CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

SINGLE SUBJECT
PROGRAM HANDBOOK

CSUCI

CREDENTIAL

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The Single Subject Teaching Credential Program prepares teachers to work with students in subject specific content areas (mathematics, English, science, and social studies) in departmentalized schools. Single Subject Credential Teachers most often teach in departmentalized middle schools, junior highs and in high schools.

This program specifically prepares teachers for the diversity of languages and cultures often encountered in California Public Schools. The program prepares candidates to address the needs of students who speak English as a native language and/or as a second language in the secondary school setting.

An underlying principle of the program is that all students (regardless of race, ethnicity, gender, ability or economic status) are capable of learning.

CREDENTIAL PROGRAM PRINCIPLES AND GOALS

The objective of the Single Subject Teaching Credential Program at CSU Channel Islands is to prepare effective and successful teachers for California public schools who:

- are reflective and deliberative practitioners;
- have mastered the content of their discipline;
- link content and pedagogy;
- integrate research, theory, and best educational practice into their teaching;
- integrate technology into their teaching;
- understand and can meet the needs of diverse learners and special needs students

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SINGLE SUBJECT PROGRAM OVERVIEW

Students admitted into the Single Subject Program can be full-time, part-time, or an intern if they have a teaching position in a secondary school. If successful, full-time students may complete the program in two semesters with student teaching (EDSS 575/585) in each semester. Part-time students may finish the program in three to six semesters depending upon the sequence option they choose but will be enrolled in a field placement (EDSS 570/580) each semester not enrolled in student teaching (EDSS 575/585). Intern students can finish the program in three semesters taking a modified part-time schedule developed in conjunction with the program advisor.

STUDENT TEACHING SEMESTER OVERVIEW

EDSS 575 (MIDDLE SCHOOL) AND EDSS 585 (HIGH SCHOOL)			
Timeline	**Time in Class**	**Time in Field**	**Evaluation**
Participant/Observation Weeks 1-8	Four evenings per week including a biweekly seminar	Eight hours a week: either one full day or two half days	Minimum of 2 Informal Evaluations
Student Teaching Weeks 9-16	One evening	Five full days a week	Minimum of 4 Formal Evaluations

Weeks 1-8 Participant Observation
During the initial eight-week period, full-time credential candidates carry a full academic load and attend classes as CSUCI. This academic component is accompanied by an observation/ participation period in a secondary classroom for eight hours a week. Candidates observe to become acquainted with students and classroom routines and begin to have increasing responsibilities in classroom activities and begin to assume teaching responsibilities. Observations and assignments relating to University coursework will be completed during this timeframe.

Weeks 9-16 Student Teaching
Credential candidates assist and teach in a secondary classroom for eight weeks. A minimum of four weeks of full-time takeover (planning and teaching all cooperating teacher's classes) is required. A phase in period is suggested for the student teacher to gradually assume all instructional responsibilities. Candidates are enrolled in a weekly student teaching seminar held one evening a week in both fall and spring semesters. In the spring semester, students also attend the high school methods class held the same evening as seminar. Both the cooperating teacher and the university supervisor will conduct midterm and final evaluations of the student's performance in the field placement.

FIELD PLACEMENT SEMESTER OVERVIEW

EDSS 570 (MIDDLE SCHOOL) AND EDSS 580 (HIGH SCHOOL)			
Timeline	**Time in Class**	**Time in Field**	**Evaluation**
Participant/Observation Weeks 1-8	Two to four evenings per week	Four hours a week	Minimum of 2 Informal Evaluations
Participant/Observation Weeks 9-16	none	Four hours a week	Minimum of 2 Formal Evaluations

Weeks 1-16 Participant Observation
Students are required to attend their field placement for four hours a week throughout the duration of the semester. During the first eight weeks the candidates will be observed and informally evaluated by the university supervisor two to three times. During the last eight weeks of the semester the student will continue to attend the field placement site and gain in responsibility for the classes. The university supervisor will conduct at least two formal observations/evaluations during this eight-week period. Both the cooperating teacher and the university supervisor will conduct midterm and final evaluations of the student's performance in the field placement.

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SINGLE SUBJECT PROGRAM POLICIES

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All university policies are applicable to all students attending CSUCI. The following policies are specific to the Single Subject Credential Program students.

GRADES
Students must maintain a 3.0 cumulative grade point average in all professional education coursework attempted. A minimum grade of C+ or higher (or a grade of credit "CR" where applicable for field based courses) is required in each individual class. Students who do not meet these standards will not be allowed to progress until deficiencies are remediated and may need to petition to be readmitted to the credential program.

Satisfactory completion of a credential program requires completion of all coursework with an average grade point average (3.0) or better and credit (CR) for all field placement and student teaching experiences. Individual instructors or university supervisors assign all grades (including CR/NC for student teaching) in accordance with university policy. Any appeal of a grade must follow student grade appeal procedures published in the University Catalog.

ORIGINAL WORK
All work submitted in the credential program classes must be original work completed by the student for the specific course. Therefore, no one assignment may be turned in for grading purposes to more than one credential course unless otherwise arranged between instructors. It is up to each instructor about accepting lesson plans and other assignments that were initially generated for fieldwork or student teaching.

SUBJECT MATTER COMPETENCE
All students in the Single Subject Credential Program must be deemed competent in their subject area prior to program admission. Competency may be obtained through the completion of a CCTC approved program or through successfully passing relevant subtests on the CSET examination.

