

Resident Teacher and University Supervisor Abridged Version of the

Single Subject Credential Program Handbook

Dr. Michael P Verdi, Editor Edition 2018-19

The following information is part of the Single Subject Credential Program Handbook at CSU San Bernardino. We hope that it will help inform the resident teachers, principals and university supervisors about the expectations we have for our teacher candidates that are also student teaching in public schools.

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INTRODUCTION TO SUPERVISION: STUDENT TEACHING AND INTERN TEACHING

The Single Subject Supervised Fieldwork experience at CSUSB occurs over the span of two academic quarters of the university calendar year for Track A (2nd and 3rd quarter) and Track B (4th and 5th quarter). Track C Interns are supervised for three academic quarters (2nd or 3rd, 4th, and 5th quarters). Student teachers and interns are assigned to field sites in the subject area in which the teacher candidate receives subject matter clearance.

Track A and Track B candidates are placed at Professional Unified School District sites selected by the program. Candidates in Track C will be supervised as they teach full-time in an appropriate single subject setting. **Track A and Track B candidates cannot be employed as a teacher during their credential program unless they switch to Track C.**

I. STUDENT TEACHING OPTIONS (TRACK A & TRACK B)

Credential candidates benefit from the teaching expertise and the guidance of several resident teachers. In the student teaching program, candidates take courses while they are student teaching. Track A and B candidates are assigned a placement at a university-approved school site by the Supervision Office. Candidates will remain at the site for 30 consecutive weeks. In the first 10 weeks, they will complete ESEC 550A seminar requirements and observations. **ESEC 550A must be completed before a candidate is eligible to start student teaching.** During the remaining 20 weeks of instruction, student teaching candidates will complete their supervision. Track B candidates complete the 30 weeks of observation/supervision in their second year of the program. **During the 20 weeks of supervision, candidates may only substitute for their resident teacher at most five days per quarter and may not have more than two absences per quarter.** The following tables are roadmaps for Track A and Track B.

First Quarter (Track A)/Third Quarter (Track B)

Student teaching candidates in ESESC 550A: *Student Teaching Seminar* are required to conduct observations and complete fieldwork assignments at their assigned university school site. In addition, student teaching candidates are required to tutor a designated English Language Learner and a student with special needs. Student teaching candidates in ESEC 550A will be placed at a school site where they will conduct their observations and field assignments. During ESEC 550A, candidates must serve at the assigned school site for a minimum of **75 hours for ten weeks and no less than three days per week.**

Second Quarter (Track A)/ Fourth Quarter (Track B)

Student teaching candidates will be assigned to a professional school district approved by the program (ESEC 550B). The student teacher is to be at the school site for five days per week, one half hour before school starts until one half hour after school ends, dependent on the school site's calendar. Each day, the student teacher will teach two periods, observe for one observation period and have one prep-period. Candidates assume the responsibilities of the teacher based on the school calendar. Candidates are observed and evaluated on their teaching for a minimum of five lessons by their assigned University Supervisor. **All Student Teachers are required to maintain daily lesson plans and daily reflections.** These requirements address ESEC 520E TPA Cycle 1

Third Quarter (Track A)/Fifth Quarter (Track B)

Candidates continue to teach two teaching periods in their content area. Candidates are observed and evaluated teaching a minimum of four lessons by their assigned

University Supervisor. **All candidates are required to maintain daily lesson plans and daily reflections.** In ESEC 550C, student teachers are required to teach in a full-day teaching assignment for at least four consecutive weeks. A full-day teaching assignment includes teaching four periods in their content area, observing for one period, and preparation for one period. These requirements address ESEC 520F TPA Cycle 2:

Intern Option:

An Intern is an employed teacher who is supervised for three quarters by university faculty. An Internship fulfills the student teaching requirement and is valid for two-years from the date issued. Candidates interested in an Internship must meet all program requirements at the CSUSB or the Palm Desert Campus. Intern candidates must be employed by one of the cooperating school districts. Candidates must complete a separate application for the Internship program, which is available in the Jim and Judy Watson Student Services Center. **They must also meet with a district representative regarding receiving support for the educational needs of English Language Learners.**

In order to become an intern, student teacher candidates must complete the following prerequisites:

1. ESEC 407
2. ESEC 410
3. ESEC 413
4. ESEC 550A (ESEC 555 can be substituted for ESEC 550A)

Additionally candidates must

1. Meet the U.S. Constitution requirement
(i.e., complete an approved course that addresses the U.S. Constitution or pass an exam offered through CSUSB's College of Extended Learning).
2. Have CPR certification

School Site Requirements

The **school site** where an intern is hired to work must have the following:

1. English language learners
2. Special education students
3. 25% of the students or more must be of minority ethnicity
4. Access to:
 - a. A mentor teacher who will provide support for at least 10 hours per quarter
 - b. An English learner support provider who will support the intern for at least 10 hours per quarter
 - c. A school site administrator who will provide professional interactions for at

least 6.6 hours per quarter

If a student teacher wants to become an intern at a **private school**, the following ***additional*** requirements must be met:

1. The principal have a valid administrative credential

2. 50% or more of faculty must have a valid teaching credential in their content area

If the above two criteria cannot be met at the private school then the intern must complete 150 hours at a school that has the above-mentioned characteristics.

**Note that the internship program is four quarters.

Hourly logs must be completed as proof of time spent with mentors and administrative support. See samples of hourly logs at the end of the handbook.

Second Quarter

Intern candidates are the teacher of record and therefore assume the responsibilities as a teacher for the academic year based on the school calendar. Intern candidates must teach 50% or more in their designated content area. Candidates are observed and evaluated teaching a minimum of five lessons per quarter by a University Supervisor.

All Student Teachers are required to maintain daily lesson plans and weekly reflections. These requirements address ESEC 520A: TPA 1: Subject-Specific Pedagogy and ESEC 520B: TPA 2: Designing Instruction.

