

**FIELD PLACEMENT UNIVERSITY SUPERVISOR
Multiple Subject Handbook**

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Multiple Subjects

Contact Sheet (revised 4-01-09)

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Multiple Subjects CALENDAR Fall 2008 & Spring 2009

Dates

■ First Official Day of classes/No student teaching observation or EDUC 521 observation this week.

■ Week of starting dates for EDUC 521/EDMS 562, 565, & 575

■ Starting dates for EDMS 565/575 Student Teaching

□ Ending dates for EDMS 565/575*

■ Assignment Sheets DUE. Submit to Field Placement Office.

■ Grades and Evaluation forms DUE. Submit to Jacki or Debbie

* Add weeks
as necessary
for Spring
Break.

August 2008 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	September S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	October S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	November S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
December S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	January 2009 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	February S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	March S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
April S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	May S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31		



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July 2008

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2008

S	M	T	W	T	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

September 2008

S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2008

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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2008

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

December 2008

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2009

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2009

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2009

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2009

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2009

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

June 2009

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

CALENDAR FOR 2008-2009 ACADEMIC YEAR & SUMMER TERM

Fall 2008 Semester

August 20-22, 2008	Wednesday-Friday
August 23	Saturday
August 25	Monday
September 1	Monday
September 12	Friday
September 19	Friday
September 22	Monday
October 31	Friday
November 10	Monday
November 11	Tuesday
November 27-29	Thursday-Saturday
December 1	Monday
December 6	Saturday
December 8-13	Monday-Saturday
December 15-16	Monday-Tuesday
December 17	Wednesday
December 19	Friday
December 19	Friday
December 25-January 1	Thursday-Thursday

Faculty Orientation
 Saturday classes begin
 First official day of classes
 Labor Day Holiday; campus closed
 End of Late Registration / Change of Program
 Last day to add with Chair's Signature
 Student Census
 Deadline to Withdraw for Serious & Compelling Reasons
 No classes; campus open
 Veteran's Day Holiday; campus closed
 Thanksgiving Recess; campus closed
 Spring 2009 Continuing Student Registration Begins
 Last day of formal instruction.
 Final examinations
 Department meetings and conferences
 Evaluation Day
 Instructors' grades due
 Last day of the Fall 2008 semester
 *CAMPUS CLOSED

Spring 2009 Semester

January 15-16, 2009	Thursday - Friday
January 17	Saturday
January 19	Monday
January 20	Tuesday
March 23-28	Monday-Saturday
March 30	Monday
March 31	Tuesday
May 1	Friday
May 8	Friday
May 9-15	Saturday-Friday
May 16	Saturday
May 18	Monday
May 22	Friday
May 22	Friday
May 25	Monday

Faculty Orientation
 Saturday classes begin
 Dr. Martin Luther King, Jr. Day; campus closed
 First official day of classes
 Spring Recess; no instruction
 No classes; campus open
 César Chávez Holiday; campus closed
 Honors Convocation
 Last day of formal instruction
 Final examinations
 Commencement
 Evaluation Day
 Instructors' grades due
 Last day of Spring 2009 semester
 Memorial Day Holiday; all offices closed

Summer 2009 Term (Nursing Program Only)

May 25, 2009	Monday
May 26	Tuesday
June 26	Friday
June 29	Monday
July 3	Friday
August 7	Friday

Memorial Day Holiday; campus closed
 Session I (5 weeks) officially begins
 Session I ends
 Session II (6 weeks) officially begins
 Independence Day Holiday observed; campus closed
 Session II ends

Academic Holiday Schedule

Labor Day-Monday, September 1, 2008
 Veteran's Day-Tuesday, November 11, 2008
 Thanksgiving Day-Thursday, November 27, 2008
 Admission Day Observed-Friday, November 28, 2008
 Christmas Day-Thursday, December 25, 2008
 Columbus Day Observed-Friday, December 26, 2008
 Lincoln's Birthday Observed-Monday, December 29, 2008
 Washington's Birthday Observed-Tuesday, December 30, 2008
 *No holiday available to cover closure on Wednesday, December 31, 2008;
 New Year's Day-Thursday, January 1, 2009
 Dr. Martin Luther King, Jr. Day-Monday, January 19, 2009
 César Chávez Day-Tuesday, March 31, 2009
 Memorial Day Observed-Monday, May 25, 2009
 Independence Day Observed-Friday, July 3, 2009

Fall 2008 Saturday Classes

August 23, 30
 September 6, 13, 20, 27
 October 4, 11, 18, 25
 November 1, 8, 15, 22
 December 6

Spring 2009 Saturday Classes

January 17, 24, 31
 February 7, 14, 21, 28
 March 7, 14, 21
 April 4, 11, 18, 25
 May 2

VENTURA COUNTY OFFICE OF EDUCATION
DISTRICTS' CALENDAR 2008-2009

DISTRICTS'	FIRST DAY	LABOR DAY	VETERAN'S DAY	THANKSGIVING RECESS		WINTER RECESS			MARTIN LUTHER KING, JR. DAY	PRESIDENTS' DAY (*LINCOLN, *WASHINGTON) *observed)		SPRING RECESS			MEMORIAL DAY, (Observed)	LAST DAY
BRIGGS	08/21/08	09/01/08	11/11/08	11/26/08	- 11/28/08	12/22/08	to	01/09/09	01/19/09	02/13/09	02/16/09	04/13/09	to	04/17/09	05/25/09	06/12/09
HUENEME	08/26/08	09/01/08	11/11/08	11/27/08	11/28/08	12/22/08	to	01/02/09	01/19/09	02/13/09	02/16/09	04/06/09	to	04/17/09	05/25/09	06/18/09
MESA UNION	08/26/08	09/01/08	11/11/08	11/27/08	11/28/08	12/22/08	to	01/02/09	01/19/09	02/13/09	02/16/09	04/06/09	to	04/17/09	05/25/09	06/12/09
MUPU	08/27/08	09/01/08	11/11/08	11/27/08	11/28/08	12/22/08	to	01/02/09	01/19/09	02/13/09	02/16/09	04/06/09	to	04/17/09	05/25/09	06/17/09
OCEAN VIEW	08/19/08	09/01/08	11/11/08	11/27/08	11/28/08	12/22/08	to	01/09/09	01/19/09	02/09/09	02/16/09	04/06/09	to	04/17/09	05/25/09	06/12/09
OXNARD ELEM (YEAR ROUND)	Trac Spec	09/01/08	11/11/08	11/27/08	11/28/08	12/24/08	to	01/01/09	01/19/09	02/13/09	02/16/09	04/10/09	to	-	05/25/09	Trac Spec
PLEASANT VALLEY (4)	08/27/08	09/01/08	11/11/08	11/27/08	11/28/08	12/22/08	to	01/02/09	01/19/09	02/16/09	03/18/09	04/13/09	to	04/17/09	05/25/09	06/12/09
RIO	09/02/08	-	11/11/08	11/27/08	11/28/08	12/19/08	to	01/02/09	01/19/09	02/13/09	02/16/09	04/10/09	to	04/17/09	05/25/09	06/16/09
SANTA CLARA	08/25/08	09/01/08	11/11/08	11/24/08	- 11/28/08	12/22/08	to	01/02/09	01/19/09	02/09/09	02/16/09	04/10/09	to	04/17/09	05/25/09	06/11/09
SANTA PAULA	08/27/08	09/01/08	11/11/08	11/27/08	11/28/08	12/22/08	to	01/02/09	01/19/09	02/09/09	02/16/09	04/06/09	to	04/17/09	05/25/09	06/17/09
SOMIS	09/02/08	n/a	11/11/08	11/27/08	- 11/28/08	12/22/08	to	01/02/09	01/19/09	02/09/09	02/16/09	04/13/09	to	04/17/09	05/25/09	06/12/09
HIGH SCHOOL:																
OXNARD UNION HIGH	08/26/08	09/01/08	11/11/08	11/27/08	- 11/28/08	12/19/08	to	01/02/09	01/19/09	02/13/09	02/16/09	04/13/09	to	04/17/09	05/25/09	06/12/09
SANTA PAULA UNION HIGH	08/19/08	09/01/08	11/11/08	11/27/08	- 11/28/08	12/22/08	to	01/02/09	01/19/09	02/13/09	02/16/09	04/06/09	to	04/17/09	05/25/09	06/04/09
UNIFIED:																
CONejo VALLEY (EL) CONejo VALLEY (HS)	08/27/08	09/01/08	11/11/08	11/26/08	- 11/28/08	12/22/08	to	01/02/09	01/19/09	02/13/09	02/16/09	04/10/09	to	04/17/09	05/25/09	06/11/09
FILLMORE (1)	08/13/08	09/01/08	11/11/08	11/26/08	- 11/28/08	12/22/08	to	01/02/09	01/19/09	02/13/09	02/16/09	04/06/09	to	04/10/09	05/25/09	06/04/09
QJAI	08/19/08	09/01/08	11/11/08	11/24/08	- 11/28/08	12/22/08	to	01/02/09	01/19/09	02/16/09	- 02/20/09	04/06/09	to	04/10/09	05/25/09	06/10/09
SIMI VALLEY	08/27/08	09/01/08	11/11/08	11/26/08	- 11/28/08	12/22/08	to	01/02/09	01/19/09	-	02/16/09	04/13/09	to	04/17/09	05/25/09	06/17/09
VENTURA (2)	08/19/08	09/01/08	11/11/08	11/26/08	- 11/28/08	12/22/08	to	01/02/09	01/19/09	02/13/09	02/16/09	03/30/09	to	04/03/09	05/25/09	06/11/09
OAKPARK	08/27/08	09/01/08	11/11/08	11/24/08	- 11/28/08	12/22/08	to	01/02/09	01/19/09	-	02/16/09	04/10/09	to	04/17/09	05/25/09	06/17/09
MOORPARK	08/27/08	09/01/08	11/11/08	11/26/08	11/28/08	12/22/08	to	01/02/09	01/19/09	-	02/16/09	04/10/09	to	04/17/09	05/25/09	06/12/09
CHARTER:																
CAPE	09/03/08	-	11/11/08	11/26/09	11/28/08	12/22/08	to	01/02/09	01/19/09	02/13/09	02/16/09	04/13/09	to	04/17/09	05/25/09	06/16/09
GOLDEN VALLEY	09/02/08	n/a	11/11/08	11/26/08	- 11/28/08	12/22/08	to	01/02/09	01/19/09	02/13/09	02/16/09	04/06/09	to	04/10/09	05/25/09	06/04/09
UNIVERSITY PREPARATION (5)																
UNIVERSITY MIDDLE SCHOOL	08/19/08	09/01/08	11/11/08	11/27/08	11/28/08	12/22/08	to	01/05/09	01/19/09	-	02/16/09	04/06/09	to	04/17/09	05/25/09	06/12/09
SOMIS ACADEMY	08/27/08	09/01/08	11/11/08	11/27/08	- 11/28/08	12/22/08	to	01/02/09	01/19/09	02/09/09	02/16/09	04/13/09	to	04/17/09	05/25/09	05/29/09
VALLEY OAK	08/25/08	09/01/08	11/11/08	11/24/08	- 11/28/08	12/22/08	to	01/02/09	01/19/09	02/16/09	- 02/20/09	04/06/09	to	04/17/09	05/25/09	06/05/09
VENTURA CHARTER SCHOOL(3)	08/28/08	09/01/08	11/11/08	11/26/08	- 11/28/08	12/22/08	to	01/02/09	01/19/09	02/13/09	02/16/09	03/30/09	to	04/03/09	05/25/09	06/17/09
VISTA REAL	08/25/08	09/01/08	11/11/08	11/24/08	- 11/28/08	12/22/08	to	01/02/09	01/19/09	02/20/09	02/23/09	04/06/09	to	04/10/09	05/25/09	06/12/09
VENTURA COUNTY OFFICE OF EDUCATION																
	TBD															
(1) Fillmore USD, Fall Break 10/13 - 10/17																
(2) Ventura USD, Fall Break 10/20 - 10/24																
(3) Ventura Charter School, Fall Break 10/20 - 10/24																
4) Pleasant Valley, Lincoln 's Birthday Observed - District closed																
(5) University Prep and Middle School, Fall Break 10/20 - 10/24																