Students who have completed an approved subject matter program at another institution may submit a waiver letter from the institutional credential office or subject matter advisor as verification of subject matter competency. Students entering the Single Subject Credential Program on a 4/5ths waiver must have fully met the subject matter requirements PRIOR to

beginning full-time student teaching. Students on a 4/5ths waiver who have not completed the full waiver will not be allowed to student teach or progess on to remaining coursework..

The following is a list of CSET subtests that must be passed for subject matter competence:

English: tests #105 and #106 and #107 and #108
Mathematics: tests #110 and #111 and #112
Social Science: tests #114 and #115 and #116
Biology: tests #118 and #119 and #120
Chemistry: tests #118 and #119 and #121
Geo-science: tests #118 and #119 and #122
Physics: tests #118 and #119 and #123

Special Credentials
Mathematics Foundations-Level

The Foundational-Level Mathematics credential authorization permits the holder to teach selected content areas to K–12 mathematics students who are not receiving advanced placement credit for the course; these content areas are general mathematics, algebra, geometry, probability and statistics, and consumer mathematics. To verify subject matter competence for this credential by examination, candidates must pass CSET: Mathematics Subtests I and II (tests #110 and #111) **OR**, completion of a subject matter program (specific coursework approved by CCTC). The Mathematics Program Advisor will make this determination. There may be a fee for this evaluation.

Specialized Science

A Science (Specialized) credential authorization permits the holder to teach in the specific science area listed on the Single Subject Teaching Credential and does not authorize teaching general or integrated science. There are four Science (Specialized) areas for Single Subject Teaching Credentials: Biological Sciences (Specialized), Chemistry (Specialized), Physics (Specialized), and Geosciences (Specialized). Candidates wishing to earn a Science (Specialized) credential authorization may verify their subject matter competence in one of the following ways:

a) by completing a post-baccalaureate degree from a regionally accredited institution in either the requested science area or in a closely related area considered equivalent by the CCTC;

b) by passing the CCTC-approved examination in the requested science area; or

c) by completing a bachelor's degree in the requested science area and 30 semester units (45 quarter units) of postgraduate work in the same area or a closely related area considered equivalent by the CCTC at a regionally accredited institution. Coursework must be completed with a grade of "B" or better, "pass" or "credit". The science program advisor will make this determination. There may be a fee for these evaluations.

To verify subject matter competence for this credential by examination, candidates must pass CSET: Science Subtests III and IV for the science discipline: Biology-tests #120 and #124; Chemistry-tests #121 and #125; Geo-Sciences tests #122 and #126; Physics- tests #123 and #127

ADDING ON A SINGLE SUBJECT CREDENTIAL
Teachers with a current multiple or single subject teaching credential may choose to add on a single subject credential in a subject matter area in which they have expertise. Anyone wishing to add on a credential in a single subject area must be deemed competent in the subject matter area (see above) prior to beginning coursework and is required to take one content methods course (Math: EDSS 531 or 541; Science: EDSS 532 or 543; English: EDSS 533 or 543; Social Studies: EDSS 534 or 544). Additionally, the teacher must meet with the Program Coordinator for an initial advising session and to receive a letter allowing the student to be enrolled in the methods course.

ADDING ON A MULTIPLE SUBJECT OR SPECIAL EDUCATION CREDENTIAL
Single subject students wishing to add a multiple subject or specialized education credential should contact the Credential Office to be connected with the appropriate program advisor.

STATEMENT OF CONCERN
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 Single Subject Credential Program, the course instructor, university supervisor and the cooperating teacher.

RECOMMENDATION FOR CREDENTIALING
Students completing a credential program at California State University Channel Islands must be recommended by the faculty for a credential. The process of recommending students to the State of California involves asking all the faculty members and supervisors who have participated in the program to make a positive recommendation of each candidate for a credential. Any student who is not recommended for a credential will have first received a "Statement of Concern" and have been given time to remediate the stated concerns. If improvement is not evident he or she will be notified in writing about the negative recommendation and the reasons for that negative recommendation. If the candidate is not being recommended due to not successfully passing the performance assessment exit requirement, the student may have to redo the section or redo the entire teaching event dependent upon which and how many sections of the teaching event were not successfully completed.

If difficulties are identified in a "Statement of Concern," faculty will meet to consider the nature of the problem, possible avenues of remediation, and procedures for notifying persons concerned. The Program Coordinator will inform the student in writing about the decisions and recommendations of the faculty team. Those difficulties might be in academic work, interpersonal relationships, work with public school students in classroom settings, or other circumstances. The presumption is that this process will provide the student with timely information so that she or he may respond positively, and successfully complete the credential

program. If progress is not satisfactory, the candidate should contact the School of Education Director for additional assistance.

PERFORMANCE ASSESSMENT EXIT REQUIREMENT
All Single Subject Credential Program students are required to submit evidence of successful performance of an exit assessment aligned to the Teacher Performance Expectations. The Single Subject Credential program uses the Performance Assessment for California Teachers (PACT) as the performance assessment exit requirement. The successful completion of the PACT Teaching Event is required prior to being recommended for a credential. The PACT requirements are primarily addressed in EDSS 571 and EDSS 581, student teaching seminars.

STUDENT TEACHING AND FIELD PLACEMENT POLICIES

A Student Teacher is always a **GUEST** in the host school and is always under the immediate supervision of one or more cooperating teachers. Many schools encourage the student teacher to become an active member of the school faculty, assisting in activities and attending staff and parent-teacher meetings. Professional ethical behavior is expected at all times.