Third through Fifth Quarters

Intern candidates continue teaching 50% or more in their content area at their school site. Intern candidates are observed and evaluated teaching a minimum of five lessons in the last two quarters by a University Supervisor. **All Student Teachers are required to maintain daily lesson plans and weekly reflections.** These requirements address ESEC 520C: TPA 3: Assessing Learning and ESEC 520D: TPA 4: Culminating Teaching Experience. Candidates will also video record one of their lessons to address TPA 4 requirements during their ESEC 520D course.

II. RESPONSIBILITIES OF THE TEACHER CANDIDATE

1. During supervision, credential candidates should consider themselves as professionals rather than as students. The manner in which candidates conduct themselves at the university and in their school assignments should reflect this perspective. **Professional dress and demeanor are imperative in this program.** Candidates will be observed, on a limited basis, by a university supervisor throughout the program.
2. Student Teacher candidates are a guest of their assigned school and are teaching upon the invitation of the school district and the principal. **The student teaching placement is a courtesy placement by the school site. The school site can ask a candidate to leave if they feel his/her conduct is inappropriate for the school site.** Teachers serving on an Intern credential have a two-year contract to complete program requirements for the preliminary teaching credential. **The school district has the right to ask that an intern not return for a second year.** All teacher candidates are required to adhere to the district and program policies and procedures during supervised fieldwork.

III. CANDIDATES: BEFORE BEGINNING SUPERVISED FIELDWORK

1. For student teacher candidates, the program will determine their placement, taking into consideration a number of factors. The Student Services office will work with the appropriate district and site administrator at your site to select a qualified resident teacher. **It is our (CSUSB) responsibility to arrange placement, not the student teacher candidate.** It is inappropriate to make contacts with schools or teachers, and then inform us of these informal arrangements. Please be patient with this phase of the process.
2. If you are an Intern credential candidate, remember you will be required to have a mentor teacher assigned to you by your school district.
3. Once you have been admitted to the program, you are obligated to attend an orientation session with university supervisors and other teacher candidates. You will be notified by the Supervision Office regarding the time and date of this orientation.
4. You may also attend sessions by the program to address educational issues per the California Commission on Teacher Credentialing.

IV. PLANNING

1. Thoughtful planning is essential to becoming a reflective practitioner. Candidates should plan for supervised fieldwork, set up a scheduled time to meet with the resident teacher and/or University Supervisor to review classroom activities and plans for teaching.
2. At the appropriate time in their supervised fieldwork, candidates must write a daily lesson plan and submit it to the resident teacher and/or University Supervisor at least three days in advance of the class being taught and evaluated. The format of the lesson plan is included in the section titled "Sample Forms" at the end of this handbook. The degree of detail is such that a competent teacher in the subject field could teach from the lesson plan.
3. At the appropriate time in their supervised fieldwork, candidates must write a daily lesson plan and submit a 20-30 minute, continuous and unedited videotape of themselves teaching this lesson. Release forms for students and adults who will be seen on the videotape are required. (Requirement for ESEC 520D: TPA 4: Culminating Teaching Experience)

V. RESPONSIBILITIES FOR CANDIDATES AT THE SCHOOL SITE

Be punctual and attend daily. Arrive at the school **site one-half hour** prior to the class time in order to review plans, sign at the School Site Main Office, set up any necessary equipment, and have materials ready when class begins.

Contact the resident teacher, the school secretary and/or the University Supervisor in case of illness or emergency with as much advanced warning time as possible. **Call the University Supervisor as soon as possible to prevent an unnecessary visitation.**

Any problems the student teacher is having should be identified as early as possible. Any concerns that either the resident teacher or student teacher express should be immediately communicated to the field coordinator, the resident teacher, or the university supervisor. Usually, the resident teacher or university supervisor will confer with the candidate suggesting necessary changes and ways of making those changes. If there is continuing concern, the resident teacher, university supervisor and candidate should have a joint meeting setting out expectations. If the problem persists, it should be noted on the student teacher's evaluation so that all parties understand the adjustments which must be made as student teaching proceeds. In addition, a professional growth plan will be completed with the resident teacher, student teacher candidate and university supervisor.

VI. RESPONSIBILITIES OF SUPPORT PERSONNEL

Candidates have the support of many individuals during the program:

1. Credential course instructors
2. The university supervisor, who will assist candidates and evaluate their teaching competencies
3. The resident teacher/mentor teacher, in whose classroom candidates are student teaching
4. The principal, in whose school candidates are teaching; and
5. School district personnel who support candidates' placements in schools.

VII. RESPONSIBILITIES OF UNIVERSITY INSTRUCTORS

Phase I instructors assist candidates in beginning to learn the theory and foundations for effective teaching and learning in secondary school. The student teachers will be assigned to a school site. In the second quarter, instructors assist candidates in starting to acquire the knowledge and skills necessary for ESEC 520E and 520F: TPA 1Cycle one and Cycle Two.

The university supervisor is a person skilled in human relations, knowledgeable about teaching methodologies and supervision processes, and experienced as a secondary teacher. As such, the university supervisor is given responsibility by the university for coordinating student teaching experiences and for making recommendations for improvement for student teachers. The university supervisor serves as a liaison between the university, school, and classroom by:

1. scheduling observations and conferences,
2. establishing and maintaining lines of communication between student teachers, resident teachers, and the university,
3. mediating problems,
4. providing feedback and evaluation to facilitate the candidate's development and progress,
5. assisting and evaluating the knowledge and skills necessary for the TPA Cycles
6. attending and observing classroom instruction.

University supervisors are required to observe and have an extensive conversation with assigned student teachers/Interns at least twice a month and record evaluations of that person's performances on the standards for teaching performance. At the end of the

quarter, supervisors will have to conduct a comprehensive evaluation of the teacher candidate. Some university supervisors periodically hold group meetings at the school sites or at the university in addition to the regular individual conferences with their respective student teachers/Interns.