FULL TIME

FIRST SEMESTER in the MULTIPLE SUBJECT PROGRAM

For the first eight weeks of the semester candidates are enrolled in coursework and spend one day per week as a participant observer in a CSUCI assigned teaching placement classroom. The courses during the first semester are designed as foundational frameworks in pedagogy, literacy across the curriculum, and content methodology. Lesson planning, teaching methods, SDAIE, and assessment are addressed in the course content of these classes. Coursework is paired with field experiences to allow candidates to relate, witness, and participate in the theory and practice relationship. Student teachers gain familiarity with classroom dynamics, procedures and, most importantly, students through the field component. During the eight weeks of participatory observation candidates will be observed and evaluated by a university supervisor as well as by the cooperating teacher. The last eight weeks of the semester is devoted to full-time initial student teaching in the classroom (EDMS 565). During the eight weeks, candidates increase their teaching responsibility until they teach all students all subjects for at least one full week (five consecutive days). Throughout the term the student teacher will also attend a scheduled student teaching seminar (EDMS 566).

SECOND SEMESTER in the MULTIPLE SUBJECT PROGRAM

The second semester in the program is similar in format to the first with the exception of the coursework during the first eight weeks and the level of the fieldwork/student teaching placement. Coursework during the second semester includes the second level of teaching literacy skills as well as two additional core subject instruction methods courses. These courses are designed to reinforce content regarding teaching special populations in the elementary years of schooling. The university supervisor and the cooperating teacher will observe and evaluate the student teacher during the first eight weeks to determine readiness for full time advanced student teaching (EDMS 575) during the following and final eight weeks of the program. During the eight weeks, candidates increase their teaching responsibility until they teach all students all subjects for at least two full weeks, which will include at least five consecutive days. Throughout the term the student teacher will also attend a weekly student teaching seminar (EDMS 576).

PART TIME

Students in the part time program, in consultation with the faculty advisor, will create a program schedule that best meets their needs and outside obligations. If two or three EDMS courses are taken in a semester, students **must** be prepared to accommodate a full day field placement requirement (EDMS 562). Students officially classified as *teaching interns* can register for more than six (6) units in a semester. However, this should be considered in consultation with the employing school and mindful of time obligations needed for successful classroom teaching. Students creating a program similar to that shown below, if successful, should complete the program in two academic years.

FIRST SEMESTER in the MULTIPLE SUBJECT PROGRAM

For the sixteen weeks of the semester candidates are enrolled in coursework and spend one full day a week as a participant observer in their school placement (EDMS 562). Recommended courses are EDMS 522 (Literacy 1) and EDMS 526 (Mathematics Methods). Lesson planning, teaching methods, academic and behavioral accommodations, and assessment are included in the coursework of these classes. Pairing coursework and field experiences allows candidates to relate, witness, and participate in the theory and practice relationship. During the semester in participatory field observation the candidates will be informally observed and evaluated by the cooperating teacher and visited on site by the university supervisor. During the weekly classroom visits candidates are expected to assist and support students and the teacher, complete coursework assignments and work with individual students, moving onto working with small groups on literacy and mathematics tasks as assigned by the cooperating teacher.

SECOND SEMESTER in the MULTIPLE SUBJECT PROGRAM

As in the first semester, candidates are enrolled in methods courses and again in EDMS 562, spending one full day a week as a participant observer at a school placement. Recommended courses are EDMS 523 (Literacy 2) and EDMS 527 (History, Social Studies and Integrated Arts). During participatory field observation the candidates will be informally observed and evaluated by the classroom cooperating teacher and be visited on site a university supervisor. During the field placement, candidates are expected to gain experience and confidence by taking limited responsibility for the working with individual students, small groups and the whole class in preparation for the student teaching experiences in the following semesters.

THIRD SEMESTER in the MULTIPLE SUBJECT PROGRAM

After completing the first two semesters in the part time program, students take the remaining methods course, EDMS 529 (Science, Health and PE). Students are required to experience two field placements that differ in grade level and social context. The Multiple Subject Program is designed to meet this requirement through placements within the distinct school districts of Ventura County. The CSUCI Education Program requires that student teachers have experience with culturally and linguistically diverse students particularly English language learners. The first of these experiences is in EDMS 565, the Initial Student Teaching placement. EDMS 566, the Initial Student Teaching Seminar, accompanies EDMS 565 throughout the semester. Students must arrange to be available one day a week for the first eight weeks of the semester and five days a week for the remaining eight weeks to complete their field placement obligations.

FOURTH SEMESTER in the MULTIPLE SUBJECT PROGRAM

Students will enroll in EDMS 575, the Advanced Student Teaching placement, and EDMS 576, the accompanying seminar. Students must arrange to be available one day a week for the first eight weeks of the semester and five days a week for the remaining eight weeks to complete their field placement obligations.

FIELD EXPERIENCE SERIES

Please note: The Director of Field Placement arranges field placements for students.

EDMS 562

This field experience is to be taken by students who have any two or three of the following courses EDMS 522, 523, 526, 527 or 529. Students are participatory observers in classrooms. The main purpose of the school experience is to provide an opportunity for students to complete assignments from the observation and teaching methods course.

Assigned classroom time

1 day per week

2 units

EDMS 565

This field experience and student teaching placement is a full-time placement taken by students concurrently with EDMS 522, 526, 527.

Students are participatory observers in classrooms for the first 8 weeks of the term followed by 8 weeks of full time school assignment. Classes and course work is completed prior to the eight weeks of full time student teaching. This is also known as the Initial Student Teaching experience.

Assigned classroom time

8 weeks of 1 day a week O/P

3 supervisor's visits during the initial observation period

8 weeks of full time, 5 days a week, student teaching assignment

Supervisor's visits will be made weekly during the 8 weeks of full time student teaching.

7 units + 1 unit for EDMS 566 seminar

EDMS 575

This field experience and student teaching is to be taken by full-time students concurrently with EDMS 523, 529. Students are participatory observers in classrooms for the first 8 weeks of the term and full-time student teachers for the last 8 weeks. This is also known as the Advanced Student Teaching experience.

Assigned classroom time

8 weeks of 1 day per week O/P.

3 supervisor's visits during the initial observation period

8 weeks of full time, 5 days a week, student teaching assignment

Supervisor's visits will be made weekly during the 8 weeks of full time student teaching.

7 units + 1 unit for EDMS 576 seminar

Depending on the school's holiday schedule, dates for the student teaching field experience will vary to accommodate a sixteen-week semester schedule.

Overview of Field Placements

Full Time

EDMS	CSUCI Class Time	Time in School
565	4 days each week for 8 weeks	1 full day a week for weeks 2 - 8. 5 full days a week for the final eight weeks of first semester .
575	4 days each week for 8 weeks	1 full day a week for weeks 2 - 8. 5 full days a week for the final eight weeks of second semester .

Overview of Field Placements

Part Time

Credential candidates who take the part time route will meet with the faculty advisor to plan an individualized program that fits the candidates' schedules.

This overview will be completed at the advising/planning meeting.

EDMS	CSUCI Class Time	Time in School
562	Taken concurrently with two or three method classes i.e. EDMS 522, 523, 526, 527, 529	1 day a week for the semester
565		TBA
575		TBA

SUPERVISION - OBSERVATIONS AND EVALUATIONS

Full time students

Regularly throughout the eight-week participant observation period and during the eight-week full time student teaching the university supervisor will observe and evaluate the student teacher. A minimum of two informal evaluations and two formal evaluations will be conducted. Student teachers are required to have a formal lesson plan in CSUCI format for formal evaluations and an informal lesson plan for informal evaluations. Supervisors may request additional information be presented.

Part time students

Throughout the semester the university supervisor will observe and evaluate the student. A minimum of two informal evaluations and two formal evaluations will be conducted. Students are expected and required to have a formal lesson plan in CSUCI format for formal evaluations and an informal lesson plan for informal evaluations. Supervisors may request additional information be presented.

EVALUATION OF FIELD OBSERVATION

Both the cooperating teacher and university supervisor will evaluate the student observer's performance. The university supervisor will make at least TWO informal visits and TWO formal visits during the semester. The cooperating teacher will complete an Evaluation of Professional Disposition and final Evaluation Form (found in the Forms Section of the Handbook). All field experiences are for CR/NC.

EVALUATION OF STUDENT TEACHING

Both the cooperating teacher and university supervisor will evaluate student teacher performance each semester using a summative rubric. Students will be issued Credit or No Credit for student teaching. The University Supervisor and Cooperating Teacher are jointly responsible for the final grade. Written remediation plans will be provided for students who are deficient in various areas, and additional periodic evaluations may occur when necessary. (See *Statement of Concern* in the Forms Section of this Handbook.) Timesheets need to be kept for the observation/participation portion of your field experience. Please turn them into the Field Placement Coordinator at a seminar or in her mailbox, 1st floor BTW.

CREDENTIAL MULTIPLE SUBJECT COURSES

EDMS 522 LITERACY 1: MULTICULTURAL (4)

Three hours of lecture/discussion per week

Prerequisite: Admission to the Multiple Subject Program

Corequisite: A field placement, student teaching or consent of instructor.

Instructor: Dr. Manuel Correia or Dr. Mary Kay Rummel

Topics include developmental theory and practice of the reading and writing process across the grade levels; study skills; foundations of reading and writing theory and practice for students who speak English as a first or second language; teaching reading and writing to native English speakers and English language learners in English-only, multilingual and bilingual contexts; literacy and language development needs of English learners and exceptional children; technology for teaching and learning is integrated.

EDMS 523 LITERACY 2: MULTICULTURAL (3)

Three hours lecture *Prerequisite: EDMS 522*

Corequisite: Field placement, student teaching

Instructors: Dr. Manuel Correia

Differentiated literacy instruction and scaffolding for English learners, special education (including gifted) and English only students. Topics include reading and writing skills, literature-based instruction for native English speakers and English learners in English-only, Multilingual and Bilingual contexts. Appropriate technologies for teaching and learning are integrated.

