California State University San Bernardino

MULTIPLE SUBJECT
Credential Program Handbook
2020-2021

Abstract
This handbook provides students, instructors, supervisors, and resident teachers the background, procedures, and expectations for obtaining a Multiple Subject Credential.

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VISION AND MISSION STATEMENT OF THE COLLEGE OF EDUCATION

The vision of the College of Education at California State University, San Bernardino (CSUSB) is to be the premier provider of teachers, counselors, and educational leaders.

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

Our core beliefs in
- the dignity and inherent worth of all people,
- diversity and multiple perspectives as essential, treasured assets,
- a collaborative teaching/learning community,
- the crucial leadership role of education professionals in promoting positive social change fostering human development, achieving social justice, and promoting human rights form the foundation for our work.
- collaboration with university and P-12 colleagues, clients, students, alumni and the community-at-large, we apply our values and beliefs in responding to evolving needs and priorities in the schools, agencies and communities of the region we serve.

As outlined in our Conceptual Framework, we accomplish our mission through our personal and professional commitment to practice the following behaviors, which we model for and encourage in our students:
- develop and maintain knowledge, skills and expertise in our fields through scholarship and reflection;
- behave ethically, responsibly and professionally;
- comprehend the specific contexts experienced by our students and use that understanding to make instructional decisions;
- respect the experiences of various groups with whom we interact and make concerted efforts to incorporate knowledge of and sensitivity to those experiences in (a) professional decisions and (b) interactions with students, colleagues and members of the broader community;
- reflect on the outcomes of our actions and make adaptations as necessary.

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

Mission Statement of the Department of Teacher Education and Foundations
It is the mission of the Multiple Subject Credential program to educate future teachers for California's schools.
Program coursework is structured to promote reflective practice as credential candidates strive to understand the relationship of educational theory to the development of the individual learner, issues of cultural diversity, the needs of local communities, and the demands of modern society.

FORWARD - HANDBOOK OVERVIEW

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

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

SECTION I – BECOMING A TEACHER
This section provides the candidate with general information about credentialing laws in California. The options of the Multiple Subject Credential programs. Program course descriptions and a list of policies that govern the programs are also provided in this section.

SECTION II – FIELDWORK
Field experience is an important component of the credential process. Guidelines for participating in Early Fieldwork and Student Teaching are provided to help candidates move successfully from being a student to becoming a licensed teacher. The section provides information, guidelines and expectations about the types of planning and fieldwork activities. Placement of candidates for Early Fieldwork and Student Teaching are outlined. The responsibilities of support personnel i.e., Resident Teachers and Supervisors, and those of Student Teachers and Intern Teachers. The California Standards for the Teaching Profession (CSTP) and Teaching Performance Expectations (TPE) are included.

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

SECTION IV – EXIT
Procedures for applying for the Preliminary Credential and Clear Credential are provided in this section.

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

SECTION VI – APPENDICES
The Appendices provide the "*Code of Ethics*" of the education profession, the policies that govern the Multiple Subject Credential programs, and a list of the school districts that have a partnership with CSUSB, College of Education, for both the Student Teaching and Intern Teaching options.

SECTION VII – Index
The Index lists the major topics found in the handbook in alphabetical order.

CSUSB CAMPUSES

California State University, San Bernardino (CSUSB):
The university serves the populations of San Bernardino and Riverside counties. The region includes the Inland Empire; the High Desert area including Barstow; the Low Desert area including Palm Springs, Indio, and Coachella; the mountain communities of Big Bear, Lake Arrowhead, and Idyllwild; and the Hemet Valley including Hemet, San Jacinto, and Perris. CSUSB is one of 23 campuses in the California State University system.   The university address and telephone number are as follows:

> 5500 University Parkway
> San Bernardino, CA 92407
> (909) 537-5000 Main campus
> (909) 537-7405; (909) 537-7408 (TEF Dept.)

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

> Indian Wells Center for Educational Excellence
> 35-700 Cook Street
> Palm Desert, CA 92211
> (760) 341-2883

COLLEGE OF EDUCATION – ADMINISTRATIVE ORGANIZATION

DEAN'S MESSAGE

Dear College of Education community and our cherished community partners, you all know we are living in a challenging time, and a lot has changed this year about how we live our lives. The College of Education, CSUSB, and the entire CSU system continues to be creative in our efforts to continue to serve our students and engage with our community partners. First, let me make clear that the entire California State University system has continued to take all the necessary steps to mitigate the disruptions caused by COVID-19 while ensuring the health and safety of our students, faculty, staff, and communities.

As a college, all our classes have continued online, and our exceptional faculty members and their staff support have worked hard to prepare themselves to deliver instruction to our students by synchronous and asynchronous online models. Our goal is to continue to deliver quality instruction with compassion and efficiency. Our Instructional Technology (IT) team has worked hard to provide our students with needed technology tools to enable them to continue to learn without interruption. All students, staff, and faculty are working with precision and effectiveness.

As the K-12 districts are managing the delivery of instruction online, it poses challenges for our candidates who enter the K-12 settings for field work and clinical practice. Some school districts are struggling to accommodate our teacher candidates in this online platform, and we are working closely with them to make that accommodation less stressful. We continue to work closely with the California Commission on Teacher Credentialing (CTC) to ensure that our education candidates complete their programs and enter the job market on schedule.

For those prospective candidates who were planning to enter our credentialing and master's degree programs in the spring, please know that we have continued to admit students into our programs. Be assured that all CSU campuses are prepared to be as flexible as possible when working with spring 2020 applicants on meeting admission requirements and selection. This flexibility will vary by program application, based on the impact COVID-19 has on the application requirements. We continue to make necessary accommodations to ensure that applicants access the programs they are interested in entering.

As our campus continues to operate remotely, we continue to process admission applications and continue to communicate with current students and program applicants. We would encourage all students and applicants to continue to check their emails and campus portals regularly. The best way to reach us during this season of working remotely is by use of emails. However, when you call on the phone, the phone calls get directed to our emails and personal phone lines. We want to stay in touch with you, so don't hesitate to call or email. We love to hear from you.

Be safe, wear face covering, keep the social distance, respect the Governor's mandate to stay home, and I look forward to seeing our students, faculty, staff and community partners when this dust settles.

Chinaka S. DomNwachukwu, Ph.D.
Dean, College of Education
(909) 537-5645
CE - 221J
Chinaka.domnwachukwu@csusb.edu

Student Services

The administrative division for the Multiple Subject Credential Program is located on the first floor of the College of Education building in the Jim and Judy Watson College of Education Student Services (COESS) area.

Room: *CE 102*. **Phone** #: *(909) 537-5609*.

Services Offered:

Program Advising: The staff assist you will program information. You may schedule to attend one-on-one meetings and/or monthly program information meetings with the staff or faculty.

Admission Services: The staff accept applications to the credential program and assists candidates in the various admission processes.

Fieldwork Placement: The staff receive online placement applications and work in consultation with cooperating school district personnel to coordinate placement of candidates for Early Fieldwork and Supervised Student Teaching. The individual school districts are responsible for the final placement decisions.

Credential Recommendation: Upon successful completion of the credential program, the credential analysts accept applications for the Preliminary Multiple Subjects Credential Recommendation (including all required documentation). After evaluation of the applicant's program, the Credential Analysts process the formal credential recommendation to the California Commission on Teacher Credentialing (CTC) in Sacramento.

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

The following page provides the names, email addresses and phone numbers of the department of the TEF, and Multiple Subject Credential staff.

Teacher Preparation Support Personnel

Department of Teacher Education and Foundations Office – CE 261

Department Chair (Interim)
Dr. Lasisi Ajayi   lajayi@csusb.edu

TEF Department Staff   909-537-7405 / 7408
Cruz Robles, Administrative Support Coordinator   cruz.robles@csusb.edu,
Lauren Lopez, Administrative Support Coordinator   lauren.lopez@csusb.edu

Jim and Judy Watson College of Education Student Services Office- CE 102

Dr. Stacie Roberton (Asst. Dean)   Stacie.Robertson@csusb.edu

Reception Desk   (909-537-5609)

Credential Program Admissions (909-537-7400)
Ami Thomas, Administrative Support Coordinator   ami.thomas@csusb.edu

Fieldwork Placement Staff (909-537-5698)

Tamara Patterson   tamara.patterson@csusb.edu

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

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

Credential Program Coordinator
Dr. Karen Escalante   karen.escalante@csusb.edu

Administrative Office - Palm Desert Campus
Dr. Todd Jennings, PDC Education Advisor   todd.jennings@csusb.edu
Brenda Machuca, Grad. & Cred. Admissions Advisor PDC   BMachuca@csusb.edu

Indian Wells Center for Educational Excellence, Teacher Education Office, RG 203

Multiple Subject Credential Program Faculty

Dr. Karen Escalante Multiple Subjects Credential Program Coordinator

Karen.escalante@csusb.edu

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

The program faculty have the experience and knowledge to provide students the credential programs that concentrates on pedagogical content knowledge, and skills, professional knowledge and skills, and cultural and language understandings. Faculty members teach courses and supervise students engaged in field experiences. They are available for advising students during regularly held office hours as well as by appointment. The department also uses highly qualified lecturers to teach program courses. Their contact information is available through the department office or their syllabi.

Dr. Lasisi Ajayi	CE 266	909-537-7603	lajayi@csusb.edu
Dr. Karen Escalante			Karen.escalante@csusb.edu
Dr. Young Suk Hwang	CE 225	909-537-5672	yhwang@csusb.edu
Dr. Todd Jennings	CE 226	909-537-5655	tjennin@csusb.edu
Dr. Joseph Jesunathadas	CE 330	909-537-5683	jjesunat@csusb.edu
Dr. Kurt Kowalski	CE 227	909-537-5458	**kkowalsk**@csusb.edu
Dr. Enrique Murillo	CE 235	909-537-5632	emurillo@csusb.edu
Dr. Iris Riggs	CE 329	909-537-5614	iriggs@csusb.edu
Dr. Romano, Jacqueline	CE 247	909-537-4302	jacqueline.romano@csusb.edu
Dr. Nena Torrez	CE 275	909-537-7321	ntorrez@csusb.edu
Dr. Xinying Yin	CE 328	909-537-5696	xyin@csusb.edu

**Students who have concerns/complaints about faculty, including university field supervisors, should contact the chair of the Teacher Education and Foundations Department, Dr. Ajayi; LAjayi@csusb.edu

SECTION I: BECOMING A TEACHER

A. Greetings

B. California Credential Requirement

C. CSUSB Multiple Subject Credential programs

GREETINGS

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

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

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

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The Higher Education Act, Title II (1998) requires each sponsor of teacher preparation programs to make its annual report public. CSUSB's Title II institutional report can be found at: https://www.csusb.edu/coe/accreditation-title-ii-reports

California Credential Requirements

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

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

The credentialing process is made up of a sequence of requirements. Upon completion of the first sequence that includes coursework and fieldwork through an accredited program, candidates are eligible for the Preliminary Credential. Upon receiving the Preliminary Credential, the employed teacher participates in an Induction Program that is often provided by the school district or by the County Office of Education. The teacher is recommended by the employing agency for the Clear Credential upon completion of the process.

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

Preliminary Credential

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

1. <u>Baccalaureate Degree</u>: Candidates must have a baccalaureate degree from an accredited institution in order to obtain an Intern Credential and Preliminary Credential.
2. <u>Subject Matter Competency</u>: Candidates must demonstrate subject matter competency by passing the appropriate subject matter examination – California Subject Examinations for Teachers – Multiple Subjects (CSET) or completing a commission approved waiver program.
3. <u>California Basic Education Skills Test (CBEST)</u>: Candidates must be proficient in the skills of reading, writing, and mathematics. As of May 2007, if a candidate has passed all three (3) subtests of "*CSET: Multiple Subjects*" and the "*CSET: Writing Skills*" test, then CBEST is not required.
4. Verification through state and federal review that candidates have personal and professional fitness for service in public schools.
5. <u>Teacher Preparation Program</u>: Coursework completed through an accredited institution of higher education.
6. <u>U.S. Constitution</u>: Knowledge of the U.S. Constitution.
7. <u>Assessment of Candidates' Knowledge, Skills, and Dispositions</u>: A comprehensive assessment completed during the teacher preparation program using the California Teaching Performance Assessment (CalTPA).

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

See Section IV for information regarding fees and procedures for obtaining the preliminary credential.

Clear Credential

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

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

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

NOTE: CSUSB does not offer the "Fifth-Year of Study" option for a Clear Credential.

CSUSB MULTIPLE SUBJECT CREDENTIAL PROGRAMS

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

MISSION

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

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

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

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

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

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

Adopted by the College faculty and staff and approved by then Dean Patricia Arlin, April 22, 2008

Admission Process

1. Information sessions are scheduled throughout the year to explain to prospective candidates the requirements and process to be admitted to the Multiple Subject Credential program and the university.

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

3. The Program Admissions File (P.A.F.) is the formal application to the Multiple Subject Integrated Track Credential Program.

4. Student Services staff process the application forms and candidates who meet the basic requirements are selected.

5. Selected applicants are invited to write an essay that describes their experiential and educational background to be an elementary school teacher and to attend an interview with the Multiple Subject Credential program faculty members.

6. The staff send out admission letters to successful candidates. The admission letters also state what the candidates need for their Program Admissions File.

7. The candidates are advised to attend a mandatory New Student Orientation. At this meeting the program coordinator explains the different program options, expectations, duration of the program, coursework, student teaching application and field placement, and the Teacher Performance Assessment (CalTPA).

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

Finishing the Program and Applying for the Preliminary Credential

1. Candidates can apply for their preliminary credential the semester prior to completing the program. They must, however, have passed the RICA and the CalTPA, completed a course the addressed the US Constitution, and completed a hands-on CPR course prior to applying for the credential. An online CPR course is not applicable. Candidates for the credential submit the evidentiary documents to a credential analyst and request to be recommended for a credential. Application for Credential Recommendation, Multiple Subject SB 2042 (PDF):
   https://coe.csusb.edu/sites/csusb_coe/files/MSApp4CredRecPacket%209-17.pdf
2. Students may request a pre-evaluation for their credential (from the credential analysts before they complete their RICA, CalTPA and CPR course.
   https://coe.csusb.edu/sites/csusb_coe/files/Req4PreEvalPaperPacket%209-17.pdf

3. When the students apply for a teaching position on https://www.edjoin.org/, they need to upload a document that says that they are a credential student in good standing. The email that students receive after applying for the pre-evaluation or teaching credential is the document that should be uploaded.

Admission Process and Credential Completion Flow Chart

Step 1: Information Session

Prospective Candidates attend a Program Information session
(A. Allende (at CSUSB): aallende@csusb.edu x75291*
& B. Machuca (at PDC): BMachuca@csusb.edu 760-341-2883

Step 2: Application to the University and Multiple Subject Credential Program

Candidates apply to the CSUSB and the MSCP through Cal State Apply (calstate.edu/apply).
The PAF is used to apply to the program.
Office of Graduate Studies sends applications to the COE Student Services
(Ami Thomas: Ami.Thomas@csusb.edu; x77400)

Step 3: COE Credential Admissions Office Processes the Applications

o   The PAF is evaluated.
Candidates with complete applications are invited to attend an interview with program faculty.
o   Candidates attend the admission interview and provide a personal narrative/essay.

Step 4: Admission Decision

Program Coordinator approves or denies applications and signs the Graduate Decision Form.

Step 5: New Student Program Orientation

Candidates attend a mandatory MSCP New Student Program Orientation Meeting.
Candidates complete Program Plans, Fieldwork Placement Application, and are permitted to
register for program courses

Only the last four digits of phone numbers have been provided. Add the university's 5 common digits i.e., 909-53 to the numbers provided.

Program Options
- The program can be completed in two or more semesters.
- The candidate must inform the program coordinator if one's program plan changes.

Multiple Subject Credential Program Concentrations

CSUSB College of Education offers (a) an undergraduate credential program and (b) a post-baccalaureate credential program. The Liberal Studies—Integrated program combines a baccalaureate degree in Liberal Studies with the Multiple Subject Credential program (MS). The post-baccalaureate program is the Multiple Subject SB-2042 Credential program (MS).
Individuals who obtain a Multiple Subject Credential are authorized to teach all students including English Language Learners (ELL) in a self-contained classroom (grade K-12).

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

- Coursework may be completed at the San Bernardino Campus and/or at the Palm Desert Campus (PDC).

- The program is most advantageous for those students who are full-time students and plan to complete the program is four years.

- Saves time by working on credential coursework along with courses for the B.A. degree. Candidates …

  - **must have Subject Matter Competency**. Candidates must demonstrate subject matter competency prior to being admitted to the program by either completing a CTC Approved Waiver Program or by passing the California Subject Examinations for Teachers – Multiple Subjects (CSET).

  - **must pass California Basic Education Skills Test (CBEST).** Candidates must be proficient in the skills of reading, writing, and mathematics. As of May 2007, if a candidate has passed all three (3) subtests of "*CSET: Multiple Subjects*" and the "*CSET: Writing Skills*" test, then CBEST is not required. Once the CBEST examination has been passed, it need not be taken again since it indefinitely satisfies the basic skills requirement necessary for certification and program enrollment.