STUDENT TEACHING and FIELD PLACEMENTS
Students are required to have student teaching experiences in two subject-specific teaching assignments that differ in content and/or level of advancement over two semesters of student teaching for full-time students. Part time students may have multiple field experiences at one level but will still fulfill student teaching in both middle school and high school settings. The Single Subject Program is designed to meet this requirement through the middle school and high school placements within the student teacher's disciplinary area. The CSUCI Education Program requires that student teachers have experience with culturally and linguistically diverse students particularly English language learners.

There is **NO GUARANTEE** of a specific student teaching placement and in certain circumstances **NO GUARANTEE** of a student teaching placement in a given semester.

Additionally, student teachers will **not** be placed at a school where an immediate relative is employed or in attendance.

POLICY ON STUDENT TEACHING OPTIONS FOR INTERNS
It is the policy of all CSUCI Teacher Credential programs that candidates must student teach in two different student teaching placements to experience at least two different age or grade levels of students.

Since interns are working with one grade or level of student, summer school student teaching will be available for the second grade or level of student teaching. Candidates who demonstrate exceptional competency as an intern can student teach for both placements in their classroom, if both the school principal and university supervisor agree on the exceptional competency of the intern at the completion of their first semester of student teaching (EDSS 575).

If both the principal and university supervisor agree that intern meets the CCTC standards for their role, the intern can complete both student teachings in their own classroom with observations in another setting for breadth. If either school district or university supervisor determine the Intern is only partially meeting competency for their credential, then a second student teaching in summer will be required.

The principal and university supervisor must complete the Intern Teaching Performance Evaluation and Recommendation form at the completion of EDSS 575 to determine if the Intern is eligible to complete both student teaching placements in their classroom.

ATTENDANCE
If for any reason you are to be absent, tardy, or leave early contact your cooperating teacher, university supervisor, and the school office at least one-half hour prior to the beginning of the school day. If a student teacher misses more than three days during full-time student teaching, one additional full week of student teaching may be required. The student teacher is responsible for having lesson plans prepared for each absence. If a field observer (EDSS 570/EDSS 580 or EDSS 575/585 during the first 8 weeks) is absent the hours must be made up by the end of the semester.

SUBSTITUTE TEACHING
CSUCI student teachers are not allowed to substitute teach while completing full time student teaching.

SUPERVISION OBSERVATIONS/EVALUATIONS
Full time students (EDSS 575 and EDSS 585)
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 2-3 informal evaluations and four (4) 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 other information be presented for evaluation at informal and formal observations.

Part time students (EDSS 570 and EDSS 580)
Throughout the semester the university supervisor will observe and evaluate the student. A minimum of two informal evaluations will be conducted during the first half of the semester and two formal evaluations will be conducted in the last half of the semester. 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 other information be presented for evaluation at informal and formal observations.

STUDENT TEACHING TAKEOVER
Students enrolled in a student teaching semester (EDSS 575 or EDSS 585) will complete **eight weeks of full-time student teaching.** During the eight weeks students are expected to take over the entire teaching and planning schedule of the cooperating teacher for a **minimum of**

four (4) weeks. Ideally, the student will "phase in" to the four-week full-time takeover during the first two weeks by teaching one or two classes and gradually assume more responsibility. The last two weeks should be a "phase out" period when the cooperating teacher gradually takes back the planning and teaching responsibilities.

GRADES
All grades (including CR/NC for student teaching) are assigned by individual instructors/University Supervisors in accordance with University policy. Any appeal of a grade must follow student grade appeal procedures published by the University.

Students will be issued credit or no credit for student teaching and field observations. 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" Form later in this Handbook).

Students are guests of the school at which they are student teaching, and the building administrator may, at any time, exercise the prerogative of requesting a student to be relieved of teaching responsibilities. This may result in a "No Credit" (NC) grade. The option of another placement will be based on University Supervisor, Program Coordinator, and Director of Field Placement's recommendations and the availability of alternative placements. It may be necessary for the student teacher to repeat the semester, or terminate his/her participation in the credential program. A student will only have **one** opportunity to repeat a student teaching experience before being discontinued from the program.

Students may choose to petition the program for consideration to return to the credential program if a No Credit is issued a second time. A program hearing committee will consider information from all individuals involved and determine if the student will be allowed to repeat student teaching. The name of the chair of the program hearing committee, to whom the petition must be sent, may be obtained from the Teacher Credential Office (Bell Tower East main floor). The committee meets at the beginning and end of each semester and at other times as necessary.

EVALUATION OF STUDENT TEACHING
Both the cooperating teacher and university supervisor will evaluate student teacher performance each semester using a **midterm and final evaluation** form. Additionally, the supervisor will evaluate the student teacher using the Formal Observation Evaluation Form. In the first term of student teaching (EDSS 575) 70% of the items must be rated at a "2" or better to pass student teaching. In the second student teaching experience (EDSS 585), 80% of the items must be rated as a "2" or better to pass. All student teaching and field experiences are graded credit or no credit (CR/NC).

EVALUATION OF FIELD OBSERVATION
Both the cooperating teacher and university supervisor will evaluate the student observer's performance using a **midterm and final evaluation** form. The university supervisor will make a minimum of TWO informal evaluation visits and TWO formal evaluation visits throughout the

INSURANCE

The California State University system provides worker's compensation insurance for student teachers while they are engaged in student teaching or other field-based education classes. Professional liability insurance coverage is not provided, but is available for students to purchase from a variety of insurance sources, one of which is the California Student Teachers Association (562-942-7979). Liability coverage is recommended but is not required for student teaching.