EDMS 526 MODERN METHODS IN MATHEMATICS (4)

Four hours lecture per week

Prerequisite: Admission to the Multiple Subject Credential Program

Corequisite: EDMS 562, EDMS 565 or EDMS 575 or Consent of Instructor

Instructor: Nancy Terman or Suzanne Williamson

Applying techniques and materials to teaching mathematics in self-contained classrooms in K-6 school settings. Special attention is given to mathematical reasoning, problem solving skills, multiple representations and approaches including verbal, symbolic, graphic. Modern methods, including mathematical modeling, use of new technology and modern educational software will be stressed. Designing assessment tools and using assessment data to differentiate activities for English Language Learners and exceptional children are integrated.

EDMS 527 HISTORY, SOCIAL STUDIES (4)

Four hours of lecture/discussion per week

Prerequisite: Admission to the Multiple Subject Credential Program

Corequisite: EDMS 562 (1-2 units) or EDMS 565

Instructor: Dr. Kathleen Contreras

Focuses on curriculum for History, Social Sciences and Arts as delineated by the California Content Area Standards and the Curriculum Frameworks. Includes curriculum development, methods, techniques, planning and assessment in history, social studies and integrated arts. Needs of English Language Learners and exceptional children, technology for teaching and learning are integrated.

CREDENTIAL MULTIPLE SUBJECT COURSES

EDMS 529 SCIENCE, HEALTH AND PHYSICAL EDUCATION (4)

Four hours lecture/discussion per week

Prerequisite: Admission to the Multiple Subject Credential Program

Corequisite: EDMS 562 (1-2 units) or EDMS 575

Instructor: Dave Philips

Study of the application of recommended methods for teaching physical, life and earth science, health and physical education to students (K-8) based on research and theory. Students reflect upon their personal development and abilities to integrate theory and practice in science, health and physical education with other subject areas. Needs of English Language Learners and exceptional children, technology for teaching and learning are integrated.

EDMS 562 FIELD EXPERIENCE MULTIPLE SUBJECT PART-TIME (2)

One full school day per week in local public schools

Prerequisite: Admission to the Multiple Subject Credential Program

Corequisite: Any of the following two: EDMS 522, EDMS 523, EDMS 526, EDMS 527, or EDMS 529

Participatory observation in selected schools under the supervision of classroom teacher and university supervisor.

EDMS 565 INITIAL STUDENT TEACHING SEMINAR (7)

Equivalent of eight weeks of full-time student teaching

Prerequisite: Admission to the Multiple Subject Credential Program

Corequisite: EDMS 566

Participatory observation and teaching in selected schools under the supervision of classroom teacher and university supervisor, with a student teaching seminar.

EDMS 566 INITIAL STUDENT TEACHING SEMINAR (1)

Bi-weekly two hour discussion

Prerequisite: Admission to the Multiple Subject Credential Program

Corequisite: EDMS 565

Instructor: Dr. Marilyn Buchanan

Discussion and seminar with University Supervisor to discuss practical issues relevant to the student teaching experience.

EDMS 575 ADVANCED STUDENT TEACHING (7)

Equivalent of eight weeks of full-time student teaching

Prerequisite: Admission to the Multiple Subject Credential Program

Corequisite: EDMS 576

Participatory observation and teaching in selected schools under the supervision of classroom teacher and university supervisor, with a student teaching seminar.

CREDENTIAL MULTIPLE SUBJECT COURSES

EDMS 576 ADVANCED STUDENT TEACHING SEMINAR (2)

Two hours seminar per week

Prerequisite: Admission to the Multiple Subject Credential Program

Corequisite: EDMS 575

Instructors: Dr. Marilyn Buchanan

This course facilitates the preparation and discussion of practical issues relevant to the student teaching experience. It meets the standards set by the California Commission on Teacher Credentialing.

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
MULTIPLE SUBJECTS CREDENTIAL PROGRAM
SUPERVISOR CHECKLIST**

The following items should be included when submitting your supervision folders at the end of the semester. Please include the dates items were completed if applicable.

Student Name: _____

	EDMS 562 Field Experience	EDMS 565 or 575 Student Teaching
Informal Observation Form #1		
Informal Lesson Plan #1		
Informal Observation Form #2		
Informal Lesson Plan #2		
Informal Observation #3-optional		
Informal Lesson Plan #3-optional		
Midterm Professional Disposition Cooperating Teacher		
Midterm Professional Disposition University Supervisor		
Formal Observation Form #1		
Formal Lesson Plan #1		
Formal Observation Form #2		
Formal Lesson Plan #2		
Formal Observation Form #3		
Formal Lesson Plan #3		
Formal Observation Form #4		
Formal Lesson Plan #4		
Final Evaluation Cooperating Teacher		
Final Evaluation University Supervisor		
Other Documentation as needed. Please list on reverse side.		

TERM: _____

COOPERATING TEACHER: _____

SCHOOL: _____

**CSUCI
Assignment List**

Supervior's name _____

Term _____

ST's Last Name	ST's First Name	Grade	CT's Last Name	CT's First Name	CT's Email	School	District

California State University Channel Islands

Field Experience Time Report

(Use this form to document work for EDUC 521, EDMS 562 and SPED 562. Page 2 must be signed. Make a copy for your records & submit to Field Placement Office BTE 2715

Minimum of 14 Observations are required

Due no later than 12-14-07

Name: _____ Term _____

Grade and Subjects _____

School _____ School District _____

Cooperating Teacher _____ Email Address _____

Date/Time in/Time out	What I did in class today

I believe the above report to be substantially correct.

Signature of Candidate

Total _____ Hours

Signature of Cooperating Teacher

**CSUCI
Fall 2008**

STUDENT TEACHING GRADE SHEET

University Supervisor Name: _____

Please be sure to list names of ALL student teachers you were assigned for this semester, including those who have dropped either before or after the midterm evaluation.

Mail to: Field Placement Office
 Jacki Gilmore
 California State University Channel Islands
 One University Way Bell Tower West 1169
 Camarillo, CA 93012-8584

These must be listed in alphabetical order:

Student Teacher (Last Name, First Name)	Grade Earned in Student Teaching (CR: Credit, NC: No Credit, IN: Incomplete, W: Withdraw)
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

**CSUCI
Spring 2009**

STUDENT TEACHING GRADE SHEET

University Supervisor Name: _____

Please be sure to list names of ALL student teachers you were assigned for this semester, including those who have dropped either before or after the midterm evaluation.

Mail to: Field Placement Office
 Jacki Gilmore
 California State University Channel Islands
 One University Way Bell Tower West 1169
 Camarillo, CA 93012-8584

These must be listed in alphabetical order:

Student Teacher (Last Name, First Name)	Grade Earned in Student Teaching (CR: Credit, NC: No Credit, IN: Incomplete, W: Withdraw)
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

EVALUATION OF PROFESSIONAL DISPOSITIONS

Candidate's Name _____ Date: _____
Grade / Name of School _____

RATING SCALE: 4 = All of the time 1 = None of the time
 3 = Most of the time N/O = Not Observed
 2 = On occasion

DIRECTIONS:

Using the scale above, circle the appropriate number for each of the professional qualities listed.
During the observation participation or student teaching experience the candidate was:

						<u>Comments</u>
1.	punctual and dependable	4	3	2	1	N/O
2.	professional in appearance and manner	4	3	2	1	N/O
3.	enthusiastic about teaching and the students	4	3	2	1	N/O
4.	establishing rapport with all students	4	3	2	1	N/O
5.	willing to take initiative	4	3	2	1	N/O
6.	showing resourcefulness	4	3	2	1	N/O
7.	communicating clearly and effectively	4	3	2	1	N/O
8.	self-confident	4	3	2	1	N/O
9.	using sound judgment	4	3	2	1	N/O
10.	accepting feedback and suggestions	4	3	2	1	N/O
11.	working cooperatively with others	4	3	2	1	N/O
12.	demonstrating a willingness to take advantage of self-improvement opportunities	4	3	2	1	N/O

Please add additional comments on the back of this form

This evaluation was completed by: _____
(Cooperating Teacher's Signature)
on ____/____/____ (Date)

This evaluation was discussed with the candidate _____
(Candidate's Signature)



**California State University Channel Islands
Student Teaching Performance Evaluation**



__ Formative __ Summative

__ EDMS 565

__ EDMS 575

Term: Fall __ Spring __

Student Teacher _____ Date _____ Time _____ School _____

Cooperating Teacher _____ University Supervisor _____ Grade/Level _____

Subject/Class _____ Lesson Topic/Focus _____ Class Size _____

Teaching to: Individual __ Small Group __ Whole Class __ ELL __ IEP __ SPED __ BCLAD __ GIFTED __

Performance assessment completed by: University Supervisor __ Cooperating Teacher __

The four clusters of teaching skills and traits detailed below are aligned with the Teaching Performance Expectations of the California Commission on Teacher Credentialing (2001), as well as with the rubrics of the Performance Assessment for California Teachers (2006). In order to be recommended for a credential, the candidate must be Achieving Expectations (AE) in all four of the following areas by the end of the advanced student teaching experience.

Directions: Fill in the lines below to indicate performance levels for each skill/trait observed using check, plus, and minus symbols. (Key: + = exceeding expectations for a beginning teacher; √+ = achieving expectations for a beginning teacher; √ = approaching expectations; - = needs special attention.) Then fill in the box for each cluster of skills/traits to indicate the candidate's current level of achievement in each area (EE = Exceeding Expectations; AE = Achieving Expectations; AP = Approaching Expectations; SA = Needs Special Attention). **Attach additional sheets for your comments as needed. *Please note that the designation of Exceeding Expectations (EE) signifies an area of unusual strength for a beginning teacher.**

Performance levels:

EE = Exceeding Expectations (+) AE = Achieving Expectations (√+) AP = Approaching Expectations (√) SA = Needs Special Attention (-)

UN = Unobserved (please write UN in boxes to indicate any areas not assessed during a formative assessment)

☐

A. Developing as a Professional Educator/Professional Dispositions **Assessor's Comments and Questions**
[CCTC Domain F / TPE 12-13]

1. Attends and completes regular contracted school days
2. Is consistently punctual and dependable
3. Is consistently professional in appearance and manner
4. Demonstrates poise and confidence
5. Demonstrates flexibility and adaptability
6. Exhibits enthusiasm and interest in teaching
7. Demonstrates respect for and positive relationship with all children
8. Uses sound judgment
9. Takes initiative and shows resourcefulness
10. Shows sensitivity to the needs and feelings of others
11. Communicates effectively (verbally, nonverbally, in writing)
12. Seeks to resolve problems directly and diplomatically
13. Actively cultivates a positive, professional relationship with university and school personnel
14. Accepts and uses constructive/critical feedback
15. Engages deeply in learning (self reflection, professional development)

☐

B. Instructional Planning and Assessment
[CCTC Domains B, C, D / TPE 1-3, 7, 9, 10]

Assessor's Comments and Questions

1. Prepares appropriate lesson plan in advance (uses feedback to revise)
2. Bases plan on CA content standards, anti-biased/multicultural perspective
3. Connects lesson's assessment plan to standard(s)/objective(s)
4. Makes use of prior assessment data to plan instruction
5. Plans for differentiated instruction/assessment per students' talents, needs, learning modalities, and cultures
6. Designs activities that, taken together, will allow students to exercise a full range of cognitive processes
7. Demonstrates thoughtful, organized planning for using materials/technology
8. Incorporates strategies appropriate for effective, comprehensive instruction of English/other language learners
9. Allocates appropriate time for instructional activities and transitions
10. Creates opportunities for students to self assess
11. Notices patterns of understanding and errors
12. Gives students timely feedback on assignments and assessments

