



Channel Islands

CALIFORNIA STATE UNIVERSITY

SCHOOL OF EDUCATION
Teacher Education Department

Field Experience Handbook

2023-2024

For

TEACHER CANDIDATES, COOPERATING TEACHERS,
and UNIVERSITY SUPERVISORS

Version 2, 2023-2024

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Mission Statements

CI Mission Statement

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduate students with multicultural and international perspectives.

School of Education Mission Statement

Our Mission: The School of Education at California State University Channel Islands serves students, families, and communities by effectively preparing culturally competent teachers and leaders who work collaboratively to inspire learning and promote equity in and through education.

***Nuestra misión:** La Escuela de Educación de California State University Channel Islands sirve a estudiantes, familias y comunidades por medio de la preparación efectiva de maestros y líderes culturalmente competentes que trabajan en colaboración para inspirar el aprendizaje y promover la equidad en y a través de la educación.*

School of Education Conceptual Framework

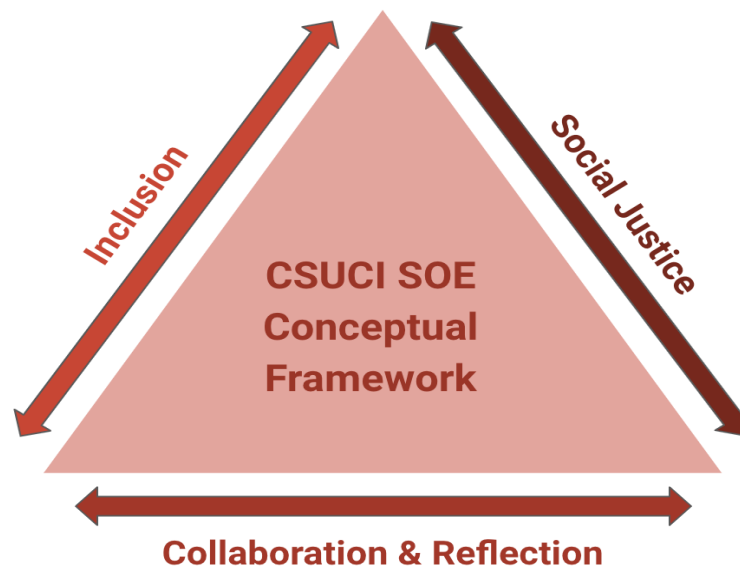


Figure 1: The CSUCI SOE Conceptual Framework

The School of Education conceptual framework is informed by the following interconnected, interdependent three tenets: social justice, inclusion, collaboration and reflective practice.

Definition of terms:

- **Inclusion:**
 - Inclusion refers to each and everyone. Intersecting identities may consist of race, indigeneity, socioeconomic status, gender and gender identity, sexual orientation, age, disability, immigration/refugee status, spirituality, language, and education (Crenshaw, 1991; Martinez, 2018; Timothy, 2019). The School of Education is committed to enacting culturally and linguistically sustaining pedagogical (Paris & Alim, 2017) approaches that are accessible, inclusive of abilities, multiple literacies, and the intersectional identities that impact the lived experiences of children, youth, families, and communities.
- **Social Justice:**
 - As Cochran-Smith (2001) argued, it is “not enough for beginning teachers to learn the basic skills of managing classrooms and constructing well-crafted lessons for all students” (p.3). Additionally, education professionals (for example: teachers, counselors, administrators, and other educational leaders) must be prepared to critique and reimagine educational practices as well as envision education as a “practice of freedom” (hooks, 1994, p. 12). CSUCI’s School of Education is committed to developing future education

professionals who will be able to discern and think critically about systems of power that have shaped and continue to influence our educational landscape (Bolman & Deal, 2017). Our School of Education is dedicated to preparing future education professionals to be active agents of change who take a stance and disrupt systemic racism, inequities, and injustices that manifest themselves in and outside of classrooms to transform our local communities and beyond. These efforts will be informed by theory, systemic, and systematic inquiry as students combine practical and research knowledge around problems of practice to transform educational systems.

- **Collaboration & Reflection:**

- The School of Education sees education professionals as learners who critically engage in inquiry through self-reflection and research-informed approaches to advance equity-minded practices (Bolman & Deal, 2017; Hernandez & Endo, 2017). Critical reflective education professionals participate in on-going learning (Han, Blank & Berson, 2020), embody a sense of care and accountability towards communities, and demonstrate positive dispositions towards families' funds of knowledge which helps them understand the cultural-historical contexts of the communities they serve (Moll, 2019) and thus create strong positionalities to sustain reciprocal community partnerships.

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Program Maintenance Requirements

Teacher candidates must maintain a 3.0 cumulative grade point average in all credential program coursework and credit for all student teaching experiences in order to continue in the credential program. A minimum grade of C+ or higher is required in each individual course. Teacher candidates who do not meet these standards will be discontinued in the credential program. If a teacher candidate does not get a C+ or higher, they must meet with the Program Coordinator, Chair, and the Associate Dean if they wish to continue in the program the following semester or academic year. After this meeting they may be invited to submit a [Course Repeat Request](#) in order to continue in the credential program. Course Repeat Requests are due by May 1st or December 1st for the following academic semester and will be reviewed by a faculty committee in the School of Education. Requests to repeat are not guaranteed.

Course instructors and university supervisors assign course grades in accordance with University policy. Any appeal of a grade must follow the [student grade appeal procedures](#) published in the University catalog.

Statement of Concern

The CI [Statement of Concern](#) form is completed by faculty and/or supervisors when an area of concern about a teacher candidate arises. The Statement of Concern creates a plan of action for the teacher candidate by detailing the steps that the teacher candidate will take to address the issues outlined in the Statement of Concern. Specifics, such as a timeline to complete assignments or extending student teaching, should be included in addition to descriptions of the teacher candidate's work to be accomplished. The teacher candidate receives a copy of the signed CI [Statement of Concern](#) and a copy is placed in the teacher candidate's credential program file.

A CI Statement of Concern may be completed when:

1. A district-employed supervisor or university supervisor identifies a teacher candidate as having difficulty in some area of student teaching, they should discuss the areas of difficulty with the teacher candidate. If there is not sufficient improvement in the teacher candidate's work, then the university supervisor shall arrange for another field supervisor to observe the teacher candidate. If sufficient reason for concern is present, then the supervisors, district-employed supervisor, director of clinical experiences and partnerships, program coordinator or department chair, and teacher candidate shall complete and sign a CI [Statement of Concern](#) Form.
2. Academic concerns, such as being in danger of receiving a grade lower than C+ or not having at a 3.0 grade point average, may also result in a Statement of Concern by the instructor of the course(s) or program coordinator or department chair.
3. Concerns about a candidate's professional dispositions, such as a lack of professionalism in their coursework or their fieldwork sites, may result in a Statement of Concern by a faculty member, program coordinator or department chair, university

supervisor, or the Associate Dean. A meeting will be held with the teacher candidate to review CI's expectations for educator dispositions. A plan of action and timeline for improvement will be included in the [Statement of Concern](#).

The above process will be followed unless a more serious situation occurs that necessitates a teacher candidate's immediate removal from the school site. At this time, a meeting with the teacher candidate and the relevant parties (school site administrator, district-employed supervisor, university supervisor, director of clinical experiences and partnerships, and program chair) is required. Written statements from the district-employed supervisor and/or the school site administrator are needed to document inappropriate behavior. When a teacher candidate is removed from a school, they will not receive credit for student teaching that semester. The teacher candidate will be issued a NC grade and will need to submit a Course Repeat Request if they wish to continue in the credential program.

It is crucial that all faculty and university supervisors follow this procedure as soon as a significant concern arises so that we may ensure success for the teacher candidate. **All CI Statement of Concern forms must be completed by the end of week 12 of the semester to ensure the teacher candidate has enough time to address the issues of concern by the end of the semester (week 16). Concerns occurring after week 12 will be addressed directly with the student and may result in not passing the course or student teaching experience.**

Program Standards

The California Commission on Teaching Credentialing (CTC) engaged in a consultative process with educators to identify standards for the teaching profession. The standards have been designed in a progressive, developmental sequence. The Credential Programs at CI use the Teaching Performance Expectations (TPE) Teacher Preparation Standards to guide what teacher candidates should learn and practice. Once the Preliminary Credential is received, the California Standards for the Teaching Professions (CSTP) are used as benchmarks for induction programs for beginning teachers.

1. California Standards for the Teaching Profession

The TPEs are directly and purposely aligned to the California Standards for the Teaching Profession (CSTP) that guide California's teacher induction programs and ongoing teacher professional development in California. This direct alignment signals to beginning teachers, preparers of beginning teachers, and those who support and mentor teachers in their first years of employment the importance of connecting initial teacher preparation with ongoing support and development of teaching practice in the induction years and beyond.