The university supervisor's responsibilities include, but are not limited to:

1. Orienting Interns/student teachers and Resident Teachers to their respective roles and to the school district where they are assigned. The orientation includes discussions about the following:
 - Competencies expected of Interns/student teachers
 - Lesson Planning (detailed at first; more general later in the experience)
 - Daily Reflections (Student Teachers)/Weekly Reflections (Interns)
 - (See section for “Sample Forms” found at the end of the handbook)
 - School hours and time commitments
 - Participation in school-related
 - Professionalism
2. Visiting the Intern/student teacher for a period of five or more times during the quarter; conducting formal and informal observations; preparing developmental and summative evaluations and conducting one on one conference to discuss teaching performance. (Copies of the Intern/student teacher observation forms, lesson plans and reflections for each lesson observed are submitted along with the Intern/student teacher evaluation forms to Supervision Office and are placed in the credential candidate's Program Admission File (P.A.F.). Examples of these forms are found at the end of this handbook under the section titled “Sample Forms.”)
3. Assisting the Intern/student teacher in improving skills in planning, developing materials, instruction, evaluation, organization, and management.
4. Encouraging the Intern/student teacher to reflect critically on his/her experiences. Helping the Intern/student teacher relate his/her teaching experiences to previous academic learning and current professional preparation and practice.
5. Explaining and reconciling differences between the philosophy or methods of the resident teacher and those presented in the program.
6. Monitoring completion of program requirements such as Intern/student teaching portfolio daily lesson plans, daily/weekly reflections, unit plans and semester overviews.
7. Being available to conference with the Intern/student teacher and resident teacher as needed.

8. Arranging at least two conferences with resident teachers to assist them in evaluating the competencies of the Intern/student teacher.
9. Consulting with the resident teacher, assigning a final grade (Credit or No Credit) for Intern/student teaching and forwarding the grade to the Director of Supervision Office.
10. Consulting with the Director of the Single Subject Program, making recommendations about the course of action to be taken regarding withdrawal of an Intern/student teacher, the extension of the Intern/student teaching assignment, or other exceptions of established policy.

Policies and Practices of Field Supervision

Interacting with Supervisees and School Site Personnel

1. Meetings with supervisees must occur at the school site, the school district offices, or a CSU campus location. Under no circumstances are supervisors to meet with supervisees in a private home or non-CSUSB/school location such as a restaurant, coffee shop, or park.
2. Meetings with supervisees or school personnel should be held during normal business hours when other school or campus site personnel are in proximity. Even at the school site or CSU campus, avoid meeting supervisees in isolated locations or behind closed doors.
3. Regardless of your sex or gender and the sex or gender of the supervisee, do not reference supervisees using informal terms such as “honey,” “dear,” “mijo,” “mija” and the like. Such terms, regardless of your intent, your age, your sex or gender are considered by the college to be inappropriate in a professional context and could be interpreted as a form of harassment by the supervisee or members of the school site community who observe/overhear your interactions.
4. Aside from a professional handshake, do not touch supervisees in any way. Likewise, discourage them from touching you. Your intention behind a hug or touch on the arm or shoulder is irrelevant. Physical contact, regardless of the sex or gender of either party, risks being interpreted as an act of physical or sexual harassment by a supervisee or an observer at the school. This same principle applies to interactions with school site personnel.
5. Limit your conversations with supervisees and school-site personnel to professional topics. Inquiries about weekend, early morning, or evening activities are inappropriate and could be interpreted by the supervisee or school-site person as intrusive or harassing.
6. Do not interact with supervisees via social media. The content and networking capacities of most social media cannot be controlled or anticipated. This could risk exposing you and your supervisee to elements of your personal life (and those within your “network”) that are inappropriate to a professional relationship and subject to legal and professional liabilities. The same principle applies to your interactions with school-site personnel.

VIII. RESPONSIBILITIES OF THE RESIDENT TEACHER OR SUPPORT PROVIDER FOR INTERNS

The resident teacher is a person who has a record of successful teaching experience and who demonstrates a personal enthusiasm for teaching. The resident teacher is open-minded, self-critical, and flexible, and encourages the development of these qualities in Interns/student teachers. She/he has interpersonal skills and is willing to share professional knowledge and skills with those learning the profession.

The resident teacher accepts the responsibility of Intern/student teacher guidance and supervision, seeing it as another level of teaching. To help make the Intern/student teaching experience a rewarding one, and one that provides the Intern/student teacher with a beginning knowledge of the various responsibilities of a classroom teacher, the following checklist provides the resident teacher with a guide for helping the Intern/student teacher. The following are developmental benchmarks for student teachers, the program is well aware that Intern assumes full responsibilities of a full-time teacher.

The resident teacher must have the following qualification: taught for three years or more, be tenured, and teach for four periods or more in the content area of the student teacher. In addition, the resident teacher must:

- Have the same credential and is tenured in the content area being pursued by the candidate
- Have a record of successful teaching experience and demonstrates competency as a teacher
- Have demonstrated a personal enthusiasm for teaching and genuine interest in adolescents
- Have a knowledge that capitalizes on the cultural and linguistic diversity of students
- Have knowledge of effective English Language development methods and strategies designed for academic language in curriculum and instruction,
- Have knowledge in the utilize methods and strategies designed for special need students in the areas of curriculum and instruction
- Have a strong foundation in learning principles and theory.
- Have a strong record of sharing professional knowledge and skills to fellow colleagues and student teachers
- Have demonstrated a willingness to recognize student teacher supervision as a professional responsibility and recognizes it as another level of the teaching profession
- **Have attended 10 hours of pre-service on the expectations of the California Commission on Teacher Credentialing**