BEGINNING OF YEAR AND END OF YEAR EXPERIENCES

The California Commission on Teacher Credentialing requires candidates to document beginning of the school year and end of the school year experiences. Because CSUCI's academic calendar does not always align with local K-12 schools' calendars, students may complete this documentation within the first two weeks of the fall semester or the last two weeks of the spring semester. Forms for documenting these experiences can be found in the Single Subject Handbook and must be signed by either a cooperating teacher or a department chair.

STUDENT TEACHING TIMELINE OF ACTIVITIES (EDSS 575 & EDSS 585)

During the first eight weeks of field experience each semester you (ST) will spend **EIGHT** hours a week in your assigned classroom leading up to the eight-week full-time (5 days per week) experience. During the first eight weeks you work with your Cooperating Teacher (CT), become acquainted with your class and your school, begin working with individual students, teach small groups then whole class lessons, and otherwise prepare yourself for full-time whole class takeover for student teaching. The initial two weeks of the eight weeks of full time teaching are for 'phasing into' the role of a classroom teacher by taking on increasing responsibility for all aspects of each student's total learning experience.

Week	Student Teacher Activities
1-2	• Opening/closing of school visit **must** be made – depending on dates of semester sequence. Share your course syllabi with CT / CSUCI supervisor. • Gather *info* on school, i.e., maps, schedules, handbooks. Get to know your way around. • Give copies of school information to your supervisor. • Observe and record class routines. • Familiarize yourself with the available school, district and community resources. • **Make an observation/participation (O/P) plan with the CT.**
3-4	• Be in classroom on assigned day/s. Assume one or more of the classroom routines. • Observe lessons noting the sequence and details in your journal. • Confer with CT to prepare for gradual assumption of teaching responsibilities. • Learn names of all students. Work with individuals/small groups as assigned. • Continue attending CSUCI classes and seminars and complete observation assignments. • **Arrange with CT to teach one lesson for your supervisor to observe.**
5-6	• Continue to confer regularly with CT, set short and long-range goals, plan units and topics to be covered during full-time experience. • Collaborate with CT, plan to teach a lesson on your assigned days. • Continue communication with your supervisor via journal & scheduled seminar meetings. • As appropriate, begin participating in parent-teacher conferences and IEP team meetings. • **Arrange with CT to teach one lesson for your supervisor to observe.**
7-8	• Meet with supervisor to discuss the required lesson plan formats and units of study. • Make plans with CT for gradual assumption of full teaching responsibilities for phase-in period. • Continue to teach a lesson during your O/P days. • End of Wk 8: Meet with CT and Supervisor to complete the "Midterm Evaluation Form"
9-15	• Remember to work in classroom according to your CTs contract hours. Be available for various duties with your CT, attend faculty/staff meetings, in-services, and participate in other appropriate professional activities that occur. • Inform your CT in a timely manner if you need to be absent or leave early. • Confer regularly with CT regarding your performance, lesson plans, assessment and recording student progress, maintenance learning environment, etc… • Prepare to take full teaching and planning responsibility for **a minimum of four weeks** of consecutive lessons and duties. This can be extended with mutual agreement of ST/CT. • Meet with supervisor regarding **four formal observations**; maintain keep journal and all necessary documentation. • Your supervisor will arrange for a 3-way exit interview - ST/CT/ CSUCI supervisor. • Plan your "phase out" period to begin week 15.
16	• Continue with the "phase out" period. • CT and Supervisor will submit the "Final Evaluation Form". All three participants will sign off on the Final Evaluations.

STUDENT OBSERVATION/PARTICIPATION TIMELINE OF ACTIVITIES (part-time)

During the semester long field experience you (O/P) will spend **FOUR** hours a week in your assigned classroom. During the first eight weeks you work with your Cooperating Teacher (CT), become acquainted with your class and your school, begin working with individual students, teach small groups then some whole class lessons. During the last eight weeks of the semester you and your cooperating teacher may choose to team teach lessons or decide if you are ready to teach several lessons on your own. The University Supervisor will make at least four visits throughout the semester to evaluate your performance and progress.

Week	Student Teacher Activities
1-2	• Opening/closing of school visit **must** be made – depending on dates of semester sequence. Share your course syllabi with CT/CSUCI supervisor. • Gather *info* on school, i.e., maps, schedules, handbooks. Get to know your way around. • Give copies of school information to your supervisor. • Observe and record class routines. • Familiarize yourself with the available school, district and community resources. • **Make an observation/participation (O/P) plan with the CT.**
3-4	• Be in classroom on assigned day. Assume one or more of the classroom routines. • Inform your CT in a timely manner if you need to be absent or leave early. • Observe lessons noting the sequence and details. • Learn names of all students. Work with individuals/small groups as assigned. • **Communicate with supervisor regarding scheduling informal observations.**
4-8	• Continue to confer regularly with CT, set short and long-range goals. • Collaborate with CT; plan to teach a lesson on your O/P days. • As appropriate, participate in parent-teacher conferences and IEP team meetings. • End of Wk 8 - Meet with CT and supervisor to complete the "Midterm Evaluation Form"
9-12	• Meet with supervisor to discuss scheduling formal observations. • Continue to teach a lesson during your O/P days.
13-16	• Continue to teach a lesson during your O/P days. • Confer regularly with CT regarding your performance, lesson plans, assessment and recording student progress, maintenance learning environment, etc… • Keep in touch with your University Supervisor and make arrangements for scheduling formal observations. • Your supervisor will arrange for a 3-way exit interview - ST/CT/ CSUCI supervisor regarding the "Final Evaluation Form"

KEY POINTS FOR STUDENT TEACHERS and OBSERVER/PARTICIPANTS

- *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 and stay until the designated end of day. No excuses. Observer/participants are required to attend their field site throughout the entire semester.