2. Educator Preparation Standards

All credential programs as described in this handbook at CI have been approved by CTC. Click this link for a complete list of the [Standards for Educator Preparation](#) at the CTC website.

3. Teaching Performance Expectations

Six Teaching Performance Expectations (TPEs) define what teacher candidates need to know or be able to do. All the TPEs must be learned and practiced by teacher candidates. The TPEs are written at an appropriate level for teacher candidates. There is an expectation that they advance as they progress through the credential program at CI. The TPEs are based on the California Standards for the Teaching Profession (CSTP).

Teaching Performance Expectations (Summary)

- TPE 1: Engaging and Supporting All Students in Learning
- TPE 2: Creating and Maintaining Effective Environments for Student Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning
- TPE 4: Planning Instruction and Designing Learning Experiences for Students
- TPE 5: Assessing Student Learning
- TPE 6: Developing as a Professional Educator

Please click [here](#) to view and download the Teaching Performance Expectations document at the CTC website.

Program Policies

All students in credential programs are subject to the CI policies including, but not limited to, specific School of Education policies.

Original Work

All work submitted in credential program classes must be original work completed by the teacher candidate for the specific course and CalTPA. Therefore, no one assignment may be turned in for grading purposes to more than one course unless otherwise approved by the instructor. It is up to each instructor whether a lesson plan and/or other assignments initially generated for fieldwork or student teaching will be accepted.

Evaluation of Student Teaching

During the student teaching period the university supervisor will regularly observe and evaluate the teacher candidate using evaluative criteria aligned to the TPEs.

There are two types of classroom observations: Formal Observations and Informal Observations.

Formal observations (a minimum of 6 per semester) require teacher candidates to submit a lesson plan to the university supervisor and district-employed supervisor at least 24 hours in advance of the scheduled observation through the SL&L portal and by email. All Teacher Candidates must use the CI Lesson Plan Template. The Formal Observation of Student Teaching form is used by the DES and/or University Supervisor for the formal observations.

Informal classroom visits by the university supervisor do *not* require teacher candidates to submit a lesson plan and should occur in the weeks when formal observations are not planned. In most

cases, there is no need to submit an observation rubric for these visits.

Both the district-employed supervisor and university supervisor will jointly evaluate teacher candidates each semester at **mid-term (week 8 or 9)** and each separately evaluate the candidate in the final week of student teaching. Supervisors for Education Specialists and DUAL teacher candidates will use the [Education Specialist and DUAL Program Evaluation Form](#) for both the Midterm and Final Evaluations. Supervisors for Multiple Subject and Single Subject teacher candidates will use the [Midterm Evaluation Form](#) and the [Final Evaluation Forms](#) respectively. Students will be issued Credit or No Credit for student teaching. The university supervisor and district-employed supervisor are jointly responsible for the final grade. Written improvement plans will be provided for students who need improvement in various areas, and additional periodic evaluations may occur when necessary.

Attendance

If for any reason a teacher candidate has to be absent, is tardy, or needs to leave their field placement they must contact the district-employed supervisor, university supervisor, and school office at least one-half hour prior to the beginning of the school day. If a teacher candidate misses three or more days of student teaching, they will need to add one additional week to their student teaching assignment. The teacher candidate is responsible for having lesson plans prepared for each absence.

Teacher candidates are expected to attend all of the university courses for which they are enrolled. Courses are fast-paced and absences can result in falling behind on content and assignments.

Teacher candidates are required to attend a mandatory student teaching orientation prior to the first day of the semester in August.

School Calendars

Very often public school calendars and university calendars do not match. Course grades and evaluations of student teaching experiences are due at the end of the university semester. It is crucial that a teacher candidate understands and complies with these calendar differences and institutional variations. Teacher candidates observe the school district vacation holidays and **not** the university vacation and holidays for reporting to their field site during student teaching semesters. You will follow the university calendar for your credential courses. The semester beginning and ending dates may be different from when you will be beginning and ending your placement. Do not plan events or vacations without fully checking with the school and/or the university supervisor.

Student Teaching and Field Placement

All field placements are made by the University. Please do not contact a school district, principal or teacher about arranging any field placements. Doing so may result in you being dismissed from the credential program. Our relationships with our partner schools and districts are negatively impacted when candidates contact them directly regarding field placements.

A teacher candidate is always a **GUEST** in the host school and is always under the immediate supervision of the district-employed supervisor. Student teachers may not provide any services to pupils except under the direct supervision of school staff. Students must maintain the confidentiality of all pupil information received during the student teaching experience. Many

schools encourage the teacher candidate to become an active member of the school faculty, assisting in activities and attending staff and parent teacher meetings. Professional, ethical behavior is expected at all times.

Credential candidates are expected to work the contract hours of the district where they are placed unless other arrangements have been made with the district-employed supervisor and university supervisor. Teacher candidates should be expected to participate in their placement at reasonable times consistent with professional practices.

The credential program at CI places great value in selecting the most desirable settings for student teaching placements. We identify schools that understand and accept the University's mission statement and our specific needs as a program. Schools are selected in every instance where placement settings are linguistically and/or culturally diverse.

Incomplete Grades

CSUCI's policy on requesting and granting "I" or an Incomplete grade in the course can be found [HERE](#). Incomplete grades are rare in student teaching and are available for request ONLY due to unforeseen circumstances. A student MUST be passing the course at the time of the request for the incomplete grade.

Dismissal from School Site

The school site administrator may, at any time, exercise the prerogative of requesting a teacher candidate be relieved of student teaching responsibilities. This will result in a No Credit grade for student teaching. The teacher candidate, if approved, will repeat student teaching in a later semester, or terminate their enrollment in the credential program. A teacher candidate has only one opportunity to repeat a student teaching experience before being dismissed from a credential program.

District Policies, Employment, and Substitute Teaching

Teacher candidates will not be placed at a school where an immediate relative is employed or in attendance.

Student teachers are not entitled to wages or employee benefits for the time spent at the school site placement in student teaching. Student teachers are not permitted to be employed as substitute teachers while they are placed as a student teacher at a school site. Students will comply with all applicable laws and regulations, as well as all district policies on harassment, including but not limited to sexual harassment.

Insurance

Either the assigned District or the California State University system provides worker's compensation insurance for teacher candidates while they are engaged in student teaching or other field-based education classes. Inform the Credential Office immediately if you experience an injury on the school site: credential.assistant@csuci.edu

Professional liability insurance coverage is not provided, but is available for students to purchase from a variety of insurance sources, one of which is the California Teachers Association (562-942-7979). Liability coverage is highly recommended but not required for student teaching.

Program Requirements

CI's credential programs prepare teacher candidates to work with students in standards-based, linguistically and culturally diverse, and inclusive schools. Our programs specifically prepare teacher candidates for the diversity of languages and cultures encountered in California public schools. The programs prepare teacher candidates to address the diverse learning needs of students, including those who are multilingual learners. The use of technology as a teaching and learning tool is infused throughout the program. An underlying principle of the program is that all students (regardless of race, ethnicity, gender, ability or economic status) are capable learners.

Credential Program Principles and Goals

The objectives of the credential programs at CI are to prepare effective and successful teachers for California public schools who:

- are reflective and deliberative practitioners
- are competent to teach the California State content standards
- are able to link content and pedagogy
- can integrate research, theory, and best educational practice into their teaching
- are able to integrate technology into their teaching
- understand and can meet the needs of diverse learners and special needs students

Credential Program Requirements

Please consult the University Catalog for required courses to successfully complete the credential program. You can access the catalog and schedule of classes by clicking [here](#). Current three-semester program roadmaps can be found on each program's website: [ITEP Program](#); [Multiple Subject Credential Program](#); [Single Subject Credential Program](#), [Education Specialist Credential Program](#), [Bilingual Added Authorization Program](#).

Fieldwork candidates are in Phase II, Student Teaching, and will take the courses listed in the last two semesters of their program roadmap. Candidates who are adding a Bilingual Added Authorization take one additional course per semester.

Subject Matter Competency Requirements

Students in the ITEP, Multiple Subject, Single Subject, Education Specialist, and Dual Credential Programs must meet subject matter competency prior to program admission.

To obtain the Bilingual Authorization, Bilingual Teacher Candidates must achieve a passing score on the CSET Spanish Subtest III. However, candidates will still have the opportunity to student teach in bilingual classrooms, subject to a program evaluation of their Spanish language during the initial two weeks of the semester. If the student demonstrates sufficient Spanish

language proficiency in the program evaluation (assessed by the bilingual program coordinator with an interview and brief writing prompts in Spanish), they will be assigned to a bilingual classroom. In the event that candidates have not demonstrated Spanish language proficiency, they will be assigned to an English medium classroom.

Students who not meet the BLA requirements at the time of concurrent enrollment in the credential program, can still seek a BLA in the future after completing the credential through a summer BLA add-on program and passing the CSET Spanish Subtest III or by passing CSET Spanish Subtests III, IV, and V.