IX. EARLY IN THE SUPERVISION: RESPONSIBILITIES FOR RESIDENT TEACHERS OR SUPPORT PROVIDERS

As soon as possible, the resident teacher or support provider should orient candidates to the environment and climate of the school to prepare them for teaching. The resident teacher or support provider:

1. Introduces the Intern/student teacher candidate to faculty, staff and school facilities
2. Introduces the Intern/student teacher to classroom students as a fellow teacher and co-worker.
3. Reviews relevant policies and procedures followed by the school, including those related to:
 - School bulletins, mailboxes
 - Fire, earthquake, intruder drills
 - School handbooks
 - Reporting of Intern/student injury or illness, including child abuse as mandated by the California Penal Code Section 11166
 - Using the library, computer center, other specialized areas
 - Selecting materials (acquaint the Intern/student teacher with the district guidelines for the various subject areas)
 - Ordering materials from district offices
 - Ordering supplies
 - Utilizing support services (nurse, counselor, specialists)
 - Attending and participating in school events
4. Provides an orientation about classroom procedures:
 - Bell system, intercom, telephone
 - Daily, weekly, monthly schedules Class lists
 - Class management
 - Classroom behavioral expectations
 - Procedures for substitute teachers
5. Assigns a place (table or desk) in the classroom as a base of operations for the Intern/student teacher.
6. Models a variety of teaching strategies and talks with the Intern/student teacher about educational planning (semester overview, unit, daily lessons) throughout the program.
7. Makes daily contact with the Intern/student teacher on a formal or informal basis. Is open to and available for questions and feedback on a daily basis.

8. **Helps the Intern/student teacher to understand individual students through the use of student records and observations. This is needed to assist Intern/student teacher candidate with the California Teacher Performance Assessments (TPA's).**
9. Briefs the Intern/student teacher on classroom procedures for instruction including:
 - Grouping patterns (large group, small group, cooperative learning)
 - Individualized instruction
 - Utilization of various instructional materials (teachers' guides, trade books, audiovisual materials, computers, tapes, disks, visual material, guest speakers)
 - Records of Intern/student progress
 - Relating teaching to district guidelines

Increasing responsibilities in supervision: The mentor teacher...

1. Collaborates with the Intern/student teacher in planning curriculum, team teaching, and assessing of Intern/student learning.
2. Allows the Intern/student teacher to begin teaching as soon as appropriate. (First quarter student teacher candidates observe the school and classroom setting and assist the resident with individual or small group instruction. During the second quarter candidates teach a minimum of two periods that have English learners and children with special needs.)
3. Works with the university supervisor for joint supervision of the Intern/student teacher by:
 - Discussing progress of Intern/student teacher on at least a biweekly basis (You can expect a contact with the university supervisor once every other week.)
 - Planning special experiences to meet special needs
 - Informing the university supervisor and principal about problems and successes that have occurred or are anticipated
 - Requesting a special visit by the university supervisor when immediate attention is needed
4. **Reviews daily, weekly, and long-range plans early enough so that the Intern/student teacher can make revisions or modifications as necessary.**
5. Shares materials and ideas for planning and teaching
6. Gives feedback and approves written lesson plans. Daily plans must be prepared and approved three days in advance, in order for the Intern/student teacher to teach.

7. Allows the Intern/student teacher to adapt and modify materials and procedures in order for him/her to develop personal ways of working and teaching.
8. Observes and gives written feedback on lessons.
9. **Provides two written evaluations** of the Intern/student teacher, at mid quarter and end of quarter, using the Intern/Student Teacher Assessment forms provided and collected by university supervisor. **Resident teacher evaluation forms can be found on the College of Education Fieldwork Supervision site: <https://coe.csusb.edu/teacher-education/fieldwork-supervision>**

Or directly at the following URL

address: <http://www.surveygizmo.com/s3/1965836/Classroom-Resident-Teacher-Learning-Environment-Form>

Sample forms are provided at the end of this handbook.

10. Discusses Intern/student teacher evaluations with the Intern/student teacher and the university supervisor.

Full responsibility for instruction during supervision:

1. Provides the Intern/student teacher with an extended period to plan, teach, and reflect on his/her own.
2. Continues to observe Intern/student teacher in action and provides feedback. Encourages Intern/student teachers to develop instructional methods that work best for them. These methods may differ from methods used by resident teachers and may require resident teachers to modify their programs, procedures, materials, and methods to some extent. The goal of Intern/student teaching is to help candidates develop their own teaching styles. **Candidates and University Supervisors appreciate resident teachers' flexibility in this area.**
3. Continues to provide regular meeting times with the Intern/student teacher for planning and reflection.
4. **Completes a final evaluation** of the Intern/student teacher and meets with the Intern/student teacher and university supervisor. Uses the Intern/student teacher assessment form as provided and collected by the university supervisor.
5. Writes a letter for the placement file of the Intern/student teacher at the end of the quarter.

X. RESPONSIBILITIES OF THE PRINCIPAL

The principal acts as a support person for the Intern/student teacher and the university supervisor. By accepting Intern/student teachers as professionals, the principal helps them achieve status as a member of the faculty. The main responsibilities of the principal are the following:

- To assist in the selection of resident teachers.
- To welcome and help orient the Intern/student teacher(s) and university supervisor to the school, the staff, and the building procedures.
- To provide assistance and support to the Intern/student teacher, resident teacher, and university supervisor.
- To provide information about the school (philosophy, resources, disciplinary procedures, funding, special programs, resource personnel, after school programs, parent support and involvement, etc.), the district (policies, support personnel, curricular and other resources, etc.), and the community (ethnic and socioeconomic composition, recreational and cultural resources, health services).
- To explain school policy on California Penal Code Section 11166 (reports) concerning obligation to report child abuse.
- To ensure that cumulative records are available to Intern/student teachers in order to assist them in determining abilities, achievement, and interests of their Intern/students.
- To ensure that the substitute teacher policy is enforced so that Intern/student teachers are given the guidance necessary to become competent teachers and are not exploited as substitute teachers.