  - **must have Certificate of Clearance**. Verification through state and federal review that candidates have personal and professional fitness for service in public schools.

- Early fieldwork: Track A students complete early fieldwork in one semester. Track B students, complete early fieldwork in two semesters.

- Supervised Student Teaching is for one semester (15 weeks), in a self-contained classroom (Grades K-6 or Core Subjects), while completing coursework and responding to the two cycles of CalTPA.

- Candidates are placed with a qualified teacher in a school district within San Bernardino or Riverside Counties.

In the Liberal Studies Program—Integrated Concentration, candidates complete their B.A. degree courses along with their credential courses. Candidates may begin this program as freshman or transfer in from a community college. **The credential portion of the program generally begins after the junior year**. Advising for this program begins in the Liberal Studies Peer Advising Center (PALS), CE-114; liberalstudies@csusb.edu; 909-537-5857. Candidates successfully completing this program meet the pre- and co-requisite credential program admission requirements.

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

Post Baccalaureate Multiple Subject Credential Program—Student Teaching Option

This option is available at San Bernardino or at the Palm Desert Campus (PDC). The following requirements must be satisfied to complete coursework and fieldwork within this option:

- Pre/Co-requisites must be met prior to Student Teaching / Supervision.

- Candidates must have completed or be concurrently enrolled in Semester I coursework in order to receive Fieldwork Placement (i.e., Student Teaching) in a school district within San Bernardino or Riverside Counties, and assigned a University Supervisor and a qualified Resident Teacher.

- One semester of Supervised Student Teaching, at one grade level, K-6 (self-contained or Core Subjects), while completing coursework.

In the Student Teaching option, candidates may complete the program in nine (9) months of full-time enrollment, or they may take as many as four semesters to complete the program as long as enrollment is continuous.

In addition, EDMS 4110 must be taken concurrently with EDMS 4107.

If candidates decide to attend on a part-time basis, they should meet with their faculty advisor to carefully plan the sequence of their courses.

A New Student Orientation meeting helps incoming candidates learn about the program offerings, processes, and expectations. At this meeting students submit an online Fieldwork Placement Application. Students identify their choice of school districts where they would like to do their Early Fieldwork and Student Teaching.

Added Bilingual Authorization in Spanish

Teacher candidates wishing to earn an added bilingual authorization in Spanish must show competency in languages skills, pedagogy and culture. Dr. Nena Torrez is the coordinator for the Added Bilingual Authorization concentration.

Bilingual Authorizations allow the holders to provide instruction to English Learners (EL). Assembly Bill (AB) 1871, signed by the Governor on September 30, 2008, provides for the issuance of bilingual authorizations rather than certificates, and expanded the options available to meet the requirements for the Bilingual Authorization. For a summary of all documents that authorize instruction to EL students, see the leaflet Serving English Learners, CL-622. The section below lists the types of instruction authorized by Bilingual Authorizations. Each type of instruction is defined below.

Types of Instruction to English Learners Authorized by the Bilingual authorization

- Instruction for English Language Development (ELD)
- Instruction for Primary Language Development
- Specially Designed Academic Instruction Delivered in English (SDAIE)
- Content Instruction Delivered in the Primary Language

Requirements:
- The applicant must demonstrate Spanish/English bi-literacy skills (most integrated students in CSUSB demonstrate this knowledge via successful completion of SPAN 415)
- The applicant must also demonstrate Latino cultural knowledge (most integrated students in CSUSB demonstrate this knowledge via successful completion of HUM 335)

- The applicant may take CTEL or CSET (Spanish).
  - The link to the CTEL is:

    http://www.ctcexams.nesinc.com/PageView.aspx?f=GEN_AboutCTEL.html
  - The link to the CSET (Spanish) is:

    http://www.ctcexams.nesinc.com/PageView.aspx?f=GEN_AboutCSET.html#bcladreq

Name: _____ Track: _____ SID#: _____ Date: _____

Phone: _____ Alt. Phone: _____ Email: _____

Pre-Requisite Courses	Units	Sem	Year	Notes
ENG 3110 Introduction to Linguistics	3			
Cluster A or B (Choose one)				
Cluster A CD 2240 Introduction to Child Development CD 2246 Observation and Methods: School Age Development	 3 3			
Cluster B EDMS 3010 Growth & Dev. in Socio-Educational Context EDMS 3011 Obs. Methods and Data Collection in School Contexts	 3 3			
Pre/Co-Requisites				
HSCI 1000 Concepts in Health	2			
One of the following				
PSYC 3350 Development of Exceptional Children	3			
ESPE 3350 Introduction to Special Populations for Teachers	3			
CANDIDATES MUST HAVE CLASSIFIED STANDING FOR ENROLLMENT IN SUPERVISED STUDENT TEACHING				
Program Courses				
EDMS 4100: Psychological Foundations of Education	3			
EDMS 4101A: Language Arts Teaching and Learning	3			
EDMS 4102: Preparation to Teach English Learners	3			
EDMS 4103: Creating Supportive Learning Environment	2			
EMAT 5100: Technology and Instructional Practices in Elem. Schools	1			
EMAT 5101: Education, Diversity and Social Justice	3			
EDMS 5104: Mathematics Teaching and Learning	3			
EDMS 5105: Teaching and Learning Science[1]	3			
EDMS 5106A: Social Studies/Arts Teaching and Learning	3			
EDMS 4107: Supervised Student Teaching	3			
EDMS 4110[2]: CalTPA Seminar[2]	3			
Total Program Units	**30**			

Note: [1]Pre- or Co-requisites: EDMS 4100, 4101A, 4102, 4103, 5101.
     [2] Pre- or Co-requisite: EDMS 4100, 4101A, 4102, 4103, 5101, 5104.

Additional requirement for the Preliminary Credential: US Constitution, CPR Certificate, and a passing score on the RICA.

Student's Signature: _____   Date: _____

Program Advisor's Signature: _____   Date: _____

For the fieldwork placement application go to **https://tinyurl.com/mscp-placement**. Please note: A current copy of your Program Plan and a fieldwork placement application must be on file with the Supervision Office in order for your request to be processed. Students who do not follow their signed program plan may not be able to complete the program on time.

California State University San Bernardino
Multiple Subject 2042 Credential
Added Bilingual Authorization Program Plan--Student Teaching

Name: _____ Track: _____ SID#: _____ Date: _____

Phone: _____ Alt. Phone: _____ Email: _____

Pre-Requisite Courses	Units	Sem	Year	Notes
ENG 3110 Introduction to Linguistics	3			
Cluster A or B (Choose one)				
Cluster A				
CD 2240 Introduction to Child Development	3			
CD 2246 Observation and Methods: School Age Development	3			
Cluster B				
EDMS 3010 Growth & Dev. in Socio-Educational Context	3			
EDMS 3011 Obs. Methods and Data Collection in School Contexts	3			
Pre/Co-Requisites				
HSCI 1000 Concepts in Health	2			
One of the following				
PSYC 3350 Development of Exceptional Children	3			
ESPE 3350 Introduction to Special Populations for Teachers	3			
CANDIDATES MUST HAVE CLASSIFIED STANDING FOR ENROLLMENT IN SUPERVISED STUDENT TEACHING				
Program Courses				
EDMS 4100: Psychological Foundations of Education	3			
EDMS 4101B: Language Arts Teaching and Learning in Bilingual Settings	3			
EDMS 4102: Preparation to Teach English Learners	3			
EDMS 4103: Creating Supportive Learning Environment	2			
EMAT 5100: Technology and Instructional Practices in Elem. Schools	1			
EMAT 5101: Education, Diversity and Social Justice	3			
EDMS 5104: Mathematics Teaching and Learning	3			
EDMS 5105: Teaching and Learning Science[1]	3			
EDMS 5106B: Social Studies/Arts Teaching and Learning in Bilingual Settings	3			
EDMS 4107: Supervised Student Teaching	3			
EDMS 4110[2]: CalTPA Seminar[2]	3			
Total Program Units	**30**			
Note: [1]Pre- or Co-requisites: EDMS 4100, 4101A, 4102, 4103, 5101. [2] Pre- or Co-requisite: EDMS 4100, 4101A, 4102, 4103, 5101, 5104.				

Additional requirement for the Preliminary Credential: US Constitution, CPR Certificate, and a passing score on the RICA.

Student's Signature: _____ Date: _____

Program Advisor's Signature: _____ Date: _____

For the fieldwork placement application go to **https://tinyurl.com/mscp-placement**. Please note: A current copy of your Program Plan and a fieldwork placement application must be on file with the Supervision Office in order for your request to be processed. Students who do not follow their signed program plan may not be able to complete the program on time.

California State University San Bernardino
Multiple Subject 2042 Credential
3 Semesters Internship Program Plan

Name:		SID#:		Date:

Phone:	Alt. Phone:		Email:	

Mailing Address:

Pre-Requisite Courses	Units	Sem	Year	Grade
ENG 3110 Introduction to Linguistics	3			
Cluster A or B (Choose one)				
Cluster A CD 2240 Introduction to Child Development	3			
CD 2246 Observation and Methods: School Age Development	3			
Cluster B EDMS 3010 Growth & Dev. in Socio-Educational Context	3			
EDMS 3011 Obs. Methods and Data Collection in School Contexts	3			
Pre/Co-Requisites				
HSCI 1000 Concepts in Health	2			
One of the following				
PSYC 3350 Development of Exceptional Children	3			
ESPE 3350 Introduction to Special Populations for Teachers	3			
MUST HAVE CLASSIFIED STANDING FOR ENROLLMENT IN SUPERVISED TEACHING				
EDMS 4100: Psychological Foundations of Education	3			
EDMS 4101A: Language Arts Teaching and Learning	3			
EDMS 4102: Preparation to Teach English Learners	3			
EMAT 5101: Education, Diversity and Social Justice	3			
EDMS 4103: Creating Supportive Learning Environment	2			
EMAT 5100: Tech and Instructional Practices in the Elem School	1			
EDMS 5104: Mathematics Teaching and Learning	3			
EDMS 4108A[1]: Supervised Intern Teaching in Multiple Subject I	3			
EDMS 4109: Internship Seminar for Multiple Subject	3			
EDMS 5105: Teaching and Learning Science	3			
EDMS 5106A: Social Studies/Arts Teaching and Learning	3			
EDMS 4110[1]: CalTPA Seminar	3			
EDMS 4108B[1]: Supervised Intern Teaching in Multiple Subject II	3			
Total Program Units	**36**			
Note: [1]Pre- or Co-requisites: EDMS 4100, 4101A, 4102, 4103, 5101 or equivalent				

Additional requirement for the Preliminary Credential: US Constitution, CPR Certificate, and a passing score on the RICA.

Student's Signature: _____   Date: _____

Program Advisor's Signature: _____   Date: _____

For the fieldwork placement application go to **https://tinyurl.com/mscp-placement**. Please note: A current copy of your Program Plan and a fieldwork placement application must be on file with the Supervision Office in order for your request to be processed. Students who do not follow their signed program plan may not be able to complete the program on time.

California State University San Bernardino
Multiple Subject 2042 Credential
3 Semesters Bilingual Added Authorization--Internship Program Plan

Name:		SID#:		Date:
Phone:	Alt. Phone:		Email:	
Mailing Address:				

Pre-Requisite Courses	Units	Sem	Year	Grade
ENG 3110 Introduction to Linguistics	3			
Cluster A or B (Choose one)				

Cluster A
    CD 2240   Introduction to Child Development
    CD 2246   Observation and Methods: School Age Development
	3
	3			

Cluster B
    EDMS 3010 Growth & Dev. in Socio-Educational Context
    EDMS 3011 Obs. Methods and Data Collection in School Contexts
	3
	3			

Pre/Co-Requisites				
HSCI 1000 Concepts in Health	2			
One of the following				
PSYC 3350 Development of Exceptional Children	3			
ESPE 3350 Introduction to Special Populations for Teachers	3			
MUST HAVE <u>CLASSIFIED STANDING</u> FOR ENROLLMENT IN SUPERVISED TEACHING				
EDMS 4100: Psychological Foundations of Education	3			
EDMS 4101B: Language Arts Teaching and Learning in Bilingual Settings	3			
EDMS 4102: Preparation to Teach English Learners	3			
EMAT 5101: Education, Diversity and Social Justice	3			
EDMS 4103: Creating Supportive Learning Environment	2			
EMAT 5100: Tech and Instructional Practices in the Elem School	1			
EDMS 5104: Mathematics Teaching and Learning	3			
EDMS 4108A[1]: Supervised Intern Teaching in Multiple Subject I	3			
EDMS 4109: Internship Seminar for Multiple Subject	3			
EDMS 5105: Teaching and Learning Science	3			
EDMS 5106B: Social Studies/Arts Teaching and Learning in Bilingual Settings	3			
EDMS 4110[1]: CalTPA Seminar	3			
EDMS 4108B[1]: Supervised Intern Teaching in Multiple Subject II	3			
Total Program Units	**36**			
Note: [1]Pre- or Co-requisites: EDMS 4100, 4101A, 4102, 4103, 5101 or equivalent				

Additional requirement for the Preliminary Credential: US Constitution, CPR Certificate, and a passing score on the RICA.

Student's Signature: _____   Date: _____

Program Advisor's Signature: _____   Date: _____

For the fieldwork placement application go to **https://tinyurl.com/mscp-placement**. Please note: A current copy of your Program Plan and a fieldwork placement application must be on file with the Supervision Office in order for your request to be processed. Students who do not follow their signed program plan may not be able to complete the program on time.

California State University San Bernardino
Multiple Subject Credential Program (2 Semesters)
Multiple Subject / Bilingual Authorization

Prerequisites	Units
ENG 3110 Introduction to Linguistics	3
Cluster A or Cluster B	
Cluster A	
CD 2240 Introduction to Child Development	3
CD 2246 Observation and Methods: School Age Development	3
Cluster B	
EDMS 3010 Growth & Development in Socio-Educational Context	3
EDMS 3011 Observational Methods and Data Collection In School Contexts	3
Pre/Co-requisites	
HSCI 1000 Concepts in Health	2
One of the following:	
PSYC 3350 Development of Exceptional Children	3
ESPE 3350 Introduction to Special Populations for General Education Teachers	3

MUST HAVE <u>CLASSIFIED STANDING</u> FOR ENROLLMENT IN SUPERVISED STUDENT TEACHING

SEMESTER I *(17 units)*	Units
EDMS 4100: Psychological Foundations of Education	3
EDMS 4101A: Language Arts Teaching and Learning	3
Or EDMS 4101B: Language Arts Teaching and Learning (Spanish)	3
EDMS 4102: Pedagogical Foundations for Teaching English	3
EDMS 4103: Creating Supportive Learning Environment	2
EMAT 5101: Education, Diversity and Social Justice	3
SEMESTER II *(17 units)*	
EMAT 5100: Technology and Instructional Practices in the Elementary School	1
EDMS 5104: Mathematics Teaching and Learning	3
EDMS 5105: Teaching and Learning Science	3
EDMS 5106A: Social Studies/Arts Teaching and Learning	3
Or EDMS 5106A: Social Studies/Arts Teaching and Learning in Bilingual Settings	3
EDMS 4107A[1]: Supervised Student Teaching	3
EDMS 4110[1]: CalTPA Seminar	3

Note: [1]Pre- or Co-requisites: EDMS 4100, 4101, 4102, 4103, 5101.
[2] Pre-requisites: EDMS 4100, 4101, 4102, 4103, 5101. Pre- or Co-requisite: 5104.

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

California State University San Bernardino
Multiple Subject Credential Program (3 Semesters)

Multiple Subject / Bilingual Authorization

Prerequisites	Units
ENG 3110 Introduction to Linguistics	3
Cluster A or Cluster B	
Cluster A	
CD 2240 Introduction to Child Development	3
CD 2246 Observation and Methods: School Age Development	3
Cluster B	
EDMS 3010 Growth & Development in Socio-Educational Context	3
EDMS 3011 Observational Methods and Data Collection In School Contexts	3
Pre/Co-requisites	
HSCI 1000 Concepts in Health	2
One of the following:	
PSYC 3350 Development of Exceptional Children	3
ESPE 3350 Introduction to Special Populations for General Education Teachers	3

MUST HAVE <u>CLASSIFIED STANDING</u> FOR ENROLLMENT IN SUPERVISED STUDENT TEACHING

SEMESTER I	Units
EDMS 4100: Psychological Foundations of Education	3
EDMS 4101A: Language Arts Teaching and Learning	3
Or EDMS 4101B: Language Arts Teaching and Learning (Spanish)	
EDMS 4103: Creating Supportive Learning Environment	2
EMAT 5101: Education, Diversity and Social Justice	3
SEMESTER II	
EDMS 4102: Pedagogical Foundations for Teaching English	3
EMAT 5100: Technology and Instructional Practices in the Elementary School	1
EDMS 5105: Teaching and Learning Science	3
EDMS 5104: Mathematics Teaching and Learning	3
SEMESTER III	
EDMS 5106: Social Studies/Arts Teaching and Learning	3
EDMS 4107A[1]: Supervised Student Teaching	3
EDMS 4110[1]: CalTPA Seminar	3

Note: [1] Pre-requisites: EDMS 4100, 4101, 4102, 4103, 5101. Pre- or Co-requisite: 5104.