Additional Requirements for the Preliminary Credential

CPR: CTC requires certification in adult, infant, and child CPR for all teaching credential programs.

RICA: CTC requires passing the Reading Instruction Competence Assessment (RICA) for the initial issuance of a Preliminary Multiple Subject or an Education Specialist credential. RICA consists of passing one of two components, either a comprehensive examination or a video performance assessment. It is recommended that the RICA be taken after completion of the literacy methods course in the credential program.

TPA: At CI, teacher candidates in the Multiple Subject, Single Subject and Educational Specialist programs are required to pass the California Teaching Performance Assessment ([CalTPA](#)) in order to be recommended for a Preliminary Teaching Credential. Teacher candidates have two opportunities to pass Cycle 1 and Cycle 2 of CalTPA. If teacher candidates do not pass CalTPA on the second attempt, they will have to appeal to the program chair for an additional opportunity which may or may not be granted.

Additional requirements such as CPR training, mandatory reporter training, and exit surveys are required to be recommended for the credential. Furthermore, the Subject Matter Requirement and the Basic Skills requirement must be met to be eligible for a preliminary credential. See the “Recommendation for Credentialing” section below for information on applying for your credential at the end of the program.

Program Design

Pathways for All Credential Programs

The School of Education offers three pathways to complete field placement requirements: the traditional student teaching pathway, the internship pathway and the residency pathway.

Traditional Pathway: CI teacher candidates who are in the traditional pathway engage in a student teaching experience as described in this handbook. Student Teachers are assigned a University Supervisor (CI Faculty) and a District Employed Supervisor (their cooperating teacher). Candidates in this pathway are not allowed to substitute teach while completing student teaching. Multiple Subject and Single Subject teacher candidates are generally assigned a single placement for the entire student teaching experience where they stay at the same school and with the same cooperating teacher. A university supervisor may request a new placement for a candidate’s second

semester of student teaching if there are well-documented, serious concerns about the placement. Education Specialist candidates are assigned two distinct placements- one per semester- in order to provide field experiences in a range of teaching settings as required by CTC.

Residency Pathway: The Residency Pathway is offered to candidates who are selected for a CI Residency Program through a competitive application and selection process. This pathway provides the teacher candidate with a field placement for the entire academic school year at one school site with their Residency Mentor Teacher. Teacher candidates start the first day of school in August when students arrive and remain until the last day of school when students leave. This requires being at the school site when the University is not in session. Teacher candidates who are in the residency pathway are allowed to substitute teach for their district-employed supervisor during the advanced student teaching semester, if the teacher candidate completes all required paperwork for employment in that district. This handbook pertains to the traditional pathway: Residents are provided with a distinct handbook for that pathway.

First Semester

The courses during the first semester of Phase II-Student Teaching are designed as foundational frameworks in pedagogy. Lesson planning, teaching methods and assessment are addressed in the course content of these classes. Coursework is paired with field experiences to allow teacher candidates to relate, witness, and participate in the theory and practice relationship. Teacher candidates gain familiarity with classroom dynamics, procedures and, most importantly, students through the field component. During the second half of the semester, teacher candidates increase their teaching responsibility until they teach all students all subjects or periods (student teaching takeover/ full-time student teaching). Co-teaching is encouraged throughout the student teaching experience. For the entire semester, the teacher candidate will take courses at the University at least one day per week, and report to their student teaching placement 3.5 days a week.

Second Semester

The second semester in the program is similar in format to the first. The courses are designed to reinforce content. The university supervisor and the district-employed supervisor will observe and evaluate the teacher candidate during the first half of the semester to determine readiness for full time advanced student teaching. Co-teaching is encouraged throughout the student teaching experience. Teacher candidates increase their teaching responsibility until they teach all students all subjects or periods (student teaching takeover). For the entire semester the teacher candidate will take courses at the University at least one day per week, and report to their student teaching placement 3.5 days a week.

Student Teaching Takeover (Full-Time Student Teaching)

Teacher candidates take over classroom instruction for a required consecutive time period. Takeover involves taking primary responsibility for planning, implementing and assessing instruction full time. Student teachers are responsible for providing lesson plans or sub plans for any missed days during takeover

Teacher candidates in the multiple subject program (including ITEP) and the education specialist and dual program will complete 10 days of full-time student teaching during each student teaching semester. These 10 days should be as consecutive as possible.

Teacher candidates in the single subject program will complete 20 days of full-time student teaching during each student teaching semester. This must include at least 3 periods per day in their subject. These 20 days should be as consecutive as possible.

Field Experience

Student Teaching Timeline of Activities

Depending on the school's holiday schedule, dates for student teaching will vary to accommodate a sixteen-week semester schedule. Candidates report to their school site according to the district contract hours for the duration of the CI semester, and follow the district calendar (not CI's calendar) during student teaching.

Prior to the Semester

Contact your cooperating teacher and university supervisor. Contact your School Site Administrator (principal) to confirm your start date. Reach out to the district HR office for instructions on getting clearance to start your assignment as a student teacher. Each district has a distinct process: This sometimes requires training, fingerprinting, and other activities that can take up to a week. It is your responsibility to get cleared by the district office in a timely manner to be able to report to your student teaching site on the first day of CI's semester.

Initial Student Teaching: Timeline of Activities

In the first semester of student teaching the teacher candidate will spend 3.5 days a week in their assigned classroom. The half day is to be the same each week and should be determined in consultation with your university supervisor and cooperating teacher. During the first half of the semester, the teacher candidate works with the district-employed supervisor (cooperating teacher), becomes acquainted with the class and school, begins to work with individual students, teaches small groups and gradually takes on whole class lessons, in preparation for full-time student teaching takeover. The initial weeks of student teaching are for phasing into the role of classroom teacher, taking increasing responsibility for all aspects of each student's total learning experience. In the final weeks the teacher candidate assumes 10 days (Multiple Subject and Education Specialist) or 20 days (Single Subject) of full responsibility for all classroom instruction and duties (planning, implementing and assessment). During the last week of the semester, the teacher candidate phases out of the teaching role.

Week 1	- At assigned school, hold an initial meeting with the district-employed supervisor and university supervisor. The principal may also join that meeting. After this meeting, the university supervisor completes a Fieldwork Verification Form before the middle of Week 2. - Share your course syllabi, and class assignments with your district-employed supervisor. Provide the district-employed supervisor with this handbook. Inform your district-employed supervisor of any course assignments you need to complete at school. The district-employed supervisor can help facilitate these assignments. - It is advised that you establish a schedule of 6 formal observations with your teacher and supervisor as soon as possible. - Gather information on school: e.g, maps, schedules, handbooks. Get to know your way around.
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Weeks 2-8	• Observe and record class routines, specifically what the teacher says and does. • Familiarize yourself with available school, district and community resources. • Assume one or more classroom routines, e.g. read a story, work with a small group, help with recess or yard duty. • Observe lessons noting the sequence and details in your journal. • Confer regularly with the district-employed supervisor to prepare for your gradual assumption of teaching responsibilities. • Work with assigned individuals/small groups. • It is recommended that you complete 3 formal observations by the end of week 8.
Week 8	The Candidate must submit the mid-term evaluation in SL&L. Your university supervisor will arrange for a 3-way midterm evaluation with your District Employed Supervisor (cooperating teacher), yourself and your university supervisor. The university supervisor will complete the appropriate midterm evaluation form and submit it in SL&L. All three participants sign-off on the midterm evaluation form.
Prior to full-time ST	Make plans with your district-employed supervisor for gradual assumption of teaching responsibilities; decide on specific topics/units and which will be your take-over week when you will teach all students, all subjects/periods, all day. Make a schedule for the remaining 3 formal observations.
Full-time ST Takeover	• Remember, you work in the classroom according to your district-employed supervisor's contract hours. Be available for various duties with your district-employed supervisor, attend faculty/staff meetings, in-service professional development, and participate in other professional activities that occur. • Gradually assume classroom routines, small group responsibility, and then whole group instruction leading up to your takeover. • Confer regularly with the district-employed supervisor regarding your performance, lesson plans, assessments and records of student progress, maintaining the learning environment, and other tasks as assigned. • Prepare to take full teaching responsibility for a <i>minimum</i> of 10 full days of lessons /duties for multiple subject teacher candidates and education specialist teacher candidates, and 20 days (at least 3 periods per day) for single subject teacher candidates. • Complete all remaining formal observations before the start of week 16. • Communicate regularly with the university supervisor and district-employed supervisor.
Week 16	• Phase out of take-over and return instructional responsibility to the CT. • No formal observations should take place during this week. • Your supervisor will arrange for a 3-way exit interview meeting with your District Employed Supervisor, yourself and your University Supervisor. The university supervisor and the district employed supervisor (cooperating teacher) each complete the final evaluation form. All three participants sign-off on the final evaluation. • University supervisor will fill out and submit the final evaluation form in SL&L.