☐

C. Instructing Students and Supporting Learning
[CCTC Domains A, B, C, E / TPE 4-8, 10-11]

Assessor's Comments and Questions

- 1. Makes CA content standards accessible to all students
- 2. Scaffolds learning experiences to facilitate the construction of new knowledge, skills, and understandings
- 3. Accommodates the special learning needs of all students (e.g., ELL, IEP, Gifted)
- 4. Varies activities for multiple learning styles and levels
- 5. Demonstrates familiarity with specific instructional strategies for teaching students with special learning needs (including ELL)
- 6. Facilitates students' cooperation and collaboration in various grouping strategies (large group, small group, pairs)
- 7. Encourages all students' active and equitable involvement in learning activities
- 8. Integrates literacy strategies with instruction in the content areas
- 9. Models appropriate oral, written, and nonverbal communication
- 10. Has effective eye contact, proximity, body language
- 11. Uses multiple and appropriate techniques to check for understanding
- 12. Uses effective questioning strategies to support children in connecting
- 13. Allows appropriate "wait time" for student responses
- 14. Modifies pacing as needed

☐

D. Context and Environment for Learning
[CCTC Domain E / TPE 8, 10-11]

Assessor's Comments and Questions

- 1. Knows students' names and backgrounds
- 2. Has positive rapport with all students
- 3. Facilitates mutual respect for students/teachers/other adults/cultures
- 4. Establishes effective routines and procedures
- 5. Communicates clear expectations
- 6. Manages orderly and effective transitions
- 7. Maintains a clean, safe, and well-organized environment
- 8. Aligns instruction and resources with students' developmental levels
- 9. Facilitates positive behavior to promote a productive learning environment

University Supervisors &/or Cooperating Teachers: Please indicate the status of this performance assessment.

- ☐ Formative assessment during **initial** student teaching experience
- ☐ Formative assessment during **advanced** student teaching experience
- ☐ Summative evaluation at the end of **initial** student teaching experience (please ensure that all four areas are thoroughly assessed)
 - Although the student is not required to be Achieving Expectations in all four areas at this point, is s/he making satisfactory progress to warrant a passing grade and recommendation to the next phase of student teaching? (Would you be willing to place your child or close relative in this person's advanced student teaching classroom?)
☐ Yes ☐ No
- ☐ Summative evaluation at the end of **advanced** student teaching experience (please ensure that all four areas are thoroughly assessed)
 - Summative evaluation: Is the student Achieving Expectations in all four areas named above? ☐ Yes ☐ No
 - Do you recommend this candidate for a teaching credential? (Would you be willing to place your child or close relative in this person's class during her/his first year of teaching?) ☐ Yes ☐ No

University Supervisor &/or Cooperating Teacher

Date

Receipt Acknowledged:

Multiple Subject Credential Candidate

Date

Multiple Subject Credential Candidate

Date

Mandatory Student Reflection: Please use as much of this space as you need to record your thoughts in response to the lesson you taught and the feedback you received from this formal observation. The more specific you can be here, the more prepared you will be to write your PACT commentaries. Refer to Blackboard for helpful writing prompts. This completed reflection must be emailed or handed to your university supervisor no later than three days following the formal observation which is being reflected upon.

Planning Reflection

The following prompts are provided to help you to organize your thinking for this reflection task. You may choose to address each of these prompts individually or you may write your reflection holistically. Alternatively, you may focus on a critical idea that you have identified on your own or in consultation with your university supervisor and/or cooperating teacher.

1. What was the central focus of the lesson? Apart from being present in the school curriculum, student academic content standards, or ELD standards, why is the content of the lesson important for your particular students to learn? (TPE 1)
2. What knowledge of your students' backgrounds, interests, and needs was most important in planning the instructional strategies, choosing materials, and sequencing the learning tasks in this lesson? (TPEs 4, 6, 7, 8, 9)
3. How did you plan to differentiate instruction and activities to meet the learning needs of all students? Were you successful? (TPEs 1, 4, 6, 7, 9)
4. What features of the learning and assessment tasks in your plan helped students to meet their specific language needs.¹ (TPE 7)

¹ Language demands include such things as grammatical structures, vocabulary, subject specific notation, or language conventions.

Instruction Reflection

The following prompts are provided to help you to organize your thinking for this reflection task. You may choose to address each of these prompts individually or you may write your reflection holistically. Alternatively, you may focus on a critical idea that you have identified on your own or in consultation with your university supervisor and/or cooperating teacher. (If relevant, you may choose to include an explanation of events that occurred prior to or during the lesson that impacted your instructional decisions, the interactions that occurred between and among you and your students, and the learning that occurred.)

1. Describe any routines or working structures of the class (e.g., group work roles, class discussion norms) that were operating during the lesson. If specific routines or working structures were new to the students, how did you prepare students for them? (TPE 10)
2. In the instruction observed, how did you further the students' knowledge and skills and engage them intellectually in understanding concepts and participating in discourse? Provide examples of both general strategies to address the needs of all of your students and strategies to address specific individual needs. (TPEs 1, 2, 4, 5, 7, 11)
3. Describe any language supports used to help your students (including English learners as well as other students struggling with language) understand the content and/or academic language central to the lesson. (TPEs 4, 7)
4. Reflect on what you learned as a result of having taught this lesson. How will you build upon successes and address missed opportunities in your future planning and teaching? (TPEs 9, 13)

Assessment Reflection

The following prompts are provided to help you to organize your thinking for this reflection task. You may choose to address each of these prompts individually or you may write your reflection holistically. Alternatively, you may focus on a critical idea that you have identified on your own or in consultation with your university supervisor and/or cooperating teacher. (If relevant, you may choose to include an explanation of events that occurred prior to or during the lesson that impacted your instructional decisions, the interactions that occurred between and among you and your students, and the learning that occurred.)

1. Describe the strategies you used to monitor student learning during the lesson. What did students say or do that showed if they were progressing toward the lesson's learning objectives? (TPEs 2, 3)
2. Discuss what most students appear to understand well, and, if relevant, any misunderstandings, confusions, or needs (including a need for greater challenge) that were apparent for some or most students. Cite evidence to support your analysis. (TPE 3)
3. Summarize student learning across the whole class relative to your learning objectives or assessment criteria (e.g., rubric) in narrative and/or graphic form (e.g., table or chart). (You may choose to use the Assessment Chart available on Blackboard.) (TPEs 3, 5)
4. Based on the student performance, describe the next steps for instruction for the class. If different, describe any individualized next steps for students whose individual needs you identified. These next steps may include feedback to students, a specific instructional activity, or other forms of re-teaching to support or extend continued learning of objectives, standards and/or central focus for the learning segment. Explain how these next steps follow from your analysis of the class or individual student performances. (TPEs 2, 3, 4, 13)



STATEMENT OF CONCERN

DETERMINATION OF CANDIDATE COMPETENCE

According to the Commission on Teacher Credentialing, candidates must attain competency in all areas of relevant content and communication outlined in the standards. CSUCI has adopted procedures to ensure such competence. Should a candidate perform unsatisfactorily in coursework, field experiences, or student teaching by failing to achieve one or more standards, she/he will receive no credit for that assignment. The candidate may be allowed an additional field experience or student teaching based on the circumstances and the assessment of the candidate's potential for success. This decision is made in consultation with the Director of Field Placements, the Coordinator of the Multiple Subject Credential Program, the course instructor or university supervisor and the cooperating teacher.

PROCESS FOR STATEMENT OF CONCERN

1. When an instructor, cooperating teacher, or university supervisor identifies a candidate as having difficulty in some area they should discuss the issues with each other (if applicable) and the student teacher.
2. In the case of field placement issues, if there is not sufficient change in the candidate's work, then the university supervisor shall arrange for another field supervisor to observe the student. If sufficient reason for concern is present, then the supervisors, cooperating teacher and student teacher shall complete a *Statement of Concern and Plan of Action* form. In the case of coursework, if there is not sufficient change in the candidate's performance then the instructor shall complete the required form.
3. The form details the steps that the candidate will take to address the issues outlined. This creates a "plan of action."
4. The student, instructor or cooperating teacher and/or supervisor(s) and Program Coordinator sign the form. If the Program Coordinator is the instructor or supervisor then the Education Programs Chair will sign.
5. The student receives the original, a copy of the signed form is maintained in the Education Programs office and a copy maintained in the student's advising file.

The above process will be followed unless a more serious situation occurs that necessitates a candidate's removal from the school site. At this time a meeting of the candidate and the responsible parties (principal, cooperating teacher, university supervisor) with the Program Coordinator and Director of Field Placements is required. Written statements from the cooperating teacher and/or the principal are needed to document the behavior(s) of concern.

It is crucial that all university supervisors follow this procedure as soon as a significant concern arises so that we may insure quality and integrity in the Multiple Subject Credential Program.



STATEMENT OF CONCERN

**California State University Channel Islands
Teacher Credential Program**

Student Name _____ Term _____

Statement of Concern Submitted by: _____ Course _____

☐ Instructor ☐ Cooperating Teacher ☐ University Supervisor ☐ Other

Please list the concerns you have about this student.

Plan of Action

Goals of the plan in terms of what the student needs to do:

Plan

Student Signature Date _____

Program Coordinator/Director of Field Placements Signature Date _____



California State University Channel Island

Statement of Concern

In an effort to maintain quality standards, please answer the following questions. In doing so, we are attempting to identify students who may be at risk and will need added attention in the coming weeks.

- 1. Please list any concerns you have about your student teacher.**

- 2. If you were to grade this student today, would it be ___ credit or ___ no credit?**

- 3. If you would identify this teacher as someone who you would grade with a no credit. Do you see in the weeks remaining that this student would be able to redeem enough to receive a passing grade?**

Additional comments:

Cooperating Signature _____ **Date** _____

Travel Expense Claim Instructions for Student Teacher Supervisors

- ✦ Fill in the date and destination on the Monthly Mileage Log.
- ✦ Transfer the total miles to the Travel Expense Claim form.
If you fill out the forms electronically the total mileage and the reimbursement amount will calculate automatically.
- ✦ Fill in at the categories highlighted in yellow on the TEC form
- ✦ Send to Debra Salem-Drake in the Field Placement office.
The address is One University Dr, BTE 2815, Camarillo Ca 93012

Please note that you must use a New Log and a New TEC form for every month. I will send all the supervisors the current forms via email in August. Accounts Payable wishes that all forms be filled out electronically. Forms filled out by hand delays processing.

