and principal about problems and successes that have occurred or are anticipated
7. Requesting a special visit by the university supervisor when immediate attention is needed
8. **Reviews daily, weekly, and long-range plans early enough so that the Intern/student teacher can make revisions or modifications as necessary.**
9. Shares materials and ideas for planning and teaching
10. Gives feedback on written lesson plans
11. Initials approved plans. (Daily plans must be prepared and approved three days in advance, in order for the Intern/student teacher to teach.)
12. Allows the Intern/student teacher to adapt and modify materials and procedures in order for him/her to develop personal ways of working and teaching.
13. Observes and gives written feedback on lessons.
14. **Provides two written evaluations** of the Intern/student teacher, at mid quarter and end of quarter, using the Intern/Student Teacher Assessment forms provided and collected by university supervisor (see Sample Evaluation Forms at the end of this chapter).
15. Discusses Intern/student teacher evaluations with the Intern/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 Intern/student teacher in action and provides feedback. Encourages Intern/student teachers to develop instructional methods which work best for them. These methods may differ from methods used by resident teachers and may require resident teachers to modify their programs, procedures, materials, and methods to some extent. The goal of Intern/student teaching is to help candidates develop their own teaching styles. **Candidates and University Supervisors appreciate resident teachers' flexibility in this area.**
3. Continues to provide regular meeting times with the Intern/student teacher for planning and reflection.
4. **Completes a final evaluation** (Intern/student teacher assessment form as provided and collected by the university supervisor) of the Intern/student teacher and meets with the Intern/student teacher and university supervisor.
5. Writes a letter for the placement file of the Intern/student teacher at the end of the quarter.

### **4.12 RESPONSIBILITIES OF THE PRINCIPAL**

The principal acts as a support person for the Intern/student teacher and the university supervisor. By accepting Intern/student teachers as professionals, the principal helps them achieve status as a member of the faculty. The main responsibilities of the principal are the following:

- To assist in the selection of resident teachers.
- To welcome and help orient the Intern/student teacher(s) and university supervisor to the school, the staff, and the building procedures.
- To provide assistance and support to the Intern/student teacher, resident teacher, and university supervisor.
- 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, health services).
- To explain school policy on California Penal Code Section 11166 (reports) concerning obligation to report child abuse.
- To ensure that cumulative records are available to Intern/student teachers in order to assist them in determining abilities, achievement, and interests of their Intern/students.
- To ensure that the substitute teacher policy is enforced so that Intern/student teachers are given the guidance necessary to become competent teachers and are not exploited as substitute teachers.

#### **4.13 RESPONSIBILITIES OF THE SCHOOL DISTRICT**

The school district provides the Intern/student teacher with a professional network and educational resources. Its primary obligation is to assign the Intern/student teacher to classes in authorized subject areas with resident teachers who are tenured and competent and who welcome the opportunity to work with an Intern/student teacher. In addition, school districts are to adhere to the Internship contract between the College of Education and the school district.

#### **The Evaluation Process**

From the first education class in which credential 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 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/Intern's performance. Throughout the program, candid assessments from experienced teachers are essential for the continuing growth of the student teacher/Intern. **The evaluations by the resident teacher and the University Supervisor along with self-evaluations and reflection by the student teacher/Intern 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 student teachers/Interns will improve steadily over the course of the supervised fieldwork, and the Secondary Student Teacher/Intern 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 must attain competency in all areas of the Teaching Performance Expectations. When a University Supervisor has determined that the candidate is having difficulty in any area of competency, he/she will discuss the concern with the candidate. The decision may be made to prepare a *“Professional Growth Plan,”* which outlines the specific concern, connects the concern to the appropriate Teaching Performance Expectation, describes possible solutions and provides a time line for the candidate to demonstrate improvement. The purpose of this procedure is to clearly communicate significant problems that need to be addressed so that they have information and time to make the necessary adjustments. It is in the candidate’s best interest to take this formative feedback seriously and make every effort to improve in the areas noted. When improvements are not satisfactorily made, the results may be *No Credit* for Supervision.

### 4.15 SAMPLE FORMS

Included in this section of the handbook are forms to assist with candidate course work and samples of the observation and evaluation forms used throughout supervised fieldwork. The observation and evaluation forms used at CSUSB reflect the Teacher Performance Expectations. A full description of the Teacher Performance Expectations is included in Chapter 5 of this handbook. A copy of all completed evaluation forms are placed in candidate’s P.A.F. The 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.

Teacher candidates are expected to write a daily lesson plan and submit to the resident teacher and/or university supervisor three days in advance of the class being taught and evaluated. The degree of detail is such that a competent teacher in the subject field could teach from the lesson plan. A sample lesson plan format has been included to assist candidates in preparing a daily lesson. Each content area in the credential program has a lesson plan format/content similar to this one that you will be required to use in ESEC 407, ESEC 506, Art 499, or Music ESEC 411 as well as in your teaching assignment. Candidates are to check with ESEC 506 Instructors to verify lesson plan format.

In addition, this section includes sample release forms for students and adults who will be seen on the videotaped lesson. The faculty of the single subject credential program has developed three forms to foster effective evaluations. The first is a daily reflective journal maintained by the candidate and shared with the university supervisor and resident teacher. The second provides for formative and summative evaluations of overall progress on an ongoing basis. The third is designed to evaluate the candidate in a specific class. The resident teacher is directly involved in the second and third processes.

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 reviewed in Student Teacher/Intern Seminar Classes.

**California State University, San Bernardino  
Single Subject Credential Program**

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Subject/Period: \_\_\_\_\_ Lesson Title \_\_\_\_\_

<p><b>Prior Knowledge and Objective(s):</b></p>	<p><b>Common Core Content &amp; ELD Standards</b></p>	<p><b>Instructional Plans for EL Students (SDAIE) and Students with Special Needs</b></p>
<p><b>Introduction (Anticipatory Set)</b></p>	<p><b>Teacher Activities and Student Activities (Instruction)</b></p>	<p><b><u>Technology, Materials, Safety Procedures</u></b></p>
<p><b>Pre-Assessment and Summative Assessment of Student Knowledge</b></p>	<p><b>Student Evidence of Learning</b></p>	<p><b>Teacher Reflection</b></p>

## CSUSB Lesson Plan Requirements

You are to prepare your lesson plans using the approaches you have learned in your teacher education programs.