Advanced Student Teaching: Timeline of Activities

In the second semester the teacher candidate works with the district-employed supervisor, becomes acquainted with the class and school, begins to work with individual students, teaches small groups and gradually takes on whole class lessons, in preparation for full-time student

teaching takeover. The initial weeks of student teaching are for phasing into the role of classroom teacher, taking increasing responsibility for all aspects of each student's total learning experience. When considered ready, the teacher candidate assumes 10 days (Multiple Subject and Education Specialist) and 20 days (Single Subject) of full responsibility for all classroom instruction and duties. During the last week, the teacher candidate phases out of the teaching role.

Week 1	- For those who are starting a new placement: At your assigned school, hold an initial meeting with the district-employed supervisor and university supervisor. The principal may also join that meeting. After this meeting, the university supervisor each completes a Fieldwork Verification Form before the middle of Week 2 if this is a new placement. - Share your course syllabi, class assignments with district-employed supervisor. Provide the district-employed supervisor with a copy of this handbook. Inform your district-employed supervisor of any course assignments you need to complete at school. The district-employed supervisor can help facilitate these assignments. - It is advised that you establish a schedule of formal observations with your teacher and supervisor as soon as possible. - Gather information on school: e.g, maps, schedules, handbooks. Get to know your way around.
Weeks 2-7	- Observe and record class routines, specifically what the teacher says and does. - Familiarize yourself with available school, district and community resources. - Assume one or more classroom routines, e.g. read a story, work with a small group, help with recess or yard duty. - Observe lessons noting the sequence and details in your journal. - Confer regularly with the district-employed supervisor to prepare for the assumption of teaching responsibilities. - Work with assigned individuals/small groups. - Create a timeline and plan with the district-employed supervisor and your university supervisor to complete 3 formal observations by the end of week 8.
Week 8	Your university supervisor will arrange for a 3-way midterm evaluation (DES/TC/CI supervisor), and will complete the appropriate form. All three participants sign-off on the midterm evaluation form.
Prior to full-time ST	Make plans with your district-employed supervisor for your remaining 3 formal observations and assumption of responsibilities; plan topics/units, decide which will be the full week(s) and additional days when you will assume full responsibility for teaching all students, all subjects/periods, all day.

Weeks 9-15	- Remember, work in the classroom according to your district-employed supervisor's contract hours. Be available for various duties with district-employed supervisor, attend faculty/staff meetings, in-service professional development, and participate in other professional activities that occur. - Gradually assume classroom routines, small group responsibility, and whole group instruction leading up to takeover. - Confer regularly with the district-employed supervisor regarding your performance, lesson plans, assessments and records of student progress, maintaining the learning environment, and other tasks as assigned. - Prepare to take full teaching responsibility for a <i>minimum</i> of 10 full days of lessons /duties for multiple subject teacher candidates and education specialist teacher candidates, and 20 days (at least 3 periods per day) for single subject teacher candidates. - Complete all remaining formal observations prior to the start of week 16. - Communicate regularly with district-employed supervisor and university supervisor; maintain daily journal & all necessary documentation.
Final Week 16	- Phase out of take-over and return instructional responsibility to the district-employed supervisor. - No formal observations should take place during this week. - Candidates must 'submit' a final evaluation assignment in SL&L. Your university supervisor will arrange for a 3-way exit interview meeting between the candidate, the district-employed supervisor, and the university supervisor, and will complete the appropriate final evaluation form. All three participants sign-off on the final evaluation. - University supervisor will submit the final evaluation form in SL&L - At this same meeting, complete an individual development plan (IDP) in consultation with your district-employed supervisor and university supervisor. The IDP is designed to identify areas for professional growth during induction. You <u>must retain this document and submit it to your induction program</u> on the first day of induction in your first teaching position.

Supporting Teacher candidates in CalTPA

Preparation for and completion of CalTPA is a teacher candidate's responsibility. However, a teacher candidate will look to the district-employed supervisor for their expert guidance and support. Candidates are required to consult with their school site teacher to determine if the school has a policy on parent consent for video at the time of registration. If there is no such policy in place, candidates must acquire permission from parents using the following form. You do not necessarily need to get permission from every parent, however you must have permission in place for any student whose face appears in the video. If you do not have permissions for any student who appears in your video, you must blur their face using video editing software.

District-employed and university supervisors can support students as they complete CalTPA. Cycle 1 is to be completed in the initial semester and Cycle 2 in the advanced semester. Bilingual Authorization candidates choose to complete this assessment in either English or Spanish. The CalTPA website has a list of acceptable and unacceptable forms of support. You can access the information [here](#). Teacher candidates will learn more about the CalTPA in their student teaching seminar course. Click [here](#) for the CalTPA parent/guardian consent form, in English and Spanish. If you do not pass the CalTPA, you may be able to request a score verification through Pearson.

Pearson's policy on requesting a score verification can be found here:

https://www.ctcexams.nesinc.com/GetInfo.aspx?f=GENRB_RequestingAScoreVerification.html&c=My%20Test%20Results&q=Can%20my%20test%20be%20rescored?&t

Fieldwork Verification

University Supervisors will complete a Fieldwork Verification form prior to the middle of week 2 for each student in a new placement. The Verification form will notify the placement office that the candidate has been cleared by their district, has started to report to their field placement, and has received and read the Fieldwork Handbook.

The University Supervisor will also confirm in the form that they have visited the fieldwork classroom, confirmed that the placement appears to be an appropriate placement that fulfills the requirements for the candidate's program, and has met with the District Employed Supervisor to provide initial information about CSUCI Fieldwork requirements. The Director of CEPO will send the Fieldwork Verification form to each supervisor and will be available if there are any questions about program requirements.

Roles and Responsibilities

Teacher Candidate

- *Always* be professional: in dress, demeanor, and attitude. You may hear or see things in classrooms with which you do not agree, or you may learn confidential information about a student; keeping these issues confidential is essential.
- You should plan on arriving at least 15-30 minutes before school begins and staying until the designated end of day within reason. No excuses. Once you are student teaching full-time, adhere to your district-employed supervisor's contract hours. Be available to remain after school to plan, attend staff meetings, in-services, parent conferences, and other school functions.
- Be willing to go the extra mile. Offer to assist with bulletin boards and take on extra duties. Become known as a problem-solver not a problem-maker.
- If you are experiencing any sort of difficulty in your placement, share this with your university SUPERVISOR immediately. Your university supervisor is there to serve as your advocate and liaison between you, the district-employed supervisor, and the school site. Please contact the director of field placement if you have concerns in regard to your university supervisor.
- Enjoy your field experience. It will be a short time in the long range of your teaching career. Your student teaching experience is intended to give you the opportunity to practice the theories and instructional strategies you have learned in your coursework. Your university and district-employed supervisor are there to offer advice and suggestions and to coach you throughout the semester

- If and when an absence becomes necessary, be sure to advise your district-employed supervisor and your university supervisor. If you miss three or more days of student teaching, you will need to add an extra week to your student teaching assignment.
- Keep up to date and accurate lesson plans in your lesson plan notebook. This folder should be available for the district-employed supervisor and university supervisor to see.
- Your university supervisor may issue an early warning or write a Statement of Concern if consistent and/or serious concerns arise.
- We encourage three-way participation during all formal observations, when possible. Prior to the conclusion of student teaching, there must be a three-way evaluation conference during the last week of your placement. Your district-employed supervisor and university supervisor will prepare a draft of your evaluation prior to that meeting.

District –Employed Supervisor

- Please attend professional learning opportunities offered by the university. These opportunities will contribute to DES training required by CTC.
- Introduce the teacher candidate to faculty and staff at school and orient them with the physical facilities of your school.
- Provide the teacher candidate explicit directions regarding your expectations for performance, time allotment, materials and special activities.
- Co-plan and co-teach with your teacher candidate throughout their time with you.
- Develop a teaching and professional responsibilities schedule with the teacher candidate that allows them to gradually assume responsibilities for the instructional areas that are designated according to their initial or advanced placement status.
- Provide the teacher candidate with a workspace in the classroom.
- Model good teaching techniques and methods, making explicit to the teacher candidate the reason for using the techniques you have chosen.
- Provide the teacher candidate with opportunities to observe and participate in the formal assessment of students, including IEP meetings as appropriate.
- Arrange regular conference times with teacher candidate for planning, feedback and evaluation.
- Support the teacher candidate in completing course assignments and State mandated teaching performance assessment tasks. These require the teacher candidate to create and

implement a number of lessons and assessments and to video their performance.

- Assist the teacher candidate in developing appropriate lesson plans based on specific goals, objectives and needs of the students in your class. Share IEPs and behavior plans with the teacher candidate as appropriate.
- Encourage the teacher candidate to try out methods introduced in course work, create instructional materials, and to make changes to the room layout and student groupings.
- Observe the teacher candidate. Ask them to reflect on both successes and failures. Provide written or oral feedback as often as possible.
- Communicate regularly with the university supervisor to assist in solving field-related issues or individual needs.
- Invite the teacher candidate to parent conferences and other school related activities.
- If appropriate, offer to write a letter of recommendation for your teacher candidate.