*If you have any problems please call or email me and I am happy to help.
Debra Salem-Drake 437-8845 debra.salem-drake@csuci.edu*



C.I.T.# _____

TRAVEL EXPENSE CLAIM (TEC)

Must be submitted within 30 days of the end of travel

☐ Employee ☐ Applicant ☐ Volunteer ☐ Non-Employee ☐ Student (waiver on file)

TRAVELER'S NAME		RESIDENCE ADDRESS		CITY/STATE/ZIP CODE	
HEADQUARTERS ADDRESS		HEADQUARTERS CITY/STATE/ZIP		TRAVELER'S PHONE NO.	DEPARTMENT
One University Drive		Camarillo, CA 93012			
DEPARTURE DATE	DEPARTURE TIME (AM/PM)	RETURN DATE	RETURN TIME (AM/PM)	FORM PREPARED BY:	EXTENSION
					DELIVERY OPTIONS
					SELECT ONE: Mail Check Pickup Check

SAME-DAY TRAVEL

DATE	DESTINATION	LODGING	MEALS (Taxable*)			INCIDENTALS	REGISTRATION	COST OF TRANS.	TYPE USED	CARFARE TOLLS PARKING	PRIVATE CAR USE		BUSINESS EXPENSE	TOTAL EXPENSES FOR DAY
			Breakfast	Lunch	Dinner						MILES	AMOUNT		
"Month"	See Mileage Log	NA		NA		NA				PIC		0.00		0.00

OVERNIGHT TRAVEL

DATE	DESTINATION	LODGING	MEALS			INCIDENTALS	REGISTRATION	COST OF TRANS.	TYPE USED	CARFARE TOLLS PARKING	PRIVATE CAR USE		BUSINESS EXPENSE	TOTAL EXPENSES FOR DAY	
			Breakfast	Lunch	Dinner						MILES	AMOUNT			
						N/A						0.00		0.00	
												0.00		0.00	
												0.00		0.00	
												0.00		0.00	
												0.00		0.00	
												0.00		0.00	
												0.00		0.00	
SUBTOTAL		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	0	\$0.00	\$0.00	0.00	
LESS AMOUNT PREVIOUSLY PAID BY CSUCI			AIR FARE			REGISTRATION			OTHER					0.00	
LESS ANY OTHER ADJUSTMENTS		Comments:													
													AMOUNT DUE TRAVELER		\$0.00

Source of Funding: (Please verify chartfields before submitting to AP)

Account	Fund	Dept	Program	Class	Project	Amount
* 606803						0.00
606001	GD901	745	00000	00000	00000	

PURPOSE OF TRIP, REMARKS, AND DETAILS: Attach original receipts to 8.5" X 11" paper and submit with claim

Total Amount \$0.00

Ex. Supervision of student teachers at their school sites.	NORMAL WORK DAYS & HOURS
	M-F 8am-5pm
	PRIVATE VEHICLE LICENSE
	MILEAGE RATE CLAIMED
	0.505 (If different see instructions)

I HEREBY CERTIFY that the above is a true statement of the travel expenses incurred by me in accordance with the applicable California State University procedures and CSUCI procedures, and that all items shown were for the official business of The California State University. If a privately owned vehicle was used, and if mileage rate exceeds the minimum rate, I certify that the cost of operating the vehicle was equal to or greater than the rate claimed, and that I have met the requirements as prescribed by SAM Sections 0750, 0751, 0753, and 0754 pertaining to vehicle safety and seat belt usage.

CLAIMANT'S PRINTED NAME	CLAIMANT'S SIGNATURE & DATE
MANAGER'S PRINTED NAME	MANAGER'S SIGNATURE & DATE
DIVISION APPROVAL PRINTED NAME (VP OR DESIGNEE)	DIVISION APPROVAL SIGNATURE & DATE
GRANTS/CONTRACTS ANALYST PRINTED NAME (for SA901 funds only)	GRANTS/CONTRACTS ANALYST SIGNATURE & DATE

Rev: A (01/08)

Please fill in all the areas highlighted in yellow.

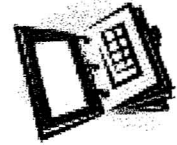
When you place your total miles into the cell the amount will automatically calculate.

Monthly Mileage Log

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This will automatically sum all of your mileage. This is the number you place on the TEC form

Roles and Responsibilities of Student Teachers



- ❑ *Always* be the 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 must arrive on time each day. No excuses.
- ❑ Be willing to go the extra mile. Offer to assist with bulletin boards, and take on 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 SUPERVISOR immediately. Your supervisor is there to serve as your advocate and liaison between you, the Cooperating Teacher, and the school site.
- ❑ Enjoy your field experience. It will be 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 supervisor and Cooperating Teacher are there to offer advice and suggestions and to counsel you throughout the semester.
- ❑ Be sure to provide Student Services and the Director of Student Teaching a current address and phone number where you can be reached in case of an emergency. Provide the Cooperating Teacher the Student Teaching Data Sheet.
- ❑ Once you are student teaching full-time, adhere to your Cooperating Teacher's contract hours. Be available to remain after school to plan, attend staff meetings, in-services, parent conferences, and other school functions.
- ❑ Be sure to advise your Cooperating Teacher if and when an absence becomes necessary. For extended absences lengthening your experience will be required.
- ❑ Keep up to date and accurate lesson plans in your lesson plan notebook. This folder should be available for the Cooperating Teacher and supervisor to see.
- ❑ Your university supervisor may issue an early warning if consistent and/or serious concerns arise. (Please refer to the Form Section of this handbook for procedure). This procedure will assist you in taking the necessary steps for improvement.
- ❑ Prior to the conclusion of student teaching, be prepared to participate in a three-way evaluation conference during the last week of your practicum placement. Your Cooperating Teacher and Supervisor will prepare a draft of your evaluation prior to that meeting.

Roles and Responsibilities of Cooperating Teachers



- ❑ Introduce student teacher to faculty and staff at school and acquaint him/her with the physical facilities of your school.
- ❑ Provide student teacher explicit directions regarding your expectations for performance, time allotment, materials and special activities.
- ❑ Develop a teaching and professional responsibilities schedule with the student teacher that allows him/her to gradually assume responsibilities.
- ❑ Provide the student teacher with a workspace in the classroom.
- ❑ Model good teaching techniques and methods, making explicit to the student teacher the reason for using the techniques you have chosen.
- ❑ Arrange a conference time for planning, evaluation and suggestions with the student teacher. Assist the student teacher in developing appropriate lesson plans based on specific goals, objectives and needs of the students in your program.
- ❑ Share ideas about lesson planning. Share IEPs and behavior plans with student teacher as appropriate.
- ❑ Give student teachers a tour of the building. Familiarize the student teacher with resources available to them. i.e. copy machine, codes to use, supply room and policies.
- ❑ Observe the student teacher; provide written or oral feedback as often as possible.
- ❑ Communicate regularly with University supervisor to assist in solving field-related challenges or individual needs.
- ❑ Invite student teacher to IEP meetings, parent conferences, family nights or other school related activities as appropriate.
- ❑ Provide the student teacher with opportunities to observe formal assessments.
- ❑ Allow student teacher to gradually take over teaching responsibilities for designated instructional areas according to initial or advanced placement status.
- ❑ Complete Evaluation of Professional Dispositions and the midterm and final evaluation for the student teacher.
- ❑ If appropriate, offer to write a letter of recommendation for your student teacher at the end of the semester.

Roles and Responsibilities of University Supervisor



- ❑ During the first of the semester arrange a meeting time with cooperating teacher, student teacher and school administrator to review expectations of student teacher and school.
- ❑ Submit your assignment sheet to the Field Experience Coordinator.
- ❑ Attend and participate in facilitating student teaching seminars.
- ❑ Act as a liaison between student teachers, Cooperating Teachers, school administrators and CSUCI.
- ❑ Assure that each student teacher is clear about the requirements and responsibilities, as well as critical dates, for student teaching.
- ❑ Communicate with the Field Placements Coordinator to assure that all placements are appropriate.
- ❑ Arrange an observation schedule with the cooperating teacher and student teacher.
- ❑ Observe the student teacher the appropriate number of times. It may be necessary and beneficial to observe more than the required number of times. Provide a copy of your notes from each observation to the student teacher and cooperating teacher. See Clinical Supervision Model for details.
- ❑ Read and respond to the student teacher's journal during each classroom visit.
- ❑ Review student teacher's coursework and, if needed, assist the student teacher in finding resources in the field placement to complete the assignments.
- ❑ Facilitate the student teacher's assumption of classroom responsibilities.
- ❑ Conduct an Evaluation of Professional Dispositions and a midterm and final evaluation.
- ❑ Write a letter of recommendation for each of your student teachers if requested and if appropriate for you to do so.
- ❑ Submit your final evaluation, observation notes and grade sheet to the Field Experience Coordinator.

Clinical Supervision Model*

The Clinical Supervision Model used at California State University Channel Islands is designed to:

- Create trust between the student teacher, cooperating teacher, and university supervisor
- Encourage the student teacher to analyze the lesson and student learning
- Encourage the student teacher to examine alternatives
- Encourage the student teacher to develop reflective skills

The stages of the Clinical Supervision Model are the readiness conference, the pre-observation conference, the observation, and the data analysis and post-observation conference.

Clinical Supervision Process

This process described below is a guide for supervisors to use during the different stages of supervising student teachers. While supervisors need not address all points under each area, or address these in the order listed here, this list provides a reminder of key elements of the model.

First week of the semester

- Meet with student teachers during seminar to introduce yourself and to let them know their placement.
- Establish contact with the cooperating teacher(s) during or prior to or during the first week of the semester.
- Arrange to meet with students the first observation day. May want to meet the first observation day after schools to go over responsibilities.

Readiness conference (First Visit)

Discuss with the student teacher and cooperating teacher:

- How will the student teacher take over responsibility from the teacher?
- What classes will the student teacher take first, second, and what is the timeline?
- What schedule has been set up for the student teacher and cooperating teacher to meet daily for planning? Short term, long term?
- How often will the cooperating teacher observe the student teacher formally? Informally?
- What arrangements can be made to have the student teacher meet with special education teachers to (a) discuss accommodations that need to be made for any of the student teacher's students who have disabilities? (b) arrange for the student teacher to attend a staffing (if appropriate and possible)?
- How does the student teacher prefer to receive feedback? How does the cooperating teacher prefer to give it? Is there a middle ground?
- Are there any concerns about the calendar for either the student teacher or cooperating teacher?
- What questions or concerns do the student or cooperating teachers have of the university supervisor?
- What structure has the teacher set up for classroom management?

- What questions or concerns does the cooperating teacher have regarding evaluation of the student teacher?
- How can the university supervisor, cooperating teacher and student teacher be reached if needed? (Exchange home and school numbers, e-mail addresses)
- What concerns does the student teacher have (e.g. financial or personal stresses, teaching stresses)?
- What concerns does the cooperating teacher have?
- What concerns does the student teaching supervisor have?

Pre-Observation Conference

Note: If possible, the university supervisor should arrange to have the student teacher leave his/her journal, planning book, lesson plan for the lesson to be observed, and any other relevant materials accessible in the classroom. The supervisor can then arrive early and review these materials prior to the pre-observation conference in preparation for the conference and observation.

- Review student teacher's planning book
- Ask the student teacher for an update on his/her progress towards the goals set during the supervisor's previous visit and towards interim goals set by the student teacher and the cooperating teacher
- Review journal and discuss issues arising from this
- Review and discuss lesson plan for lesson to be observed
- Discuss the focus/foci of the observation and what data the student teacher would like the supervisor to gather.