XI. RESPONSIBILITIES OF THE SCHOOL DISTRICT

The school district provides the Intern/student teacher with a professional network and educational resources. Its primary obligation is to assign the Intern/student teacher to classes in authorized subject areas with resident teachers who are tenured and competent and who welcome the opportunity to work with an Intern/student teacher. In addition, school districts are to adhere to the Internship contract between the College of Education and the school district.

The Evaluation Process

From the first education class in which credential candidates enroll, the faculty emphasizes ongoing reflection and self-assessment as important components of evaluating quality instruction. This includes active, persistent and careful consideration of beliefs and practices in light of the grounds that support it and the further consequences to which it leads. Reflective teachers meet and respond to problems, analyze the context in which their teaching occurs and adjust as needed. Reflective action requires teachers to assume responsibility for instructional choices that they make.

Beginning teachers cannot engage in reflection and self-assessment without guidance and support. One of the most valuable features of the Single Subject Credential Program is the evaluation of the student teacher's/Intern's performance. Throughout the program, candid assessments from experienced teachers are essential for the continuing growth of the student teacher/Intern. **The evaluations by the resident teacher and the University Supervisor along with self-evaluations and reflection by the student teacher/Intern facilitate discussions of his/her work to develop instruction.**

Formative and Summative Evaluations

Based on the *California Teacher Performance Expectations*, the formative and summative evaluation forms are intended for use throughout supervision in conjunction with conferences with the candidate. The performance indicators listed are specific examples of how each standard can be addressed. We believe that student teachers/Interns will improve steadily over the course of the supervised fieldwork, and the Secondary Student Teacher/Intern Observation Form allows the resident teacher, the university supervisor and the candidate to record such improvements or to note deficiencies. The Secondary Student Teacher/Intern Observation forms and the conferences that accompany them provide effective means to communicate with the candidate, build on his/her strengths and address areas requiring improvement.

Daily Observation

The Secondary Student Teacher/Intern Observation Form is to be used by the university supervisor and the resident teacher to assess teaching performance and planning in single class sessions. We ask that the resident teacher observe and provide a written evaluation in at least one class per week on the Student Teacher/Intern Observation form. We assume, of course, that resident teachers will interact informally with the Student Teacher/Intern concerning perceptions of his/her work at **many** different points in the quarter. We encourage that kind of interaction. The University Supervisor observes the candidate at least once every two weeks and confers with him/her in the alternate weeks.

Professional Growth Plan

Candidates must attain competency in all areas of the Teaching Performance Expectations. When a University Supervisor has determined that the candidate is having difficulty in any area of competency, he/she will discuss the concern with the candidate. The decision may be made to prepare a "*Professional Growth Plan*," which outlines the specific concern, connects the concern to the appropriate Teaching Performance Expectation, describes possible solutions and provides a timeline for the candidate to demonstrate improvement. The purpose of this procedure is to clearly communicate significant problems that need to be addressed so that they have information and time to make the necessary adjustments. It is in the candidate's best interest to take this formative feedback seriously and make every effort to improve in the areas noted. When improvements are not satisfactorily made, the results may be *No Credit* for Supervision.

XII. APPENDIX: SAMPLE FORMS

Included in this section of the handbook are forms to assist with candidate course work and samples of the observation and evaluation forms used throughout supervised fieldwork.

Appendices A-C are sample program plans for Tracks A, B, and C. Each candidate's program plan may vary from the sample provided depending on the time of admission and the individual's needs and circumstances.

Teacher candidates are expected to write a daily lesson plan and submit to the resident teacher and/or university supervisor three days in advance of the class being taught and evaluated (Appendix D). The degree of detail is such that a competent teacher in the subject field could teach from the lesson plan. Candidates are to check with their ESEC 506 instructors to verify lesson plan format.

All candidates are required to maintain an individual portfolio for Resident Teachers, Course Instructors, and CSUSB Supervisors to be able to review on an on-going basis. A recommended format is provided and will be reviewed in Student Teacher/Intern Seminar Classes (Appendix E).

The faculty of the single subject credential program has developed three forms to foster effective evaluations. The first is a daily reflective journal maintained by the candidate and shared with the university supervisor and resident teacher (Appendix F). The observation and evaluation forms used at CSUSB (Appendix G) reflect the Teacher Performance Expectations (TPEs). The 2016 TPEs are available at the following site: <http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf>

A copy of all completed evaluation forms are placed in candidate's P.A.F. The Student Teacher/Intern Observation Form is to be used by the university supervisor and the resident teacher to assess teaching performance and planning in single class sessions.

Appendices H-K should be used by candidates to provide proof of their time at the school site and with their mentors.

Appendix:

- A. Program Plan Track A
- B. Program Plan Track B
- C. Program Plan Track C
- D. Sample Lesson Plan Requirements
- E. Student Teacher/Internship Portfolio Organization and Recommendations
- F. Single Subject Student Teacher/Intern Reflective Journal Log
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Appendix A: Program Plan Track A

CSU Bernardino

Single Subject Credential Program –SB 2042

Program Plan-Track A

Name: _____

Phone#: _____

EMAIL: _____

SID#: _____

Entering Quarter: Summer, Fall (Only)

Year: _____

Subject Area (check appropriate subject)			
<input type="checkbox"/>	Art	<input type="checkbox"/>	Music
<input type="checkbox"/>	English	<input type="checkbox"/>	Physical Education
<input type="checkbox"/>	Foreign Language	<input type="checkbox"/>	Social Science / History
<input type="checkbox"/>	Mathematics	<input type="checkbox"/>	Science (Biology, Chemistry, Geosciences or Physics)