- 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, the school site, and the University. The cooperating teacher is there for day to day mentoring and is the ultimate authority for learning in the classroom.

- Be willing to go the extra mile. Offer to assist with extra duties such as lunch or hallway supervision, parent-teacher conferences, team/staff/department meetings, IEP meetings, student assessments and the like. **Become known as a problem-solver not a problem-maker.

- Be sure to advise your cooperating teacher if and when absences become necessary. Please refer to the attendance policy in this handbook. Students should keep a weekly time sheet—found in this handbook.

- Supervisors observe and evaluate the student teacher at least **six times** during the student teaching semester: two times during the observation period and four times during full classroom take-over by the student. Supervisors observe and evaluate observer/participants at least **four times** during the semester: two informal observations during the first eight weeks and two formal observations during the last eight weeks. For each informal observation an informal lesson plan is required prior to the lesson. The formal observations require the student to present the supervisor with a completely documented full lesson plan in the CSUCI format.

- You will be required to keep a planning book for all long and short term planning (for all lessons) during your student teaching and field observation experiences. Your supervisor may request to see this plan book during the informal and formal observations.

- During student teaching you will be taking over the classroom (planning and teaching) full-time for a MINIMUM OF FOUR weeks. To ensure a smooth transition for yourself, your cooperating teacher and your students, it is beneficial to transition in and out of full time teaching period in the week prior to and following your full time work.

- Your university supervisor may issue a "Statement of Concern" as an early warning if consistent and/or serious issues arise. Please refer to this procedure in this handbook.

KEY POINTS FOR COOPERATING TEACHERS

- ☐ Introduce the student teacher to faculty and staff at school and acquaint with physical facilities of school

- ☐ Provide the 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 the student teacher 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 reasons for using the techniques you have chosen and share ideas about lesson planning and encourage the student to try new methodologies learned in the credential program methods courses. Require students to keep a plan book for long and short term planning

- ☐ Arrange a weekly conference time for planning, evaluation and suggestions with the student teacher.

- ☐ Share IEPs and behavior plans with the student teacher if appropriate

- ☐ Review the student teacher's required assignments for university courses and assist the student teacher in finding the needed school resources to complete the assignments (i.e. permission slips from parents, access to special education classrooms etc)

- ☐ Observe the student teacher and provide written or oral feedback as often as possible

- ☐ Communicate regularly with the University supervisor to assist in solving field-related challenges or individual needs

- ☐ Invite the student teacher to parent conferences, family nights or other school related activities

- ☐ Student teachers are expected to have a minimum of <u>four weeks</u> of full-time teaching experience. To ease the students' transition from student teaching back to you, begin assuming responsibilities in the week prior to the student teacher's departure.

- ☐ Complete midterm and final evaluation form for the student and sign pertinent documents

- ☐ If appropriate offer to write a letter of recommendation for your student teacher at the end of the semester

- ☐ If a student is experiencing extreme difficulty contact the university supervisor immediately and together complete a "Statement of Concern" form

UNIVERSITY SUPERVISOR INFORMATION

- During the first week of the semester arrange a meeting time with cooperating teacher, student and school administrator to review expectations of student teacher and school.

- Attend and participate in facilitating student teaching seminars as necessary.

- Act as a liaison between students, Cooperating Teachers, school administrators and CSUCI.

- Assure that each student is clear about the requirements and responsibilities as well as critical dates for student teaching and field observations.

- Communicate with the Director of Field Placements to assure that all placements are appropriate.

- Supervisors observe and evaluate the student teacher (575/585) at least **six times** during the student teaching semester: two times during the observation period and four times during full classroom take-over by the student. Supervisors observe and evaluate observer/participants (570/580) at least **four times** during the semester: two informal observations during the first eight weeks and two formal observations during the last eight weeks. For each informal observation an informal lesson plan is required prior to the lesson. The formal observations require the student to present the supervisor with a completely documented full lesson plan in the CSUCI format. It may be necessary and beneficial to observe more than the required number of times. Provide a copy of your evaluation from each observation to the student teacher and cooperating teacher.

- Arrange observations with cooperating teacher and student for the times that the student is actually teaching a lesson, either whole or small group. Ensure you observe each student teaching using a variety of teaching strategies and a variety of classes. Be sure that visits are scheduled throughout the semester. Do **NOT** schedule all visits in one week or right before the end of the semester.
- Review student's required coursework, if needed, assist student teacher in finding resources in field placement to complete assignments.

- Facilitate student teacher's assumption of classroom responsibilities.

- Conduct a midterm and final evaluation.

- Write a letter of recommendation for each of your student teachers if requested and appropriate.

- Submit your formal and informal observations, lesson plans, midterm and final evaluations, observation notes, and grade sheet to the Director of Field Placements.

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 cannot 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 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 of 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.

SINGLE SUBJECT PROGRAM
STUDENT TEACHING AND FIELD EXPERIENCES DOCUMENTS

Lesson Plan Formats
Formal Lesson Plan Format

The formal lesson format is used in all courses in the Single Subject Credential Program at CSUCI. Students will be expected to have complete formal lesson plans for their cooperating teacher and university supervisor for all formal observations during student teaching.

Informal Lesson Plan Format
The informal lesson plan format is specific to the Single Subject Credential Program and is required for all informal observations.