Observation

- Collect descriptive data on the student teacher's lesson (guided by the discussion from the pre-observation conference).
- Limit the data collected and focus of observation to the areas agreed upon in the pre-observation conference unless something happens during the lesson that gives the supervisor cause for concern about the student teacher's meeting the minimum standards of performance expected at this stage of the student teaching experience. Important: If a student teacher is at risk of not passing student teaching, the supervisor should discontinue use of the clinical supervision model (of guiding the student teacher to reflect on his/her performance) and adopt a more directive approach that clearly identifies what the student teacher needs to do in order to succeed. If serious concerns exist, contact Jacki Gilmore immediately and complete a Statement of Concern.

Post Observation Conference

- Meet with the cooperating teacher for feedback on the student teacher's performance.
- Provide the student teacher with a copy of the data gathered during the observation
- Guide the student teacher in analyzing and reflecting on the data
- Provide feedback on the observation (as a follow up to having the student self-reflect)
- Guide the student teacher in setting goals to work on before the supervisor's next visit
- Discuss the student teacher's progress in the development of his/her portfolio and the next steps that need to be completed

- Review midpoint evaluation during the visit following the midpoint
- Check to see if the student teacher or cooperating teacher have any concerns
- If the student teacher is at risk of not passing student teaching and the supervisor has adopted a more directive approach to supervision, the supervisor should outline clearly in writing what the student teacher needs to do to be successful (Statement of Concern form). The supervisor should also discuss these concerns with the cooperating teacher and the coordinator of student teaching (Jacki Gilmore) so that additional support and guidance may be provided, if needed.
- It is not the role of the university supervisor to tell a student teacher that she/he should not become a teacher. The university supervisors role is to provide encouragement and support to the student teacher, identify areas where there are weaknesses or concerns and provide plans for improving the students performance. When serious concerns occur, contact Jacki Gilmore for further guidance about possible supports. This includes extending student teaching weeks, offering other student teaching sites, and any other changes to the student's placement. Some of these changes may incur financial responsibility on the part of the University, so it is critically important to have the Coordinator of Student Teaching involved.
- At the end of the post-conference the supervisor should provide the student teacher and the cooperating teacher with a copy of his/her notes taken during the different stages of the visit (pre-conference, observation, and post-conference). A copy of these notes must also be turned in by the supervisor to the Office of Field Experiences at the end of the term.
- If possible a joint meeting with the student teacher and cooperating teacher is always preferable but this is seldom available.
- At mid-term and final evaluation, the university supervisor should arrange a meeting with student teacher and cooperating teacher after school to review the evaluation of student performance.

* Note this model was adapted from the Clinical Supervision Model used at the University of Minnesota Duluth, 2003.

TEACHERS' LEGAL RIGHTS AND RESPONSIBILITIES

A. Supervision of students

1. All **certificated personnel at school act in parent role** when supervising. They are responsible for students while students are under their care.
2. A teacher can only be held personally liable for injury to a student if the teacher acts beyond his/her scope of authority.
3. A teacher is not responsible for students before or after school; however, **a teacher can be held negligent if a student is injured** while wandering off campus during the school day. The district would be held liable for teacher negligence.
4. The Education Code specifies that teacher assistants are there to assist the teacher. **The teacher is always primarily responsible**; therefore, if the teacher leaves the classroom during class time, even with an aide still present, he/she is still held responsible if a student is injured during the absence.
5. A student teacher **acting as a substitute for an absent teacher** violates credential requirements of the Education Code. If a student teacher is put in such a position, he/she can not be held personally liable if something happens to a student. In such a case the district would be held liable.
6. **Before giving medication** that has been brought from home to a student, refer the student to the school nurse. If there is no school nurse on site, check with the principal before administering any medication.
7. A teacher should **make every effort to be present** during assigned playground supervision. If a student is injured while an assigned teacher is not present, it is a case of teacher negligence. The district would be held liable.
8. A teacher should **avoid physically touching a child**. When working with early elementary children and students engaged in sports activities, use appropriate discretion.
9. A teacher **should never administer corporal punishment** - it is against state law and clearly outside a teacher's scope of authority. A teacher could be held individually liable for injuries caused by administering corporal punishment.

B. Student discipline

1. Reprimands and detentions

- a) Do not deny a student some nutrition during recess or lunch even though he/she is on detention.
- b) Always make direct contact with a parent before administering any before or after school detentions.

2. Suspensions from class

- a) The teacher has the right to suspend a student from class for the rest of the day and all of the following day. Grounds for class suspension may include the following:

- 1) disruption of the instructional program
- 2) continual willful disobedience
- 3) habitual profanity or vulgarity

- b) The teacher must contact parents immediately after suspending a student and request a conference. The teacher should try to have a school counselor or psychologist in attendance at the conference.

- c) When working with special education students, the teacher should always consult with the principal before suspending the student from class as special conditions apply to these students.

3. Suspensions and expulsions from school

- a) A student may be suspended from school for any of the grounds listed above in 2a (suspension from class) if other means of discipline have not been successful.

- b) A student may be suspended for possession of weapons, drugs or commission of violent acts.

- c) Suspensions are frequently based on teacher recommendation.

- d) Suspensions from school may only be made by the principal.

- e) Expulsions may be done only on the recommendation of the principal and/or superintendent, or by action of the governing board.

- 4. Education Code 48900 delineates all grounds for suspensions and expulsions.

- 5. Education Code 48910 delineates all procedures a teacher must follow for suspensions and expulsions.

Education code Section 48900. Grounds for Suspension or Expulsion; Legislative Intent

A pupil shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has:

- (a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic Beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to cause damage to school property or private property.
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.



EDMS 565 INITIAL STUDENT TEACHING **TIMELINE OF ACTIVITIES**

8 weeks - Observation/Participation

8 weeks - Full-time Student Teaching Assignment

During the first semester field experience you (ST) will spend one day a week in your assigned classroom leading up to the eight weeks full-time (5 days per week) experience. During the first eight weeks you work with your Cooperating Teacher (CT), becoming acquainted with your class, your school, doing assignments from classes, beginning to work with individual students, teach small groups and gradually taking on full class lessons, otherwise preparing yourself for full-time student teaching. The initial weeks of full time practice are for 'phasing into' the role of classroom teacher, taking increasing responsibility for all aspects of each child's total learning experience. In the final weeks you assume one full week of full responsibility for all classroom instruction and duties then phase out of the teaching role in the last week.

Week 1	• No Observation/Participation during the first week. Meet with supervisor at seminar. • At EDMS 566 Seminar placements, expectations, requirements and protocols will be announced.
Week 2	• At assigned school, meet Cooperating Teacher (CT), principal, and university supervisor. • Share your course syllabi, class assignments with CT / CSUCI supervisor. You will need to notify your cooperating teacher of any assignment requirements that you need to meet. The CT can help facilitate these assignments. • Gather <i>info</i> on school, ie, maps, schedules, handbooks. Get to know your way around.
Weeks 3-8	• Be in classroom on assigned day, before class begins. • Observe and record class routines, record specifically what the teacher says and does. • Familiarize yourself with available school, district and community resources. • Assume one or more of the classroom routines. i.e. read a story, work with a small group, help with recess or playground duty. • Observe lessons noting the sequence and details in your journal. Try to fill in a CSUCI lesson plan by what you see your teacher modeling. • Confer regularly with CT to prepare for gradual assumption of teaching responsibilities. • Work with assigned individuals/small group. • CT will complete evaluation of Professional Dispositions to determine readiness for full time.
Prior to full time ST	• Make plans with CT for gradual assumption of language arts and math teaching responsibilities; decide topics/units and which full week you will teach all children, all subjects, all day.
Full-time ST Weeks 9-15	• Remember, work in classroom according to your CT's <i>contract hours</i>. Be available for various duties with CT, attend faculty/staff meetings, in-services, and participate in other appropriate professional activities that occur. • Gradually assume classroom routines, small groups, and large group instruction. • Confer regularly with CT regarding your performance, lesson plans, assessments and records of student progress, maintaining learning environment and other tasks as assigned. • <u>Mid-way</u> through full-time student teaching, your supervisor will arrange a <u>3 way conference</u> to review the mid-term evaluation that will be prepared by the student teacher, cooperating teacher and university supervisor. • Prepare to take full teaching responsibility for a <i>minimum</i> of one week of consecutive lessons and duties. This is the minimum requirement. • Communicate regularly with supervisor, maintain daily journal and all necessary documentation
Final Week 16	• Phase out of take-over and return instruction to cooperating teacher. • Your supervisor will arrange for a <u>3-way exit interview</u> - ST/CT/ CSUCI supervisor. • CT will submit evaluation form. All three participants will sign off on the ST evaluations.

EDMS 575 ADVANCED STUDENT TEACHING

TIMELINE OF ACTIVITIES



8 weeks - Observation/Participation

8 weeks - Full-time Student Teaching Assignment

During the first eight weeks you work with your Cooperating Teacher (CT), becoming acquainted with your class and school, beginning to work with individual students, teach small groups and taking on full class lessons, otherwise preparing yourself for full-time student teaching. The initial weeks of full time practice are for 'phasing into' the role of classroom teacher, taking increasing responsibility for all aspects of each child's total learning experience. In the final weeks you assume two full week of full responsibility for all classroom instruction and duties then phase out of the teaching role.

Week 1	• In the first week you will not go to your O/P placement. • At EDMS 576 seminar, placements, expectations, requirements and protocols will be announced.
Week 2	• At assigned school, meet Cooperating Teacher (CT), principal, and university supervisor. • Share your course syllabi, class assignments with CT / CSUCI supervisor. You will need to notify your cooperating teacher of any assignment requirements that you need to meet. The CT can help facilitate these assignments. • Gather <i>info</i> on school, ie, maps, schedules, handbooks. Get to know your way around.
Weeks 3-8	• Be in classroom on assigned day, before class begins. • Observe and record class routines, record specifically what the teacher says and does. • Familiarize yourself with available school, district and community resources. • Assume one or more of the classroom routines. i.e. read a story, work with a small group, help with recess or playground duty. • Observe lessons noting the sequence and details in your journal. Try to fill in a CSUCI lesson plan by what you see your teacher modeling. • Confer regularly with CT to prepare for gradual assumption of teaching responsibilities. • Work with assigned individuals/small group. • CT will complete evaluation of Professional Dispositions to determine readiness for full time
Prior to full time ST	• Make plans with CT for assumption of full language arts and math teaching responsibilities; plan topics/units, decide which full weeks you will teach all children, all subjects, all day.
Weeks 9-15	• Remember, work in classroom according to your CTs <i>contract hours</i>. Be available for various duties with CT, attend faculty/staff meetings, in-services, and participate in other appropriate professional activities that occur. • Gradually assume classroom routines, small groups, and large group instruction. • Confer regularly with CT regarding your performance, lesson plans, assessments and records of student progress, maintaining learning environment and other tasks as assigned. • <u>Mid-way</u> through full-time student teaching, your supervisor will arrange a <u>3 way conference</u> to review the mid-term evaluation that will be prepared by the student teacher, cooperating teacher and university supervisor. • Prepare to take full teaching responsibility for a <i>minimum</i> of one week of consecutive lessons and duties. This is the minimum requirement. • <u>Communicate regularly with supervisor, maintain daily journal & all necessary documentation.</u>
Final Week 16	• Phase out of the classroom teacher role, sharing teaching responsibility with your CT. • Meet with CT/supervisor to complete "<u>Summative Final Evaluation</u>". • Your supervisor will arrange for a 3-way exit interview - ST/CT/ CSUCI supervisor. • CT will submit competency form. All three participants will sign off on the ST summary.