Courses	Units	Quarter	Year	Grade	Notes
Phase I Courses					
ESEC 407	4	SS, F,	F'16		
ESEC 410	4	SS, F,	F'16		
ESEC 413	4	SS, F,	F'16		
ESEC 550A	2	SS, F,	F'16		**Must Apply for School Site Placement
Phase II Courses					
ESEC 405	4	F, W	W'17		
ESEC 417	4	F, W	W'17		
ESEC 506	4	F, W	W'17		ART 499 or MUS 411 (Music fall only)
ESEC 520A	1	F,W	W'17		

(TPA 1)					
ESEC 520B (TPA2)	1	F, W	W'17		
ESEC 550B	4	F, W	W'17		
Phase III Courses					
ESEC 419	4	W, Sp	Sp 17		
ESEC 520C (TPA 3)	1	W, Sp	Sp 17		
ESEC 520D (TPA 4)	1	W, Sp	Sp 17		
ESEC 550C	6	W, Sp	Sp 17		
ESEC 602	2	W, Sp	Sp 17		
TOTAL UNITS	48				

Program Plan does not automatically allow enrollment into courses.

A current copy of your Program Plan and a Student Teaching Application must be on file in order for your request to be processed.

****For School Site Placement and Student Teaching Application go**
to <http://coe.csusb.edu/studentServices/teacherEducation/fieldSupervision/index.html>

Program Advisor's Signature: _____

Date: _____

Student's Signature: _____

Date: _____

Appendix B: Program Plan Track B

CSU San Bernardino
 Single Subject Credential Program –SB 2042
 Program Plan-Track B

Name: _____ Phone#: _____
 EMAIL: _____ SID#: _____
 Entering Quarter: Winter Year: 2016

Subject Area (check appropriate subject)			
	Art		Music
	English		Physical Education
	Foreign Language		Social Science / History
	Mathematics		Science (Biology, Chemistry, Geosciences or Physics)

Courses	Units	Quarter	Year	Grade	Notes
ESEC 405	4	F	17		
ESEC 407	4	W	17		
ESEC 410	4	W	17		
ESEC 413	4	Spring	17		
ESEC 506, ART 499	4	W	17		
ESEC 417	4	Spring	17		
ESEC 550A	2	Spring	17		
ESEC 419	4	F	17		
ESEC 520A(TPA 1)	1	F	17		Must complete ESEC 407,410 & 413

ESEC 520B(TPA2)	1	F	17		Must be taken with ESEC 550B
ESEC 550B	4	F	17		Must be taken with ESEC 520B
ESEC 520C(TPA 3)	1	W	18		Must be taken with ESEC 550C
ESEC 520D(TPA 4)	1	W	18		Must be taken with ESEC 550C
ESEC 550C	6	W	18		Must be taken with ESEC 520C & D
ESEC 602	2	W	18		
TOTAL UNITS	48				

Program Advisor's Signature: _____ Date:

Student's Signature: _____ Date:

Program Plan does not automatically allow enrollment into courses. Please go to http://www.startteachingnow.com/department_consent.html to request department consent, Please note: A current copy of your Program Plan and a student teaching application must be on file with the supervision office in order for your request to be processed. For the student teaching application go to <http://www.startteachingnow.com/supervision/>

Appendix C: Program Plan Track C

CSU San Bernardino
Single Subject Credential Program –SB 2042
Program Plan-Intern Track C

Name: _____

Phone#: _____

EMAIL: _____

SID#: _____

Entering Quarter: Summer, Fall, Winter

Year: _____

Subject Area (check appropriate subject)			
	Art		Music
	English		Physical Education
	Foreign Language		Social Science / History
	Mathematics		Science (Biology, Chemistry, Geosciences or Physics)

	Courses	Units	Quarter	Year	Grade	Notes
	Prerequisites to Intern SB1209 Program: ESEC 407, 410, 413					
I	ESEC 407	4	SS, F, W,			
I	ESEC 410	4	SS, F, W,			
I	ESEC 413	4	SS, F, W, Sp			
II	ESEC 405	4	F, W,			
II	ESEC 506,	4	W			Art 499, MUS 411 (Music fall only)
II	ESEC 555	2	F, Sp			
III	ESEC 417	4	F, W, Sp			
III	ESEC 570A	6	F, W, Sp			
IV	ESEC 556	2	W			

IV	ESEC 419	4	F, W, Sp			
V	ESEC 520A (TPA 1)	1	F, W, Sp			Must complete ESEC 407,410 & 413
V	ESEC 520B (TPA 2)	1	F, W, Sp			Must be taken with ESEC 570B
V	ESEC 570B	6	F, W, Sp			Must be taken with ESEC 520B
VI	ESEC 520C (TPA 3)	1	F, W, Sp			Must be taken with ESEC 570C
VI	ESEC 520D (TPA 4)	1	F, W, Sp			Must be taken with ESEC 570C
VI	ESEC 570C	6	F, W, Sp			Must be taken with ESEC 520C & D
VI	ESEC 602	2	F, W, Sp			Must be taken with 570C
TOTAL UNITS		56				

Program Advisor's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

Program Plan does not automatically allow enrollment into courses.

To request department consent please go to www.coe.csusb.edu/studentservices/teachereducation/index.html then click on "Department Consent to Register." A current copy of your Program Plan must be on file order for your request to be processed.

Appendix D: Sample Lesson Plan Requirements

CSUSB Lesson Plan Requirements

You are to prepare your lesson plans using the approaches you have learned in your teacher education programs.

Section One: Objectives

In this section you are to record what prior knowledge students must have before implementing the lesson. A minimum of two objectives that you will be teaching in this lesson must be written (1 Content and 1 ELL). In addition, you are to label if the objective is: Cognitive (Knowledge-Evaluation), Affective, or Psychomotor. If it is a cognitive objective, record what level of Bloom's Taxonomy is being addressed.