University Supervisor

- Visit your teacher candidates during the first week of the semester, and weekly for either formal observations or drop-in observations.
- Arrange a meeting with district-employed supervisor, teacher candidate and school administrator to review expectations for both of them during the first week of the semester, ensuring the DES has received this handbook.
- Act as a liaison between teacher candidates, district-employed supervisor, school administrators and CI.
- Complete the Fieldwork Verification Form by the middle of the second week.
- Assure that each teacher candidate is clear about the requirements and responsibilities, as well as critical dates, for student teaching.
- Arrange an observation schedule with the district-employed supervisor and teacher candidate. **Do not change the district-employed supervisor classroom schedule to accommodate your schedule.**
- Complete at minimum six formal observations per semester of each student teaching as required by CTC. It may be necessary and beneficial to do more formal observations than the required number. Provide a copy of your notes from each formal observation to the teacher candidate and district-employed supervisor. Submit the formal observation evaluation form in SL&L. Conduct at least six additional drop-in observations per semester.
- Assure that the teacher candidate has completed all required assignments for student teaching.

- Advocating for the teacher candidate in the field placement to complete the course assignments.
- Facilitate the teacher candidate's assumption of classroom responsibilities.
- Conduct both a midterm evaluation and the final evaluation of student teaching performance. Arrange meetings with the DES and the teacher candidate to discuss these evaluations.
- Submit all your midterm and final evaluations, and formal observation notes from each teacher candidate on SL&L. **Submit grades for each teacher candidate that you have for the semester.**

Co- Teaching

Co-teaching is a hallmark of the CI credential programs. District-employed supervisors are encouraged to co-plan and co-teach lessons with teacher candidates. The National Educational Association provides the following advice and tips for successful co-teaching.

Advice and Tips

Co-teaching can be a wonderful experience when planning and communication are in place beginning day one. Here are five steps that are very helpful when preparing for a co-teaching experience.

1. Establish rapport.

The first step is to establish a relationship -- even before the students enter the building. Get to know each other on a personal level. After all, you will be together the entire semester or year. What things do you have in common?

When the two of you have a comfortable relationship and rapport with each other, the students feel more comfortable in the classroom. Students can sense tension as well as harmony within the learning environment. A positive relationship will help minimize misunderstandings and motivate you to resolve problems before they escalate.

2. Identify your teaching styles and use them to create a cohesive classroom.

Are you a hands-on teacher who loves doing experiments and using manipulatives, never to open a textbook? While your co-teacher needs to use the textbooks first and then supplement with experiments and manipulatives?

How do you manage behaviors? What are your discipline styles?

Instructional and discipline styles are just two factors you need to examine so that you can combine the best of both of your styles to create a cohesive classroom. You need to find a balance that makes everyone comfortable.

When you plan lessons together, you can use your two styles to complement one another and thus enhance the lessons and the delivery of instruction. You create a cohesive classroom with consistent expectations when both of you are on the same page with instruction and discipline styles.

3. Discuss strengths and weaknesses.

How can you utilize each teacher's strengths and weaknesses? A good way to do this is to have each of you make a list of strengths, weaknesses, likes, and dislikes. Then take the lists and compare them and highlight the strengths that are dominant for one teacher and allow that person to be the lead teacher in those areas. By using these strengths, you can differentiate your instruction to meet the needs of a larger group more frequently within the classroom as well as allowing for individualized instruction.

4. Formulate a plan of action and act as a unified team.

You have to make decisions constantly throughout the year, so if you formulate a plan of action in the beginning of the year, disruptions will be minimal.

Consider the following items in your plan of action:

- Scheduling
- Expected classroom behaviors
- Classroom procedures, such as class work and homework policies, turning in work
- Consequences of not following rules and procedures
- Grading
- Communication between home and school

Talk about what you will tolerate as well as how you will respond to actions that are not acceptable. Be consistent when dealing with parents, and meet as a team for conferences with them. Determine your roles in advance so that you do not contradict each other or foster misunderstandings during the meeting.

5. Take risks and grow.

A wonderful aspect of co-teaching is that it allows you to take risks, learn from each other, and grow as professionals.

Co-teaching provides a safety net when you take risks in your instruction. When you try something new and it doesn't work, you have another teacher in the room who can step in with another technique or lesson that works, or point out the area of difficulty, or assist in redirecting the lesson. When you are the only teacher in the room and a lesson bombs, you often have to stop and move on and then analyze later why the lesson fell apart -- without the assistance of someone else in the room observing the lesson.

Co-teaching is an experience that is as good as you allow it to be. You have the opportunity to work with another educator daily. Make the most of it. Enjoy!

Strategies and Examples of Co-Teaching

The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom.

Strategy	Definition / Example
One Teach, One Observe	One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. Example: One teacher can observe students for their understanding of directions while the other leads.
One Teach, One Assist	An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. Example: While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.
Station Teaching	The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. Example: One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.
Parallel Teaching	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
Supplement al Teaching	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated. Example: One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.

Alternative (Differentiated)	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. Example: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.
Team Teaching	Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. Example: Both instructors can share the reading of a story or text so that the students are hearing two voices.

Recommendation for Credentialing

Teacher candidates completing a credential program at CI must be recommended by the faculty for a Preliminary Teaching Credential. Any teacher candidate who is not recommended for a credential will be notified in writing about the negative recommendation and the reasons for that negative recommendation.

If difficulties are identified, faculty will meet to consider the nature of the problem, possible avenues of remediation, and procedures for notifying persons concerned. The program chair will inform the student in writing about the decisions and recommendations of the faculty team. The difficulties might be in academic work, interpersonal relationships, work with public school students in classroom settings, or due to other circumstances. The presumption is that this process will provide a student with timely information so that she or he may respond positively, and successfully complete the credential program. If progress is not satisfactory, the candidate should contact the program chair for additional assistance.

Final Steps in the Program

After teacher candidates have completed all of the required courses and exams, complete the following steps and submit all information using the recommendation request online form located below.

1. Complete a **CPR** course in Adult, Infant and Child.
2. Complete the **Exit Survey** and print a copy of the completion certificate.
<https://www.csuexitsurvey.org/> (use Code= 3292)
3. You must submit a certificate of completion for the School Personnel **Mandated Reporter Training** (including both the 4-hour General Course and 3-hour School Personnel Course). Many of you may have completed the 4-hour general course in order to engage in student teaching. If you have not already completed such a training, you can complete a free

training at:

<https://mandatedreporter.ca.com/training/school-personnel>

4. **RICA** exam (Multiple Subject and Education Specialist Candidates only). Submit date of passing score.
5. **Pass CalTPA Cycle 1 and Cycle 2**. Submit dates of passing.
6. Bilingual Added Authorization Candidates: Submit passing date or evidence of passing score on CSET Spanish III.
7. You will be required to submit dates and documents for your **CBEST passing score** (or evidence that you have met Basic Skills) and evidence of **Subject Matter Competence** (e.g., CSET passing dates, degree transcripts, or verification of your subject matter waiver).
8. Credential Recommendation Request Form: Request your recommendation by completing the surveys below, **MUST** include all documentation of the requirements above. This survey will be automatically submitted to the credential counselor for your credential program. Submit the request using the following links:

Credential Recommendation Request – Single Subject

https://csuci.qualtrics.com/jfe/form/SV_8AGvPAGsH4vzWOa

Credential Recommendation Request – Multiple Subject

https://csuci.qualtrics.com/jfe/form/SV_8JolXu35gSdMRpQ

Credential Recommendation Request – Education Specialist

https://csuci.qualtrics.com/jfe/form/SV_bQvp8qdk290tkGO

An evaluation of your file and coursework will be conducted to verify that you have met all CTC requirements for the preliminary credential for which you are applying.

Adding a Second Credential and Supplementary Authorizations

Once an initial credential program has been completed and your credential has been issued, if you would like to earn another credential you may do so, granted you have passed the subject matter competency exams and additional coursework. Supplementary and degree authorizations are also available in a number of subjects. In order to add a credential or authorization, individuals will need to apply directly with CTC after the initial credential has been issued. For more information please visit the CTC website: <https://www.ctc.ca.gov/credentials/req-added-auth>.

Clearing the Preliminary Teaching Credential

The Preliminary Teaching Credential is converted to a Professional Teaching Credential after two years of proven successful teaching and satisfactory completion of a State designated beginning teacher induction program. The California Commission on Teacher Credentialing in Sacramento oversees this process and Ventura County Office of Education provides support during the induction process. You must save your Independent Development Plan (IDP/“Induction Plan”),

which you developed at the end of Advanced Student Teaching, and submit it to your induction program. Further information on current requirements will be provided during a student teaching seminar.

