

California State University Channel Islands
Preliminary Single Subject Credential
Program Summary

1. Program Design

a) The single subject program, housed in the School of Education at CSU, Channel Islands, is led by the Chair of the Teacher Education Department under the direction of the Dean of the School of Education. The Chair works closely with the Associate Dean and Director of Clinical Experiences and Partnerships to secure quality field placements for teacher candidates and assign university supervisors. The Chair, four tenure-track faculty, and four part-time instructors teach the courses and supervise teacher candidates. The chair assigns faculty to teach courses in the program, leads program faculty meetings, holds regular meetings and trainings with university supervisors (in collaboration with the Associate Dean and Director of Clinical Experiences and Partnerships).

b) Current three-semester program roadmaps can be found on the website for the [Single Subject Credential Program](#). The credential coursework is the same for either field experience pathway and consists of 17 units in Phase I and 31 units in Phase II and is offered in person on the main campus. During Phase II, candidates are in their placement for 3.5 days per week for a full-time supervised student teaching experience (EDMS 586) and attend one full day of courses at the university and one afternoon/evening. The School of Education offers two pathways to complete field placement requirements: the traditional student teaching pathway, and the residency pathway. The internship pathway is not currently offered.

Update for 2024-2025: The course offering schedule was amended in this year moving away from classes one day a week all 15 weeks of the semester to a late afternoon and evening format for 8 weeks or 10 weeks depending on the course. This move was prompted by student feedback that full time student teaching during the day and a full course load was not manageable while also expected to complete one CalTPA cycle. During this year, the traditional students spent 3 days a week at their student teaching placement for the first 8 weeks of the program and then 5 days a week in the second eight weeks returning to campus for scheduled seminars one evening a week. Residents spend 3.5 days a week in their placements and otherwise stayed on the same schedule as traditional students other than staying in their student teaching placements beyond the university semester.

Traditional Pathway: CI teacher candidates who are in the traditional pathway engage in a student teaching experience as described in the handbook. Student Teachers are assigned a University Supervisor (CI Faculty) and a District Employed Supervisor (their cooperating teacher) and follow the university term calendar. 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 for both semesters, although some students may have both a middle and high school placement within the year.

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. In addition to serving as a District-Employed Supervisor, the Residency Mentor Teacher is employed by the university as the resident's University Supervisor, and is supported in this role by a Residency Liaison, a faculty member also employed by the university. 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.

c) The Teacher Education Department Chair meets once a month with the Dean and other department chairs in the unit, along with the Associate Dean/Director of Clinical Experiences. Additionally, there are monthly department meetings and program meetings prior to which the chair solicits agenda items and after, the chair will send a summary email to all faculty and credential office staff. Everyone in and related to the unit is invited to attend department meetings—including lecturers, supervisors, and credential staff. At these meetings, policies and procedures are discussed, created, or amended. Additionally, faculty and credential office staff have the opportunity to participate in departmental committees and projects that help shape the direction of our programs. The department chair also holds regular meetings with the University Supervisors and Residency Liaisons. These meetings are focused on field placement issues, forms, **Cal TPA**, and general information and feedback in support of our students, mentor teachers, and each other.

d) Departmental committees, program committees, ad hoc committees, and standing department and supervisor meetings each have opportunities for internal constituencies to provide feedback and input into policies and processes. Before any new item is adopted a vote is taken by all department members including the credential counselors who are considered internal constituents. External community partners' input and feedback are typically more informal with feedback given to university supervisors orally during supervision events. The Residency Program holds regular partnership meetings with partner district representatives, selected site administrators, Ventura County Office of Education (induction program), and CI program coordinators and department chairs to plan and coordinate activities for the residency programs. Additionally, our residency partners, such as Residency Mentor Teachers, have a more tangible opportunity for feedback during university sponsored professional learning days events and training sessions.

2. Coursework and Field Experience

a) Once candidates are fully admitted into the Credential Program, those who are traditional student teachers request placements through the Clinical Experiences and Partnerships Office. The CEPO placement staff reach out to networks of schools, teachers, and district administrators to create a list of teachers who are willing to host student teachers. We collect ongoing feedback from students, supervisors, and LEA administrators about schools and placements, which impacts our selection of placement sites. We also utilize the following criteria for preferred placement sites: Title I status, percentage of English Learners, model of full inclusion, fully licensed administrator. Cooperating teachers must hold the same credential, have 3 or more years of successful teaching experience, and be approved by the site administrator to host candidates. Furthermore, the teacher's schedule (at least 3 periods of the subject) is considered in the placement process. Traditional Student Teachers may remain in one placement all year, or request a change in placement for the second semester **at an alternate grade level (middle school or high school)**. For the residency, the process is distinct. Admitted students are invited to apply for one or more Residency Programs. Selection for the residency program is determined by our LEA residency partners through an additional application and interview. Principals and district administrators recommend highly qualified teachers for selection as a Residency Mentor in collaboration with CI Residency partners. A Residency Kick-Off meeting provides an opportunity for Residents and Residency Mentors to provide input into the matching process before Residents are assigned with Residency Mentor Teachers.