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

Intern Option

A candidate may apply for and begin teaching on an Intern credential in an approved setting in Riverside or San Bernardino Counties while completing coursework.

Internship involves,
- Two semesters of Supervised Intern Teaching with supervision by a University Supervisor and by assigned district personnel, and

- May be completed within 16 months with full-time enrollment.

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

- Completed Subject Matter Competency (passed California Subject Examinations for Teachers – CSET).

- Passed CBEST (California Basic Educational Skills Test).

- Completed Bachelor's degree from an accredited college or university *(i.e., candidates in the integrated program are not eligible)*

- Completed the U.S. Constitution requirement.

- Completed the program pre- and co-requisite courses.

- Completed pre-supervision courses (i.e., 120 hours of pre-service coursework)*

- Had experience working with children and meet all other program admission requirements.

By design, the following four courses qualify for the purpose and meet the required 120 hours of pre-service coursework that is required by the state:

EDMS 4100: Psychological Foundations of Education	(45 hours)
EDMS 4101A: Language Arts Teaching and Learning.	(45 hours)
Or EDMS 4101B: Language Arts Teaching and Learning (Spanish).	
EDMS 4103: Creating Supportive Learning Environment	(30 hours)
EMAT 5101: Education, Diversity and Social Justice.	(45 hours)

Candidates are eligible to apply for the Intern option upon completion of the pre/co-requisite courses and 120 hours or coursework.

CSUSB has Intern Partnership agreements with 60 school districts in Riverside and San Bernardino Counties (see "*Appendix C*"). Once the candidate signs a contract with a partnership district, the candidate applies for an Intern Credential in the College of Education Student Services (CESS) i.e., in CE 102.

Interns should register for two semesters of Supervision i.e., EDMS 4108A and 4108B, and enroll in EDMS 4110 to complete the CalTPA during one of two supervised teaching experiences.

An Intern credential is only effective for two years in the district in which the candidate signed a contract. Candidates should contact their personnel office to clarify their employment status as it relates to tenure, promotion, and any other aspects of employment.

Candidates may opt for the Early Completion Intern Option *(see below)*

Candidates must apply for the Preliminary Credential upon completion of the Internship.

Multiple Subject Credential Program—Intern (3 Semesters)

Multiple Subject / Bilingual Authorization

Prerequisites	Units
ENG 3110 Introduction to Linguistics	3
Cluster A or Cluster B	
Cluster A	
CD 2240 Introduction to Child Development	3
CD 2246 Observation and Methods: School Age Development	3
Cluster B	
EDMS 3010 Growth & Development in Socio-Educational Context	3
EDMS 3011 Observational Methods and Data Collection In School Contexts	3
Pre/Co-requisites	
HSCI 1000 Concepts in Health	2
One of the following:	
PSYC 3350 Development of Exceptional Children	3
ESPE 3350 Introduction to Special Populations for General Education Teachers	3

MUST HAVE <u>CLASSIFIED STANDING</u> FOR ENROLLMENT IN SUPERVISED STUDENT TEACHING

SEMESTER I	Units
EDMS 4100: Psychological Foundations of Education	3
EDMS 4101A: Language Arts Teaching and Learning	3
Or EDMS 4101B: Language Arts Teaching and Learning (Spanish)	
EDMS 4103: Creating Supportive Learning Environment	2
EMAT 5101: Education, Diversity and Social Justice	3
SEMESTER II	
EDMS 4102: Pedagogical Foundations for Teaching English	3
EMAT 5100: Technology and Instructional Practices in the Elementary School	1
EDMS 5105: Teaching and Learning Science	3
EDMS 5104: Mathematics Teaching and Learning	3
EDMS 4108A[1]: Supervised Student Teaching I	3
SEMESTER III	
EDMS 5106: Social Studies/Arts Teaching and Learning	3
EDMS 4109: Internship Seminar for Multiple Subject	3
EDMS 4108B[2]: Supervised Student Teaching II	3
EDMS 4110[1]: CalTPA Seminar	3

Note: [1] Pre-requisites: EDMS 4100, 4101, 4103, 5101. Pre- or Co-requisite: 4102, 5104.
　　　[2] Pre-requisites: EDMS 4100, 4101, 4103, 5101. Pre- or Co-requisite: 4102, 5104.

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

California State University San Bernardino

Multiple Subject Credential Program—Intern (4 Semesters)

Multiple Subject / Bilingual Authorization

Prerequisites	Units
ENG 3110 Introduction to Linguistics	3
Cluster A or Cluster B	
Cluster A	
CD 2240 Introduction to Child Development	3
CD 2246 Observation and Methods: School Age Development	3
Cluster B	
EDMS 3010 Growth & Development in Socio-Educational Context	3
EDMS 3011 Observational Methods and Data Collection In School Contexts	3
Pre/Co-requisites	
HSCI 1000 Concepts in Health	2
One of the following:	
PSYC 3350 Development of Exceptional Children	3
ESPE 3350 Introduction to Special Populations for General Education Teachers	3

MUST HAVE CLASSIFIED STANDING FOR ENROLLMENT IN SUPERVISED STUDENT TEACHING

SEMESTER I	Units
EDMS 4100: Psychological Foundations of Education	3
EDMS 4101A: Language Arts Teaching and Learning	3
Or EDMS 4101B: Language Arts Teaching and Learning in Bilingual Settings	
EDMS 4103: Creating Supportive Learning Environment	2
EMAT 5101: Education, Diversity and Social Justice	3
SEMESTER II	
EDMS 4102: Pedagogical Foundations for Teaching English	3
EMAT 5100: Technology and Instructional Practices in the Elementary School	1
EDMS 5105: Teaching and Learning Science	3
SEMESTER III	
EDMS 5104: Mathematics Teaching and Learning	3
EDMS 5106A: Social Studies/Arts Teaching and Learning	3
Or EDMS 5106B: Social Studies/Arts Teaching and Learning in Bilingual Settings	
EDMS 4108A[1]: Supervised Intern Teaching in Multiple Subject I	3
SEMESTER IV	
EDMS 4109: Internship Seminar for Multiple Subject	3
EDMS 4111[2]: CalTPA Seminar II	2
EDMS 4108B[2]: Supervised Intern Teaching in Multiple Subject II	3

Note: [1] Pre-requisites: EDMS 4100, 4101, 4103, 5101. Pre- or Co-requisite: 4102, 5104.
      [2] Pre-requisites: EDMS 4100, 4101, 4103, 5101. Pre- or Co-requisite: 4102, 5104.

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

The Early Completion Intern Option (ECO)

Requirements

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

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

1. Bachelor's degree or higher from a regionally-accredited college or university

2. Basic skills requirement

3. Passage of one of the following assessments:

   a. The National Evaluation Series (NES) Assessment of Professional Knowledge (APK): Elementary (Test code 051) for Multiple Subjects candidates or Secondary (Test code 052) for Single Subject candidates

   b. The Teaching Foundations Examination (TFE) (no longer administered)

4. Completion of the initial Teaching Performance Assessment (TPA) task(s) provided within a Commission-approved TPA model

5. Completion of a course (two semester units or three-quarter units) in the provisions and principles of the U.S. Constitution, or passage of an examination in the subject given by a regionally-accredited college, or university

6. Verify knowledge of the subject to be taught by one of the following two methods:

   a. Achieve a passing score on all appropriate California Subject Examinations for Teachers (CSET) subject matter examination(s)

   b. Complete a Commission-approved subject-matter program or its equivalent and obtain verification of completion from the authorized person in the education department of a California college or university with an approved program

7. Fingerprint processing by Live Scan (form 41-LS), if not previously completed for the Commission on Teacher Credentialing

8. Individuals must have an offer of employment and be enrolled in a District Intern Program or a college or university with a Commission-approved intern program

Requirements for the Preliminary Credential

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

Applicants must satisfy all of the following requirements for the Five-Year Preliminary Teaching Credential:

1. Complete a baccalaureate or higher degree from a regionally-accredited college or university
2. Satisfy the basic skills requirement. See Commission leaflet CL-667, entitled Basic Skills Requirement for additional information.
3. Verify subject matter competence by one of the following two methods:
   a) Achieve a passing score on the appropriate subject matter examination(s). Information regarding the appropriate subject matter examination(s), including passing scores and registration, can be found in Commission leaflet CL-674M [pdf], entitled Verifying Subject Matter Competence by Examination for Multiple Subject Teaching Credentials.
   b) Complete a Commission-approved elementary subject-matter program or its equivalent and obtain verification of completion from the authorized person in the education department of a California college or university with an accredited program.
4. Pass the Reading Instruction Competence Assessment (RICA). Individuals who hold a valid California teaching credential which was issued based upon completion of a teacher preparation program including student teaching, are exempt from this requirement. Visit the Commission's website or the Evaluation Systems, Pearson website at http://www.ctcexams.nesinc.com for more information.
5. Complete a course (two semester units or three quarter units) in the provisions and principles of the U.S. Constitution or pass an examination given by a regionally-accredited college or university
6. Complete a Commission-approved multiple subject teacher preparation program, that includes satisfying the following requirements (content listed below must be addressed in the program but does not require specific standalone courses):
   a) Developing English Language Skills, including Reading, by completing comprehensive reading instruction that includes the following: the systematic study of phonemic awareness, phonics, and decoding; literature, language and comprehension; and diagnostic and early intervention techniques
   b) instruction in foundational and advanced computer technology that includes general and specialized skills in the use of computers and technology in educational settings
   c) instruction in Health Education, including, but not limited to, nutrition; the physiological and sociological effects of alcohol, narcotics, and drug abuse; the use of tobacco; and provide verification of training in cardiopulmonary resuscitation (CPR) that covers infant, child, and adult CPR skills that meets the standards established by the American Heart Association or Red Cross
7. Obtain a formal recommendation for the credential by the program sponsor

Note: The final issuance date for an initial Preliminary Multiple or Single Subject Teaching Credential based on Ryan program completion for California prepared teachers was January 1, 2012. The sunset date includes all routes for an extension by appeal.

COURSE DESCRIPTIONS

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

Prerequisite Course

ENG 3110: Introduction to Linguistics (3 Units)

Overview of key concepts and methods of linguistics, as applied to the English language. Explores a variety of linguistic areas, such as phonetics, phonology, morphology, syntax, pragmatics, sociolinguistics, and language acquisition. Formerly offered as ENG 311.

EDMS 3010: Growth and Development in Socio-Educational Contexts (3 Units)

Comprehensive introduction to human development from birth through adolescence. Emphasis is on physical, cognitive, social-emotional, and language development within educational contexts as affected by race, sex, culture, home language, gender, sexual orientation, socioeconomic status, and special needs. A minimum of 15 hours of observation in an approved school setting is required for this course. Graded A through C-/Credit/No credit. Formerly EELB 301.

EDMS 3011: Observational Methods and Data Collection In School Contexts (3 Units)

Introduction to observational methodologies and data collection techniques used to collect information about children's growth and school contexts. Students will observe, record, analyze, and interpret school age students growth and development as they relate to to current developmental research, theories, and school practices. A minimum of 15 hours of child observation will be required. Formerly offered as EELB 301.

Pre/Co-requisite Course

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

The Course Substitution Form is available at https://coe.csusb.edu/forms-applications.

ESPE 3350: Introduction to Special Populations for General Education Teachers (3 Units)

Introduction to special populations in the mainstream classroom for general educators. Development of basic skills for teaching special populations in the general education classroom including differentiated instructional strategies within the core curriculum, roles of general education teachers, and creating a positive inclusive climate of instruction for exceptional learners. A minimum of three hours of fieldwork is required. Formerly ESPE 350

PSYC 3350: Development of Exceptional Children

Review of theory, assessment, management, and rehabilitation of exceptional children. Includes developmental implications of specific educational disabilities, intellectual disabilities, and learning disabilities. This course is cross-listed with CD 3350. Formerly offered as PSYC 350 and HD 350.

HSCI 1000: Concepts of Health (3 Units)

Standards and guidelines for coordinated school health programs and comprehensive health education, prevention, and wellness. Course content is formulated for those planning a career in K-8 education.

Does not qualify as a Health Science elective, nor as a clear credential course for post- baccalaureate credential candidates. Formerly HSCI 100; students may not earn credit for both courses.

Program Course Descriptions

_NOTE__: A grade of "B⁻" or better must be earned for any credential program course. Furthermore, the overall grade must be a B or better._

EDMS 4100: Psychological Foundations of Education (3 units).

Overview of psychological principles as applied to education using a variety of theoretical perspectives from psychology to explore educational practices, student development and characteristics, learning processes, teaching strategies and assessment in linguistically and culturally diverse classrooms. Requires a minimum ten-hour field component in an approved setting. Graded A through C-/Credit/No credit. Formerly EELB 317.

EDMS 4101A: Language Arts Teaching and Learning (3 units)

This course provides teacher candidates with the skills, knowledge and practices that promote reading and language arts learning in language arts, content-area instruction and differentiated instruction for all students. The focus of instruction will be on a variety of teaching strategies and theories that inform English Language Arts instruction and learning. Graded A through C-/No Credit. Formerly EELB 315.

EDMS 4101B: Language Arts Teaching and Learning in Bilingual Settings (3 units)

This course prepares teacher candidates with the skills, knowledge and practices that promote student learning of reading and language arts in bilingual settings. The course examines current theories of biliteracy development and strategies for teaching emergent bilingual learners, with a particular focus on Language Arts instruction. Requires field component including participation with emergent readers in an approved Multiple Subject bilingual setting. Graded A through C-/No credit. Formerly EELB 316.

EDMS 4102: Pedagogical Foundations for Teaching English Learners (3 units)

Examines second language acquisition theories and principles, and instructional practices designed to develop the linguistic, social, and academic proficiency of English learners. Overview of educational equity for culturally and linguistically diverse learners, as this applies to the core curriculum, school practices, and high academic achievement. This course requires a field component at an approved public school setting, K–6, where English learners attend. Graded A through C-/No credit. Formerly EELB 313.

EDMS 4103: Creating Supportive and Engaging Learning Environments (3 units)

Seminar focusing on knowledge, skills and dispositions required to create and maintain a supportive, healthy environment for student learning. Topics include learning about students, encouraging parental involvement and support, understanding multiple factors that influence behavior, using support personnel, establishing procedures which result in using instructional time effectively, and developing a management plan based on research and personal educational philosophy. Graded A through C-/No credit. Formerly EELB 422. If not taken concurrently with student teaching, then five hours of fieldwork will be required.

EDMS 5104: Mathematics Teaching and Learning (3 units)

Introductory course in curriculum and instruction in mathematics. Emphasis on implementing state-adopted mathematics curriculum standards and skills in an elementary classroom based on an in-depth understanding of concepts, skills, and strategies in mathematics. Includes designing instruction to meet the academic needs of all learners in a diverse classroom including English learners and learners with special needs. Graded A through C-/No credit. Formerly EELB 423.

EDMS 5105: Science Teaching and Learning (3 units)

Introductory course in curriculum and pedagogy in science and health. Emphasis on implementing state adopted science and health curriculum standards in an elementary classroom, including designing instruction to integrate technology and meet academic needs of all learners such as English language

learners and special needs students. If not taken concurrently with Student Teaching, then six hours of fieldwork will be required. Graded A through C-/No credit. Formerly EELB 532.

EDMS5106A: Social Studies and the Arts Teaching and Learning (3 units)
Methods of teaching history/social studies and visual/performing arts. Emphasis on implementing state adopted curriculum standards and skills in an elementary classroom based on an in-depth understanding of concepts, skills, and strategies in history/social studies and the visual/performing arts. Includes designing a teaching unit to meet academic needs of all learners including English language learners and learners with special needs. Graded A through C-/No credit. Formerly EELB 533.

EDMS 5106B: Social Studies and the Arts Teaching and Learning in Bilingual Settings (3 units)
Methods of teaching history/social studies and the visual/performing arts in bilingual settings. Emphasis on implementing state adopted curriculum standards and skills in an elementary school based on an in-depth understanding of concepts, skills, and strategies in history/social studies and the visual/performing arts. Includes designing a teaching unit to meet academic and language needs of all learners, including Spanish-speaking learners and learners with special needs. Part of the course will be taught in Spanish. Formerly EELB 534.

EMAT 5100: Technology and Instructional Practices for Educators (1 unit)
An emphasis on integrating new media and educational technology with content knowledge in K-12 classrooms. Enhances students' knowledge and skills to use technology to introduce, reinforce, extend, enrich, assess, and remediate learning. Graded A through C-/No credit.

EMAT 5101: Education, Diversity and Social Justice (3 units)
Examines issues of disparity among racial, cultural and linguistic groups in California and the U.S. Interactions among factors such as teaching quality, educational equity, state/federal policies, and achievement gaps are explored. Disparities in educational opportunities and resources are examined with an emphasis on social justice. Formerly offered as EELB 510. Grading is A through C-/No Credit.

EDMS 4107A: Supervised Student Teaching in Multiple Subject I (3 units).
Structured, supervised student teaching experience in a TK-6 setting. Those seeking a bilingual added authorization are placed in a bilingual setting. Formerly EELB 540A. Graded A through C-/No credit.