Graduation Information

For information about graduation, please visit the following website:

<https://www.csuci.edu/registrar/graduation.htm>

APPENDIX

CSUCI 2023-2024 Lesson Plan Template

[Link to fillable PDF](#)

Lesson Plan 23-24 — CSUCI Teaching Credential Program

LESSON INFORMATION	
Designer	
Grade and Content Area	
Time Frame of Lesson	
Materials <i>List all texts, resources, and/or educational technology will you or your students use during the lesson.</i>	
PLANNING AND PREPARATION TO TEACH	
Purpose of Lesson <i>State the purpose of why you are teaching this lesson that includes how the content and/or skills learned will be useful to students. Indicate where this lesson is in the learning sequence/learning segment. Include Essential Questions or Phenomena here if warranted.</i>	
Purpose:	

Standards

List the content standard(s) and ELD standard(s) related to this lesson.

Content Standard:

ELD Standard:

Learning Objective(s)/Goal(s)

Content - State the demonstrable skills, concepts, and/or content that will be learned by all students. It is recommended to use the ABCD format/SMART goals and TSWBAT related phrasing.

ELD - State the skills, concepts, and/or ELD content that will be learned rather than a list of activities. It is recommended to use the ABCD format/SMART goals and TSWBAT related phrasing.

Content Objective(s)/Goal(s):

ELD Objective(s)/Goal(s):

Assessment Tools or Strategies

List the assessment tools/strategies for this lesson and indicate alignment with each of the content objectives/goals and ELD objectives/goals in the lesson. Identify each assessment as either informal assessment or formal assessment, and if this is a student self-assessment. If applicable, explain how you will collect data toward accomplishment of IEP goals.

Universal Design for Learning

Address each of the following prompts:

- 1. Explain how you will provide multiple means of representation.*
- 2. Explain how you will provide multiple means of action and expression.*
- 3. Explain how you will provide multiple means of engagement. (How will you tap into learners' interests, offer appropriate challenges, increase motivation and connect learning with real-life concepts?)*
- 4. List adaptations, as appropriate, such as assistive technologies, that will support individual student learning needs beyond the UDL supports built into the lesson. (Think Tier II supports)*

- 1.
- 2.
- 3.
- 4.

Grouping

Explain how students will be grouped throughout your lesson and your rationale for each grouping decision.

INSTRUCTIONAL SEQUENCE (This section should be in a detailed list or outline form)

Introduction/Anticipatory Set (include time estimate)

In this section, outline how you will start the lesson to capture each student's attention, engagement and motivation related to the content and objectives of the lesson. Also, explain the goal/purpose of the lesson and how it links to prior content-specific learning and/or build on a previous lesson to develop deep learning of content

Teaching Strategies/Methods and Student Content Learning Activities (include time estimate)

Outline, in detail, the sequence of teaching strategies/methods and student content learning activities you plan to follow and provide the estimated time. Label the (a) teaching strategies/methods (i.e., lecture, small group, guided practice, independent practice, inquiry) used by the teacher, (b) the content to be presented/learned by the students, (c) any directions given to students throughout the lesson (i.e., how to participate in an activity, how to move into groups), (d) indicate how you and your students will use educational technology (as appropriate), (e) identify how you will support academic language development and (f) check for student learning by including the questions you will ask, anticipated responses and any other methods you will use to monitor student learning.

Closure
<i>Outline how will you end the lesson to check if all students met the learning objective/goal (i.e summarizing the learning activities, reviewing content, making connections to previous and future learning and next steps, student self-assessment, exit ticket)?</i>

[Click for Link to Fillable Statement of Concern](#)

CSUCI Credential Programs
STATEMENT OF CONCERN

Student Name: _____

Credential Program of Candidate:

- ☐ ___Multiple Subject
- ☐ ___Single Subject
- ☐ ___Education Specialist

Course Prefix & Number: _____

Statement of Concern Submitted by: _____

___Instructor ___University Supervisor ___Other_____

Please list the concerns you have about this student.

Plan of Action:

Goal(s) of Plan:

Actions and Timeline:

Date_____Student Signature _____

Date_____Instructor(s) Signature _____

Date_____ Other Team Member Signature/Role _____

Date_____ Other Team Member Signature/Role _____

CSUCI: Formal Observation for Teacher Candidates During Student Teaching
FORMAL OBSERVATION FOR STUDENT TEACHING

[LINK to fillable PDF](#)

Date: _____ Observation # (out of 6): _____ Semester/Year: _____

Teacher Candidate (full Name): _____

Grade: _____ School: _____

Who is completing the form: Classroom Teacher Supervisor Teacher Candidate

Name: (please print) _____

Credential Program: Education Specialist Multiple Subject Single Subject

INSTRUCTION—Lesson Planning and Organization			
3	2	1/0	Level
Purpose of lesson clearly identified/written	Purpose of lesson not clearly identified/written	Purpose of lesson not present	
Written objective(s) are appropriate to grade level, content, and skills; are aligned to appropriate California Academic Learning Standards or Common Core	Written objective(s) are generally appropriate to grade level, content, and skills; aligned to some appropriate California Academic Learning Standards or Common Core	Written objective(s) are not appropriate to grade level, content, and skills; not aligned to appropriate California Academic Learning Standards or Common Core	
Written objective(s) are appropriate to grade level, content, and skills; are aligned to appropriate California Academic ELD Standards	Written objective(s) are generally appropriate to grade level, content, and skills; aligned to some appropriate California ELD Standards	Written objective(s) are not appropriate to grade level, content, and skills; not aligned to appropriate California ELD Standards	

Written objective(s) clearly state skills, concepts, processes and/or content to be learned in an observable manner and match lesson content	Written objective(s) state some of the skills, concepts, processes and/or content to be learned in an observable manner; and match some of the lesson content	Written objective(s) do not state skills, concepts, processes and/or content to be learned in an observable manner; do not match lesson content	
Engaging introduction related to the topic of the lesson	Introduction related to the topic of the lesson	Introduction unrelated to lesson topic or too brief or too long	
Sequence of all instructional procedures is logical and promotes attainment of objective(s)	Sequence of some instructional procedures is logical and promotes attainment of some objective(s)	Sequence is illogical or does not promotes attainment of objective(s)	
Lesson content is fully detailed and supporting materials are present	Lesson content is somewhat detailed and some supporting materials are present	Lesson content is not detailed and/or supporting materials are not present	
Description of instructional/assessment accommodations and/or modifications are included. Information (i.e. disability, language needs) regarding students or groups of students is provided.	Description of instructional/assessment accommodations and/or modifications are included.	There is no evidence of consideration for instructional/assessment accommodations and/or modifications.	
Student grouping is detailed throughout the lesson plan (e.g. whole class, small groups, individual) including the role of other adults in the classroom (e.g. para-educators, co-teacher).	Student grouping is noted throughout the lesson plan (e.g. whole class, small groups, individual) but the role of other adults in the classroom (e.g. para-educators, co-teacher) is not included.	Neither student grouping nor supporting adult information is included.	
Closure is meaningful and connected to the objective(s)	Closure is connected to the objective(s)	No closure evident or closure unrelated to the objective(s)	

Assessment is consistent with objective(s) and purpose of lesson	Assessment is somewhat consistent with objective(s) and purpose of lesson	Assessment is not consistent with objective(s) and purpose of lesson or is not stated	
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Strengths:

Areas for improvement:

<i>Definition of Rating (refer to UTPE's for detailed description)</i> Level 3: Teacher Candidate effectively demonstrates this element. Level 2: Teacher Candidate attempted this element with some success. Level 1: Teacher Candidate did not effectively demonstrate this element. N/A: Not Applicable and/or assessed during this observation	
UTPE 4: Planning Instruction and Designing Learning Experiences for All Students	Level
4.3 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.	
4.4 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: <i>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.</i>	
4.7 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.	

4.8 Uses digital tools and learning technologies to create integrated technology-rich lessons to engage students, promote digital literacy and offer students multiple means to demonstrate learning.	
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UTPE 4 Comments/Narrative:

Strengths:

Areas for improvement:

UTPE 1: Engaging and Supporting All Students in Learning	Level
1.1 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.	
1.3 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.	
1.4 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.	
1.5 Promotes students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, questioning, and/or reflection.	
1.6 Provides supportive learning environments for first and/or second language acquisition by using research based instructional approaches.	
1.8 Monitors student learning and adjusts instruction while teaching so that students continue to be actively engaged in learning.	

UTPE 1 Comments/Narrative:

Strengths:

Areas for improvement:

UTPE 2: Creating and Maintaining Effective Environments for Student Learning	Level
2.1 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.	
2.2 Create learning environments that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.	
2.3 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.	
2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.	
2.6 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.	