Informal Lesson Plan Format—Multiple Subject Teaching Credential

Client Organization: CSUCI Multiple Subject Credential Program

Telephone: 805-437-3292

Main Contact: Dr. Manuel Correia

Fax: 805-437-3302

Email Address: Manuel.Correia@csuci.edu

Date: August 20, 2008

In the space below, please edit the **TaskStream Standards-Based Lesson** format to meet your needs. Please be sure to edit the section headers, field titles and the instructions text that will appear to users. Complete the form and submit to help@taskstream.com as an attached file. **OR** Print and fax to **212 868-2947**. If you have any questions, please call TaskStream's Mentoring Services Department at 800-311-5656.

LESSON INFORMATION

Designer	Include names of all creators of this activity. Your name will appear automatically.
Date of Lesson	Include the date this lesson will be taught and the sequence of the lesson in the unit plan
Grade/Level*	(NOT EDITABLE)
Time Frame	Provide an estimate of the time frame for this lesson.
Subject(s)*	(NOT EDITABLE)
Topic(s)	To what topic or unit does this lesson belong? Be as succinct as possible (e.g., Ancient Civilizations: The Egyptians; Density; Reading: Narrative analysis; Data Display: Pi Charts; etc.)

PLANNING AND PREPARATION TO TEACH

Purpose of Lesson	Why are you teaching this lesson? How will the content and/or skills learned be useful to students? How does this lesson relate to the overall unit (Introduce—Engage—Instruct/Interact—Extend)?
Learning Objective(s)	What should each student (all diverse learners) be able to do as a result of this lesson? State the skills, concepts, and/or content that will be learned, rather than a task or product that will be completed. Be sure to use TSWBHT phrasing. The learning outcomes should relate directly to the Standards you list below.
Standards*	(NOT EDITABLE) To what content, ELD, and technology standard(s) does this lesson relate? Be sure to number and write out the standard title.
Assessment Tools or Strategies	Identify/list each assessment strategy/activity as formal or informal. Each assessment should align with a stated learning objective.

Materials Required	List any equipment for the lesson that you would not ordinarily have available. (text, chalkboard, chalk, paper, etc. can be assumed).
INSTRUCTIONAL SEQUENCE	
Brief Lesson Overview & Projected Timeline for Activities	List the major steps in the lesson in the order you expect to follow and indicate the estimated time you have allotted for the activities to be completed. Include the closure activity.
LESSON REFLECTION	
Reflection (to be completed following the lesson)	What was your impression of the lesson? Why? What worked? What were students' learning outcomes? What would you do differently or pay more attention to next time? What did you learn from the experience?

Formal Lesson Plan Format—Multiple Subject Teaching Credential

Client Organization: CSUCI Multiple Subject Credential Program

Telephone: 805-437-3292

Main Contact: Dr. Manuel Correia

Fax: 805-437-3302

Email Address: Manuel.Correia@csuci.edu

Date: August 20, 2008

In the space below, please edit the **TaskStream Standards-Based Lesson** format to meet your needs. Please be sure to edit the section headers, field titles and the instructions text that will appear to users. Complete the form and submit to help@taskstream.com as an attached file. **OR** Print and fax to **212 868-2947**. If you have any questions, please call TaskStream's Mentoring Services Department at 800-311-5656.

LESSON INFORMATION

Designer	Include names of all creators of this activity. Your name will appear automatically.
Date of Lesson	Include the date this lesson will be taught—or the sequence of this lesson in the unit plan.
Grade/Level*	(NOT EDITABLE)
Time Frame	Provide an estimate of the time frame for this lesson.
Subject(s)*	(NOT EDITABLE)
Topic(s)	To what topic or unit does this lesson belong? Be as succinct as possible (e.g., Ancient Civilizations: The Egyptians, Density, Short Stories, Data Display: Pi Charts, etc.)

PLANNING AND PREPARATION TO TEACH

Purpose of Lesson	Why are you teaching this lesson? How will the content and/or skills learned be useful to students? How does this lesson relate to the overall unit (Introduce—Engage—Instruct/Interact—Extend)?
Learning Objective(s)	What should each student (all diverse learners) be able to do as a result of this lesson? State the concepts, skills, and/or content knowledge that will be learned. Use TSWBHT phrasing. The learning outcomes should relate directly to the Standards you list below.
Standards*	(NOT EDITABLE) To which CA content, ELD, and technology standard(s) does this lesson relate?
Assessment Tools or Strategies	How/what will you do to check for understanding of ALL students? How will you know if the students have met <u>each</u> of the learning objectives? Identify/list each assessment as formal or informal. Identify each assessment as diagnostic, formative, or summative and the performance indicators/activities. Align assessments with learning objectives.

Materials Required	List any equipment for the lesson that you would not ordinarily have available. (text, chalkboard, chalk, paper, etc. can be assumed).
Classroom Organization	How will the students be organized and engaged during and throughout this lesson? Be sure to address instructional and task oriented activities.
Sources Cited	What resources (text, website and/ or person) did you use when making this plan?
DETAILED INSTRUCTIONAL SEQUENCE	
Introduction/Anticipatory Set	How will you capture each student's attention? How will you incorporate a review of previous learning and/or create an interest in new learning?
Detailed Instructional Procedures	Outline the lesson in detail (both content and teaching methods) in the order you expect to follow. When applicable, include the following information: • What information will the students need in order to <u>complete the objectives</u>? This would include any directions needed and will probably occur throughout the lesson. • How will you <u>transition</u> between learning activities? • What will the <u>students be doing</u> during the lesson? Will they be working in groups or alone? Will they be working with manipulatives, realia, maps etc? • Will you or a student provide a <u>verbal, visual, auditory or tactile example</u> of the product or process? • How and when will you <u>check for understanding</u>? Include questions that will be asked throughout the lesson and anticipated/desired responses (if appropriate). • State how you will provide <u>access to learning</u> for diverse learners in this lesson?

Academic Language and Literacy Needs of ALL Students	How have you addressed the literacy needs of all your students, including students with special needs and language learners? Please <u>write a single paragraph</u> that takes into account the following literacy concerns, <i>as applicable to your lesson and students</i>. <i>Be clear</i> about your students' literacy needs and <i>be specific</i> about how you are addressing them. A little extra time spent here will go a long way toward ensuring a successful lesson. <i>Once you have finished, go back through the lesson and label the literacy methods</i>. Here are some issues to focus on for your paragraph: • Which concepts and/or vocabulary terms are likely to be difficult in the lesson? How has this difficulty been addressed? (Go beyond the obvious vocabulary! Look for terms <i>critical to understanding the concept, activity or text</i>. What words do students need to know to succeed?) • What reading strategies are offered to compensate for challenging written directions/texts? • What opportunities are there for all students to reflect on their learning? • How have you incorporated writing? (for example, to identify prior knowledge, to keep track of in-process learning, or to reformulate/extend the learning activity?) [Note: It is likely that you'll experience a time crunch once you begin to incorporate literacy instruction into your lesson: you won't be able to "cover" as much material as before. Often taking a smaller conceptual chunk for the lesson, or stretching it over two or three days, is preferable for optimal learning. Remember, overall, learning is maximized by depth of exploration more than breadth of coverage.]
Closure	How will closure be brought to the learning experience? How will students debrief the learning experience and connect back to your stated purpose(s) for the lesson? [Note: Clean up or assigning homework does not constitute a closure activity.] Will there be follow-up home activities required?
LESSON REFLECTION	
Reflection on What Was Learned (to be completed following completion of the lesson)	What was your impression of the lesson? Why? What worked well? What did you learn about your students as learners and the differences in learning outcomes? What did you learn about yourself as a teacher? What would you do differently or pay more attention to next time? How might the changes benefit students' needs? Tie your reflections to theories and research wherever possible.



CALIFORNIA DEPARTMENT OF EDUCATION

JACK O'CONNELL, State Superintendent of Public Instruction
1430 N Street, Suite 5602
Sacramento, CA 95814-5901
(916) 319-0800

COMMISSION ON TEACHER CREDENTIALING

DALE A. JANSSEN, Executive Director
1900 Capitol Avenue
Sacramento, CA 95814-4213
(916) 445-7254

August 15, 2007

Dear County and District Superintendents and Charter School Administrators:

The Commission on Teacher Credentialing (CTC) and the California Department of Education (CDE) would like to inform you of a new credentialing requirement pursuant to Senate Bill 2042 (Chapter 548, Statutes of 1998) and SB 1209 (Chapter 517, Statutes of 2006) concerning the performance assessment of multiple and single subject credential candidates.

This assessment of teaching performance is designed to measure the candidate's knowledge, skills, and ability relative to the adopted *California Standards for the Teaching Profession*, as these are exemplified in the *Teaching Performance Expectations (TPEs)*. All teacher candidates will be required to pass this assessment as of July 1, 2008. However, many teacher preparation programs are already implementing this requirement in the 2007-08 school year.

This assessment process requires that the credential candidate be **video recorded (via analog or digital recording)** while teaching in the classroom. The video recording will become part of the candidate's official credential file at the approved teacher preparation program and will be retained for five years. The CTC and the CDE request your assistance in facilitating the parental permission forms that would cover this use of taping in the classroom so that candidates will be able to demonstrate teaching competence through this essential performance assessment. Enclosed are sample letters for you or your school principals to send to parents of students in classrooms with credential candidates and for the credential candidate to send to parents. A sample permission form is also enclosed to attach to the credential candidate cover letter.

The performance assessment allows the candidate to demonstrate his/her skills relative to the following *TPEs*:

Making Subject Matter Comprehensible to Students

TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction

Assessing Student Learning

TPE 2 – Monitoring Student Learning During Instruction

TPE 3 – Interpretation and Use of Assessments

Engaging and Supporting Students in Learning

- TPE 4 – Making Content Accessible
- TPE 5 – Student Engagement
- TPE 6 – Developmentally Appropriate Teaching Practices
- TPE 7 – Teaching English Learners

Planning Instruction and Designing Learning Experiences for Students

- TPE 8 – Learning about Students
- TPE 9 – Instructional Planning

Creating and Maintaining Effective Environments for Student Learning

- TPE 10 – Instructional Time
- TPE 11 – Social Environment

Developing as a Professional Educator

- TPE 12 – Professional, Legal, and Ethical Obligations
- TPE 13 – Professional Growth

We appreciate your assistance with helping credential candidates in your district complete the performance assessment requirement. You can find additional information about this program on the CTC Teaching Performance Assessment Web site at <http://www.ctc.ca.gov/educator-prep/TPA.html>.

If you have any questions regarding this subject, please contact your local teacher preparation program representative, or Suzanne Sullivan, Consultant, Commission on Teacher Credentialing, at (916) 324-8001 or by e-mail at ssullivan@ctc.ca.gov.