EDMS 4108A: Supervised Intern Teaching in Multiple Subject I (3 units).
Application of theory to practice for intern teachers currently teaching in TK-6 settings. 16 weeks over two semesters of supervised intern teaching are required. Provides intern teachers the opportunity to learn from experienced educators, evaluated against California Teaching Performance Expectations, and to have the support and guidance from site administrators, mentor teacher, and EL expert in order to become effective educators. Graded Credit/No credit. Formerly EELB 560A.

EDMS 4108B: Supervised Intern Teaching in Multiple Subject II (3 units).
Provides the second semester of supervised student teaching for intern teachers currently teaching in TK-6 settings. 16 weeks over two semesters of supervised intern teaching are required, this is the second semester. Application of theory to practice , provides intern teachers the opportunity to learn from experienced educators, evaluated against California Teaching Performance Expectations, and to have the support and guidance from site administrators, mentor teacher, and EL expert in order to become effective educators. Formerly EELB 560B. Graded Credit/ No Credit.

EDMS 4109: Internship Seminar for Multiple Subject
This course is designed to prepare teacher candidates for a successful completion of their intern teaching assignment and for the entry and success in a professional teaching position in public schools. The teaching/learning methods used in this course will include lecture/demonstration, small group work, and class discussion, a variety of active-learning techniques, microteaching, and independent work. This course is offered during the first semester of internship. Formerly offered as EELB 480. Grading is A through C-/No Credit.

EDMS 4110: Assessment Seminar: CalTPA Cycle (3 units)

Knowledge, skills and dispositions required for first year teachers. Emphasis on content specific and developmentally appropriate pedagogy, characteristics of English learners and students with special needs, and preparation to document parts of teacher performance expectations 1-6. Preparation and individual mentoring for CalTPA 1 and 2. Graded Credit/No credit. Formerly EELB 520E and EELB 520F.

California Teaching Performance Assessment (CalTPA)

https://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalTPA_TestPage.html

The CalTPA is structured around two full instructional cycles based on the pedagogical sequence of *plan, teach and assess, reflect*, and *apply*, each conducted within a school placement. The complete sequence is addressed by each instructional cycle, with candidates providing evidence of instructional practice for each step. Acceptable evidence may be in a variety of forms, including annotated video clips and written narrative. The CalTPA is designed to address subject-specific teaching and learning, candidates are asked to respond to the instructional cycles within the context of their teaching assignments.

Instructional Cycle 1 focuses on developing an engaging content-specific lesson for one class and 3 focus students based on what you learn about their diverse assets and needs, including their prior knowledge, interests, and developmental considerations. The content focus for Cycle 1 at CSUSB is English Language Arts.

In this cycle, you will demonstrate (a) how you select an appropriate learning goal(s), (b) how you determine what you expect your students to know and be able to do, and (c) how you will assess that learning.

You will develop content-specific student activities and instructional strategies to develop your students' thorough understanding of the content you are teaching. This cycle also focuses on how you monitor student understanding during the lesson and make appropriate adaptations to support individual student learning needs.

As you teach and video-record the lesson, you will demonstrate how you establish a positive and safe learning environment, provide social and emotional supports through positive interactions with students, and use resources and materials to enhance content-specific learning.

Instructional Cycle 2 emphasizes the interaction between standards, assessment, and instructional decision making. The content focus for Cycle 1 at CSUSB is mathematics. While standards describe what students are expected to know, understand, and be able to do, assessment is the ongoing process of gathering evidence from multiple sources to determine what each student actually knows, understands, and can demonstrate.

Assessment results are then used to improve instruction. Effective assessment will evaluate a student's academic progress, but may also include measures that examine other aspects of educational development.

Assessments should provide valid, reliable, and fair data to support high-quality teaching and learning activities for teachers, parents, and students.

Assessments help teachers make informed decisions about which curricular goals or strategies need to be strengthened, how instructional strategies can be modified or expanded depending on what students are understanding or misunderstanding during instruction, and whether or not a particular sequence of instruction has been successful.

In this cycle, you will provide feedback to students about their academic performance(s) based on informal assessment(s), student self-assessment, and formal assessment results.

SECTION II: FIELDWORK

Early Fieldwork

Planning for Instruction

Supervision

EARLY FIELDWORK

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

Introduction

Field experience is a component of all content courses in the credential program. The nature of the field experience changes as you progress through the program. You first observe to become aware of the teaching/learning process. Next you practice specific skills you are learning in your courses, and finally you demonstrate your teaching abilities. These experiences will be distributed across the following grade levels: K-3 and 4-6 in self-contained classrooms. Placement at a school site is based on your application and the school district's Human Resources department that finds the school and teacher(s) for you.

CSUSB and its partnership school districts have a contract that assures us that our candidates will be placed in fieldwork classrooms. Track A Candidates complete 120 hours of Early Fieldwork. Track B candidates will complete early fieldwork in two semesters. Track B candidates complete 60 hours per semester and may continue with early fieldwork in the same placements for two consecutive semesters unless notified of alternative arrangements.

Candidates complete the online application for placement during the mandatory New Student Orientation meeting by selecting and rank ordering three partnering school districts. The staff in the Supervision Office, located in the Judy Watson Student Services Office--CE 102, use the information to request school districts for the placements. Placement requests go to the school districts' offices of Human Resources. Confirmation of a placement is communicated to the candidate by the Supervision Office along with the following information: Name of the school district, school with address, principal, and cooperating teacher(s); the grade level(s) and school phone number. **Candidates must contact the principal and teacher at the school site no later than the following work day.**

If the district has trouble finding an appropriate Early Fieldwork placement for you, you may ask the Program Coordinator or the Department Chair of the Teacher Education and Foundations Department (CE 261) for a 'Request for Placement' letter. This gives you permission to take the letter to the Human Resources Department of any of our partnership districts and request temporary early fieldwork placement with them. **Do not contact schools or school districts without permission from the program coordinator.** We have very specific agreements with the school districts.

District Partner Clusters

Cluster A
Chaffey
Fontana
Rialto
Etiwanda
Ontario-Montclair

Cluster B
Beaumont
*San Bernardino
Yucaipa
Banning
Redlands

Cluster C
Moreno Valley
Riverside
Val Verde

Cluster D
Alvord
Corona-Norco
Jurupa

Cluster E
Apple Valley
Hesperia
Rim of the World
Victor Elementary
Snowline

Cluster F
Coachella Valley
Desert Sands
Morongo
Palm Spring

*Added Bilingual Authorization Placements

Awareness

As you begin the credential courses, field experiences consist of making detailed observations in elementary classrooms. You are expected to observe children and teachers in action. This includes examining the context and culture within which the children are educated. You should inquire and become knowledgeable about the diversity of cultures, languages and academic proficiencies among the children. Take stock of school programs and other efforts to support children improve their academic performance; particularly those available for language minority students.

Practice

You begin to put into practice specific skills (e.g., lesson planning, tutoring, teaching small group and whole class of students) you are learning in your courses, keeping in mind the theoretical underpinnings you have learned and observed. Connect these activities to the CalTPA tasks and expectation/rubrics.

Reflection

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

Expectations as a Professional

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

Attendance

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

- Be punctual. Report on time to all school functions and duties. Tardiness is not acceptable professional behavior.

- If you cannot be at the school when scheduled, you must contact the school office who in turn will contact the teacher. If you have teaching responsibilities, contact your Resident Teacher directly so that alternative plans can be made.

Conduct

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

- Adhere to the "*Code of Ethics of the Education Profession.*" See "*Appendix A,*"

- Learn the procedures for emergency drills.

- Demonstrate responsibility by accepting and completing assigned tasks.

- Accept constructive feedback and engage in regular self-appraisal and reflection.

- Dress as a professional at all times. Observe the dress code of the school site and follow it. However, note that some school staff, who dress very casually, do not expect such casualness from you.

- Do not carry on side conversations with students when the teacher is teaching a lesson.

- Leave your cell phones and other electronic communication devices off and out of sight.

Confidentiality

A natural tendency is to talk about what you see and hear. Be sensitive about what you learn and treat as confidential all information concerning students and personnel in the school.

- Avoid discussing incidents and taking sides during discussions in the teachers' lounge, the playground, hallways, etc.

- Avoid doing or saying anything, either at or away from the school that may affect the University, school, district, or staff in any adverse manner.

- When problems occur, do not randomly complain. Contact the appropriate person to help you. Effective communication with colleagues and children is a major goal of the credential program.

Classroom Observations

In each course, you will observe aspects of the elementary school – i.e., the structure, the curriculum, the teaching, the learning, and the participants. In your courses, your course instructors will assign specific activities that you will need to complete while you are in the classrooms. Your course instructor may require you to go to the school with a specific assignment to observe, speak to school personnel and student, and to make detailed field notes. The following suggestions are provided to guide your note taking.

Making Field Notes

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

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

- There are 15 boys and 17 girls in this 4th grade classroom.

- Ms. S. answers the students' questions with another question.

- Two boys are shoving one another in the back of the room.

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

- The girls are expected to be much quieter than the boys.

- Ms. S's way of responding to student questions is confusing.

- The two boys seem to be seeking attention from the teacher by fighting in the back of the room.

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

- It is good that the number of boys and girls is about equal.

- I don't like the way Ms. S. answers questions.

- Ms. S. is a poor teacher because she permits fights in the back of the classroom.

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

Observation is a large and important part not only of the credential program, but also of teaching. Through observing students, you learn about their abilities, behaviors, and skills and can, in turn, provide them with appropriate learning experiences. Recognize that "observing" and "looking at" are not the same. Observing involves close attention to detail, analysis of what is happening,

evaluation of what is happening, and assimilation of new ideas into your existing store of information.

In order to use your observation time to the best advantage, you need to know <u>what</u> to observe and <u>how</u> to observe.

First, choose a focus for your observation. This may be chosen for you in an assignment you have, or it may be open-ended and you can choose an aspect that you wish to observe.

Next, determine how you are going to collect the information you need.

Four suggestions are 1) an anecdotal record, 2) verbatim record, 3) a time sample, and 4) an event sample.

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

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

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

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

Sharing

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

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

Course Related Fieldwork

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

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

Log of Field Experiences

"*Log of Field Experiences*" is a document that you keep of your observation/participation time in an elementary classroom. You will need to make multiple copies of this form; minimum of one for each of the following courses: EDMS 4100, EDMS 4101A or EDMS 4101B, EDMS 4102, EDMS 4103, and EMAT 5101.

Please use a separate form to log your observations for each course.

If you are not concurrently in Supervision when you take EMAT 5100, EDMS 5104, EDMS 5105, EDMS 5106A or EDMS 5106B you will need to maintain observation logs for each course.

At your first or second visit to the school site, provide your Cooperating Teacher with a copy of the Log form. The log will include a verified accounting of the dates and time spent in the classroom. Complete the information as indicated, have the Cooperating Teacher initial, and return the form to your instructor at the end of the semester. You may not use the same hour for two different forms. Such and act will be a violation of university rules.

Field Experience Evaluation

"*Field Experience Evaluation*" is filled out by the Cooperating Teacher in whose classroom you observe/participate. Two forms are included below: (a) Log of Fieldwork Experiences and (b) Field Experience Evaluation by Cooperating Teacher. You will need to make multiple copies of the first form, at least one each for course listed below. Your cooperating teacher must become aware of the areas to be evaluated. Before your last visit, request that he/she complete the evaluation. The teacher may choose to share the evaluation with you or may choose to send it directly to CSUSB. If the teacher shares the evaluation with you, make a copy for yourself and submit the original form to your instructor.

Fieldwork Hours

Students are required to complete a minimum of 600 hours of fieldwork. This includes Early Fieldwork and Student Teaching. The breakdown of the hours is given below.

Courses	Units	Hours
EDMS 4100: Psychological Foundations of Education	3	16
EDMS 4101A / B (BILA): Language Arts Teaching and Learning	3	16
EDMS 4102: Pedagogical Foundations for Teaching English	3	16
EDMS 4103: Creating Supportive Learning Environment	2	10
EMAT 5101: Education, Diversity and Social Justice	3	16
EMAT 5100: Technology and Instructional Practices in the Elementary School	1	6
EDMS 5104: Mathematics Teaching and Learning	3	16
EDMS 5105: Teaching and Learning Science	3	12
EDMS 5106A / B (BILA): Social Studies/Arts Teaching and Learning	3	12

Early Fieldwork and Supervision Hours	Hours Per Day x Days Per week x # Weeks	Total Hours
Early Fieldwork	4 x 2 x 15	120
Student Teaching	6.5 x 5 x 15	487.5
	Total	607.5

Students must log/document their Early Fieldwork hours using the attached form. Resident teachers evaluate students in their early fieldwork using the following form. The university supervisor and resident teacher each evaluate the student's Student Teaching performance.

California State University San Bernardino
Multiple Subject Credential Program
Log of Early Field Experiences

Course Number: **Track**:   **Candidate Name**:   **SID#**:

School District: **School**:   **Phone**:

Resident Teacher's Name: **Grade Level**:   **Email**:

Resident Teacher's Name: **Grade Level**:   **Email**:

Date	Time In	Time Out	Minutes	Work Description (What did you do during this time period?)	Teacher Initials
Total Minutes =					

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

_____   _____

Candidate Signature   Date

CSUSB—Multiple Subject Credential Program
Field Experience Evaluation by Cooperating Teacher

Course Number and Title:

Candidate Name: SID#:

Information from School/District where fieldwork was conducted:

School: Phone: Grade:

School District: Cooperating Teacher:

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

The candidate …..	Outstanding	Above Average	Adequate	Needs Improve-ment	Not Applicable
Was prompt and regular in attendance.					
Established a rapport and related well to children.					
Communicated effectively with children.					
Showed initiative and interest in teaching.					
Fully prepared for lessons or presentations.					
Implemented lessons or presentations.					
Interacted well with school personnel.					

Candidate Signature   Cooperating Teacher Signature   Date

PLANNING FOR INSTRUCTION

- **Yearly Planning**
- **Unit Planning**
- **Lesson Planning**
- **Reflection**

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

YEARLY PLANNING

Teachers initially develop a yearly plan to give them an overview of the academic year. In planning for the year, the teacher specifies learning goals and identifies competencies students must develop. Numerous resources are available to help in this planning: state-adopted academic content standards, state frameworks, district master curriculum guides, school site goals. Become familiar with these documents.

- As an intern you are expected to develop a yearly plan as part of your employment.
- As a student teacher, you **are not** expected to develop a yearly plan.

However, to prepare you for this type of planning, you will develop long-term plans during your student teaching. Such long-term planning is explained in more detail later in this section.

UNIT PLANNING

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

LESSON PLANNING

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

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

Academic Learning Goal

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

Student Characteristics

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

Instructional Strategies/Student Activities

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

- How can the student activities be varied and organized to provide for individual interests, language abilities, and special needs.

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

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

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

Common Information for All Lesson Formats

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

- **Subject area**
- **Topic/chapter**
- **Date**
- **Grade level**
- **Students age range**
- **Total number of students**

As **background information** that will contextualize the lesson you should take time to study and describe information relevant to the academic content area, such as:
- Content knowledge/skills required to succeed in the subject area
- Physical, social, and emotional development of the students
- Cultural background (family/home) of the students
- Special considerations (health issues) of the students
- Interest/Aspirations of the students

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

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

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

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

General Lesson Plan

Subject: _____   **Grade**: _____   **Date**: _____
Total number of students: _____

1. Describe information relevant to this academic content area, such as:
    - Prerequisite Content knowledge/skills in the subject area.
    - Physical, social, and emotional development of the students.
    - Cultural background (family/home)
    - Special considerations (health issues).
    - Interest/Aspirations; funds of knowledge

2. For English learners (FS1),

    - List their assessed level of English proficiency
    - Describe their academic language abilities in relation to this academic content area
    - Describe the academic language for English Learners

3. Describe the characteristics of students with special needs (FS2).

4. Describe the characteristics of a student with a different type of need (FS3).

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

6. State-adopted academic content standard(s), and if appropriate ELD standard.

7. **Materials**: List everything needed by teacher and students.

8. **Procedures**:

    - *Motivation*: Attention-getting activity.

    - *Sequence of Events*: Key questions, class organization, time for each activity, differentiation of instruction to meet the needs of the students.

    - *Closure*: How does the lesson end?

9. **Assessment**: Type of assessment to be used, evidence to be collected, criteria for scoring the assessment. (Include a rubric).

10. **Assignment**: Follow-up activities.