UTPE 2 Comments/Narrative:

Strengths:

Areas for improvement:

UTPE 3: Understanding and Organizing Subject Matter for Student Learning	Level
3.2 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.	

3.3 Plan, design, implement, and monitor instruction consistent with current 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.	
3.4 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.	
3.5 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.	
3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.	

UTPE 3 Comments/Narrative:

Strengths:

Areas for improvement:

UTPE 5: Assessing Student Learning	Level
5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments to design and administer classroom assessments, including use of scoring rubrics.	
5.3 Involves all students in self-assessment and reflection on learning goals and provides students with opportunities to revise work based on assessment feedback.	

UTPE 5 Comments/Narrative:

Strengths:

Areas for improvement:

UTPE 6: Developing as a Professional Educator	Level I
6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.	
6.2 They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	

UTPE 6 Comments/Narrative:

Strengths:

Areas for improvement:

Observation Summary:

Midterm and Final Evaluation Forms

Education Specialist and Dual Student Teaching EVALUATION Form
(Midterm and Final)

[LINK to fillable PDF](#)

Teacher Candidate (full Name): _____ **Semester/Year:** _____

Grade(s): _____ **School:** _____

Who is completing the form: Classroom Teacher Supervisor Teacher Candidate
Name: (please print)

Credential Program: Education Specialist Dual

INSTRUCTIONS

Please evaluate the teacher candidate using the appraisal scale below.

- 3** – Noteworthy evidence that the teacher candidate meets this criterion
- 2** – Considerable evidence that the teacher candidate meets this criterion
- 1** – Some evidence that the teacher candidate meets this criterion
- 0** – No evidence that the teacher candidate meets this criterion

Planning	Level
Presents written plans in advance of lesson	
Discusses plan and implements proposed changes before/after instruction (UTPE: 4.7, 6.1)	
Objectives match lesson content	
Objectives are connected to current district and state standards (e.g., common core, NGSS) (UTPE: 3.1, 4.3) (MMSN: 3.1, 4.2, 4.4, 4.7)	
Sequence of all detailed instructional procedures is logical and promotes the attainment of the objectives	
Plans for differentiated instruction (UTPE: 3.5, 4.5) (MMSN: 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5)	
Plans for English learners (UTPE: 3.5, 4.2, 4.5) (MMSN: 1.2, 1.3, 4.1, 4.2, 4.3, 4.4, 4.7)	
Plans for academic language instruction (UTPE: 3.5, 4.3) (MMSN: 4.2)	

Strengths:

Areas for improvement:

Instruction	Level
Maintains focus throughout lessons (UTPE: 1.1, 3.3) (MMSN: 1.7)	
Develops content, concepts, and/or skills fully to help students make connections (UTPE: 1.3) (MMSN: 1.5, 1.6)	
Differentiates instruction (inclusive of UDL and Multi-Tiered System of Supports) (UTPE: 1.1, 1.4 1.6, 3.2, 3.4, 3.5, 3.6, 4.4) (MMSN: 1.2, 1.3, 1.7, 2.1, 2.2, 2.3, 2.4, 2.8, 2.9, 2.10, 2.11, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3)	
Uses varied and appropriate questioning to facilitate student understanding (UTPE: 1.1, 1.5, 4.7) (MMSN:1.7)	
Keeps students engaged, active, and interested in the lessons (UTPE: 1.8)	
Uses instructional methods that supports students make progress toward learning objectives (UTPE: 1.3, 3.8) (MMSN: 1.2, 1.3, 1.6, 3.1, 4.1, 4.2, 4.3, 4.6)	
Uses a variety of teaching methodologies (UTPE:1.6) (MMSN: 4.2)	
Effectively selects and utilizes a variety of materials/media, technology, and art to access curriculum (UTPE 1.7, 4.8) (MMSN: 2.1, 4.1)	
Effectively selects and utilizes a variety of assessment methods including self-assessment and technology tools (UTPE: 4.8, 5.1, 5.2, 5.3, 5.4, 5.5) (MMSN: 1.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6)	

Strengths:

Areas for improvement:

Creating and Maintaining Effective Environments for Learning	Level
Involves all students in the lesson (UTPE: 2.5, 4.5) (MMSN: 2.1, 2.2, 2.3, 2.8, 2.9, 2.10, 2.11, 3.1, 3.2, 3.3)	
Maintains a positive classroom climate (UTPE: 2.2, 2.3) (MMSN: 2.1, 2.2, 2.5, 2.6)	
States and enforces clear behavior standards particularly noting positive behavioral supports (UTPE: 2.3, 2.6) (MMSN: 2.5, 2.6, 2.10)	
Uses appropriate verbal and nonverbal management strategies (UTPE: 2.6) (MMSN: 2.8, 2.10)	
Manages orderly and effective transitions (UTPE: 2.6)	

Strengths:

Areas for improvement:

Professional Characteristics	Level
Attends on regularly scheduled days	
Relates well to all students (UTPE: 2.2, 6.2) (MMSN: 6.5, 6.6)	
Exhibits enthusiasm and interest in teaching (UTPE: 6.1, 6.3)	
Seeks resources and advice from community and school colleagues and strives to implement ideas (UTPE: 3.4, 4.6, 6.3, 6.4) (MMSN: 2.4, 2.7, 4.6, 6.1)	
Accepts constructive criticism and implements suggestions for improvement (UTPE: 3.4, 6.1) (MMSN: 6.1)	
Engages in professional learning (e.g., self-reflection, professional development) (UTPE: 6.1, 6.3)	
Is dependable and reliable	
Displays initiative (UTPE: 6.1, 6.5)	
Interacts, coordinates, and collaborates well with school personnel and parents (UTPE: 6.4) (MMSN: 6.1, 6.2)	
Appropriate and professional appearance (UTPE: 6.6)	

Strengths:

Areas for improvement:

Overall comments or additional remarks (please attach an additional page if needed):

CANDIDATE: _____ TERM: _____

FOR MIDTERM EVALUATION (check one)

- ☐ Recommend that teacher candidate continue in the credential program
- ☐ Recommend, with reservation, teacher candidate continue in credential program
- ☐ Do not recommend that teacher candidate continue in the credential program

FOR FINAL EVALUATION (check one)

Passing standard: Must have a score of 1 or above in all areas during initial semester and a score of 2 or above in advanced semester

- ☐ Pass initial semester ☐ Fail initial semester
- ☐ Pass advanced semester ☐ Fail advanced semester

SIGNATURES:

District Employed Supervisor **Date**

University Supervisor or Liaison **Date**

This evaluation has been reviewed by the teacher candidate:

Teacher Candidate **Date**

MIDTERM EVALUATION of STUDENT TEACHING
(Multiple Subject and Single Subjects)

[LINK to fillable PDF](#)

Teacher Candidate (full Name): _____ **Semester/Year:** _____

Grade(s): _____ **School:** _____

Who is completing the form: Classroom Teacher Supervisor Teacher Candidate
Name: (please print)

Credential Program: Multiple Subject Single Subjects

INSTRUCTIONS

Please evaluate the teacher candidate using the appraisal scale below.

- 3** – Noteworthy evidence that the teacher candidate meets this criterion
- 2** – Considerable evidence that the teacher candidate meets this criterion
- 1** – Some evidence that the teacher candidate meets this criterion
- 0** – No evidence that the teacher candidate meets this criterion

Planning	Level
Presents written plans in advance of lesson	
Discusses plan and implements proposed changes before/after instruction (UTPE: 4.7, 6.1)	
Objectives match lesson content	
Objectives are connected to current district and state standards (e.g., common core, NGSS) (UTPE: 3.1, 4.3)	
Sequence of all detailed instructional procedures is logical and promotes the attainment of the objectives	
Plans for differentiated instruction (UTPE: 3.5, 4.5)	
Plans for English learners (UTPE: 3.5, 4.2, 4.5)	
Plans for academic language instruction (UTPE: 3.5, 4.3)	

Strengths:

Areas for improvement:

Instruction	Level
Maintains focus throughout lessons (UTPE: 1.1, 3.3)	
Develops content, concepts, and/or skills fully to help students make connections (UTPE: 1.3)	
Differentiates instruction (inclusive of UDL and Multi-Tiered System of Supports) (UTPE: 1.1, 1.4 1.6, 3.2, 3.4, 3.5, 3.6, 4.4)	
Uses varied and appropriate questioning to facilitate student understanding (UTPE: 1.1, 1.5, 4.7)	
Keeps students engaged, active, and interested in the lessons (UTPE: 1.8)	
Uses instructional methods that supports students make progress toward learning objectives (UTPE: 1.3, 3.8)	
Uses a variety of teaching methodologies (UTPE:1.6)	
Effectively selects and utilizes a variety of materials/media, technology, and art to access curriculum (UTPE 1.7, 4.8)	
Effectively selects and utilizes a variety of assessment methods including self-assessment and technology tools (UTPE: 4.8, 5.1, 5.2, 5.3, 5.4, 5.5)	