Observation and Evaluation Forms

Informal Observation Evaluation Form—UNIVERSITY SUPERVISOR

Formal Observation Evaluation Form—UNIVERSITY SUPERVISOR

Midterm/Final Evaluation Form —
COOPERATING TEACHER & UNIVERSITY SUPERVISOR

Professional Qualities Evaluation—
COOPERATING TEACHER and/or UNIVERSITY SUPERVISOR

Other Important Forms

STATEMENT OF CONCERN

Beginning of Year/End of Year Experience

Formal Lesson Plan Format—Single Subject Teaching Credential

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*	
Time Frame	Provide an estimate of the time frame for this lesson. Include both number of days and duration
Subject(s)*	
Topic(s)	To what topic or unit does this lesson belong? Be as succinct as possible (e.g., The Civil War, Density, Short Stories, The Post Office, 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 (Engage—
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. Be sure to use the ABC format and TSWBAT phrasing.
Standards*	To what content, ELD, and technology standard(s) does this lesson relate?
Assessment Tools or Strategies	How will you know if the students have met each 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. Identify the assessments as formal or informal.
Literacy Needs of ALL Students	How will you address the literacy needs of all your students, **including students with special needs and ELLs**? Please write a single paragraph that takes into account the literacy concerns bulleted below, *as applicable to your lesson and students. Be clear* about your students' literacy needs and *be specific* about how you are addressing them. A little extra time spent here will go a long way toward ensuring a successful lesson. *Label the literacy methods as they occur in your*

	lesson. 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 *critical to understanding the text or concept*. What words do you have to know to succeed?) • What reading strategies are offered to compensate for challenging texts? • What opportunities are there for 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 lesson?) [Note: It is likely that you'll find yourself in a time crunch once you begin to incorporate literacy instruction into your lesson. In other words, you won't be able to "cover" as much material as before. (But were they really learning it anyway?). Often taking a smaller chunk for the lesson, or stretching it over two or even three days, is preferable for optimal learning. Remember that, in general, to maximize learning, depth of exploration is usually better than breadth of coverage.]
Materials Required	List anything for the lesson that you would ordinarily not have available. (text, chalkboard, chalk, paper, etc. can be assumed)
Classroom Organization	How will the students be organized for and engaged during and throughout this lesson? Be sure to address instructional and task oriented activities.
Sources Cited	What resources (text, article 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?

	Outline the lesson in detail (both content and teaching methods) in the order you expect to follow. When applicable, include the following information:
Detailed Instructional Procedures	• What information will the students need in order to <u>complete the objectives</u>? This would include any directions needed. (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? • Will you or a student provide a <u>verbal, visual, or etc. example</u> of the product or process?
Closure	How will closure be brought to the lesson? Will there be follow-up home activities required? How or what did you do to check for understanding of ALL students? [Note: Assigning homework does not constitute a closure activity.]

Informal Lesson Plan Format—Single Subject Teaching Credential

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 the lesson in the unit plan
Grade/Level*	
Time Frame	Provide an estimate of the time frame for this lesson. Include both number of days and duration.
Subject(s)*	
Topic(s)	To what topic or unit does this lesson belong? Be as succinct as possible (e.g.The Civil War, Density, Short Stories, The Post Office, 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 (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 the ABC format and TSWBAT phrasing.
Standards*	To what content, ELD, and technology standard(s) does this lesson relate?

Assessment Tools or	How will you know if the students have met the learning objectives? Identify each assessment as diagnostic, formative, or summative and the performance indicators. Identify the assessment as
Materials Required	List anything for the lesson that you would ordinarily not have available. (text, chalkboard, chalk, paper, etc. can be assumed).
INSTRUCTIONAL SEQUENCE	
Brief Lesson Overview & Projected	List the major steps in the lesson and the estimated time you have allotted for the activities to be completed.
LESSON REFLECTION	
Brief Reflection (to be completed following the	What was your impression of the lesson? Why? What worked? What would you do differently or pay more attention to next time?

Informal Observation Evaluation

EDSS 570 o   **EDSS 575** o   **EDSS 580** o   **EDSS 585** o

Teacher Candidate_____   Date _____
School_____   Subject _____
CSUCI Supervisor_____   Grade(s)_____

I. Pre-Observation Goals:

Check one or more elements to focus the observation:

o Giving Directions   o Responding to Students   o Use of Materials
o Pacing   o Content Clarity   o Voice—tone and/or rate
o Transitions   o Classroom Management   o Other _____
o Asking Questions   o Student Engagement

II. Observation Data/Summary: (additional observation notes can be attached)

(Please discuss progress toward goals and impact on K-12 student learning.)

IV. Plans for next observation
Date and time:
Focus:

Teacher Candidate's Signature_____

CSUCI Supervisor's Signature_____
(A copy of this evaluation will be kept by the student teacher, university supervisor, and the cooperating teacher. A copy will also be provided to the Director of Field Placements.)