11. **Reflection**: Written evaluation of lesson after implementation.
    See below under REFLECTIONS

Lesson Plan Template and Rationale (CalTPA 2.0)

1) Vital Information

Author: _____

Subject(s) & Topic: _____

Grade/Level: _____

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

3) **English Language Arts Learning Objectives**:

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
recall	Explain	Apply	Analyze	Design	Critique
Identify	Describe	Perform	Classify	Develop	Evaluate
Label	Discuss	Predict	Compare	Compose	Assess
List	Interpret	Develop	Contrast	Diagnose	Judge
Match	Summarize	Calculate	Examine	Construct	Justify

A rich source of terms that can guide teachers to behaviors that are correlated to learning can be found at: https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Evaluation-System/How-to-Design-and-Select-Quality-Assessments/Webbs-DOK-Flip-Chart.pdf.aspx

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

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

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

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

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

9) **Instructional Strategies** What set of instructional strategies are you going to use? Examples include direct instruction, discovery/inquiry-based teaching, questioning, metacognitive strategies, collaborative group work, hand-on activities, realia, modeling, close reading, etc. Explain (i) why you choose the instructional strategies, (ii) how you will use them, (iii) and what adaptations will you make for English learners, special needs students, and GATE students?

10) **Student Grouping**: What type of grouping will you use in the lesson? Examples are whole class, small group, pair, random grouping, achievement or ability grouping, cooperative grouping, student choice grouping, interest grouping, etc. (i) Explain why you choose specific groupings and (ii) how do you think the grouping will facilitate student engagement and learning?

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

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

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

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

Direct Instruction—Lesson Sequence (Sample A)

Author: _____ Grade Level: _____. # of Students: _____

Subject:_____. Topic: _____

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

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

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

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

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

3) **Guided Instruction** (i.e., the teacher interacts with students asking questions, and providing cues, prompts, explanations, and modelling)

4) **Collaborative Learning** (i.e., students work together in small groups)

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

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

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

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

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

Direct Instruction Lesson Plan (Sample B—Madeline Hunter Model)

Subject: _____ **Date**: _____

Topic: _____

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

Describe Your Students! See Common Information for All Lesson Formats

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

1. **Stated Objectives** – Letting students know where they are going. Giving them a sense of where they are headed belays the feeling of being a hostage in a learning experience. This step gives students direction and lets know what they are supposed to accomplish by the end of the lesson.

2. **Anticipatory Set** – Getting students ready and/or excited to accept instruction. (**Please note that giving directions may be part of the procedural dialog of a lesson, but in and of themselves directions are NOT an Anticipatory Set !!!!!** The key word here is "**anticipatory**" and that means doing something that creates a sense of anticipation and expectancy in the students — an activity, a game, a focused discussion, viewing a film or video clip, a field trip, or reflective exercise, etc.). This step prepares the learner to receive instruction much like operant conditioning.

Direct instruction and checking for understanding – This part involves quickly assessing whether students understand what has just been demonstrated or presented.

3. **Input Modeling/Modeled Practice** – Making sure students get it right the first time depends on the knowledge, or processes to be shown or demonstrated by an expert, or by someone who has mastered what is to be demonstrated or shown. In addition to the instructor, prepared students can certainly model the focused skill, process or concept for peers. Instructors could also use a video for this portion.

4. **Checking Understanding** – Teachers watch students' body language, ask questions, observe responses and interactions in order to determining whether or not students are making sense of the material as it is being presented. This portion takes place as instruction is being given. This is a whole class exercise, one in which the instructor carefully monitors the actions of the learners to make sure they are <u>duplicating</u> the skill, process, procedure, or exercise correctly.

5. **Guided Practice** – Takes place after instruction has been modeled and then checked for understanding to make sure students have it right! The question here is can they replicate what you want them to do correctly? Students are given the opportunity to apply or practice what they have just learned and receive immediate feedback at individual levels.

Independent practice – These last two components can be interchanged.

6. **Independent Practice** – After students appear to understand the new material they are given the opportunity to further apply or practice using the new information. This may occur in class or as homework, but there should be a short period of time between

instruction and practice and between practice and feedback. Essentially they are doing a learning task by themselves.

7. **Closure** – Bringing it all to a close – one more time. What did they accomplish? What did they learn? Go over it again. As you can see this model is highly repetitive — it is really a drill model and as I indicated earlier not conducive to support a number of high-level thinking or feeling functions without some serious alteration or modifications.

Adopted from:
https://thesecondprinciple.com/teaching-essentials/models-of-teaching/madeline-hunter-lesson-plan-model/

Five-Stage Guided Inquiry Model

Subject: _____   **Date**: _____

Topic: _____

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

Describe Your Students! See Common Information for All Lesson Formats

Concepts: (Overarching Ideas)

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

Phase	Summary
Engagement	The teacher or a curriculum task accesses the learners' prior knowledge and helps them become engaged in a new concept through the use of short activities that promote curiosity and elicit prior knowledge. The activity should make connections between past and present learning experiences, expose prior conceptions, and organize students' thinking toward the learning outcomes of current activities.
Exploration	Exploration experiences provide students with a common base of activities within which current concepts (i.e., misconceptions), processes, and skills are identified and conceptual change is facilitated. Learners may complete lab activities that help them use prior knowledge to generate new ideas, explore questions and possibilities, and design and conduct a preliminary investigation.
Explanation	The explanation phase focuses students' attention on a particular aspect of their engagement and exploration experiences and provides opportunities to demonstrate their conceptual understanding, process skills, or behaviors. This phase also provides opportunities for teachers to directly introduce a concept, process, or skill. Learners explain their understanding of the concept. An explanation from the teacher or the curriculum may guide them toward a deeper understanding, which is a critical part of this phase.
Elaboration	Teachers challenge and extend students' conceptual understanding and skills. Through new experiences, the students develop deeper and broader understanding, more information, and adequate skills. Students apply their understanding of the concept by conducting additional activities.
Evaluation	The evaluation phase encourages students to assess their understanding and abilities and provides opportunities for teachers to evaluate student progress toward achieving the educational objectives.

Adopted from: https://media.bscs.org/bscsmw/5es/bscs_5e_full_report.pdf

Continued:

SDAIE Considerations	**EXPLORE**: Students work together to explore ideas through hands-on activities under guidance of teacher, they clarify understanding of concepts in peer groups, they practice skills.
SDAIE Considerations	**EXPLAIN**: Students explain THEIR understanding of concepts and processes; teacher clarifies and introduces new concepts or skills, using key concept and ELD vocabulary.
SDAIE Considerations	**ELABORATE/EXTEND**: Challenge students to apply what they have learned in interactive environment, extend knowledge beyond current knowledge/skills/language.
SDAIE Considerations	**EVALUATE**: Students assess own knowledge, skills, abilities; teacher evaluates student progress.

Reflection: Written evaluation of lesson after implementing.

Reflections on Teaching

Each of the lesson plan format contains a reflection area. Once the unit/lesson has been taught, the next planning responsibility is to reflect on your instruction in order to effectively plan the next segment of instruction.

The following are questions that reflective teachers ask themselves. Read and seriously consider the following questions. Choose several that pertain to your lesson and include the answers to them in your reflection of your lesson. Please provide as much evidence as possible to support your claims. Your university supervisor may have other questions for you to reflect upon.

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

1) Did you teach the lesson as planned? If not, what changes did you make to the lesson and why?

2) How appropriate were your time allocations for the students, the content, and the planned instructional strategies and student activities? Give specific examples.

3) In what ways did the environment in the classroom, including climate, rapport, routines, and procedures, contribute to student learning?

4) In what way(s) was your lesson effective, and what might you do differently to improve the lesson?

5) How well did the lesson connect with the students' background and developmental information? Give specific examples.

6) To what extent did the class as a whole achieve the academic learning goals of the lesson?

7) To what extent did English learners and students with special needs achieve the academic learning goals of the lesson?

8) What will you do for student(s) who did not achieve the academic learning goals?

9) What are your next steps for the class, English learners, and students with special needs?

10) What have you learned about your abilities:
   - To plan lessons?
   - To implement your plan?
   - To differentiate instruction?
   - To assess student learning?

11) How will you increase your knowledge and skill in planning, implementing instruction, differentiating instruction, and assessing learning?

SUPERVISION

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

Placement: Student Teaching Option

Below are guidelines for student teaching outside of the current COVID-19 pandemic. The program faculty, supervisors and program coordinator will provide specific guidelines for student teaching under the alternative and restricted conditions due to the pandemic.

General Guidelines

All candidates need to complete a minimum of 600 hours of fieldwork at the assigned public school(s). Fieldwork is divided into (a) Early Fieldwork of 120 hours and (b) Student teaching of approximately 480 hours.

Candidates apply for fieldwork placement after being admitted into the program. All candidates must complete the online application for fieldwork placement. This includes identifying three school districts and rank ordering them according to the candidate's preference. The supervision staff will use the information to request a placement through one of the districts within the CSUSB service area. Candidates should not contact schools or school districts for placements. This is the responsibility of the COE.

Track A candidates will complete the 120 hours in a single semester. Track B candidates will do 60 hours the first semester, and the remaining 60 hours the following semester. Each candidate must meet and arrange with the resident teacher the specific schedule for the fieldwork hours.

Program candidates MUST NOT make placement arrangements for themselves.

Student teaching is completed in a single semester of 15 weeks in a classroom in which at least 25 percent of the students differ ethnically or culturally from the candidate**.** Candidates are expected to be present at the school site/classroom at least 15 minutes before and 15 minutes after school hours.

It is important for the teacher candidate to inform the Program Coordinator AND the fieldwork placement staff if he or she is placed with resident teachers who do not teach the full variety of core classes during the week. If this happens you may be placed with more than one resident teacher so that you have all the experience in that grade level that you can have.

The student teaching schedule follows your school site calendar not the University's academic schedule.

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

Districts place teacher candidates as a courtesy. The cooperating teacher (during early fieldwork), the resident teacher (during student teaching) and the principal of the school have the right and duty to withdraw placement if the teacher candidate's behavior is inappropriate or work below expectations. Student teachers who are unable to complete the semester due to a request from the school site personnel (i.e., principal & cooperating teacher) will receive "no credit" for EDMS4107A and may not receive credit in other classes, if coursework is incomplete. Such a teacher candidate will have to petition to repeat the semester of student teaching. Reason for the school site personnel to ask that a candidate be removed from the classroom include, but are not limited to:

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

Placement: Intern Option

In this option, you are employed by a school district that has an internship contract with CSU San Bernardino, see "*Appendix C,*" teaching full-time in an appropriate Multiple Subject setting. You are supervised for a minimum of two full semesters while taking other program courses. The intern program is a minimum of 3 semesters.

Each semester of supervised teaching follows the University's academic schedule. You are required to attend classes if you are enrolled for courses at the university even if your school site is on break. Furthermore, your University Supervisor will ask you to observe identified exemplary teachers in settings and grade levels different than your regular assignment during the time your school site is on break and to report on your observations.

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

Responsibilities of Support Personnel

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

Credential Course Instructors

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

University Supervisors

University Supervisors' Interaction with Supervisees and School Site Personnel

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

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

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

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

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

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

Intern Teachers' and Student Teachers' University Supervisor

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

1. Verifying the placement of Student Teachers by the due date of the semester. **The University Supervisors verifies that the student teacher is placed in a classroom with English learners and students with special needs. Resident teachers should be teaching a full variety of classes (math, reading, writing, science, social studies, etc.) throughout the week.**
    The University Supervisor verifies that the Intern is paired with (a) a school administrator (principal or vice principal), (b) an English language specialist, and (c) a coach/mentor teacher. Pairing with a special educator is also advisable.
2. Orienting candidates to their role as Student/Intern Teachers. The orientation includes discussion about the following:

- Competencies expected of Student/Intern Teachers
- Lesson planning (detailed at first; shortened a bit later in the semester)
- Student teaching/intern required tasks:
  - long-term plan,
  - weekly plans,
  - daily lesson plans and written reflections of lessons taught
    (at least one lesson must include the use of technology in a substantive manner)
  - school, class, and community report,
  - development of classroom management and discipline plan
  - written reflection related to interview of an education specialist,
  - analysis of student work samples.
  - Log of support hours received from Site Mentor (minimum 10 hours), English language specialist (minimum 10 hours), and the Administrator (minimum 7 hours) (**only required of Interns; submit logs duly signed by supervisor to program coordinator before end of semester**).
- Professionalism
  - Dress and use of proper English
  - Attendance and punctuality--School hours and time commitments
  - Participation in school-related activities (parent meetings, parent conferences, open house, staff development days, etc.)

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

   For Interns, the Supervisors must, at the start of the semester, meet to orient the Intern's Administrator, English language specialist and the Intern's Coach/Mentor Teacher.

4. Visiting the candidate for an entire lesson about every other week for a minimum of five (5) observations if the first site visit is the orientation visit. In total supervisors conduct six visits to the school site. The supervisor conducts formal and informal observations and conferences and prepares formal and informal evaluations based on the Teaching Performance Expectations. The supervisor should observe at least one language arts lesson, one social studies/science lesson and one mathematics lesson each semester. Examples of the Observation and Evaluation forms are found in "*Section III, Evaluation,*" of this Handbook. All observations and evaluations must be submitted through the electronic system, so that the Supervisor, Candidate, and Program Coordinator all receive a copy of each assessment.

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

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

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

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

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

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

11. Conferencing with Resident Teachers and assisting them in evaluating the competencies of the Student Teacher.
12. Guiding candidate's reflections in completing the Self-Assessment Disposition Rubric.
13. Developing a Professional Growth Plan as needed to help a candidate focus on areas where immediate change is required. Notify the Program Coordinator of any candidate in need of additional support.
14. Submitting a final grade (Credit/No Credit) for Supervision through the Faculty Center. For Student Teachers, consult with the Resident Teacher regarding the assigning of a final grade.
    - "Credit" requires ratings of 3-4 for all criteria on the final evaluation.
    - "No Credit" requires a clear description of the circumstances that resulted in the grade of "No Credit" and a written recommendation concerning the candidate's continuation in the credential program.
15. Making recommendations, in consultation with the program coordinator(s), about the course of action to be taken regarding withdrawal of a candidate, the extension of a Student Teaching assignment, or other exceptions to established policy.

Teachers at School Site

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

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

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

Resident Teacher

1. Participate in on-line Resident Teacher training modules when assigned.
2. Introduce the candidate to school faculty and staff and provide them a tour of the school site.
3. Introduce the Student Teacher to the children and their parents as a fellow teacher and co-worker. Give a sincere welcome and indicate a confidence in him/her as a teacher.
4. Assign a place (table or desk) in the classroom as a base of operations for the Student Teacher.
5. Arrange for regular meeting times with the Student Teacher (generally, once a day). Be open to and available for questions on a daily basis.
6. Discuss your philosophy of education and your expectations for a Student Teacher.

7. Review with the student teacher relevant policies and procedures followed by the school. Consider:
   - Responsibility for attending meetings; including PLC, PTA, staff meetings, and parent-teacher conferences
   - Fire, earthquake, and intruder drills
   - Playground and school rules
   - Reporting of child injury or illness
   - Releasing students during school hours.
   - Using the library, computer center, other specialized areas
   - Policies for technology use
   - Selecting materials (acquaint the Student Teacher with any district guidelines for the various curriculum areas)
   - Requisitioning/Ordering materials and supplies
   - Utilizing support services (nurse, counselor, specialists, classroom aide, etc.)
   - Following chain of command for resolution of problems
8. Provide an orientation about classroom routines/procedures such as:
   - Bell system, intercom, telephone
   - Daily, weekly, monthly schedule
   - Entry and exit routines
   - Class list, seating chart
   - Opening routine (attendance, flag salute, lunch count, etc.)
   - Dismissal routine (personal items, chairs, etc.)
   - Management routines (paper passing/collecting, pencil sharpening, getting into groups, etc.)
   - Classroom discipline system
   - Pull-out programs (ELL, RSP, Music, Speech, Counselor, etc.)
   - Folder for a substitute and procedures for your absence
   - Reports and record-keeping
9. Brief the Student Teacher on classroom procedures for instruction including:
   - Grouping of students (heterogeneous, cooperative, skill groups)
   - Small group work (including learning centers)
   - Individualized instruction
   - Utilization of various instructional materials (teacher's guides, trade books, media, technology, visual material, manipulatives, guest speakers)
   - Records of student progress
   - Access to state-adopted academic content standards
10. Discuss daily, weekly, and long-range plans early enough so that the Student Teacher can make revisions or modifications as necessary.
    - Share materials and ideas for planning and teaching
    - Provide feed-back on written lesson plans
    - Require lesson plans for your review before the lesson is taught. Initial approved plans. **If daily plans are not prepared and approved AT LEAST THREE DAYS PRIOR, permission for the Student Teacher to teach the children must be withheld and the University Supervisor must be notified.**
    - Provide the Student Teacher with an extended period (minimum 4 weeks or 20 consecutive days) to take the lead in planning, teaching, assessing and reflecting.
11. Assist the Student Teacher with planning and arranging for the Student Teacher's

Teaching Performance Assessment (TPA) including facilitation of distribution and collection of permission forms from the students' families for the use of student work or videotaping of a lesson.