Strengths:

Areas for improvement:

Creating and Maintaining Effective Environments for Learning	Level
Involves all students in the lesson (UTPE: 2.5, 4.5)	
Maintains a positive classroom climate (UTPE: 2.2, 2.3)	
States and enforces clear behavior standards particularly noting positive behavioral supports (UTPE: 2.3, 2.6)	
Uses appropriate verbal and nonverbal management strategies (UTPE: 2.6)	
Manages orderly and effective transitions (UTPE: 2.6)	

Strengths:

Areas for improvement:

Professional Characteristics	Level
Attends on regularly scheduled days	
Relates well to all students (UTPE: 2.2, 6.2)	
Exhibits enthusiasm and interest in teaching (UTPE: 6.1, 6.3)	
Seeks resources and advice from community and school colleagues and strives to implement ideas (UTPE: 3.4, 4.6, 6.3, 6.4)	
Accepts constructive criticism and implements suggestions for improvement (UTPE: 3.4, 6.1)	
Engages in professional learning (e.g., self-reflection, professional development (UTPE: 6.1, 6.3)	
Is dependable and reliable	
Displays initiative (UTPE: 6.1, 6.5)	
Interacts, coordinates, and collaborates well with school personnel and parents (UTPE: 6.4)	
Appropriate and professional appearance (UTPE: 6.6)	

Strengths:

Areas for improvement:

Overall comments or additional remarks (please attach an additional page if needed):

CANDIDATE: _____ **Term:** _____

FOR MIDTERM EVALUATION (check one)

___ Recommend that teacher candidate continue in the credential program

___ Recommend, with reservation, teacher candidate continue in credential program

___ Do not recommend that teacher candidate continue in the credential program

SIGNATURES:

District Employed Supervisor

Date

University Supervisor or Liaison

Date

This evaluation has been reviewed by the teacher candidate:

Teacher Candidate

Date

FINAL EVALUATION OF STUDENT TEACHING

(Multiple Subject and Single Subjects)

[LINK to fillable PDF](#)

Teacher Candidate (full Name): _____ Semester/Year: _____

Grade: _____ School: _____

Who is completing the form: Classroom Teacher Supervisor Teacher Candidate

Name: (please print) _____

Credential Program: Multiple Subject Single Subjects

<i>Definition of Ratings (refer to UTPE's for detailed description)</i> Level 3: Teacher Candidate effectively demonstrates this element. Level 2: Teacher Candidate attempted this element with some success. Level 1: Teacher Candidate did not effectively demonstrate this element. N/A: Not Applicable and/or assessed at this time	
UTPE 4: Planning Instruction and Designing Learning Experiences for All Students	Level
4.2 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.	
4.3 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.	
4.4 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: <i>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</i>	

<i>resources and services as applicable.</i>	
4.5 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.)	
4.6 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.	
4.7 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.	
4.8 Uses digital tools and learning technologies to create integrated technology-rich lessons to engage students, promote digital literacy and offer students multiple means to demonstrate learning.	

UTPE 4 Comments/Narrative:

UTPE 1: Engaging and Supporting All Students in Learning	Level
1.1 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.	
1.3 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.	
1.4 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.	
1.5 Promotes students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, questioning, and/or reflection.	

1.6 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.	
1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.	
1.8 Monitors student learning and adjusts instruction while teaching so that students continue to be actively engaged in learning.	

UTPE 1 Comments/Narrative:

UTPE 2: Creating and Maintaining Effective Environments for Student Learning	Level
2.1 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.	
2.2 Create learning environments that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.	
2.3 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.	
2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.	

2.6 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.	
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UTPE 2 Comments/Narrative:

UTPE 3: Understanding and Organizing Subject Matter for Student Learning	Level
3.2 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.	
3.3 Plan, design, implement, and monitor instruction consistent with current 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.	
3.4 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.	
3.5 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.	
3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.	
3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.	

UTPE 3 Comments/Narrative:

UTPE 5: Assessing Student Learning	Level
5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments to design and administer classroom assessments, including use of scoring rubrics.	
5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.	
5.3 Involves all students in self-assessment and reflection on learning goals and provide students with opportunities to revise work based on assessment feedback.	
5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.	
5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.	

UTPE 5 Comments/Narrative:

UTPE 6: Developing as a Professional Educator	Level
6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.	
6.2 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.	
6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.	
6.4 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.	
6.5 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.	
6.6 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.	

UTPE 6 Comments/Narrative:

FINAL EVALUATION RECOMMENDATION

CANDIDATE: _____

Term: _____

FOR FINAL EVALUATION (check one)

Passing standard: Must have average scores of 1 or higher in all areas during initial semester and average scores of 2 or higher in advanced semester

_____ Pass initial semester

_____ Fail initial semester

_____ Pass advanced semester

_____ Fail advanced semester

☐

SIGNATURES:

District Employed Supervisor

Date

University Supervisor

Date

This evaluation has been reviewed by the teacher candidate:

Teacher Candidate

Date

[Click for Link to Course Repeat Request](#)

Course Repeat Request

Clinical Experiences and Partnerships Office • Madera Hall 2900 • One University Drive • Camarillo, CA 93012 • (805) 437-8953
credential.assistant@suci.edu

Credential Program: ☐ Multiple Subject ☐ Single Subject ☐ Education Specialist

Name: _____ **Student ID:** _____ **Date:** _____

Phone: _____ **Email Address:** _____

Course to be Repeated: _____ **Semester Taken:** _____ **Grade Received:** _____

Instructions:

Students in the credential program must maintain a grade point average of 3.0 with no individual course grade lower than a C+ or CR. When a student receives a grade lower than a C+ they must submit this form to the Clinical Experiences and Partnerships Office with the following items attached:

1. A statement explaining why the course grade was below C+ or NC.
2. A detailed plan explaining how the student will successfully complete the course if request is granted.
3. A statement explaining why teaching is a good career fit.

Course Repeat Requests are due May 1st for fall requests and December 1st for spring requests. Requests will be reviewed by a committee of three faculty in the program.

Once a decision has been made, the student will be notified via e-mail. Course repeat approval is **not** guaranteed. Approval is for one semester only.

FOR OFFICE USE ONLY:

Course Repeat Request Decision: ☐ Approved ☐ Denied

Faculty on Committee:

Name	Signature	Date
Name	Signature	Date
Name	Signature	Date

Program Chair

Name	Signature	Date
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Individual Development Plan

Per: CTC Standard 6, which requires that before exiting a preliminary program, teacher candidates, district-employed supervisors and university supervisors collaborate on an individual development plan (IDP) consisting of recommendations for professional development and growth in the teacher candidate's clear program.

The following template can help you write your document. Delete what is in red, and replace it with your information. Upload THIS document for your IDP on SL&L. KEEP a copy to take to your first job.

Name:	Your full teaching credential name
Institution	California State University, Channel Islands
Enrollment Dates	2023-2024
Bilingual Authorization? (yes or no)	
Preliminary Credential	SS English, SS Social Studies, SS Science or SS Math; Multiple Subject; Education Specialist (Mild/Moderate); Dual Credential (Multiple Subject and Education Specialist-Mild/Moderate)
Information on the breadth and depth of supervised clinical practice that the candidate completed.	Describe your student teaching (grades, subjects for _____ School(s) from Aug 2023-May 2024). Write as a narrative.
Identification of specific TPEs where the candidate's skills need focused mentoring and coaching to support continued development. This is the MAIN PART of your IDP. These instructions are on SL&L. Recommendations for Professional Development and Growth Instructions: Select two areas for professional development and growth that you would like to focus on during your induction program (at your first teaching job). Provide a rationale (reasons for your choices) for your selections below. ***Please take your two selections for professional development and growth with written rationale to your first induction meeting. 1. Engaging and Supporting All students in Learning 2. Creating and Maintaining Effective Environments for Student Learning 3. Understanding and Organizing Subject Matter for Student Learning 4. Planning Instruction and Designing Learning Experiences for All Students 5. Assessing Student Learning 6. Developing as a Professional Educator Additional Recommendations for Professional Development and Growth (this additional recommendation is optional). UPLOAD your IDP to SL&L. ***SAVE or PRINT your induction plan. You are required to take a printed copy to the first day of your induction program at your first teaching job.	

Acknowledgement of Reading the Credential Programs Handbook for 2023-24

I _____, a teacher candidate in the following
(print name here)

Credential Program, (circle one)

Education Specialist

ITEP

Multiple Subjects

Dual

Single Subject

am aware of the policies, requirements, standards, processes and evaluation tools used to record and measure my performance during student teaching in seeking a Preliminary Teaching Credential in the State of California through the Credential Program at CSU Channel Islands' School of Education.

(Signature)

Date

Please print, complete, and sign this form and return it to your Student Teaching Seminar Instructor by week 2 of the semester.