California State University Channel Islands
Single Subject Credential Program
Formal Observation Evaluation

EDSS 570 o   EDSS 575 o   EDSS 580 o   EDSS 585 o

Teacher Candidate_____   Date _____

Cooperating Teacher _____Observation Number _____

School _____   Grade/Subject _____

INSTRUCTION—Lesson Planning and Organization (TPE 1, 2, 3, 6, 7, 9)			
3	**2**	**1/0**	**Points**
Purpose of lesson clearly identified/written	Purpose of lesson not clearly identified & written	Purpose of lesson not present	
Written objective(s) are appropriate to grade level, content, and skills; are aligned to appropriate California Academic Learning Standards	Written objective(s) are generally appropriate to grade level, content, and skills; aligned to some appropriate California Academic Learning Standards	Written objective(s) are not appropriate to grade level, content, and skills; are not aligned to appropriate California Academic Learning Standards	
Written objective(s) clearly state skills, concepts, processes and/or content to be learned in an observable manner and match lesson content	Written objective(s) state some of the skills, concepts, processes and/or content to be learned in an observable manner; and match some of the lesson content	Written objective(s) do not state skills, concepts, processes and/or content to be learned in an observable manner; do not match lesson content	
Engaging introduction related to the topic of the lesson	Introduction related to the topic of the lesson	Introduction unrelated to lesson topic or too brief or too long	
Sequence of all instructional procedures is logical and promotes attainment of objective(s)	Sequence of some instructional procedures is logical and promotes attainment of some objective(s)	Sequence is illogical or does not promotes attainment of objective(s)	
Lesson content is fully detailed and supporting materials are present	Lesson content is some what detailed and some supporting materials are present	Lesson content is not detailed and/or supporting materials are not present	
Closure is meaningful and connected to the objective(s)	Closure is connected to the objective(s)	No closure evident or closure unrelated to the objective(s)	
Assessment is consistent with objective(s) and purpose of lesson	Assessment is somewhat consistent with objective(s) and purpose of lesson	Assessment is not consistent with objective(s) and purpose of lesson or is not stated	
Comments:			

CSUCI Supervisor _____   Score _____/_____

INSTRUCTION—Lesson Implementation (TPE 1, 2, 3, 4, 5, 6, 7, 8, 10, 12)			
3	2	1/0	Points
Speaks clearly and audibly, with adequate inflection throughout the lesson	Generally speaks clearly and audibly, with adequate inflection throughout the lesson	Voice difficult to hear and understand through most of lesson or voice lacks adequate inflection	
Effectively implements engaging introduction related to the topic of the lesson	Implements an introduction related to the topic of the lesson	Introduction unrelated to lesson topic or too brief or too long	
Maintains focus throughout entire lesson	Occasionally loses focus or is occasionally on an unrelated tangent	Lesson not focused or continues on unrelated tangents	
Demonstrates exceptional knowledge of content that is appropriate to grade level	Demonstrates accurate knowledge of content appropriate to grade level	Demonstrates inaccurate knowledge of content and/or content inappropriate to grade level.	
Content, concepts, processes, and/or skills are fully developed to help students make connections	Content, concepts, processes, and/or skills generally developed	Content, concepts, processes, and/or skills not fully developed (students are confused)	
Uses varied and appropriate questioning to facilitate student understanding	Developing basic questioning to facilitate student understanding	Questioning inadequate to facilitate student understanding	
All students meaningfully engaged, active, and interested in the lesson	Developing techniques to actively engage students in the lesson	Lack of student engagement and interest in the lesson	
Consistently utilizes SDAIE strategies and incorporates reading, writing, and literacy instruction when appropriate	Occasionally utilizes SDAIE strategies and incorporates reading, writing, and literacy instruction when appropriate	Does not utilize SDAIE strategies or does not incorporates reading, writing, and literacy instruction when appropriate	
Gives clear, concise directions throughout the lesson, in writing when appropriate	Gives directions that are stated/written and generally clear	Directions are unclear, confusing, or missing	
Is flexible and assesses students' needs and adapts accordingly	Developing ability to assess students' needs and adapt accordingly	Teaches lesson with no regard for students' needs	
Allows for appropriate Wait Time to encourage students to develop critical thoughts	Developing Wait Time techniques but is not consistent in use	Wait Time is not present or practiced when appropriate	
Uses multiple, varied, and appropriate techniques to check for understanding	Checks for understanding	Does not check for understanding	
Comments:			

INSTRUCTION—Lesson Implementation (continued)			
3	2	1/0	Points
Use of effective materials/ media (varied, appropriate, motivating, well made)	Use of materials/media present in lesson and appropriate	No materials/media used in the lesson or materials/media poorly made and inappropriate	
Effective pacing of elements in the lesson	Developing a sense of pacing the elements of the lesson	Elements of the lesson poorly paced	
Seamless transition between lesson segments throughout the lesson	Most transitions between lesson segments are smoothly implemented	Transition between lesson segments are awkward and abrupt	
Closure is meaningful and connected to the objective(s) and includes checks for understanding	Closure is connected to some objective(s) or does not check for understanding	No closure evident, closure unrelated to the objective(s), or does not check for understanding	
Comments:			

MANAGEMENT (TPE 2, 3, 5, 10, 11, 12)			
3	2	1/0	Points
Effectively uses routines and procedures	Generally uses routines and procedures	Routine and procedures used inconsistently or not evident	
Involves all students in the lesson	Involves most students in the lesson	Involves only a small number of students in the lesson or provided no opportunity for student participation	
Maintains a positive classroom atmosphere	Generally maintains a positive classroom atmosphere	Positive classroom atmosphere not present	
Consistently states and enforces clear behavior standards	States and enforces clear standards for behavior	Clear standards for behavior are not stated and/or enforced	
Uses appropriate verbal and nonverbal management strategies effectively	Developing use of verbal and nonverbal management strategies	Little or no evidence of effective verbal or nonverbal strategies or inappropriate verbal and nonverbal strategies utilized	
Maximizes student time on task throughout the lesson	Developing techniques to increase student time on task	Students not involved in the lesson	
Comments:			