### **Section One: Objectives**

In this section you are to record what prior knowledge students must have before implementing the lesson. A minimum of two objectives that you will be teaching in this lesson must be written (1 Content and 1 ELL). In addition, you are to label if the objective is: Cognitive (Knowledge-Evaluation), Affective, or Psychomotor. If it is a cognitive objective, record what level of Bloom's is being addressed.

### **Section Two: Common Core Content and ELD Standards**

In this section you are to list the California Content Standards and ELD Standards that are being addressed by the objectives and instruction as you are teaching in the lesson.

### **Section Three: Instructional Plans for EL (SDAIE) and Students with Special Needs**

In this section you are to list the ELD (SDAIE) and Special Needs Methods you will use to support this lesson. You are to include any enrichment and accommodations that you will make for students who may present an instructional challenge.

### **Section Four: Introduction (Anticipatory Set)**

In this section you are to describe how you get your students ready for learning. All lessons should begin with some sort of set. The setting should include an attention getter, giving the students the objective for lesson, and stimulating prior knowledge.

### **Section Five: Teacher and Student Activities (Instruction)**

In this section you are to describe the activities and running order in which you will conduct this lesson. This should be clear enough, so that if you were absent and unable to teach the lesson the person reading this section would be able to carry out the activities and procedures that you planned. Copies of any handouts, overheads, power points, and class/homework assignments should support this section.

### **Section Six: Technology, Materials, and/or Safety Procedures**

In this section you are to provide a complete list of all materials that you will need to teach this lesson to your students. Be as complete as possible. In addition, you are to include any human resources and reference materials that you use for carrying out the lesson. If appropriate to your subject area, list any safety procedures that must be followed.

**Section Seven: Pre-Assessment and Summative Assessment of Knowledge**

In this section you are to highlight the means that you use to check student progress and highlight pre-assessments for student prior knowledge of what is to be taught in this lesson. All formative/summative assessments that you use to evaluate student learning for this particular lesson must be stated and include expected measurable outcomes. A copy of any assessments that you use should be included with the lesson plan.

**Section Eight: Student Evidence of Learning**

In this section you are to highlight how the students actually performed on the assessment criteria that you used for this lesson. How did the students do? Did they meet your projected outcomes? How students are informed of their assessment results for this lesson?

**Section Nine: Teacher Reflection**

In this section you are to discuss the various roles that you played during this lesson (delivery, monitoring, use of models, assessments, etc.) and give your reflection on how successful the lesson was and what changes you could make for better results. What was the overall effectiveness of the lesson and what changes would you make if you were to teach it again? In short you are to evaluate your performance and quality of instruction the lesson plan provided and state any need for re-teaching.

## **SB 2042 Student Teacher/Internship Portfolio Organization and Recommendations**

The following recommendations are to assist all CSUSB 2042 student teachers (ESEC 550A/B/C) and 2042 Interns (ESEC 555/556) in their efforts to develop individual portfolios that address the CSTP Standards and California Teacher Performance Expectations. The portfolio will be required in ESEC 502/602.

CSUSB Supervisors, Master Teachers, and Course Instructors may request additional artifacts and/or criteria to be maintained in your portfolio for final evaluation. The portfolio is to be completed at the completion of seminar course. The portfolio is the vehicle for students to develop and gather evidence that demonstrate individual efforts in meeting the CSTP Standards and Teacher Performance Expectations.

1. Use a 3-ring binder (4 – 5 inches wide). This portfolio represents your efforts to meet the CSTP Standards and TPE's.
2. Maintain your portfolio on a **daily** basis. Your portfolio **must be available for review at all times**. Resident Teachers, CSUSB Supervisors, and CSUSB Course Instructors will review your portfolio on a regular basis to assist in their final evaluations.
3. **Create Title Page and Table of Contents for the following sections that are to be maintained in your portfolio and use dividers to support each of these sections:**

- Table of Contents for all items listed

Mission Statement (Philosophy of Education) –To be completed during final seminar classes (ESEC 550C or 556)

Map of your school

School Site **test scores** for students served in your classes. (Diagnostic scores)

List of **School Resource Personnel** (Counselors, Nurse, Special Ed. Teachers/aides, Administrators, ELD teachers/Aides, Test Coordinators, Dept. Chairs, etc...)

Your Teaching Assignment Schedule

- **California Content Standards** (grades 7-12) for your teaching assignments  
(see web page <http://goldmine.cde.ca.gov/>)

**California ELD Standards** for Grade Level of Instruction (Obtain from Dept. Chair or Site ELD Coordinator)

Course Syllabus

Class Management Plan

Seating Charts for all classes

**Section for each Teacher Performance Assessment (TPAs 1-4).**

Lesson Plans (See CSUSB Lesson Plans with 9 requirements)

Assessment tools and Samples

Daily Reflections (Student Teachers Only)

Weekly Reflections (Interns)

Fieldwork observations

Photos/videos/Samples of Student Work on Major Projects

Master Teacher Observations/Evaluations (Student Teachers Only)

Supervisor Observations and Recommendations

Letters of Recommendations

Other

**4. All CSUSB Lesson Plans are to be maintained in your portfolio. Daily lesson plans are required and will be reviewed by your Master Teacher, CSUSB Teaching Supervisor, CSUSB ESEC 550A/B/C, ESEC 555/556 and ESEC 502/602 Instructors.**

**5. Lesson Plans are to address the following 9 requirements (See Lesson Plan Chart):**

- **Lesson Objective(s) (Behavioral and based on Bloom's Taxonomy and State Subject Standard)**
- **Common Core Content and ELD Standards**
- **Instructional Plan for EL (SDAIE) and Students with Special Needs**
- **Introduction for the Lesson (Anticipatory Setting)**
- **Teacher and Student Activities/Instructional Steps**
- **Materials/Technology/Safety Procedures**
- **Lesson Pre-Assessment and Summative Assessment Tools**
- **Student Evidence of Learning**
- **Teacher Reflection and Evaluation of Lesson**

**6. Maintain photos, videos, and samples of student work demonstrating models of instruction and activities that are used in lessons that you complete. These artifacts will verify that your lessons were presented and assessed.**

**7. Set time each day to update and work on your portfolio. Your daily organization and effort will alleviate any anxiety or stress that you have regarding the production of your teaching portfolio.**

California State University, San Bernardino  
**Single Subject Student Teacher/Intern Reflective Journal Log**  
(Student Teacher Candidates – DAILY)  
(Intern Candidates – Weekly)

You are to make an entry into your log for every day of student teaching or a weekly entry into your log for each week of Internship. Your entry is to be thoughtful, thorough, and reflective. This is a required task to earn at least a satisfactory rating under self-evaluation in your final assessment. Failure to fulfill this requirement could result in a grade of failing for student teaching or Intern supervision. In ESEC 550A, teacher candidates will complete 16 observations as a requirement for the class.