12. Model various instructional strategies and talk with the Student Teacher about your planning process.
13. Help the candidate understand individual children through the use of student records and observations.
14. Allow the Student Teacher to begin teaching as soon as possible. (Student Teachers might begin with individual and small group instruction, preparation of bulletin boards, and working at learning centers.)
15. Work with the University Supervisor for joint supervision of the Student Teacher by:
    - Becoming familiar with the criteria for evaluating the Student Teacher in this Handbook
    - Being available for conferences to discuss the progress of the Student Teacher (you can expect a contact with the University Supervisor six times in the semester.)
    - Planning special experiences to meet special needs
    - Informing the University Supervisor and Principal about problems and successes that have occurred or are anticipated to occur
    - Requesting a special visit by the University Supervisor when need warrants immediate attention
    - Developing a Growth Plan when the student teacher fails to meet student teaching/program expectations
16. Observe and when possible give written feedback on lessons.
    - Offer honest encouragement
    - Offer positive feedback as well as suggestions for improvement
    - Inform the University Supervisor, as soon as possible, if the Student Teacher encounters serious problems.
17. Accept a differing teaching style or technique than your own and allow the Student Teacher to adapt and modify materials and procedures in order for him/her to develop personal ways of working and teaching.
18. Meet with the University Supervisor to assist in preparing a joint mid-semester evaluation of the Student Teacher ("*Supervision Evaluation" form in this handbook*) and be available for a conference about the assessment with both the Student Teacher and the University Supervisor.
19. Maintain a professional attitude in the presence of the children if there is a problem situation.
20. Maintain confidentiality. A Student Teacher's performance should only be discussed with the Principal and the University Supervisor.
21. Work with the university supervisor to complete a final evaluation ("*Supervision Evaluation*" form in this handbook), of the Student Teacher and meet with the Student Teacher and University Supervisor for a final conference.

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

Intern Site Coach

1. Participate in an on-line training module for Intern Site Coaches.
2. Maintain confidentiality and discretion about the Intern.

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

School Principal

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

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

SUBSTITUTE TEACHING DURING STUDENT TEACHING

Student Teachers may not miss university coursework in order to substitute. The following conditions must be met before a candidate may substitute teach during student teaching:
1. Fulfill district's substitute conditions.
2. Receive approval from the University Supervisor.
3. Substitute for the **Resident Teacher** only.
4. Limit substituting **to two days at a time (and not more than six days for the fifteen weeks of student teaching). Candidates must clear with the Program Coordinator if they are going to substitute for more than two days.**

RESPONSIBILITIES OF CANDIDATES

While enrolled in EDMS 4107A, you will be at the school site each day, Monday through Friday, for 15 consecutive weeks, 6.5 hours per day, according the fieldwork school site calendar. You

must be at the school site prior to and after school as part of those 6.5 hours per day schedule. On minimum days, you will follow the same attendance policy as the teachers of your site. As a Student Teacher you are responsible for a minimum of 4 weeks or 20 consecutive days to take the lead in planning, teaching, assessing, and managing the classroom activities. These 20 days are to provide you the opportunity to develop the knowledge and skills to be responsible for teaching the full curriculum and your own classroom of students.

During supervised student teaching, you will continue to develop professional knowledge, skills, and dispositions needed to be a successful teacher. You are continuing to learn new skills and strategies from your university instructors while at the same time you are transitioning from acting as an observer/participant to being a full-time teacher. In the next section you are provided with descriptions of written requirements, guidelines for Student Teachers and Intern Teachers and the performance standards required for supervision.

Written Requirements

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

In the "*Planning for Instruction*" part of this section, you were introduced to the different types of planning that teachers do. During your supervision experience, you will continue to plan and write lessons and units.

Long-Term Plan

As a <u>Student Teacher</u>, a long-term plan outlines the teaching you will be doing during the semester as you transition into assuming daily teaching responsibilities. To develop a long-term plan, you need to review with the Resident Teacher his/her plans for the time you will be in the classroom, study state-adopted academic content standards, and review texts and other materials. The long-term plan is a "*when plan*" timeline. It is <u>due to the supervisor and resident teacher by the end of the second week of the semester</u>.

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

The following questions will help you in your planning:
1. What content will be addressed during the fifteen-week period of student teaching?
    a. What is the schedule for my increasing role for planning and teaching?
2. When are your California Teaching Performance Assessments (i.e., Cycle 1 and Cycle 2) due to Pearson?
3. When will the teaching of Reading Language Arts and Mathematics begin?
4. When will the teaching of the Social Studies or Science begin?
5. When will you assume daily responsibility for leading instruction in all subject areas for four full weeks?
6. In which academic area will you plan and implement a lesson in which the students work with technology? This technology can include but is not limited to the following: interactive videos, smart boards, document readers, and/or assessment clickers.

Below are <u>examples</u> of long-term plans for your semester. You and your resident teacher should refer to them to help you develop your long-term plan for the semester.

An Example—_Subject Area Responsibilities By the End of_**:**

Week	Subject Area
3	Mathematics
4	English Language Arts
6	English Language Development
7	Social Studies
8	Science
9	Art, Music, Physical Education, and Health
11	Responsibility for four full weeks of teaching

Weekly Lesson Plan

A weekly lesson plan indicates _what_ will be taught and _when_ the lessons will be presented (day and time). Weekly plans are typically kept in the "_Teacher Plan Book._" Use these plans as the basis for the required daily lesson plans. For Student Teachers, these plans must be prepared beginning with the second week of Student Teaching, placed in your "_Student Teaching Notebook/Binder_," and copies provided to the University Supervisor upon request.

Interns should make their "_Plan Book_" available to their University Supervisor upon request.

Unit Plan

As a <u>Student Teacher</u>, review the Resident Teacher's yearly curriculum plans. If your methods course instructors require a unit plan, work with your Resident Teacher to identify/select a curriculum topic/set of standards for the pupils, given their particular backgrounds and grade level(s). Implement the unit as required by your methods instructors. Your methods course instructors will furnish further information regarding unit planning to you.

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

Lesson Plan

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

Set up a lesson plan submission schedule with your Resident Teacher. For example,

1. Submit lesson plans for _Monday_, _Tuesday_, and _Wednesday_ on Wednesday of the previous week.
2. The Resident Teacher reviews your plans and returns them to you with comments and suggested revisions on Friday.
3. You will then have the weekend to make any alterations deemed necessary.
4. Submit lesson plans for _Thursday_ and _Friday_ to your Resident Teacher on Monday.

5. The Resident Teacher reviews the plans, returns them to you on Tuesday with suggestions.
6. Make changes prior to teaching the lesson.

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

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

A few clarifications regarding lesson plans:

Lesson Plan (Short Form)

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

Departing from A Lesson Plan

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

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

Technology-infused Lesson Plan

You are required to plan and teach a lesson that uses technology in a significant way to promote learning. The lesson must be planned so it is observed by your university supervisor must involve students using technology in a way that enhances their learning. The focus is for your students to have hands-on experience with technology during the lesson. Some examples of appropriate technology are interactive videos, simulations, smart boards, document readers, and/or assessment clickers. Provide your university supervisor with an electronic version of this lesson plan ahead of time.

School, Class, and Community Report

Work with your Resident Teacher or Principal to answer the questions below. A good resource to use might be any school report /newsletter which you might be able to locate within the school office or on the district website. Answer the questions below and provide information to create a picture/summary of the students in this class. Submit this report to the University Supervisor <u>by the end of the second week of the semester</u>.

<u>Intern Teachers</u> will submit a report for their first semester of supervision and have a copy available if their University Supervisor changes.

Questions
1. What are characteristics of the community in which the school resides.
2. The physical organization of the school.
   a. How many students attend the school?
   b. How many teachers are at the site?
   c. How many administrators/teachers on special assignments are at the site?
3. What funded instructional programs operate at the school (GATE, Title I, Magnet, IDEA, Dual Language, Read 180, other)?
4. How do teachers locate resources that may be needed for at-risk students?
5. Do the students in this school come from the local neighborhood? If not, describe where they come from?
6. Is there a school-wide discipline program and, if so, how is it implemented?
7. What is the academic performance of the students at this school and at the assigned grade level? (Available through DataQuest: https://www.caschooldashboard.org/
8. What community or local business partnerships currently work in this school?
9. What are the unique/essential aspects of the classroom (e.g., organization, curriculum, and environment)?
10. What is the classroom management system (include a description of the discipline plan, if available)?
11. What technology resources available in the school and classroom?
12. How is technology used for teaching and learning?

Data on Each Student
The following data may be obtained through an interview with the Resident Teacher (for Student Teachers), interviewing the students, and/or reviewing cumulative files. Construct a chart using the items listed below as the heading for each column.
1. Student's first name only
2. Grade/Age
3. Gender
4. Ethnicity
5. Linguistic background
6. English Language Proficiency Assessment for California (ELPAC) level
7. Academic language abilities
8. Content knowledge and skills
9. Physical, social, and emotional development
10. Health considerations
11. Interests and aspirations
12. IEP
13. GATE
14. 504 plan

15. Other

After creating the chart and recording the data, write a summary describing the children in this classroom. Attach both the chart and the summary to your answers to the questions above. This data will assist you when completing Teaching Performance Assessment Tasks.

Analysis of Student Work Samples

For each lesson observed by their University Supervisor, candidates will submit the following:
1. A typed lesson plan (*Please proof read the text*)
2. Written reflection following the guidelines in this handbook.
3. Two student work samples; one from an English language learner and one from a student who has identified special needs or provides you with an instructional challenge.
4. Written analysis of the learning of the two students and a possible plan for further instruction.

For each lesson observed, the University Supervisor will:
1. Review the lesson plan.
2. Observe the lesson.
3. Discuss the lesson with the candidate.
4. Provide written feedback concerning the candidate's competencies.

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

Interview of an Education Specialist

As an advocate of your students, it is important to work on their behalf with other professionals at your school site. At the beginning of the semester, consult with your Resident Teacher to discover who the Education Specialists are who work with some of the students in your classroom. Make arrangements to interview one of the Education Specialists to learn about what they do when they meet with your students. Find out how they work with the general education teacher when partnering to support a student they share. Discuss mandatory responsibilities established by state or federal agencies and the sources of funding that support the students. You may even want to arrange to observe while one of your students is meeting with the Education Specialist.

Make a record of the questions you asked of the Education Specialist, along with what you learned about working with colleagues on behalf of students.

Submit this write-up to your supervisor. Interns are also expected to complete this assignment.

Self-Assessment Disposition Rubric

Part of becoming a teacher is reflecting not only on one's actions but one's dispositions (attitudes). Turn to "*Section III: Evaluation,*" for information about reflection on your dispositions towards teaching, learning, and students. You can find the Disposition Self-Assessment online at http://www.surveygizmo.com/s3/1741680/CSUSB-COE-Candidate-Disposition-Self-

<u>Assessment</u>. You should discuss the areas of self-assessment with your University Supervisor and Resident Teacher, and submit the self-assessment towards the end of student teaching.

Guidelines for Student Teachers

In order to assist you in your transition from participant/observer to full-time teacher, the following guidelines are provided. They are organized into four categories:
1. General responsibilities - those that pertain to your professionalism
2. Early responsibilities - the types of activities you should engage in as you begin your experience
3. Increasing responsibility - activities for you as you develop and are able to engage more actively in the teaching day
4. Full responsibility - teaching on a full-time basis.

No timeline is given with these responsibilities. You need to share these pages with your Resident Teacher and work out a schedule that meets the needs of all involved. Remember that you are expected to assume fulltime daily teaching responsibility for a **minimum** of 20 days of student teaching.

General Responsibilities

1. Be punctual and regular in attendance. As a minimum, be at the school site each day, including 15 minutes before school begins **or** 15 minutes after students are dismissed. If more time is needed to be prepared to start or end the school day, make yourself available.
2. Be thoroughly prepared (both mentally and physically) to teach.
3. Be appropriately dressed and well-groomed at all times.
4. Learn and follow the school rules and regulations.
5. Familiarize yourself with the district regulations governing your conduct as a teacher.
6. **Attend faculty meetings, PTA meetings, and other school-related functions,** unless these meetings conflict with your credential classes at the university.
7. Follow the school procedures for reporting any absence you incur. In addition, inform the Resident Teacher and the University Supervisor of any absence.
8. Maintain the required <u>notebook/binder</u> of your student teaching. The notebook contains, at a minimum:
    *   Observations and reflections of lessons, classroom learning environment/classroom management and discipline, etc.
    *   Lesson plans organized by curricular area/day. Discuss the organization with your Resident Teacher and University Supervisor. Include current plans, approved but untaught plans, and completed lesson plans.
    *   Resident Teacher and Supervisor comments and evaluations
    *   Miscellaneous: Daily schedule, building rules, meetings attended, etc.
9. Complete all university reports promptly. See "*Written Requirements,*"
10. Follow the schedule of the school district for holidays with respect to student teaching and follow the university schedule for holidays with respect to concurrent course attendance and course requirements.
11. Keep in mind that the classroom is a place to learn and practice in preparation for becoming a teacher. This does not require that you and your Resident Teacher have the same point of view, teaching strategies, approach to discipline, and classroom environment. You each will have your own philosophy of teaching and your instructional choices will typically align with your philosophy. As a welcomed learner into your

Resident Teacher's classroom, it is up to you to professionally communicate and collaborate to assure that you have your Resident Teacher's support for the plans that you implement, especially when you wish to pursue an approach that is new to your classroom.

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

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

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

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

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

Early Responsibility

1. Observe specific aspects of the classroom, as you did in the fieldwork of your Phase I courses. You will be at the school site for 6.5 hours each day, as described under "General Responsibilities".

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

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

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

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

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

Increasing Responsibility

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

Full Responsibility

1. Continue the above responsibilities as appropriate.

2. While in student teaching i.e., EDMS 4107A, your teaching responsibilities must increase. You will be at the school site for a minimum of 6.5 hours each day for most of the time but you will assume the duties of teaching all day for 20 days beginning the 11th week in the semester. You and your resident teacher will need to determine how you transition to plan and teach each of the other content areas for which you will be responsible. We recommend that you begin develop your plans for the semester with increase responsibility immediately with your resident teacher. *An example is provided on page 73*.

3. You will enroll in EDMS 4110 to complete the two cycles of the CalTPA. Discuss lesson content, identification of focus students, assessments, videotaping, and submission dates for these two assessments. Keep your supervisor informed of your plans and progress.

4. Address all the Teaching Performance Expectations (TPEs) for Student Teaching. TPEs should be reviewed regularly during conferences.

5. At the end of the semester, evaluate your University Supervisors, your Resident Teachers and your program experiences. See "*Section III, E: Program Evaluation,*"

Guidelines for Intern Teachers

As employed teachers, you are responsible for the instructional program of your classroom by putting into practice knowledge and skills learned in credential courses, by utilizing ideas acquired when observing other teachers, and through the implementation of suggestions made by your Intern Site Coaches, the University Supervisor, and the building Principal.

You are expected to give top priority in time, attention, and preparation to your teaching assignment. However, you are also a credential candidate and therefore must attend to your coursework. Intern candidates complete two semesters of supervised teaching. The license is valid for two years. The following guidelines are organized around your role as an intern:

Responsibilities as a Teacher

1. Prepare thoroughly and carefully for each day of teaching using yearly and weekly plans that you make accessible to the University Supervisor.
2. Be punctual and regular in attendance. Follow the hours that the district uses to define the working day.
3. Avoid taking on additional duties beyond the contract day that may impede your participation and progress in your credential coursework.
4. Be appropriately dressed and well groomed at all times. Follow or exceed the standards observed in the school.
5. Learn and follow the school and district rules and regulations.
6. Familiarize yourself with the district regulations governing your conduct as a teacher.
7. Attend faculty meetings, PTA meetings, and other school-related functions.
8. Follow the district and school site procedures regarding absences during regular school hours. In addition, inform your University Supervisor, especially if there is a scheduled observation.
9. Follow the schedule of the school district for holidays with respect to your teaching.

Responsibilities as a Credential Candidate

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

11. Address all the Teaching Performance Expectations (TPEs) for Supervision. Provided later in this section. TPEs should be reviewed regularly during conferences.
12. At the end EDMS 4107 "Supervised Student Teaching" evaluate your University Supervisor and your program experiences. See "*Section III, E: Program Evaluation,*"

Mandated Reporters

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

CSTP & Teaching Performance Expectations (TPE's)

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

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

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

D. Planning instruction and Designing Learning Experiences for Students
- TPE 8: Learning About Students
- TPE 9: Instructional Planning
  - Drawing on and valuing students' backgrounds, interests, and developmental learning needs.
  - Establishing and articulating goals for student learning.
  - Developing and sequencing instructional activities an materials for student learning.

- Designing short-term and long-term plans to foster student learning.
- Modifying instructional plans to adjust for student needs.

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

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

Teaching Performance Expectations

(Approved in 2016**)**

https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf

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

Narrative
Student Engagement

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

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

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

Language Acquisition and Development

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

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

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

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

TPE 2: Creating and Maintaining Effective Environments for Student Learning

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

Narrative

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

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

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

TPE 3	Understanding and Organizing Subject Matter for Student Learning

1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.

3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. [1]

4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards

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

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

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

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

Beginning teachers model knowledge, skills, and fluency in using digital tools. Beginning teachers teach students how to use digital tools to learn, to create new content, and to demonstrate what they are learning. Beginning teachers model and promote digital citizenship and critical digital literacy, including respecting copyright law, understanding fair use guidelines, understanding Creative Commons license, and maintaining Internet security. Beginning teachers promote equal access of all students to digital tools and assure that students are safe in their digital participation.