b) The coordination of coursework and fieldwork helps candidates gain a clear understanding of the realities of public education. In the design of the program, candidates are placed at their directed teaching sites for 3.5 days each week at the beginning of each semester while taking courses one day a week and perhaps one other evening. This provides them an opportunity to experience the opening or closing of the school week (semester depending), observe classroom practice, conduct assessments, and try teaching lessons with the support of course instructors. In particular, the seminar courses provide guidance, reflection and training to support candidates' successful field experience, and guidance on components of the CalTPA. Additionally, they receive support from their University Supervisor or Residency Liaison in order to further process information and make sense of their experiences. Each candidate gains a clear understanding of the realities of California public education. Fieldwork candidates are in Phase II, Student Teaching, and will take the courses listed in the last two semesters of their program roadmap. Throughout the program, coursework and field experiences are interrelated to form a cohesive set of learning experiences for each teacher candidate. The coordination of coursework and fieldwork helps candidates gain a clear understanding of the relationship between theory and practice. Many course assignments relate directly with the field placement and many faculty ask students to create lesson plans that can be used at their student teaching site.

c) Traditional Student Teachers are assigned a University-Employed Supervisor (UES), who engages in at least 6 formal observations of student teaching each semester, as well as informal visits and meetings with the candidate. The UES collaborates with the District-Employed Supervisor (DES) to complete a mid-term evaluation and a final evaluation of student teaching on rubrics housed in Student Learning and Licensure (SL&L). These rubrics are aligned to the UTPE's. For those in the Teacher Residency Program, in addition to serving as a District-Employed Supervisor, the Residency Mentor Teacher serves as the resident's University Supervisor. The Residency Mentor conducts 6 formal observations of student teaching a mid-term and a final evaluation using the TPE aligned rubrics in SL&L. The Residency Mentor is supported in this role by a faculty member employed by the university—the Residency Liaison. The Residency Liaison visits the pair's classroom several times each semester, conducts at least one formal observation, and collaborates on the mid-term and final evaluation of each resident.

The credential programs recently revised the [lesson plan template](#), [formal observation](#), [midterm evaluation](#) and [final evaluation](#) forms. Typically, students submit a lesson plan 24 hours in advance of the evaluation and meet with the supervisor for a post evaluation conference.

d) We collect ongoing feedback from students, supervisors, and LEA administrators about schools and placements, which impacts our selection of placement sites. University Supervisors are considered faculty, and are selected (hired and assigned) according to the minimum qualifications for supervising candidates in specific subject areas. They receive training on the observation and evaluation forms, the TPEs, and mentorship tips. District-Employed Supervisors are oriented in one-on-one meetings with supervisors, provided with an [online introduction](#) to our program, and invited to complete the [Intersegmental Project](#) online PD for mentor teachers. Residency Mentors receive a series of [professional learning sessions](#), orientations and meetings. Student Teaching Candidates are informed that they should contact the Director of Clinical Experiences and Partnerships or the Chair of Teacher Education regarding any concerns about their District-Employed Supervisor or their University Supervisor. If there are serious concerns, candidates may be re-assigned to a new student teaching placement, or assigned to a new supervisor, either immediately or for the following semester. In addition, after the middle of the first semester, University Supervisors and Residency Liaisons are asked to evaluate the effectiveness of the Student Teacher's first semester placement, through conversations with the Student Teacher, to determine if a new placement for the following semester would be appropriate, and to inform the Placement Coordinator if that is the case.