PROFESSIONAL CHARACTERISTICS—Observed in the Lesson (TPE 12, 13)			
3	2	1/0	Points
Knows and models good professional practices associated with the discipline	Sometimes models good professional practices associated with the discipline	Little or no modeling of good professional practices associated with the discipline	
Oral and written statements are free from grammar and/or spelling errors	Oral and written statements contain some grammar and/or spelling errors	Oral and written statements contain many grammar and/or spelling errors	
Exhibits enthusiasm and interest	Exhibits some enthusiasm and interest	Lack of enthusiasm and interest	
Relates well to students regardless of ethnicity, race, gender, ability, or socioeconomic status	Generally relates well to students regardless of ethnicity, race, gender, ability, or socioeconomic status	Relates well to only some students or does not relate to students	

Comments:

_____

CSUCI Supervisor Signature

_____

Teacher Candidate Signature (implies the document has been discussed with student)

CSUCI SINGLE SUBJECT CREDENTIAL PROGRAM
MIDTERM/FINAL EVALUATION FORM

☐ Midterm   ☐ Final

☐ EDSS 570   ☐ EDSS 580   ☐ EDSS 575   ☐ EDSS 585

This form was completed by:
☐ Cooperating Teacher   ☐ CSUCI Supervisor   ☐ Teacher Candidate

Teacher Candidate: _____ Date: _____

Grade/Subject: _____ School: _____

Please evaluate the student teacher using the appraisal scale that follows. In the "explanations/ suggestions" section, please expand on the areas that the student excels or needs improvement.

Appraisal Scale:		
	3	Noteworthy evidence that the student meets this criterion
	2	Considerable evidence that the student meets this criterion
	1	Some evidence that the student meets this criterion
	0	No evidence that the student meets this criterion
	N/A	Not applicable or not observed

Planning	3	2	1	0	N/A
Presents written plans in advance of lesson					
Discusses plan and implements proposed changes					
Objectives match lesson content					
Objectives are connected to district and state standards					
Sequence of all detailed instructional procedures is logical and promotes the attainment of the objectives					

Explanations/Suggestions:

Instruction	3	2	1	0	N/A
Maintains focus throughout lessons					
Develops content, concepts, and/or skills fully to help students make connections					
Uses varied and appropriate questioning to facilitate student understanding					
Students are meaningfully engaged, active, and interested in the lessons					
Chosen instructional methods effectively facilitate student mastery of all objectives					
Uses a variety of teaching methodologies					
Effectively selects and utilizes a variety of materials/media					

Explanations/Suggestions:

Management	3	2	1	0	N/A
Involves all students in the lesson					
Maintains a positive classroom climate					
Consistently states and enforces clear behavior standards					
Uses appropriate verbal and nonverbal management strategies					

Explanations/Suggestions:

Professional Characteristics	3	2	1	0	N/A
Attends on regularly contracted days					
Completes daily contracted times					
Relates well to all students					
Exhibits enthusiasm and interest in teaching					
Seeks advice and strives to implement ideas					
Accepts constructive criticism and implements suggestions for improvement					
Is dependable and reliable					
Displays initiative					
Interacts and relates well with school personnel and parents					
Dresses appropriately and is well groomed					

Explanations/Suggestions:

Overall comments or additional remarks (please attach an additional page if needed):
RECOMMENDED ASSESSMENT OF OVERALL PERFORMANCE (check one)

_____ Recommend that this student continue in the Single Subject Credential Program

_____ Recommend, with reservation, that this student continue in Single Subject Credential Program

_____ Do not recommend that this student continue in the Single Subject Credential Program

SIGNATURES:

_____

Cooperating Teacher   CSUCI Supervisor

This evaluation has been reviewed by the Student Teacher_____

                                        Student Teacher

Single Subject Credential Program
PROFESSIONAL QUALITIES EVALUATION

CSUH

Teacher Candidate's Name _____ Date: _____

Grade/Class 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 found to be:

Comments

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 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: _____ on _____
                                  (Please sign)   (Date)
This evaluation was discussed with the candidate _____
                                               (Teacher Candidate Signature)

STATEMENT OF CONCERN

California State University Channel Islands
Single Subject Teacher Credential Program

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 Single Subject Credential Program, the course instructor, 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 or supervisor(s) and Program Coordinator sign the form. If the Program Coordinator is the instructor or supervisor 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 inappropriate behavior.

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 Single Subject Credential Program.

STATEMENT OF CONCERN

California State University Channel Islands

Student Name _____ Term _____ Course:_____

Statement of Concern Submitted by: _____

  o Instructor   o Cooperating Teacher   o University Supervisor   o 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

_____ Date_____
Student Signature

_____ Date_____
Instructor/Supervisor/Cooperating Teacher Signature

_____ Date_____
Program Coordinator Signature

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
EDUCATION PROGRAMS
BEGINNING OF SCHOOL/END OF SCHOOL YEAR EXPERIENCE
DOCUMENTATION FORM

Teacher Candidate Name: _____

Cooperating Teacher Name: _____

School/District: _____ Grade Level: _____

Date of Experience: _____

The California Commission on Teacher Credentialing requires candidates to have a beginning of school and end of school year experience in K-12 classrooms. The end of school experience must occur within the last two weeks of the K-12 school year.

Please check the appropriate boxes:

Beginning of School Experience   First Semester Student Teaching/Fieldwork
End of School Experience   Second Semester Student Teaching/Fieldwork

Please briefly describe the activities you observed and/or participated in during the beginning or end of school experience:

_____   _____
Signature of Cooperating Teacher   Signature of Teacher Candidate