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

TPE 4	Planning Instruction and Designing Learning Experiences for All Students

1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
   - appropriate use of instructional technology, including assistive technology;
   - applying principles of UDL and MTSS;
   - use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
   - appropriate modifications for students with disabilities in the general education classroom;
   - opportunities for students to support each other in learning; and
   - use of community resources and services as applicable.

5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)

6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

Narrative

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

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

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

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

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

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

7.	Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
8.	Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

Narrative

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

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

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

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

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

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

Narrative

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

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

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

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

Subject-Specific Pedagogy

Introduction

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

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

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

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

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

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

Beginning teachers know the California Standards in English Language Arts and Literacy, as well as the English Language Development Standards that are integrated in the Standards document. In addition, beginning teachers are aware of the integrated nature of using English Language Arts to facilitate learning across the curriculum, such as in History-Social Studies, Science, and Technical Subjects. Beginning teachers understand that these sets of content-specific standards are intended to be complementary to each other in terms of outlining expected student learning while allowing teachers to best determine how to promote

integration. Beginning teachers learn how to provide students with the tools and knowledge that research, professional judgment, and experience deem to be most helpful for meeting the Standards. Beginning teachers adopt and use an integrated and interdisciplinary model of literacy.

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

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

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

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

2. Teaching Mathematics in a Multiple Subject Assignment

Beginning Multiple Subject teachers demonstrate the ability to understand and teach the progression of the state-adopted academic content standards and applicable English Language Development Standards for students in mathematics. They facilitate students' development of the knowledge, skills, and academic language required to (a) appropriately use processes of problem solving, reasoning and proof, communication, representation, and connections in real-world situations, and (b) appropriately apply the strands of mathematical

proficiency, including adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and productive disposition. Beginning teachers facilitate student understanding of mathematical concepts and support students in making and testing conjectures and recognizing relationships within and among concepts. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

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

3. Teaching History-Social Science in a Multiple Subject Assignment

Beginning Multiple Subject teachers demonstrate the ability to teach the state-adopted academic content standards and applicable English Language Development Standards for students in history-social science. They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted standards for students. Beginning teachers use history and the related social sciences to develop students' understanding of the physical world, encourage their participation and responsibility within the democratic system of government, teach students about our past, help students understand basic economic principles, develop basic concepts of personal financial literacy, and improve their ability to make reasoned decisions based upon evidence. Beginning teachers understand the vital role these disciplines play in the development of student literacy because of their shared emphasis on text, argumentation, and use of evidence. Beginning teachers use time lines and maps to give students a sense of temporal and spatial scale. Beginning teachers teach students how social science concepts and themes provide insights into historical periods and cultures. Beginning teachers help students understand events and periods from multiple perspectives by using primary sources, simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities. Beginning teachers teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Beginning teachers also teach students to write a variety of texts in which they make claims and form interpretations based on a variety of primary and secondary documents. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

4. Teaching Science in a Multiple Subject Assignment

Beginning Multiple Subject teachers demonstrate the ability to teach the state-adopted academic content standards and applicable English Language Development Standards for students in science. They balance the focus of instruction between disciplinary core ideas,

crosscutting concepts, and scientific and engineering practices as indicated in the Next Generation Science Standards. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Beginning teachers emphasize the nature of science, the integration of engineering design, and the connections between science, society, technology, and the environment. Further, beginning teachers integrate mathematical concepts and practices, including the importance of accuracy, precision, estimation of data, and literacy, into science pedagogy. Beginning teachers teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts, and graphic/media representations presented in diverse formats. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content. Beginning teachers also teach students to engage in disciplinary discourse practices that foster evidence-based explanations and argumentations to write opinion/persuasive and expository text in the content area. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

5. Teaching Physical Education in a Multiple Subject Assignment

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

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

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

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

6. Teaching Health Education in a Multiple Subject Assignment

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

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

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

7. Teaching Visual and Performing Arts in a Multiple Subject Assignment

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

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

- Assure that students are provided access to works of art that are broadly representative of cultural diversity.

SECTION III: EVALUATION

Introduction

Evaluation, in a teacher preparation program, is making judgments to determine the worth of an action. Evaluation takes place at several points during the credential program. Instructors evaluate your learning during coursework; you evaluate your own growth and progress throughout your program, University Supervisors evaluate your effectiveness during supervision, and there are summative evaluations at the end of each phase of the credential program. In addition, the program faculty continually evaluates the overall effectiveness of the credential programs.

This section of the Handbook describes the reflective teacher, assessment of dispositions for teaching, academic requirements for program coursework, the California Teaching Performance Assessment (CalTPA), evaluation by support personnel during supervision and program evaluation.

Reflective Teacher and Dispositions

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

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

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

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

Open-mindedness refers to an active desire to consider more than one perspective, to give full attention to alternate possibilities, and to recognize the possibility of error, even in the beliefs that are dearest to us. To be open-minded implies that alternate solutions to existing practices can and probably should be explored. Reflective teaching means that teachers hold attitudes that are characterized by open-mindedness about the content, methods, and procedures used in the classroom and will critically analyze traditional practices (Apple and King, 1977; Zeichner, 1981).

You use your attitude of open-mindedness as you listen to others during discussions in your courses. During supervision, your open-mindedness helps you accept the constructive criticism of your University Supervisor and Resident Teacher/Intern Site Coach.

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

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

Wholeheartedness requires a dedicated and committed approach to teaching all students, not just a few, and impels the teacher to learn about the uniqueness of each student so that optimal educational experiences can be supplied.

Throughout the credential program, you will learn strategies and curriculum that will benefit the "uniqueness" of each student you teach. As you plan lessons and units of study, you will be asked to describe the characteristics of the students you are teaching. In addition, you will be asked to explain appropriate modifications to your plans to address the needs of your students.

Dispositions

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

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

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

Self-Assessment:
Multiple Subject Credential Program Disposition Rubric

Name: _____Semster: F S SU Year:_____

SID #: _____ **Email**:_____

Campus: SB _____   PDC _____

Track *(check)*: Intern _____ Traditional/Student Teacher _____

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

Student Teaching	Internship	
☐ **Time Point One**: Mid-Term of Student Teaching	☐ **Time Point One**: Mid-Term of Semester 1 Supervision (Week 8)	
	☐ **Time Point Two**: End of Semester 1 Supervision (Week 15)	
☐ **Time Point Two**: End of Student Teaching	☐ **Time Point Three**: Mid-Term of Semester 2 Supervision (week 8)	
	☐ **Time Point Four**: End of Semester 2 Supervision (Week 15)	

Fieldwork Supervisor: _____   **Date**: _____

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

1. RICH CONTENT KNOWLEDGE

UNSATISFACTORY ☐	BASIC ☐	PROFICIENT ☐
RUBRIC: Exhibits little awareness or commitment to development and mainten-ance of his/her own content knowledge.	**RUBRIC**: Exhibits progress and growing dedication to development and mainten-ance of his/her own content knowledge.	**RUBRIC**: Clearly demon-strates a strong, consistent commitment to development and maintenance of his/her own content knowledge.
EXAMPLES: Unconcerned when mistakes about subject matter are made while teaching, displays a negative attitude toward subject matter, makes little or no effort to expand under-standing of subject matter areas or develop resources.	**EXAMPLES**: Ensures that content knowledge displayed in lessons is accurate, value of the content and skills taught is reinforced, adequate resources are marshaled to suit the lesson taught.	**EXAMPLES**: Enthusiasm for subject matter is displayed, abundant re-sources for the lesson are readily available, content questions and comments from student are welcomed and incorporated into the lesson.

Other Evidence/Observations/Examples:

_____

_____

2. SOUND PROFESSIONAL JUDGMENT and CONDUCT

UNSATISFACTORY ☐	BASIC ☐	PROFICIENT ☐
RUBRIC: Exhibits little awareness or commitment to ethical, responsible, and professional behavior or to the integration of theory and practice as a foundation for representing and explaining the discipline in ways that make content under-standable.	**RUBRIC**: Exhibits progress and growing dedication to ethical, responsible, and professional behavior or to the integration of theory and practice as a foundation for representing and explaining the discipline in ways that make content under-standable.	**RUBRIC**: Clearly demon-strates a strong commitment to ethical, responsible, and professional behavior or to the integration of theory and practice as a foundation for representing an explaining the discipline in ways that make content under-standable.
EXAMPLES: Late, missing, or poor quality work, problems with attendance or punctuality, inappropriate comments or behavior related to children, colleagues, instructors, or the teaching profession. Offers neither support nor challenge to meet learner needs in lessons.	**EXAMPLES**: Work is acceptable quality and submitted on time. Few problems with attendance or punctuality. Demonstrated ability to relate text and lecture information to fieldwork experiences. Limited evidence of differentiated instruction to meet learner needs in lessons.	**EXAMPLES:** Work is high quality and submitted on time. No problems with attendance or punctuality. Demonstrated ability to relate text and lecture information to fieldwork experiences, showing insight in analysis of observations. Strong evidence that instruction is differentiated.

Other Evidence/Observations/Examples:

_____

_____

_____

3. PRACTICAL KNOWLEDGE OF CONTEXT

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

Other Evidence/Observations/Examples:

_____

_____

_____

4. RESPECT for MULTIPLE VIEWPPOINTS

UNSATISFACTORY ☐	BASIC ☐	PROFICIENT ☐
RUBRIC: Demonstrates little/no effort to understand the values of the various groups with whom s/he interacts and makes no concerted effort to incorporate knowledge of and sensitivity to those values in professional decisions.	**RUBRIC**: Exhibits progress in striving to understand the values of the various groups with whom s/he interacts and makes some effort to incorporate knowledge of and sensitivity to those values in professional decisions.	**RUBRIC**: Strives to understand the values of the various groups with whom s/he interacts and makes a concerted effort to incorporate knowledge of and sensitivity to those values in professional decision.
EXAMPLES: Makes biased statements in class or in written work. Does not engage with all students of the class with equal willingness. Does not engage with professional colleagues. Close-minded about new ideas in coursework or fieldwork.	**EXAMPLES**: Makes inclusive statements in class or in written work. Engages will all students of the class with equal willingness. Willingly engages with professional colleagues. Open to new ideas in coursework or fieldwork.	**EXAMPLES**: Makes inclusive statements in class or in written work. Engages with all students of the class with enthusiasm for different viewpoints. Actively seeks feedback from professional colleagues. Engages and struggles with new ideas in coursework or fieldwork.

Other Evidence/Observations/Examples:

_____

_____

_____

5. SELF-REFLECTION and PROFESSIONAL GROWTH

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

Other Evidence/Observations/Examples:

_____

_____

_____

PROGRAM COURSEWORK & CALTPA

Program Coursework

As stated earlier in this section, personal reflection is one type of evaluation. Another type of evaluation involves critical reflection and collaboration between you and the support personnel. It serves two purposes: ***Formative*** and ***Summative***. **Formative evaluation** acts as a catalyst for the reflective, critical processes necessary to become an effective teacher. It requires critical interaction between you and the evaluator about the knowledge base/professional standards of the teaching profession. **Summative evaluation** assesses your competencies. With the combination of these two purposes, evaluation becomes a process as well as a product. The results promote your professional development while also determining your competency levels. During coursework, you receive oral and written feedback from your instructors on the various assignments in the courses. This feedback is both formative and summative.

The academic requirement for the credential program is a grade point average (GPA) of 3.0 with no course below a "B-," If you earn an education grade lower than "B-," you will need to retake the course before taking other courses. By University policy, candidates may repeat **ONE COURSE – ONE TIME ONLY** in order to have the first grade discounted. The candidate is responsible for filing a "*Discount of Grade*" form. See the current University "*Catalog of Programs.*" You will not be admitted to supervision until your education GPA is 3.0 or better and all education course grades are "B-" or better. **If your education GPA falls below 3.0, you may be placed on academic probation or dismissed from the program, and will not be recommended for a credential**.

(CalTPA) California Teaching Performance Assessment

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

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

The redeveloped CalTPA includes two instructional cycles with a focus on content-specific instructional planning and assessment:

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

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

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

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

The passing score standards for the redeveloped CalTPA as of August, 2020 are as follows:

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

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

California Teaching Performance Assessment (CalTPA)
http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalTPA_TestPage.html

CalTPA Assessment Materials
http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalTPA_AssessmentMaterials.html

Instructional Cycle 1 Chart
http://www.ctcexams.nesinc.com/Content/Docs/assessmentguides/CalTPA_C1_EvidenceChart.pdf

Instructional Cycle 2 Chart
http://www.ctcexams.nesinc.com/Content/Docs/assessmentguides/CalTPA_C2_EvidenceChart.pdf

CalTPA Preparation Materials
http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalTPA_PrepMaterials.html

CalTPA Faculty Policies and Resources

http://www.ctcexams.nesinc.com/TestView.aspx?f=CACBT_Faculty_CalTPA.html

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

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

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

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

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

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

EVALUATION BY SUPPORT PERSONNEL

Introduction

During Student Teaching candidates are expected to demonstrate the competencies developed in earlier parts (i.e., courses) of your program. To this purpose, you will receive oral and written feedback from University Supervisors and other support personnel throughout your Supervision. Review "*Section II: C: Supervision,*"

Formative Evaluations
Your University Supervisor assigned will visit you five times during the semester. S/he will provide formative evaluations on your progress at each visit. Feedback will be given both orally and in writing. This usually happens during the after you have planned and taught a lesson which was also observed by the supervisor. During this post-teaching conference, the Supervisor discusses the observation with you to identify strengths of your teaching and make suggestions for improvements. The Resident Teacher will also provide formative feedback, often daily, on your progress. For Interns, the Intern Site Coach will also provide formative feedback on a regular basis and following more formalized pre-arranged visits.

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

It is important to note that a Student Teacher who receive a rating of 2 or below, in any area on the final evaluation, will receive "*No Credit"* for the semester. A Student Teacher who receive a "*No Credit"* for the semester will not be recommended for a credential. A candidate who receives a *No Credit* for Student Teaching may petition to repeat Student Teaching. See "*Repetition of Student Teaching*" Policy in "*Appendix.*"

Summative Evaluations (Interns)

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

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

Professional Growth Plan

Candidates must attain competency in all areas of the Teaching Performance Expectations. When a University Supervisor has determined that you are having difficulty in any area of competency, he/she will discuss the concern with you. The decision may be made to prepare a "*Professional Growth Plan,*" which outlines the specific concern, connects the concern to the appropriate

Teaching Performance Expectation, describes possible solutions and provides a time line for you to demonstrate improvement. The purpose of this procedure is to clearly communicate significant problems that need to be addressed so that you have information and time to make the necessary adjustments. It is in your best interest to take this formative feedback seriously and make every effort to improve in the areas noted. When improvements are not satisfactorily made, the results may be *No Credit* for supervision.

Sample Evaluation Forms
The "*Professional Growth Plan*" and the "*Observation*" and "*Evaluation*" forms used in supervision at CSUSB reflect the California Standards for the Teaching Profession (CSTP) and the embedded Teaching Performance Expectations (TPEs). A sample of the Professional Growth Plan follows this introduction. A full description of the CSTP and TPEs is available in this handbook. Some of the information recorded may be in a slightly different form but the content is the same.

California State University San Bernardino
Multiple Subject Credential Program
Professional Growth Plan

Candidate Name: _____   Date: _____

Student ID#: _____ Status (Check one): Intern _____ Student Teacher _____

Supervision Semester: 1st___; 2nd___; 3rd____.   University Supervisor: _____

Course: _____   Instructor: _____

Identify Area of Concern: Considering the TPEs, identify the Skills, Knowledge, and Abilities the candidate must focus on.
Outline Desired Outcomes:
Action Plan: Describe activities to be completed.   Expected Date for completion:
Outcomes: Describe and evaluate the outcomes as demonstrated by the candidate.

Date of Completion: _____   Date of follow up meeting: _____

Success statement: ___The candidate ☐ successfully completed / ☐ failed to successfully complete the action plan activities and ☐ has met / ☐ has not met the expectations of the professional growth plan.

_____ _____
Signature of Candidate   Date

_____ _____
Name of instructor/ Supervisor//program coordinator   Signature   Date)

Student Teacher / Intern Observation Form

Candidate: _____**SID #**: _____

Class Hour: _____**Subject**:_____ **Date**: _____

Assessor Name: _____

California Teaching Performance Expectations

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

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

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

California State University, San Bernardino
Multiple Subject Supervision Evaluation Form
(The electronic version of the form should used)

Candidate: _____ **SID#**: _____ **Date**: _____

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

District: _____ School: _____

Grade: ____ Subject Area: _____ (__) Student Teacher (__) Intern Sem.:: (_) 1st (_) 2nd (_) 3rd

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

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

---

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

---

Rating Scale:

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

A. Engaging & Supporting Students
(TPEs 4, 5, 6, 7: CSTP 1)   1   2   3   4
Evidence:

B. Creating & Maintaining Effective Environment   1   2   3   4
(TPEs 10, 11; CSTP 2)
Evidence:

C. Make Subject Matter Comprehensible   1   2   3   4
(TPE 1; CSTP 3)
Evidence:

D. Planning Instruction & Designing Learning
   (TPEs 8, 9: CSTP 4)   1   2   3   4
   Evidence:

E. Assessing Student Learning
   (TPEs 2, 3; CSTP 5)   1   2   3   4
   Evidence:

F. Developing as a Professional
   (TPE 12, 13; CSTP 6)   1   2   3   4
   Evidence:

Evaluator's Comments: (Including areas of strength and areas for improvement):

PROGRAM EVALUATION

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

Informal and Formal Evaluations

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

Informal Evaluation

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

Formal Evaluation

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

All candidates evaluate their University Supervisors and Student Teachers evaluate their Resident Teachers on a semester basis. "*Exit Surveys*" are used to gather program information from credential candidates at the end of their program during EDMS 4107. Samples of some of these evaluations are provided on the next pages. In addition, you are welcome to provide feedback concerning the credential program and the Handbook at any time using the form provided in this handbook.