As faculty, University Supervisors follow the same evaluation procedures in accordance with the collective bargaining agreement. They are evaluated one time each review period which can be annually, or every three years depending on their seniority level. Teacher candidates complete a student ratings of teaching (SRT) at the end of every semester. The SRT is placed in the supervisor's personnel action file. District-employed supervisors are evaluated by teacher

candidates at the end of the semester via a Qualtrics survey that is sent out to all candidates by the chair of credential programs.

e) From its beginnings, the SOE at CSUCI has been defined by deep and sustained connections to the community, as the only public 4-year institution in Ventura County, and to educational stakeholders, helping to launch University Preparation Charter School, a k-8 charter with distinct professional development connections with the SOE and university. In 2018/19, the SOE recommitted our efforts to achieve our community-centered vision. We brought together our preparation stakeholders across distinct data-collection phases: focus groups, town hall meetings, workshops, and feedback sessions. Stakeholder groups consisted of district and county superintendents, k-12 school principals, county administrators and HR directors, k-12 school-district induction coaches, school-based mentor/cooperating teachers, university student teaching supervisors, university SOE faculty, k-12 parents and family members, 1st and 2nd year university elementary education and special education program alumnae. We recognized that this diverse group of community members had singled out competencies associated with differentiated practice as essential for that first day teacher. One direct result of the focus group and town hall meetings was reestablishing the [SOE Advisory Board](#). In the fall of 2018, the SOE's reconstituted board met for the first time, with representatives from 5 LEAs as the initial members. The advisory board met three times per academic year prior to COVID and the SOE Advisory Board played an essential role in our work as a community based SOE, helping to guide, build, and sustain meaningful partnerships that will impact all our programs. Based on constituent feedback the following program modifications have been made over the recent two years:

- o OUHSD Residency: The university founded a new Teacher Residency partnership with Oxnard Union High School District, sponsored by the district. This Teacher Residency opportunities for Single Subject candidates in any subject area to engage in a full-year residency. Residents provide 10 hours of adjunct activities at their school site to support English Learners, Newcomers, or students in need of additional academic support.
- o During the pandemic, our program adjusted our admissions requirements, and credential recommendation requirements to comply with new flexibilities provided by the CTC and our Chancellor's Office. We worked with the VCOE induction program to provide additional CalTPA and RICA support to our program completers who were issued a preliminary credential with these renewal codes. We provided additional financial and training support to any enrolled candidates who were admitted without having met Subject Matter prior to program enrollment.
- o The program faculty collaborated with Residency Mentors in our partner districts, University Supervisors and adjunct faculty to revise our program's Lesson Plan Template, Observation Form, Mid-Term Evaluation and Final Evaluation forms based on their experiences of utilizing these tools in the field with candidates.

3. Assessment of Candidates

a) Teacher candidates complete a variety of assignments in their methods courses that are graded by the course instructor and provide timely feedback in meeting program competencies. Each credential course has a signature assignment aligned with the UTPEs. Rubrics have been developed for each signature assignment (see course matrix for details), which are graded through [VIA](#) (now SL&L) to allow for data analysis. **These rubrics are currently being updated to align to the [TPE rubrics](#) developed by faculty in Summer 2024.** During the clinical placement period the university supervisor regularly observes and evaluates the teacher candidate using evaluative criteria aligned to the UTPE standards. The [CI Lesson Plan Evaluation Form](#) is used (a minimum of 6 per semester) that requires teacher candidates to submit a formal [lesson plan](#) to the University Supervisor and mentor/cooperating teacher at least 24 hours in advance of the observation. The student teaching evaluation is aligned with Teacher Performance Expectations. Teacher Candidate Observations are submitted via SL&L website. Additionally, [Midterm Evaluation](#) and [Final Evaluation](#) of the candidate's performance are completed by the university supervisor and the district-employed supervisor and then discussed with the teacher candidate. Midterm and Final Evaluations are submitted via SL&L website. Written improvement plans will be provided for students who need improvement in various areas, and additional periodic evaluations may occur when necessary **by a second trained supervisor**. Students receive on-going feedback as candidates progress in coursework and summative assessments. Scores are communicated via CANVAS, VIA, or email. An [Induction Development Plan](#) is completed in the final semester of student teaching by the university supervisor in consultation with the district-employed supervisor and the teacher candidate.

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. 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. The SOC process will be followed unless a more serious situation occurs that necessitates a teacher candidate's removal from the school site. At this time, a meeting with the teacher candidate and the responsible 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 need to submit a Course Repeat Request.

b-e) The Student Teaching Handbook contains information about how candidates will be assessed and evaluated throughout the credential program. CI teacher candidates in the single subject credential program are required to pass all their courses with a C+ or better as well as 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.

Candidates receive extensive formative experiences and feedback in developing their TPA submissions during student teaching seminars. Seminar meetings allow time for candidates to engage in dialogue, discussion, and reflection with fellow cohort members and faculty instructors. Since teaching performance assessment tasks were incorporated into the single subject program, seminar instructors have shared with methods course instructors the responsibility for the introduction, implementation and completion of the teaching performance assessment. 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. 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.