Name: \_\_\_\_\_ Date of Entry: \_\_\_\_\_ Log # \_\_\_\_\_

Describe the salient events of this day/week. Include things you and your students did.

2. Analyze how your actions caused the events described above. What did you do to make them happen?

SAMPLE

Record here what you learned today about what you should continue to do and prescribe improvement you should make in the future.



## Single Subject Lesson Plan Format for Foreign Language

Teacher: \_\_\_\_\_ Date \_\_\_\_\_

Subject/Period: \_\_\_\_\_

Lesson Title \_\_\_\_\_

<u>Prior Knowledge/Skills Required</u>	<u>Objectives</u>	<u>Content and ELD Standards</u>
<u>Instructional Plans for Students with Special Needs</u>	<u>Anticipatory Set (Introduction)</u>	<u>Teacher and Student Activities</u>
<u>Evidence of Student Learning in This Lesson</u>	<u>Formative and Summative Assessment</u>	<u>Special Materials or Technologies</u>

Distribution: WHITE-File

YELLOW – Candidate

PINK - Supervisor

Time	Teacher Activities	Student Activities

## Lesson Plan for Foreign Language

*Lesson plan requirements vary from school to school, so you need to know what your school requires in terms of submitting plans to the principal or department chair, how far in advance to submit and the like. Student teachers must have advance review and approval of lesson plans by the resident teacher in all cases. Generally the university supervisors will ask for detailed plans for the day of the observation and for several days before and after the observation as well.*

**Prior Knowledge/Skills Required:** Indicate what the students need to know prior to beginning today's lesson. How will you determine that? Will you use a quick review? Will bell work be followed by an oral exercise? Other?

**Objectives:** List two to four objectives, stated in observable terms; label the domain and level of each using Bloom's taxonomies.

**Content and ELD Standards:** List the California foreign language standards and ELD standards addressed in this lesson.

**Instructional Plans for Students with Special Needs:** What specific strategies will you employ to address the needs of English language learners, students with disabilities, gifted students and others with special needs?

**Anticipatory Set:** Describe the approach you will use to introduce the lesson, get the students' attention, motivate them and provide a focus.

**Teacher and Student Activities:** Use page 2 to describe in running order, with times noted and the activities of the period. This plan should be detailed enough so that a substitute could use it to teach if you were absent. Attach copies of any handouts that you use. The relationship between the objectives or learning outcomes and the activities must be clear. Make sure you provide activities that allow students to attain the objectives.

**Evidence of Student Learning in This Lesson:** How will you know if students are learning? What evidence will you look for and use *today*? This is different from formal assessments, chapter or units tests and the like.

**Formative and Summative Assessment:** What assessment procedures will you use to determine what students have achieved based on today's lesson a reading comprehension quiz at the end of the week, a listening comprehension exercise using

an audiotape, a unit assessment in which a group of students creates a storyboard and presents it to the class, a written composition that requires students to use two verb tenses correctly or other?

**Special Materials or Technologies:** Indicate which materials or technologies you will use that aren't part of the daily routine. For example, overhead transparencies, TPRS boards, cut outs, magazines, newspapers?

The final part of any lesson is **reflection**. You will use the reflective log provided in the handbook for reflections as well as specific questions provided in the methods class and by your supervisor, mentor or resident teacher.

## **CHAPTER 5: TEACHING PERFORMANCE ASSESSMENT (TPA)**

The Teaching Performance Assessment (TPA) is an examination that is required for any person seeking a Single Subjects Teaching Credential in the state of California. Candidates must take and pass this examination as a part of their Single Subjects Credential Program. At California State University San Bernardino, the Single Subjects Teacher Credential Program uses the California Teaching Performance Assessment (CAL TPA) as its exam in fulfillment of this requirement.

The California Teaching Performance Assessment (CAL TPA) is an assessment of a candidate's ability to demonstrate competency of the Teaching Performance Expectations. The CA TPA is designed for candidates seeking either the Multiple Subject or Single Subject teaching credential in any specific subject area(s). The CAL TPA provides a series of four performance tasks that candidates complete during their professional preparation program. The results of the candidates' performance during the various tasks of the CA TPA provide formative assessment information to candidates for improving the quality of their teaching, and assists candidates to focus on those aspects of teaching in which they may need further development or support. The CAL TPA is embedded within the teacher preparation program at CSUSB, and therefore must be successfully completed as one of the requirements for recommendation for a California Preliminary teaching credential.

### **5.1 THE TEACHER PERFORMANCE EXPECTATIONS**

The CAL TPA includes four tasks that collectively measure the attributes of the Teaching Performance Expectations (TPEs). TPEs describe what all California beginning teachers need to know and be able to do to qualify for the Preliminary Multiple or Single Subject teaching credential. Each task measures aspects of a number of TPEs, and many TPEs are measured in more than one task. Below is the complete text of the TPEs.

#### ***A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS***

##### **TPE 1: Specific Pedagogical Skills for Subject Matter Instruction**

Background Information: TPE 1 is divided into two categories intended to take into account the differentiated teaching assignments of multiple subject and single subject teachers. Multiple subject credential holders work in self-contained classrooms and are responsible for instruction in several subject areas; single subject teachers work in departmentalized settings and have more specialized assignments. These categories are Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments (1-

A), and Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments (1-B). Only TPE 1B is included here.

### **TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments**

#### **Teaching English-Language Arts in a Single Subject Assignment**

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (Grades 7-12). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. They understand how to make language (e.g., vocabulary, forms, and uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning and communicating. They understand how to teach the advanced skills of research-based discourse; incorporate technology into the language arts as a tool for conducting research or creating finished manuscripts and multimedia presentations; focus on analytical critique of text and of a variety of media; and provide a greater emphasis on the language arts as applied to work and careers. Candidates teach students how to comprehend and produce complex text, how to comprehend the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

#### **Teaching Mathematics in a Single Subject Assignment**

Candidates for a Single Subject Teaching Credential in Mathematics demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (Grades 7-12). They enable students to understand basic mathematical computations, concepts, and symbols, to use them to solve common problems, and to apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Additionally, Single Subject Candidates help students in Grades 7-12 to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols. They assign and assess work through progress-monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects.