California State University, San Bernardino
Department of Teacher Education and Foundations
SAMPLE Classroom Learning Environment Feedback Form

District: _____   **School**: _____

Resident Teacher: _____   **Grade Level**: _____

1. If you were to recommend the Resident Teacher to another Student Teacher, how would you rank him/her?

____ Highly Recommend   ____ Probably not Recommend

____ Recommend   ____ Not Recommend

____ Would Accept

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

   (4) Very Much   (3) Somewhat   (2) Very Little   (1) Not Recommend

   ____   Engaging and supporting students in learning.

   ____   Creating and maintaining effective environments for student learning.

   ____   Making subject matter comprehensible to students.

   ____   Planning instruction and designing learning experiences for students.

   ____   Assessing student learning.

   ____   Developing as a professional educator.

   ____   Using technology to support student learning.

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

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

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

6. On the back, please tell about two very important, critical events that occurred during your Student Teaching between you and your students. **Please identify with "#6" by your response**.

Program Evaluation (Current Students)

We would like to congratulate you for completing the teacher credential program at our campus and wish you the best in your career as a credentialed teacher.

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

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

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

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

Thank you very much for your participation! **Please print the verification page after you complete the survey and give it to your EDMS 4107 supervisor.**

SECTION IV: EXIT

Obtaining a Credential

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

Introduction

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

1. Baccalaureate Degree

2. Subject Matter Competency

3. California Basic Education Skills Test (CBEST)

4. Certificate of Clearance

5. Teacher Preparation Program

6. U.S. Constitution

7. Assessment of Candidates' knowledge, skills, and dispositions

8. Reading Instruction Competency Assessment (RICA)

9. CPR (Cardio-Pulmonary Resuscitation Certificate) current certification for infant, adolescent, and adult.

As you have read throughout the Handbook, the California Commission on Teacher Credentialing (CTC) establishes standards for teaching credentials and issues all the credentials for our state. The CSUSB credential staff accepts applications for California teaching credentials and the Credential Analysts make recommendations to CTC.
This part of the Handbook gives you instructions for obtaining your credential. The forms needed for this process are available in the College of Education Student Services (CESS) area, CE 102, the Teacher Education Office at PDC or on-line at <u>www.csusb.edu/coe</u>.

CSET/PRAXIS SCORES: Applicants meeting subject matter competency by passing a Commission approved examination must submit the <u>original</u> and <u>a copy</u> of the <u>valid</u> examination score report(s). If previously registered with CTC, a copy of the <u>valid</u> examination score report(s) **AND** a copy of the previously issued credential are required. Note that you must be issued your preliminary credential within 5 years of the date you passed the 3 CSET subtests.
RICA SCORES: The <u>original</u> and a <u>copy</u> of the <u>valid</u> score results. RICA cannot be in progress; it must be completed when the credential application is submitted. <u>An application will not be accepted until the candidate has the valid score results</u>. Note that you must be issued your preliminary credential within 5 years of the date you passed the RICA.
CPR CERTIFICATION: Applicants are required to submit an <u>original</u> and a <u>copy</u> of the current and valid CPR certification card that includes <u>INFANT</u>, <u>CHILD</u>, and <u>ADULT</u> CPR. The certification card needs to specify the exact date (month, day, year) of completion. On-line CPR training is

not acceptable. CPR certification cannot be in progress; it must be completed when the credential application is submitted. An application will not be accepted until the candidate has a valid CPR certification.

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

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

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

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

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

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

Procedures for Filing for a Clear Credential

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

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

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

 NOTE: CSUSB does not offer the "*Fifth Year of Study*" option.

SECTION V: GLOSSARY

Acronyms   **Description**

BCLAD   *Bilingual Cross-cultural Language and Academic Development*. The emphasis for the Multiple Subjects credential that provides candidates with knowledge and expertise to work with diverse populations of students and to provide primary language instruction to Spanish-speaking students.

CalTPA   *California Teaching Performance Assessment*. An assessment based on the Teaching Performance Expectations used to measure what a beginning teacher needs to know and be able to do.

CBEST   *California Basic Educational Skills Test*. Required standardized test for all California teachers. As of May 2007, the state allows applicants to complete a CSET exam that includes a writing subtest to meet the CBEST exam requirement. Therefore, applicants who have completed all four subtests of the CSET for Multiple Subjects do not need to complete CBEST.

CTC   *California Commission on Teacher Credentialing*. The state agency that grants teaching credentials, www.ctc.ca.gov.

CE   *College of Education building*

CELDT   *California English Language Development Test*. Used to identify the student's level of English.

CESS   Jim and Judy Watson College of Education Student Services area. Administrative offices for the College of Education, Division of Teacher Education. Located in CE-102; (909) 537-5609.

C of C   *Certificate of Clearance*. A certificate verifying character and identification of persons working in California schools.

COE   *College of Education*

CSET   *California Subject Examinations for Teacher*. Standardized exam offered by National Evaluation Systems to demonstrate subject matter competency. The first test date of this exam was January 25, 2003.

CSTP   *California Standards for the Teaching Profession*. Description of what an effective teacher should know and be able to do.

EELB   *Elementary and Bilingual Education*. Prefix used to designate courses in the Multiple Subject Credential program.

ELD   *English Language Development*

ELL   *English Language Learner*. Term used for students whose first language is not English.

ESL   *English as a second language*

GATE   *Gifted and Talented Education*

GPA   *Grade Point Average*

IEP   *Individualized Education Plan*

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

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

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

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

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

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

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

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

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

Definition of Terms

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

<u>Intern Site Coach</u>: The teacher, selected by an Intern's administrator, to fulfill a role similar to that of the Resident Teacher.

<u>Resident Teacher</u>: The teacher in whose classroom you do your student teaching. Sometimes referred to as Master Teacher or Cooperating Teacher.

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SECTION VI: APPENDICES

A. Code of Ethics of the Education Profession

B. Multiple Subject Credential Program Policies

C. School Districts in Partnerships with CSUSB

D. Syllabi

APPENDIX A

CODE OF ETHICS OF THE EDUCATION PROFESSION

Adopted by 1975 Representative Assembly
National Education Association[1]
Preamble

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

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

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

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

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

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

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

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

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

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

    a. Exclude any student from participation in any program.

    b. Deny benefits to any student.

    c. Grant any advantage to any student.

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

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

Principle II

Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

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

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

2. Shall not misrepresent his/her professional qualifications.

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

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

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

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

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

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

[1]Reprinted by permission of National Association, Washington, D.C.

APPENDIX B.

MULTIPLE SUBJECT CREDENTIAL PROGRAM POLICIES

- **Course Substitution**

- **Appeal the Denial of Admission to Supervisor**

- **Student Teaching Placement**

- **Substitute Teaching during Student Teaching**

- **Withdrawal from Supervision**

- **Repetition of Student Teaching**

- **Incomplete or No-Credit for Intern Teaching**

- **Dismissal from the Multiple Subject Credential Program**

- **Waiver of Grade Level Requirement (Student Teaching**

- **Sample Petitions**

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

- *Appeal the Denial of Admission to Supervision*

- *Student Teaching Placement*

- *Substitute Teaching during Student Teaching*

- *Withdrawal from Supervision*

- *Repetition of Student Teaching*

- *Incomplete or No-Credit for Intern Teaching*

- *Dismissal from the Multiple Subject Credential program*

- *Waiver of Grade Level Requirement (Student Teaching)*

- *Summer Supervision*

- *Petition Form*

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

COURSE SUBSTITUTIONS

All coursework taken at another college and any coursework taken more than seven years ago, is subject to approval by the Program Director. No more than 12 semester units of the credential program may be transferred. Supervision is never transferable.

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

APPEAL THE DENIAL OF ADMISSION TO SUPERVISION

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

Procedures:

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

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

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

STUDENT TEACHING PLACEMENT

Student Teaching is one sixteen week semester of full-days (6.5 hours per day) in a public school. Placements are in one of the following grade levels: PK-8. In the case of a combination classroom the level is determined by the grade that has the majority of students. In case of the 6-8 grade levels, the placement must be either self-contained or core subjects. All candidates have one assignment in a classroom in which at least 25 percent of the youngsters differ ethnically, culturally, and or socio-economically from the candidate.

Once placed at an early fieldwork/ supervised student teaching site, the candidate follows the University's academic schedule for classes attended at the University and follows the district or school site calendar for early fieldwork/supervised student teaching responsibilities. In the admission to Student Teaching process, candidates are notified to attend a mandatory meeting where they are informed of their placement and to meet with their University Supervisor. This mandatory meeting may be scheduled during University breaks.

Procedures
During your new student orientation, you will complete a student teaching application to select your preferred districts.

NOTE: <u>You may not be placed at a school site where you have relatives</u>. Complete the Affidavit on the back of Attachment XV.
NOTE: You will not be placed for student teaching if you have not passed all courses preceding student teaching or if you have a GPA below 3.0 in those courses.

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

Placement
At the requests submitted by the supervision staff, the District personnel place teacher candidates for early fieldwork and supervised student teaching. Once a placement request has been sent to the district, it may not be changed.

SUBSTITUTE TEACHING DURING STUDENT TEACHING

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

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

WITHDRAWAL FROM SUPERVISION

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

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

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

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

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

If, at any time during the semester, a candidate is removed from the supervision site by the University[2] or leaves the supervision site without proper consultation, the candidate will receive a grade of No-Credit. If no-credit is given, Student Teachers must follow the Repetition of Student Teaching policy and Intern Teachers must follow the Incomplete or No-Credit for Intern Teaching policy.

_____
[2]The University includes the University Supervisor, Resident Teacher, site Principal, and district administrators.

REPETITION OF STUDENT TEACHING

Any candidate whose evaluations result in *No-Credit / Fail* for Student Teaching, will be administratively dropped from the credential program. A candidate who receives a *No-Credit* grade for Student Teaching may petition to repeat Student Teaching and be readmitted to the program.

Procedures
1. Once a candidate has been informed that student teaching has not been successfully passed, the candidate must contact the Program Coordinator with seven business days to schedule a meeting. The purpose of this meeting is to discuss the student teaching experience and the candidate's performance. Attendees may include the candidate's University Supervisor and the Resident Teacher.
2. After the above meeting, candidates who wish to repeat student teaching must submit a written appeal/request in which the candidate outlines why the candidate should be allowed to repeat Student Teaching. This appeal/request will be discussed during the meeting above.

Deadline
The deadline for submitting the appeal/request is established during the meeting with the Program Coordinator above. The selected date will take into account the academic calendar and when the candidate hopes to repeat student teaching (Fall or Spring semester).

Decision Conditions
The candidate's appeal/request will undergo review by the Program Coordinator and the candidate's University Supervisor. In some cases, upon the discretion of the Program Coordinator, input will also be sought from the program faculty as a whole. Notification of the decision will be mailed to the candidate. Candidates who have been given permission to repeat Student Teaching may not be employed on an emergency credential or in a private school setting during Student Teaching unless the Program Coordinator gives approval.

INCOMPLETE OR NO-CREDIT FOR INTERN TEACHING

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

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

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

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

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

Decision

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

DISMISSAL FROM THE MULTIPLE SUBJECT CREDENTIAL PROGRAM

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

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

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

a) Representing the work of another person as one's own either through the attempt to deceive or a failure to sufficiently document the original sources in one's own work.
b) Copying, in part or in whole, from another's test, software, or other evaluation instrument.
c) Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy.
d) Submitting work simultaneously presented in two courses, including fieldwork observation hours, unless this has been approved by both course instructors or by the department policies of both departments.
e) Falsification of information or documents submitted for any university, college, program, or credential purpose.
f) Using or consulting during an examination sources or materials not authorized by the instructor.
g) Altering or interfering with grading or grading instructions.
h) Sitting for an examination by a surrogate, or as a surrogate.
i) Using unauthorized materials during an examination or assessment.
j) Falsification of any documents or assignments submitted to any instructor, such as but not limited to, fieldwork observation, fieldwork assignments, supporting documentation for fieldwork hours, fieldwork reports, evaluations and medical notes.
k) Falsifying or inventing information used in an academic exercise with the intent to suggest that the information or citation is legitimate.
l) Any other act committed by a student in the course of academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

Dispositional Standards and Conduct

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

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

a) Adhere to local, state, federal laws, CA Education codes, and professional codes of ethics applicable to their field of study and practice.
b) Protect the privacy of those within the professional setting except in cases where the safety of another person is compromised by doing so. This includes protecting the privacy of others when using the internet and social media.
c) Exhibit a commitment to respect diversity and a willingness to serve, evidenced through behavior, the educational and developmental needs of students and community members irrespective of race, ethnicity, nationality, economic class, language, sex, gender identity, gender expression, sexual orientation, religion, physical/mental ability, or age.
d) Promote the safety of all K-12 students and work to ensure that all students are protected from harassment, discrimination, or bullying.
e) Promote the safety of professional colleagues, fellow CSUSB students, staff, and faculty and work to ensure that they are protected from harassment, discrimination, and bullying.
f) Exhibit professional behaviors and attitudes such as respectful treatment of others at the university and in field settings, punctuality, exemplary attendance, adherence to deadlines, professional appearance, and working collaboratively with others.
g) Exhibit a willingness to accept feedback and change one's behaviors to align with course or program expectations, dispositions, and professional standards.

Disciplinary Process

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

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

If the above attempts by the CSUSB representative to address misconduct, unprofessionalism, or adherence to the program's expected dispositions are unsuccessful, the program coordinator can request that the department chair form a Student Review Committee (SRC). The request is activated when the Student Conduct Referral is submitted to the department chair. Once the department chair receives the Student Conduct Referral, the chair has 10 working days to form the SRC. The SRC is composed of the program coordinator (who acts as chair) and at least two other faculty members not parties to the problem. If the program coordinator is involved in the situation beyond the role of coordinator and cannot be impartial, the department chair will appoint another faculty member to replace the coordinator.

Within 10 working days of being formed, the Student Review Committee reviews supporting documentation and meets with the student(s) to hear all perspectives on the situation. During this meeting, the committee will ask the student to attend as well as other parties involved in the situation. The student may bring one representative to the meeting as well. After consideration of the information, the Student Review Committee can recommend that no action be taken, that the student(s) continue in the program with conditions (articulated in the Student Improvement Plan outlined below), or be dismissed from the program.

Decisions

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

a) detailed description of the concerns or misconduct;

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

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

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

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

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

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

If the concern is not alleviated as determined by the program coordinator or representative, the Student Review Committee meets to consider further action. The Student Review Committee can recommend (a) the creation of a new plan or (b) that the student be dismissed from the program. If the recommendation is for the creation of a new plan, the committee simply repeats the procedure outlined above. If the Student Review Committee recommends dismissal, the case is referred to a meeting of the program faculty. b. Dismissal: The SRC can recommend dismissal if the student fails to meet the conditions of the Student Improvement Plan. Alternatively, if by agreement of the SRC the misconduct was serious enough to warrant immediate dismissal without further intervention, the SRC can recommend dismissal without the development of a Student Improvement Plan. In either case, the recommendation for dismissal, along with supporting documentation, is forwarded to a meeting of the program faculty for consideration. The recommendation for dismissal may be for immediate dismissal or dismissal at the completion of the current academic semester. After examining the documentation presented by the program coordinator, the decision for dismissal is determined by a simple majority of program faculty present in the meeting. The decision is then communicated to the student and the record of the decision placed in the student's file.

Procedure for forming the Student Review Committee (SRC): At the beginning of each academic year each department chair recruits for four faculty members to join a college-wide pool of department faculty. These faculty members will potentially serve on ad hoc Student Review Committees. When the need arises, chairs recruit from among the members of the pool, excluding faculty who may be involved in the situation being considered.

California State University, San Bernardino
Multiple Subject Credential Program

WAIVER/REPEATING/APPEAL PETITION

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

Candidate Name: _____   **SID#**: _____

Address: _____   **City/State**_____   **Zip** _____

Phone _____

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

Reasons for Petition *(Check One):*

_____ Waiver of Grade Level

_____ Waiver of a semester of Student Teaching

_____ Repeating a semester of Supervision

_____ Appeal Denial of Admission to Multiple Subject Credential program

_____ Appeal Denial of Admission to Student Teaching/Internship

Date Submitted: _____

ATTACH STATEMENT and SUPPORTING DOCUMENTATION to PETITION

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

_____,   _____

Signature *(MS Credential Program Coordinator)*   **Date**