Section Two: Common Core Content and ELD Standards

In this section you are to list the California Content Standards and ELD Standards that are being addressed by the objectives and instruction as you are teaching in the lesson.

Section Three: Instructional Plans for EL (SDAIE) and Students with Special Needs

In this section you are to list the ELD (SDAIE) and Special Needs Methods you will use to support this lesson. You are to include any enrichment and accommodations that you will make for students who may present an instructional challenge.

Section Four: Introduction (Anticipatory Set)

In this section you are to describe how you get your students ready for learning. All lessons should begin with some sort of set. The setting should include an attention getter, giving the students the objective for lesson, and stimulating prior knowledge.

Section Five: Teacher and Student Activities (Instruction)

In this section you are to describe the activities and running order in which you will conduct this lesson. This should be clear enough so that if you were absent and unable to teach the lesson the person reading this section would be able to carry out the activities and procedures that you planned. Copies of any handouts, overheads, power points, and class/homework assignments should support this section.

Section Six: Technology, Materials, and/or Safety Procedures

In this section you are to provide a complete list of all materials that you will need to teach this lesson to your students. Be as complete as possible. In addition, you are to include any human resources and reference materials that you use for carrying out the lesson. If appropriate to your subject area, list any safety procedures that must be followed.

Section Seven: Pre-Assessment and Summative Assessment of Knowledge

In this section you are to highlight the means that you use to check student progress and highlight pre-assessments for student prior knowledge of what is to be taught in this lesson. All formative/summative assessments that you use to evaluate student learning for this particular lesson must be stated and include expected measurable outcomes. A copy of any assessments that you use should be included with the lesson plan.

Section Eight: Student Evidence of Learning

In this section you are to highlight how the students actually performed on the assessment criteria that you used for this lesson. How did the students do? Did they meet your projected outcomes? How students are informed of their assessment results for this lesson?

Section Nine: Teacher Reflection

In this section you are to discuss the various roles that you played during this lesson (delivery, monitoring, use of models, assessments, etc.) and give your reflection on how successful the lesson was and what changes you could make for better results. What was the overall effectiveness of the lesson and what changes would you make if you were to teach it again? In short you are to evaluate your performance and quality of instruction the lesson plan provided and state any need for re-teaching.

California State University, San Bernardino Single Subject Credential Program

Teacher:

Date:

Subject/Period: _

Lesson Title

<p>Prior Knowledge and Objective(s):</p>	<p>Common Core Content & ELD Standards</p>	<p>Instructional Plans for EL Students (SDAIE) and Students with Special Needs</p>
<p>Introduction (Anticipatory Set)</p>	<p>Teacher Activities and Student Activities (Instruction)</p>	<p><u>Technology, Materials, Safety Procedures</u></p>
<p>Pre-Assessment and Summative Assessment of Student Knowledge</p>	<p>Student Evidence of Learning</p>	<p>Teacher Reflection</p>

Appendix E: Student Teacher/Internship Portfolio Organization and Recommendations

SB 2042 Student Teacher/Internship Portfolio Organization and Recommendations

The following recommendations are to assist all CSUSB 2042 student teachers (ESEC 550A/B/C) and 2042 Interns (ESEC 555/556) in their efforts to develop individual portfolios that address the CSTP Standards and California Teacher Performance Expectations. The portfolio will be required in ESEC 502/602.

CSUSB Supervisors, Master Teachers, and Course Instructors may request additional artifacts and/or criteria to be maintained in your portfolio for final evaluation. The portfolio is to be completed at the completion of seminar course. The portfolio is the vehicle for students to develop and gather evidence that demonstrate individual efforts in meeting the CSTP Standards and Teacher Performance Expectations.

- Use a 3-ring binder (4 – 5 inches wide). This portfolio represents your efforts to meet the CSTP Standards and TPE's.
- Maintain your portfolio on a daily basis. Your portfolio must be available for review at all times. Resident Teachers, CSUSB Supervisors, and CSUSB Course Instructors will review your portfolio on a regular basis to assist in their final evaluations.
- Create Title Page and Table of Contents for the following sections that are to be maintained in your portfolio and use dividers to support each of these sections:
- Table of Contents for all items listed
- Mission Statement (Philosophy of Education) –To be completed during final seminar classes (ESEC 550C or 556)
- Map of your school
- School Site test scores for students served in your classes. (Diagnostic scores)
- List of School Resource Personnel (Counselors, Nurse, Special Ed. Teachers/aides, Administrators, ELD teachers/Aides, Test Coordinators, Dept. Chairs, etc...)
- Your Teaching Assignment Schedule
- California Content Standards (grades 7-12) for your teaching assignments (see web page <http://goldmine.cde.ca.gov/>)
- California ELD Standards for Grade Level of Instruction (Obtain from Dept. Chair or Site ELD Coordinator)
- Course Syllabus
- Class Management Plan Seating Charts for all classes

Section for each Teacher Performance Assessment (TPAs 1-4).