### **Teaching Science in a Single Subject Assignment**

Candidates for a Single Subject Teaching Credential in Science demonstrate the ability to teach the state-adopted academic content standards for students in science (Grades 7-12). They balance the focus of instruction between science information, concepts, and principles. Their explanations, demonstrations, and class activities serve to illustrate science concepts, and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. Candidates encourage students to pursue science interests, especially students from groups underrepresented in science careers. When live animals are present in the classroom, candidates teach students to provide ethical care. They demonstrate sensitivity to students' cultural and ethnic backgrounds in designing science instruction.

Additionally, Single Subject Candidates guide, monitor and encourage students during investigations and experiments. They demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols. Single Subject Candidates structure and sequence science instruction to enhance students' academic knowledge and to meet or exceed the state-adopted academic content standards. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

### **Teaching History-Social Science in a Single Subject Assignment**

Candidates for a Single Subject Teaching Credential in History-Social Science demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (Grades 7-12). They enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to reinforce students' sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.

Additionally, History-Social Science Single Subject Candidates connect essential facts and information to broad themes, concepts and principles, and they relate history-social science content to current or future issues. They teach students how cultural perspectives inform and influence understandings of history. They select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region or culture. Candidates ask questions and structure academic instruction to help students recognize prejudices and stereotypes. They create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race, and gender issues), and encourage students to reflect on and share their insights and values. They design activities to counter illustrate multiple viewpoints on issues. Candidates monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

## **B. ASSESSING STUDENT LEARNING**

### **TPE 2: Monitoring Student Learning During Instruction**

Candidates for a Teaching Credential use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students. They pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products. Candidates anticipate, check for, and address common student misconceptions and misunderstandings.

### **TPE 3: Interpretation and Use of Assessments**

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify

instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.

## **C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING**

### **TPE 4: Making Content Accessible**

Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulative, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.

### **TPE 5: Student Engagement**

Candidates for Teaching Credentials clearly communicate instructional objectives to students. They ensure the active and equitable participation of all students. They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals. If students are struggling and off-task, candidates examine why and use strategies to re-engage them. Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences, and applied learning activities to make instruction relevant. They extend the intellectual quality of student thinking by asking stimulating

questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.

### **TPE 6: Developmentally Appropriate Teaching Practices**

Background information for TPE 6: TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level. This TPE describes professional practices that are most commonly used and needed for students in each major phase of schooling, grades K-3, 4-8, and 9-12.

### **TPE 6A: Developmentally Appropriate Practices in Grades K-3**

During teaching assignments in Grades K-3, candidates for a Multiple Subject Teaching Credential understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional activities connect with the children's immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulative that help students learn. Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). They understand that some children hold naïve understandings of the world around them. Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment. They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.

### **TPE 6B: Developmentally Appropriate Practices in Grades 4-8**

During teaching assignments in Grades 4-8, candidates for a teaching credential build on students' command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students. They teach from grade-level texts. Candidates design learning activities to extend students' concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies to cope with increasingly challenging academic curriculum. They assist students, as needed, in developing and practicing strategies for managing time and completing assignments. Candidates develop students' skills for working in groups to maximize learning. They build on peer relationships and support students in trying new roles and responsibilities in the classroom. They support students' taking of intellectual risks such as sharing ideas that may include errors. Candidates distinguish between misbehavior and over-

enthusiasm, and they respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility.

### **TPE 6C: Developmentally Appropriate Practices in Grades 9-12**

During teaching assignments in Grades 9-12, candidates for a Single Subject Teaching Credential establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills. They frequently communicate course goals, requirements, and grading criteria to students and families. They help students to understand connections between the curriculum and life beyond high school, and they communicate the consequences of academic choices in terms of future career, school and life options. Candidates support students in assuming increasing responsibility for learning, and encourage behaviors important for work such as being on time and completing assignments. They understand adolescence as a period of intense social peer pressure to conform, and they support signs of students' individuality while being sensitive to what being "different" means for high school students.

### **TPE 7: Teaching English Learners**

Candidates for a Teaching Credential know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students' language abilities. They understand how and when to collaborate with specialists and Para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English. They use English that extends students' current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.

Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional

strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as Para-educators, peers, and books. They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

Candidates understand how cognitive, pedagogical, and individual factors affect students' language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

<b>D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS</b>
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**TPE 8: Learning about Students**

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

**TPE 9: Instructional Planning**

Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of achievement. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan

differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.

## **E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING**

### **TPE 10: Instructional Time**

Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

### **TPE 11: Social Environment**

Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. The candidates promote student effort and engagement and create a positive climate for learning. They know how to write and implement a student discipline plan. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions. They help students learn to work responsibly with others and independently. Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.

## **F. DEVELOPING AS A PROFESSIONAL EDUCATOR**

### **TPE 12: Professional, Legal, and Ethical Obligations**

Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical

considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

### **TPE 13: Professional Growth**

Candidates for a Teaching Credential evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies. Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness.

## **5.2 TEACHER PERFORMANCE ASSESSMENT TASKS**

The four CAL TPA tasks are designed so that candidates can practice them repeatedly. The content and activities of each of the tasks are embedded in the classwork that candidates receive during their program. Each of the tasks is scored on a scale ranging from 1 to 4. A score of 3 or 4 is considered passing while a score of 1 or 2 is considered as a failure. Students receiving a score of 1 or 2 may resubmit once per quarter. (Please see 5.5 Resubmission Courses later in this handbook). In total, teacher candidates are allowed up to four attempts to pass each TPA task. If a teacher candidate does not pass any of the four tasks after four attempts, the teacher candidate must meet with the Director of Teacher Education in order to continue in the program.

In addition, each of the four individual tasks are embedded in their own research seminar in which the instructions and procedures for completing each task is discussed. Task One uses cases studies to test teacher candidates' ability to deal with different types of students and instructional situations. No actual classroom time is required to complete this task. However, Tasks Two through Four do require teacher candidate to interact with students in actual secondary classrooms and as such, these tasks are completed during the supervision phases of the course work. All four CAL TPA tasks require written responses to given prompts, and Task Four requires a videotaped teaching experience. Below is a description of the four tasks, including the TPEs measured by each task. For a full description of the California Teacher Performance Assessment please log onto the California Commission on Teacher Credentialing website at [www.ctc.ca.gov](http://www.ctc.ca.gov)

### **5.3 ASSESSMENT SEMINARS**

Each CAL TPA task is housed within its own assessment seminar. In these courses students are presented with the instructions and necessary materials to complete the task. Attendance is mandatory and missing one session may result in students not being able to submit their task. Completing all the requirements of the course as well as receiving a passing score on the TPA Task presented in the seminar is required to pass the seminar. Each seminar is graded on a Credit/ No Credit basis.