Sincerely,



JACK O'CONNELL
State Superintendent of Public Instruction
California Department of Education



DALE A. JANSSEN
Executive Director
Commission on Teacher Credentialing

JO/DJ:pj
Enclosures

cc: Select Interested Parties

SAMPLE PARENT LETTER FROM SUPERINTENDENT/PRINCIPAL REGARDING TEACHING PERFORMANCE ASSESSMENT

Dear Parent/Guardian:

The Commission on Teacher Credentialing (CTC) and the California Department of Education (CDE) would like to inform you of a new credentialing requirement pursuant to Senate Bill 2042 (Chapter 548, Statutes of 1998) and SB 1209 (Chapter 517, Statutes of 2006) concerning the performance assessment of multiple and single subject credential candidates.

This assessment of teaching performance is designed to measure the candidate's knowledge, skills, and ability relative to the adopted *California Standards for the Teaching Profession*, as these are exemplified in the *Teaching Performance Expectations (TPEs)*.

This assessment process requires that the credential candidate be **video recorded (via analog or digital recording)** while teaching in the classroom. The video recording will become part of the candidate's official credential file at the approved teacher preparation program and will be retained for five years. The CTC and the CDE request your permission to record a lesson in your student's classroom so that candidates will be able to demonstrate teaching competence through this essential performance assessment. In addition, the credential candidate must submit copies of student work from the lesson that is recorded. If you decide not to allow your student to be recorded, he or she will be moved out of the visual range of the camera for the lesson. However, the student's voice might be heard on the tape.

We appreciate your assistance with helping credential candidates in our district complete the performance assessment requirement. You can find additional information about this assessment on the CTC Teaching Performance Assessment Web site at <http://www.ctc.ca.gov/educator-prep/TPA.html>. Please return the permission form to your student's classroom teacher.

Sincerely,

Superintendent/Principal

Date

Teacher Candidate Name: _____ Date: _____
(Print)

**SAMPLE PARENT LETTER FROM TEACHER CANDIDATE REGARDING
TEACHING PERFORMANCE ASSESSMENT**

Dear Parent/Guardian:

I am a participant this school year in a required assessment for teacher candidates. One of the primary purposes of this assessment is to improve student learning and encourage excellence in teaching.

This assessment requires that a 20-30 minute video of a lesson taught in your child's class be submitted to my teacher preparation program _____
(*name of teacher preparation program*). Although the video would show both the teacher and various students, the primary focus is on the teacher's instruction, not on the students in the class. In the course of taping, your child may appear on the video.

Also, I may be asked to submit samples of student work as evidence of the quality of my teaching practice, and the student work samples may include some of your child's work. No student's last name will appear on any materials that are submitted. All materials will be kept confidential. Please complete and return the attached Teacher Performance Assessment Permission Form to document your permission for these activities.

Sincerely,

(Teacher Candidate's Signature)

SAMPLE TEACHING PERFORMANCE ASSESSMENT PERMISSION FORM

Student Name: _____ School/Teacher: _____

I am the parent/legal guardian of the child named above. I have received and read your letter regarding the teacher candidate assessment, and agree to the following:

(Please check the appropriate box below.)

I DO give permission to you to include my child's image on video as he or she participates in a class conducted at _____ by _____
(Name of School) (Teacher Candidate's Name)
and/or to reproduce materials that my child may produce as part of classroom activities. I understand that no last names will appear on any materials submitted by the teacher to his/her teacher preparation program.

I DO NOT give permission to you to include my child's image on video as he or she participates in a class conducted at _____ by _____
(Name of School) (Teacher Candidate's Name)
but **I DO** give permission to reproduce materials that my child may produce as part of classroom activities. I understand that no last names will appear on any materials submitted by the teacher to his/her teacher preparation program.

I DO NOT give permission to video record my child or to reproduce materials that my child may produce as part of classroom activities.

Signature of Parent or Guardian: _____ Date: _____

I am the student named above and am more than 18 years of age. I have read and understand the project description given above. I understand that my performance is NOT being evaluated by this project and that my last name will NOT appear on any materials that may be submitted.

(Please check the appropriate box below.)

I DO give permission to you to include my image on video as I participate in this class and/or to reproduce materials that I may produce as part of classroom activities.

I DO NOT give permission to you to include my image on video as I participate in this class but **I DO** give permission to reproduce materials that I may produce as part of classroom activities.

I DO NOT give permission to video record me or to reproduce materials that I may produce as part of classroom activities.

Signature of Student: _____ Date: _____

Date of Birth: ____/____/____
MM DD YY

**CARTA EJEMPLAR DEL SUPERINTENDENTE/DIRECTOR
SOBRE LA EVALUACIÓN DE EFICACIDAD DE ENSEÑANZA**

Estimado Padre/Guardián,

El Departamento de Educación (CDE) y la Comisión de Acreditación de Maestros (CTC) del Estado de California desean informarle de los nuevos requerimientos para obtener la credencial de enseñanza iniciado por Senate Bill 2042 (Chapter 548, Statutes of 1998) y SB 1209 (Chapter 517, Statutes of 2006) referentes a la evaluación de eficacia de los candidatos para la credencial de enseñanza de materias múltiples e individuales.

La evaluación de la eficacia de enseñanza se diseña con el fin de apreciar los conocimientos, las destrezas y las habilidades del candidato referente a las *Normas del Estado de California para la Profesión de Enseñanza (California Standards for the Teaching Profession)* ejemplificadas en las *Expectativas de Eficacia de Enseñanza (TPEs)*.

El presente proceso de evaluación requiere que el candidato sea grabado por video (digital o análogo) en sesión de enseñanza. La grabación formará parte del archivo oficial del candidato por un período de cinco años y se ubicará con el programa de preparación de maestros. El CDE y la CTC suplican su permiso para grabar una lección en la aula de su estudiante para ofrecerles a los candidatos para la credencial la oportunidad de demostrar su competencia en la enseñanza por medio de este método de evaluación. Se requiere además que los candidatos envíen copias del trabajo hecho por los estudiantes durante la lección grabada. Si Ud. no asiente a dar su permiso para la grabación, su hija/o será mudado del ámbito visual de la grabadora durante la lección mas aún podrá aparecer su voz en la grabación.

Agradecemos mucho la asistencia que Ud. podrá rendir a los candidatos en nuestro distrito escolar para cumplir con el requerimiento de la evaluación de eficacia. Puede obtener más información sobre el proceso de evaluación en la página Internet de la CTC: <http://www.ctc.ca.gov/educator-prep/TPA.html>. Favor de devolver el formulario al maestro de su estudiante.

Atentamente,

Superintendente/Director

Fecha

Nombre del Candidato: _____ Fecha: _____

**CARTA EJEMPLAR DEL CANDIDATO
SOBRE LA EVALUACIÓN DE EFICACIDAD DE ENSEÑANZA**

Estimado Padre/Guardian:

Durante este año escolar participaré en un proceso de evaluación obligatorio para obtener la credencial de enseñanza. Esta evaluación se administra con el fin de mejorar la calidad y eficacia de la enseñanza y del aprendizaje.

Este método de evaluación requiere que se grabe por video una lección de 20-30 minutos en la aula de su hija/o y que tal grabación sea enviada al programa de preparación de maestros _____ (nombre del programa). Aunque el video mostrará al maestro y varios estudiantes el enfoque principal será sobre la lección del maestro y no en los estudiantes. Durante el proceso de la grabación podrá aparecer su hija/o en el video.

Existe también la posibilidad de que sea necesario enviar ejemplares del trabajo hecho por los estudiantes durante la lección grabada, incluyendo el de su hija/o. No aparecerán los apellidos de los estudiantes en ningunos de los materiales enviados y todos los materiales serán tratados de manera estrictamente confidencial. Favor de llenar y devolver el formulario al maestro de su estudiante.

Atentamente,

(Firma del Candidato)

FORMULARIO EJEMPLAR
PERMISO PARA LA EVALUACIÓN DE EFICACIDAD DE ENSEÑANZA

Nombre del estudiante: _____ Escuela/Maestro _____

Yo soy el padre/la madre/el guardian legal del menor de edad aquí nombrado. He recibido y leído la carta referente a la evaluación de eficacia de enseñanza y concordo con lo siguiente:

(Favor de marcar la caja apropiada.)

YO DOY permiso para incluir la imagen grabada de mi hija/o durante su participación en una lección en _____ (Nombre de la escuela) presentada por _____ (Nombre del candidato) y/o copiar materiales hechos por mi hija/o en el descurso de la lección. Entiendo que no apareceran los apellidos de los estudiantes en ningunos de los materiales enviados por el candidato al programa de preparación de maestros.

YO NO DOY permiso para incluir la imagen grabada de mi hija/o durante su participación en una lección en _____ (Nombre de la escuela) presentada por _____ (Nombre del candidato) pero **SÍ DOY** permiso para copiar materiales hechos por mi hija/o en el descurso de la lección. Entiendo que no apareceran los apellidos de los estudiantes en ningunos de los materiales enviados por el candidato al programa de preparación de maestros.

YO NO DOY permiso *ni* para incluir la imagen grabada de mi hija/o *ni* para copiar materiales hechos por mi hija/o en el descurso de la lección.

Firma del Padre/Madre/Guardian _____ Fecha _____

Yo soy el estudiante aquí nombrado y soy mayor de 18 años de edad. He leído y entiendo la incluida descripción del propuesto proyecto. Entiendo que esta no será una evaluación de mis conocimientos o destrezas y que mi apellido no aparecerá en ningunos de los materiales que podran ser enviados.

(Favor de marcar la caja apropiada.)

YO DOY permiso para incluir mi imagen grabada en el descurso de mi participación en la lección y/o copiar los materiales que yo podré producir en el descurso de la lección.

YO NO DOY permiso para incluir mi imagen grabada en el descurso de mi participación en la lección pero **SÍ DOY** permiso para copiar los materiales que yo podré producir en el descurso de la lección.

YO NO DOY permiso *ni* para incluir mi imagen grabada *ni* para copiar materiales hechos por mí en el descurso de la lección.

Firma de Estudiante _____ Fecha _____

Fecha de Nacimiento ____ / ____ / ____
MM DD AA

Dear Cooperating Teachers:

Our student teachers have one major assignment that is a state mandated requirement which they must execute during the course of their student teaching period this semester. This assessment, entitled PACT (Performance Assessment for California Teachers) must be successfully completed in order for them to receive their preliminary teaching credential. We are requesting your assistance in this important project.

The focus of this project is a video taped teaching event which each student teacher must submit along with an extensive analysis of this taped lesson. Our CSUCI faculty is requiring a **mathematics lesson** for this assignment. We are asking that you and your student teacher confer on a specific lesson that you both feel would be appropriate for this task. The parameters for this event include:

- One ^{sequ} math lesson that is 15 to 30 minutes in length.
- A dialogue with your student toward the beginning of the semester in order to select the specific lesson and allow sufficient preparation time for your student
- Your input regarding guidelines for appropriate types of instructional concepts, teaching techniques, and student assessment that your student may utilize
- A video taping of this lesson sometime during the weeks of November 26-30 or December 3-7; earlier taping may also be made if desired
- Supervisors will furnish the equipment necessary for taping and will video tape the lesson

We extend our gratitude in advance for the extra time and effort that this project will require. Your student teaching supervisor will be available to assist with any questions and to provide more detailed information for you and your student.

Sincerely,
The Education Program Faculty
California State University Channel Islands