- Lesson Plans (See CSUSB Lesson Plans with 9 requirements)
 - Assessment tools and Samples
 - Daily Reflections (Student Teachers Only)
 - Weekly Reflections (Interns)
 - Fieldwork observations
 - Photos/videos/Samples of Student Work on Major Projects
 - Master Teacher Observations/Evaluations (Student Teachers Only)
 - Supervisor Observations and Recommendations
 - Letters of Recommendations
 - Other
-
- All CSUSB Lesson Plans are to be maintained in your portfolio. Daily lesson plans are required and will be reviewed by your Master Teacher, CSUSB Teaching Supervisor, CSUSB ESEC 550A/B/C, ESEC 555/556 and ESEC 502/602 Instructors.
 - Lesson Plans are to address the following 9 requirements (See Lesson Plan Chart):
 - Lesson Objective(s) (Behavioral and based on Bloom's Taxonomy and State Subject Standard)
 - Common Core Content and ELD Standards
 - Instructional Plan for EL (SDAIE) and Students with Special Needs
 - Introduction for the Lesson (Anticipatory Setting)
 - Teacher and Student Activities/Instructional Steps
 - Materials/Technology/Safety Procedures
 - Lesson Pre-Assessment and Summative Assessment Tools Student Evidence of Learning
 - Teacher Reflection and Evaluation of Lesson
-
- Maintain photos, videos, and samples of student work demonstrating models of instruction and activities that are used in lessons that you complete. These artifacts will verify that your lessons were presented and assessed.
 - Set time each day to update and work on your portfolio. Your daily organization and effort will alleviate any anxiety or stress that you have regarding the production of your teaching portfolio.

Appendix F: Single Subject Student Teacher/Intern Reflective Journal Log

California State University, San Bernardino
Single Subject Student Teacher/Intern Reflective Journal Log
(Student Teacher Candidates – DAILY) (Intern Candidates – Weekly)

You are to make an entry into your log for every day of student teaching or a weekly entry into your log for each week of Internship. Your entry is to be thoughtful, thorough, and reflective. This is a required task to earn at least a satisfactory rating under self-evaluation in your final assessment. Failure to fulfill this requirement could result in a grade of failing for student teaching or Intern supervision. In ESEC 550A, teacher candidates will complete 16 observations as a requirement for the class.

Name: _____ Date of Entry: _____ Log # _____

Describe the salient events of this day/week. Include things you and your students did.

2. Analyze how your actions caused the events described above. What did you do to make them happen?

Record here what you learned today about what you should continue to do and prescribe improvement you should make in the future.

Appendix G: Single Subject Program Evaluation and Observation Forms

Single Subject Program Evaluation and Observation Forms are to be completed online at the following link: <http://www.surveygizmo.com/s3/1965836/Classroom-Resident-Teacher-Learning-Environment-Form>

INSTRUCTIONS:

1. Indicate candidate's competency level in each category by clicking the appropriate rating.
2. Identify the candidate's strengths and areas for improvement using the scale below:
 - **1** = Candidate demonstrates little understanding or skill
 - **2** = Candidate attempts this to do this but is not yet skilled/needs much support
 - **3** = Candidate attempts to do this and is often successful
 - **4** = Candidate is skilled and successful with little support needed
3. Provide the evidence and evaluation for your ratings in the text box.
4. **If a rating of 1 or 2 is given**, indicate a plan for improvement and evidence for each rating in the text box below

TPE	Indicate Rating	Evidence	Evaluation/suggestion
TPE 1: Engaging & Supporting All Students in Learning	<ul style="list-style-type: none"> • Demonstrates little understanding or skills • Attempts but is not yet skilled/needs much support • Attempts & is often successful • Is skilled & successful with little support needed 		
TPE 2: Creating & Maintaining Effective Environments	<ul style="list-style-type: none"> • Demonstrates little understanding or skills • Attempts but is not yet skilled/needs much support • Attempts & is often successful • Is skilled & successful with little support needed 		
TPE 3: Understanding & Organizing Subject Matter	<ul style="list-style-type: none"> • Demonstrates little understanding or skills • Attempts but is not yet skilled/needs much support • Attempts & is often successful • Is skilled & successful with little support needed 		
TPE 4: Planning Instruction & Designing Learning Experiences	<ul style="list-style-type: none"> • Demonstrates little understanding or skills • Attempts but is not yet skilled/needs much support • Attempts & is often successful • Is skilled & successful with little support needed 		
TPE 5: Assessing Student Learning	<ul style="list-style-type: none"> • Demonstrates little understanding or skills • Attempts but is not yet skilled/needs much support • Attempts & is often successful • Is skilled & successful with little support needed 		
TPE 6: Developing as a Professional	<ul style="list-style-type: none"> • Demonstrates little understanding or skills • Attempts but is not yet skilled/needs much support 		

	<ul style="list-style-type: none">• Attempts & is often successful• Is skilled & successful with little support needed		
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10. Describe the modifications or adaptations for English Language Learners and/or Special Needs students in lesson planning and implementation has been demonstrated by the candidate.

11. Evaluator's Comments (Including areas of strength and areas for Improvement): *

Appendix H: Student Log of Observation Hours for ESEC 550A

**California State University San Bernardino College of Education
Student Log of Observation Hours Due at Last Session of ESEC 550A**

Candidate's Name: _____ School: _____
District: _____ Resident Teacher: _____ Phone Number: _____
CSUSB Course _____ CSUSB Faculty Member _____

DATE	TIME	RESIDENT TEACHER'S SIGNATURE

Professor's Signature: _

_Total Hours:

_ (60 hours)

Appendix I: Intern Log of Contact for Hours for Bilingual Support Provider

**Intern Log of Contact for Hours
Bilingual Support Provider**

Intern's Name:

School:

District:

Bilingual Administer _____

Email _____ **CSUSB Course ESEC 570 A B C**

DATE	TIME & Duration	District Representative SIGNATURE

Appendix J: Intern Log of Contact for Hours for Mentor Teacher

**Intern Log of Contact for Hours
Mentor Teacher 10 hours per quarter**

Intern’s Name:

School:

District:

Mentor Teacher _____

Email _____ CSUSB Course ESEC 570 A B C

DATE	TIME & Duration	District Representative SIGNATURE

Appendix K: Intern Log of Contact for Hours for School Site Administrator

**Intern Log of Contact for Hours
School Site Administrator 6.6 hours per quarter**

Intern's Name:

School: District:

School Site Administrator _____

Email _____ CSUSB Course ESEC 570 A B C

DATE	TIME & Duration	District Representative SIGNATURE