#### **ESEC 520A: Assessment Seminar: Task 1 Subject Specific Pedagogy**

Within this task, the candidate will respond to four distinct scenarios that cover developmentally appropriate pedagogy, assessment practices, adaptation of content-specific pedagogy for English learners, and adaptation of content-specific pedagogy for students with special needs, respectively. Each scenario is based on specific components in the candidate's subject matter content area. This written task is not dependent upon working with actual secondary students.

The following TPEs are measured in this task:

- Making subject matter comprehensible to students (TPE 1)
- Assessing student learning (TPE 3)
- Engaging and supporting students in learning (TPE 4, 6, 7)

#### **ESEC 520B: Assessment Seminar: Task 2 Designing Instruction**

Task 2: Designing Instruction connects learning about student characteristics to instructional planning. This written task contains a five-step set of prompts that focuses the candidate on the connections between students' characteristics and learning needs and instructional planning and adaptations. In Task Two: Designing Instruction, students are required to observe an actual classroom and select two students to be the focus of the task. The first focus student must be an English Language Learner, while the second is a student with a different instruction problem. Following the prompts students will design a lesson for these students and the whole class including accommodations and adaptations.

The following TPEs are measured in this task:

- Making subject matter comprehensible to students (TPE 1)
- Engaging and supporting students in learning (TPE 4, 6, 7)
- Planning instruction and designing learning experiences for students (TPE 8, 9)
- Developing as a professional educator (TPE 13)

### **ESEC 520C: Assessment Seminar: Task 3 Assessing Learning**

Task 3: Assessing Learning, gives candidates the opportunity to demonstrate their ability to design standards-based, developmentally appropriate student assessment activities in the context of a small group of students using a specific lesson of their choice. Task 3: Assessing Learning requires that student be the teacher of record in the classroom and as such is done during teacher supervision. The Teacher Candidate will design an assessment and implement the assessment in their classroom. Teacher candidates are also required to choose five focus students for this task. The first focus student must be an English Language Learner. The second must be an identified Special Needs Student. This includes a student with an Individual Education Plan (IEP) a 504 Plan, is classed as Gifted and Talented or is a student who is the process of being tested for one of these. The remaining three focus students are also chosen from the students in the class. The third student is one who did well on the assessment. The fourth is one who did average on the assessment. While the final focus student is one who did poorly on the assessment. In addition, candidates demonstrate their ability to assess student learning and to diagnose student needs by analyzing the results of the assessment and discussing its findings and implication.

The following TPEs are measured in this task.

- Assessing student learning (TPE 3)
- Engaging and supporting students in learning (TPE 6, 7)
- Planning instruction and designing learning experiences for students (TPE 8, 9)
- Developing as a professional educator (TPE 13)

### **ESEC 520D: Assessment Seminar: Culminating Teaching Experience**

Task 4: Culminating Teaching Experience asks the candidates to design a standards-based lesson for a class of students, implement that lesson making appropriate use of class time and instructional resources, meet the differing needs of individuals within the class, manage instruction and student interaction, assess student learning, and analyze the strengths and weaknesses of the lesson. To ensure equity to the candidate, a videotape of the lesson is collected and reviewed. The task is completed during teacher supervision as the teacher candidate must be the teacher of record. In addition, Task 4: Culminating Teaching Experience requires the teacher candidate to once again choose two focus students for the task. The first focus student must be an English Language Learner, while the second focus student is a student that has a different instructional challenge.

The following TPEs are measured in this task.

- Making subject matter comprehensible to students (TPE 1)
- Assessing student learning (TPE 2, 3)
- Engaging and supporting students in learning (TPE 4, 5, 6, 7)
- Planning instruction and designing learning experiences for students (TPE 8, 9)
- Creating and maintaining effective environments for student learning (TPE 10,11)
- Developing as a professional educator (TPE 13)

### **5.3 Submitting the CAL TPA**

All four CAL TPA tasks are submitted via TaskStream. Students in the Single Subjects Teacher Credential Program are required to obtain a TaskStream account so that they can submit their CAL TPA. Students should go to [www.TaskStream.com](http://www.TaskStream.com) and click on the Create a New Account bar and follow the prompts in order to create an account. The cost of a TaskStream account is \$42 for one year and \$69 dollars for a two year account. It is recommended that students obtain a one year account. Accounts must be paid for by the student using a credit card.

All due dates for the submission of tasks are provided to students in their Assessment Seminars. Tasks are submitted electronically via their TaskStream account and are due prior to 11:59PM on the due date. Tasks received after that time will not be accepted and teacher candidates will receive a score of 1 on the task in question. In addition, tasks that are received before the deadline but are incomplete, that is missing a required portion, will also receive a score of 1 and can be resubmitted during the resubmission period.

### **5.4 RESUBMISSION COURSES**

Teacher Performance Assessment (TPA) Task Resubmission courses are optional but highly recommended. The Resubmission Courses are the only way for teacher candidates to resubmit a failed CAL TPA Task during any quarter. The dates of the resubmission courses are announced each quarter and are held on Saturdays on the main campus. The resubmission courses for Tasks 3 and 4 are held from 9-12, while those for Tasks 1 and 2 are held from 1-4. Teacher Candidates are asked to bring a copy of their failed task and their score sheet with them to the course. The course includes an instructor reviewing the tasks with the teacher candidates and then working individually with them on their own failed task.

The TPA resubmission courses are not state funded and additional self-support fees apply. Single Subject Students choosing to register for TPA resubmission courses should follow these instructions:

Go to the College of Extended Learning in Sierra Hall, room 134 – opposite the bursar's office. (No in person registration is taken on the Palm Desert Campus) Ask to register for the specific task number course listed below that pertains to your individual situation:

EENC 4197 – Educational Task 1 (Subject Specific Pedagogy)

EENC 4198 – Educational Task 2 (Designing Instruction)

EENC 4199 – Educational Task 3 (Assessing Learning)

EENC 4200 – Educational Task 4 (Culminating Teaching Experience)

The registration fee for each course is \$175 and is payable by exact cash, personal check or credit card (Visa, Master Card or American Express). In addition, Single Subjects students may register by phone, using a credit card only, by calling the College of Extended Learning Office (909-537-3908). Financial aid does not normally cover these self-supporting courses but you are welcome to check with your financial aid advisor. These courses carry no unit value, are not graded and do not appear on

student transcripts. *Please note that once registered there are no refunds for these courses.*

Students should register no later than 2 PM the Friday before the Saturday that the courses are offered and earlier registration is advised.

## CHAPTER 6: EXIT PROCEDURE

After successfully completing all required course work and supervised teaching requirements for the Single Subject Credential Program you will be eligible to apply for a Preliminary Single Subject Teaching Credential. Within five years of receiving your Preliminary Credential, you are required to complete additional work for the Professional Clear Credential. The requirements for receiving the Professional Clear Credential may be the responsibility of your employing school district. Please consult the appropriate school site personnel or district personnel for further details regarding induction program and the requirements for the Professional Clear Credential.

After completing your Single Subject credential requirements through the College of Education, California State University, San Bernardino, the credential assistance for students is available in Jim and Judy Watson COE Student Services Office. The Credential Analysts will help you apply for your Preliminary Credential.

This part of the *Handbook* gives you instructions for obtaining your Single Subject Preliminary Credential through the Jim and Judy Watson COE Student Services Office. You can pick up an application needed for this process or you may apply on-line

### 6.1 APPLYING FOR A PRELIMINARY CREDENTIAL Procedures for Filing a Credential Application

Upon successful completion of supervised teaching, candidates are eligible to file for a Preliminary Teaching Credential. Candidates may submit a credential application in person or mail directly to the Jim and Judy Watson COE Student Services Office from Monday through Thursday, 8:00 a.m. to 5:30 p.m. and Friday from 8:00 a.m. to 4:00 p.m. An appointment is not necessary to file a credential application.

#### Documents required for filing a Credential Application include:

1. **Application Form (41-IHE Form):** Complete only Sections 1 and 2. Do not complete "For Institution Use Only" section. An original statement of explanation on a separate sheet must accompany each "Yes" answer in Section 2.
2. **Fees:** The fee for the credential is \$55.00. Applicants with a Certificate of Clearance credit may deduct the issued credit from the credential fee. A money order or cashier's check must be made payable to the Commission on Teacher Credentialing (CTC).
3. **Service Fee:** The fee for the evaluation is \$25.00. A personal check or money order must be made payable to California State University, San Bernardino (CSUSB). The service fee is earned upon evaluation of the application and is non-refundable if the credential is not recommended.

4. **Transcripts:** One official transcript (with seal) of all course work completed at **each** institution attended. Current CSUSB transcripts will be ordered by the. Upon completion of the credential recommendation, the application and official transcripts will be forwarded to the Commission on Teacher Credentialing.
5. **CBEST:** The original “3x3” permanent verification card (or if previously registered, a copy of your permanent verification card AND a copy of the previously issued emergency permit or credential) must be submitted.
6. **PRAXIS/SSAT/CSET Scores:** Candidates meeting requirements for the credential by passing a Commission-approved examination must submit original examination score report(s).
7. **Subject Matter Competency (SMC) Letter:** Candidates meeting SMC by completing a CTC approved SMC Program (or equivalency) at an institution other than CSUSB must submit the original verification letter signed by the authorized credential personnel.

Before a credential application is forwarded to the Commission on Teacher Credentialing, an evaluation is completed to verify that all requirements have been successfully completed. Applicant and school district, if applicable, will be notified by mail when the recommended application is forwarded to the Commission on Teacher Credentialing.

If the applicant has not met all requirements for the credential, the application, fee (except service fee) and all accompanying materials will be returned to the applicant. The applicant may resubmit the application when all requirements have been successfully completed.

The recommended credential issuance date will be the date that all program requirements have been successfully completed. However, if the application is filed after program completion, the file date of application will be the recommended credential issuance date.

The Jim and Judy Watson COE Student Services Office will notify the district in which the candidate is employed when the credential recommendation is forwarded to the Commission on Teacher Credentialing.

**Note:** It is the applicant’s responsibility to notify the Jim and Judy Watson COE Student Services Office immediately upon a change of address since the credential will be mailed directly to the address indicated on the application form.

**Note:** Effective July 2001, all credential applications must include the original and a copy of all designated supporting documentation.

## CHAPTER 7: PROGRAM POLICIES

The faculty of Single Subject Credential Programs has developed specific policies that govern the overall Single Subject programs. These are:

- Class Schedule
- Request for Course Substitution
- Exemption of G.P.A. Requirement
- Change of Program Option
- Requesting Extension for Intern Credential
- Request Extension for a Preliminary Credential
- Remain in good standing in the program

Policies on placement, withdrawal and repetition of the student teaching/Intern teaching portion of the credential programs are:

- Student Teaching Placement
- Substitute Teaching during Student Teaching
- Withdrawal from Student Teaching
- Repetition of Student Teaching
- Incomplete or Non-Credit Intern Teaching
- Waiver of Second Quarter Student Teaching

These policies are explained in the order listed above. Applicable procedures and deadlines are provided below and all forms are available in the Jim and Judy Watson COE Student Services Office and the PDC Teacher Education

### 7.1 CLASS SCHEDULE

Student teachers and Interns are required to follow the class schedule as outlined in the different tracks (A, B, and C). These will ensure that all candidates pass the Teacher Performance Assessment (TPA) associated with the various course and stages of the program. Candidates will not be allowed to continue in the program if they fail a TPA more than twice. Teacher candidates need to be aware that outside employment and non-teaching assignments may result in being dropped from the program.

### 7.2 REQUEST FOR COURSE SUBSTITUTION

At times students will transfer from another university and wish to apply course work toward the CSUSB credential program. All course work taken at another college, and any course work must meet SB 2042 course requirements and is subject to approval by the Single Subject Program Director. All course work taken at another institution, or more than seven years ago, is subject to approval by the director of the Single Subject Program. **No more than 14 quarter units of the credential program may be transferred.** Student teaching or Internship teaching is never transferable. Students transferring units from another institution may be required to take HSCI 100 or ESPE 350. Portfolio requirements must be met even if some course work is transferred from other institutions.

### **7.3 Procedure:**

Candidate completes the request for Course Substitution form available from Jim and Judy Watson COE Student Services Office, include a course bulletin or syllabus description and transcripts with the course grade, and submit this form to the Single Subject Director. Notification of the decision is mailed to the candidate.

### **7.4 PROCEDURES FOR REQUESTING AN EXTENSION OR CHANGE OF SCHOOL DISTRICT**

- The student will need to obtain an evaluation from a Credential Analyst (at the recommending institution/CSUSB) identifying the remaining requirements needed to become eligible for the preliminary credential in the Credential Processing Office. The Credential Processing Office charges \$25.00 for this evaluation and the turn-around time is 5-10 working days.
- The student will need a letter supporting the Internship extension or change of school district from the Program Director (by appointment only) to submit to CCTC.
- The student or the student's employer is responsible for submitting the materials to CCTC directly.

### **7.5 ADDITIONAL POLICIES**

Each applicant must complete Subject Matter Competency (SMC), have a B.A. degree and meet all requirements for the Program Admission File (PAF). Student teaching for the preliminary credential is a full-time assignment for three quarters (ESEC 550A, 550B, and 550C) that only begins in the fall or winter quarters. No concurrent course work should be taken beyond the outlined program requirement for that quarter without permission from the director of the Single Subject Program. Students who fail to successfully complete any program courses will be denied continuation in the program. An appeals process is available. Consult the Teacher Education Office for details.

### **7.6 ADDITIONAL INFORMATION**

Students, who fail to successfully complete any program course with a "B-" or **better**, will be denied continuation in the program. An appeal process is available. Consult the Teacher Education Office for details.

Upon completing all requirements for the single subject program, the candidate will be awarded a certification of completion from California State University, San Bernardino and may apply for a preliminary credential.

Within two years candidates must complete an Induction Program that is offered by the school district in which they secure employment. Preliminary credential students may obtain a professional clear credential by meeting the Induction Program of the school district.

Policies that govern the admission, placement, withdrawal and repetition of the student teaching/Intern teaching portion of the credential programs are as follows:

### **7.7 STUDENT TEACHING PLACEMENT**

Student teaching occurs over a span of two quarters in a public school setting. All candidates have one assignment in a classroom in which at least 25% of the students differ ethnically or culturally from the candidate. Track A begins only in Fall Quarter and Track B begins in Fall and Winter quarters. A few weeks prior to commencing student teaching, candidates attend an orientation meeting where they are informed of their placement and meet with their university supervisor and/or resident teacher.

The Director of Student Teaching and District personnel place student teachers in either a middle school **or** a high school setting. There is only one placement. For the purpose of program implementation, you will be assigned to an approved CSUSB Professional Development School District approved by the program. Once a placement request has been sent to the district, it may not be changed. Student teachers are required to be on the school site for the periods assigned. The time a candidate is on a school site will vary depending on the school site scheduling such as rotating, alternative, block and/or other formats.

### **7.7 SUBSTITUTE TEACHING: DURING STUDENT TEACHING**

The following conditions must be met before a candidate may substitute teach during student teaching:

- 1. Fulfill district-substituting conditions.**
- 2. Receive approval from the university supervisor.**
- 3. Substitute for the resident teacher only.**
- 4. Limit substituting to two days at a time unless cleared with the Director of Supervision or Single Subject Program Director.**

Candidates **may not** miss university course work in order to substitute.

### **7.8 WITHDRAWAL FROM STUDENT TEACHING**

A withdrawal is permissible only for serious and compelling reasons. These are: accident or illness (physical or mental); serious personal or family problems; military transfer; transfer from the area.

Procedure:

Consult with the university supervisor, the Director of Supervision., and the Single Subject Program Director.

Complete the necessary forms (available in the Supervision Office) and process them through the university's withdrawal policy.

Deadline:

A withdrawal can be initiated by the candidate after the third week of the quarter and prior to the end of the tenth week of the quarter.

Result:

A grade of “W” will be assigned for approved withdrawals. The refund fees to candidates who withdraw from student teaching are based on university policy.

Reactivation:

A candidate who withdraws from student teaching, with approval, may reactivate his/her application to student teach by the **Friday** of the **3<sup>rd</sup> week** of the quarter prior to when the candidate intends to reactive student teaching.

If, at any time during the quarter, a candidate is removed from the student teaching site by the university or leaves the student teaching site without proper consultation, the candidate will receive a grade of “**No Credit**”. The student must follow the Repetition of Student Teaching Policy if no credit is given.

## **7.9 REPETITION OF STUDENT TEACHING**

Any candidate whose evaluation results in “**NO CREDIT**” for student teaching will be dropped from the credential program. A candidate who receives a no credit grade for any quarter of student teaching may petition to repeat student teaching.

Procedure:

1. Discuss the situation with the university supervisor.
2. Submit a written petition that explains why the candidate should be allowed to repeat student teaching.
3. University Supervisor must submit supporting documentation of the student’s petition.

Deadline:

The petition and any supporting documentation must be submitted to the Jim and Judy Watson COE Student Services Office no later than **Friday** of the **3<sup>rd</sup> week** of the quarter prior to when the candidate intends to repeat student teaching.

Decision Conditions:

The request will undergo review by a faculty committee consisting of the Single Subject Program Director, the candidate’s university supervisor, and faculty from the program.

**The decision of the committee is final.** Candidates who have been given permission to repeat student teaching may not be employed on an emergency or in a private school setting during student teaching unless approval is given by the committee.

## **7.10 INCOMPLETE OR NO CREDIT FOR STUDENT TEACHING/INTERN TEACHING**

Any student teacher or Intern whose evaluations identify serious problems in meeting the student teacher/Intern teaching competencies will receive either an **incomplete or a no credit**. The university supervisor will indicate specific areas where improvement is needed and develop a “Professional Growth Plan” with the student teacher/Intern candidate.

When an incomplete is received, the student teacher/Intern must make sufficient improvement in the stated areas for the incomplete to be changed to credit. If sufficient

improvement is not made in the stated areas, the incomplete will be changed to no credit.

**Intern s who receives a no credit grade for any quarter of Intern teaching will have their Intern status revoked.** The candidate may petition to transfer to the student teaching program.

Procedure:

1. Discuss the situation with the university supervisor.
2. Submit a written petition that explains why the candidate should be allowed to transfer to the student teaching program.

Deadline:

The petition and any supporting documentation must be submitted to no later than **Thursday** of the **3<sup>rd</sup> week** of the quarter prior to when the candidate intends to transfer to student teaching.

Decision:

The request will undergo review by a faculty committee consisting of the Single Subject Program Director, the candidate's university supervisor and faculty from the program.

**The decision of the committee is final.** Candidates who have been given permission to transfer to the student teaching program may not be employed on an emergency credential.

# APPENDIX 1 – DIRECTORY

## Single Subject Credential Program’s Faculty and Staff

Questions regarding the Single Subject Credential Program can be directed to the Jim and Judy Watson COE Student Services Office or the PDC Teacher Education Office or a Single Subject Faculty Advisor. Single Subject Faculty advisors are available during scheduled office hours. Faculty office hours are also available in the Jim and Judy Watson COE Student Services Office.

### DIVISION OF TEACHER EDUCATION FACULTY

Dr. Juan M. Gutierrez, Program Director

(909) 537-7650

CE-102

Dr. Mick Verdi, Program Coordinator

(909) 537-7530

CE-102

Stephanie Martinez

Administrative Support Coordinator

(909) 537-5650/5603

CE-102

Fax (909) 537-7039

Allison Torres

Administrative Assistant

### CREDENTIAL ADVISOR

Michael Saenz (909)537-7678

Faculty Name	Room#	Phone#
Dr. Maria Balderrama	CE-261	(909) 537-5664
Dr. Diana Brantley	CE-365	(909) 573-5682
Dr. Mark Groen	CE-359	(909) 537-5687
Dr. Catherine Spencer	CE-339	(909) 537-7581

**JIM AND JUDY WATSON COE STUDENT SERVICES CE 102**

**(909)-537-5609**

**PROGRAM ADMISSION CE-102 (909)-537-7400**

Jennifer Olson

**SUPERVISION CE-102 (909)-537-5698**

Cathy Provencio, Director

Yolanda Thomas, Administrative Support Assistant

Liz Arvizu-Cantu, Administrative Support Assistant

**CRENDENTIAL ANALYST CE-102 (909)-537-5609**

Monica Cordero

Frances Hernandez

Kelly Oliverius

**PALM DESERT CAMPUS of CSUSB Phone: (760) 341-2883**

Alice Pedersen Credential Advisor (909 537-8109)

Regina Garrison (909 537-8145)

**WEB LINKS TO EDUCATIONAL AGENCIES AND RESOURCES**

**LINKS WITHIN CAL STATE SAN BERNARDINO**

Registration for Subject Matter Examinations	<a href="http://www.ctcexams.nesinc.com">www.ctcexams.nesinc.com</a>
Registration for CBEST	<a href="http://www.ctcexams.nesinc.com">www.ctcexams.nesinc.com</a>
Admission to Teacher Education	<a href="http://soe.csusb.edu/">http://soe.csusb.edu/</a>
University Admissions	<a href="http://enrollment.csusb.edu">http://enrollment.csusb.edu</a>
Jim and Judy Watson COE Student Services Office.....	<a href="http://soe.csusb.edu/">http://soe.csusb.edu/</a>
Department of Secondary Education	<a href="http://soe.csusb.edu/esece/">http://soe.csusb.edu/esece/</a>

**LINKS TO STATE DEPARTMENTS AND RESOURCES**

California Department of Education	<a href="http://www.cde.ca.gov">www.cde.ca.gov</a>
California Commission on Teacher Credentialing	<a href="http://www.ctc.ca.gov">www.ctc.ca.gov</a>

**LINKS TO COUNTY DEPARTMENTS AND RESOURCES**

Los Angeles County Office of Education	<a href="http://www.lacoe.k12.ca.us">www.lacoe.k12.ca.us</a>
Orange County Department of Education	<a href="http://www.ocde.k12.ca.us">www.ocde.k12.ca.us</a>
Riverside County of Education	<a href="http://www.rcoe.k12.ca.us">www.rcoe.k12.ca.us</a>
San Bernardino County Department of Education.....	<a href="http://www.sbcsc.k12.ca.us">www.sbcsc.k12.ca.us</a>

**TEACHER UNIONS AND PROFESSIONAL ORGANIZATIONS**

American Federation of Teachers	<a href="http://www.aft.org">www.aft.org</a>
National Education Association	<a href="http://www.nea.org">www.nea.org</a>
Phi Delta Kappa	<a href="http://www.pdkintl.org/home.shtml">www.pdkintl.org/home.shtml</a>
Future Educators of America	<a href="http://www.pdkintl.org/studser/sfea.htm">www.pdkintl.org/studser/sfea.htm</a>
Cal Teach	<a href="http://www.teachcalifornia.org/">http://www.teachcalifornia.org/</a>

<b>SUBJECT MATTER PROFESSIONAL ORGANIZATIONS</b>
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National Art Education Association	<a href="http://www.naca-reston.org/">www.naca-reston.org/</a>
Association for the Advancement of Arts Education	<a href="http://www.aaae.org">www.aaae.org</a>
National Business Education Association	<a href="http://www.nbea.org">www.nbea.org</a>
Future Business Leaders Association	<a href="http://www.fbla-pbl.org">www.fbla-pbl.org</a>
National Council of Teachers of English	<a href="http://www.ncte.org">www.ncte.org</a>
American Council for the Teaching of Foreign Languages	<a href="http://www.actfl.org">www.actfl.org</a>
American Association of Teachers of Spanish and Portuguese	<a href="http://www.aatsp.org">www.aatsp.org</a>
American Association of Teachers of French	<a href="http://www.frenchteachers.org/">http://www.frenchteachers.org/</a>
American Association of Teachers of German	<a href="http://www.aatg.org/">www.aatg.org/</a>
National Council of Teachers of Mathematics	<a href="http://www.nctm.org">www.nctm.org</a>
National Research Council	<a href="http://www.nas.edu/nrc">www.nas.edu/nrc</a>
Music Educators National Conference	<a href="http://www.menc.org">www.menc.org</a>
Mathematical Association of America	<a href="http://www.maa.org">www.maa.org</a>
American Choral Directors Association	<a href="http://www.acda.org">www.acda.org</a>
National Association of Sports and Physical Education	<a href="http://www.aahperd.org/naspe/">http://www.aahperd.org/naspe/</a>
National Science Teachers Association	<a href="http://www.nsta.org">www.nsta.org</a>
National Council for the Social Studies	<a href="http://www.ncss.org">www.ncss.org</a>
International Drama/Theater and Education Association	<a href="http://www.idea-org.net/">http://www.idea-org.net/</a>
American Alliance for Theater and Education	<a href="http://www.aate.com">www.aate.com</a>