

California State University, San Bernardino

College of Education

Single Subject

Credential Program Handbook

AY2019-2020

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INTRODUCTION

The California Commission on Teacher Credentialing (CCTC) is the state agency that certifies teachers. Candidates for the Single Subject Credential who complete their teacher preparation through a Commission-approved program in California are recommended for the credential by their university. The credentialing process in California begins with a preliminary credential. Upon receiving the preliminary credential, the teacher must “clear” or renew their credential within five years.

COLLEGE MISSION

The Mission of the College of Education at California State University, San Bernardino is to prepare education and human service professionals through the development of curriculum and programs that transform individuals and the community. This collaborative process, involving faculty, staff, teachers, administrators, students (K-12) and the community at large, reflects our core beliefs in diversity, a quality-oriented teaching/learning community, and leadership for change. To this end, all Multiple Subject and Single Subject Credential Programs emphasize diversity and multiculturalism.

PROGRAM MISSION

The Single Subject Program prepares teachers to become leaders in transformative education, an evolutionary process of change by which schooling practices become increasingly effective in promoting learning in urban settings. Inquiry and reflective practice are the foundations of the transformative process, a process that allows teachers to evaluate current school practices and imagine teaching and learning in new ways.

It is our goal to educate teachers who in turn can assist their students to develop their full potential and become reflective, contributing members of local, regional and global communities.

PROGRAM OVERVIEW

The Single Subject Credential Program at CSUSB is a state-approved credential program. The program currently offers subject matter preparation in the following disciplines:

- ART
- ENGLISH
- FOREIGN LANGUAGES (French, Spanish)
- FOUNDATIONAL LEVEL MATHEMATICS
- MATHEMATICS
- MUSIC
- PHYSICAL EDUCATION (Regular/Adaptive P.E.)
- FOUNDATIONAL LEVEL SCIENCE
- SCIENCE (Biology, Chemistry, Geosciences or Physics)
- SOCIAL SCIENCE

The Single Subject Program at CSUSB offers a traditional student teaching option in either a three-quarter, full-time program (TRACK A) or five quarter part-time program (TRACK B). In addition, the program offers an internship program option over a two-year period (TRACK C). Track A is designed for full-time students not employed during the completion of the program.

With the exception of the supervised field experience, which is unique to each track, the three programs are identical in the coursework and performance expectations. Preparing to teach in multicultural settings with English Learners and students with special needs is a strong emphasis of all options. As such, the Program provides candidates with the skills and expertise to provide academic instruction for English Learners and students with special needs in the secondary schools.

CHAPTER 1: PROGRAM DESIGN

The credential program at Cal State San Bernardino is based on a philosophy of education embodied in five intersecting themes: academic disciplines, social contexts, diversity, communication and reflection.

Academic Disciplines: Secondary teaching involves specialization in the practices and knowledge building processes of a discipline, awareness of the relationships among disciplines, and pedagogical knowledge with one or more content areas. The academic disciplines offer rich content and modes of inquiry that help make sense of our world. In the Single Subject program, teacher candidates discuss the curriculum standards of their professional organizations, read seminal works regarding the teaching of their discipline, and study curriculum and instruction within their content area. During their fieldwork, candidates make the practices of their discipline accessible and engaging for their students.

Social Contexts: Teaching involves a critical understanding of the relationships between the context schools and learning. Learning occurs within a particular social setting that can have a powerful influence on student achievement. Teachers themselves are immersed in multiple contexts in their own life personally and professionally, including: the neighborhoods and communities where students live; school/classroom contexts; different language, culture, gender, and socioeconomic contexts among students; and state/national/global contexts.

Diversity: Diversity is an asset to a learning community and our society, and educators must acknowledge, respect, and build on the strengths inherent in learning communities with racial, cultural, linguistic, and gender differences. Equity and quality of access are challenges for our educational systems. Bicultural/bilingual students must be given the opportunities and the means to achieve academic excellence to maintain a positive self-image. The Single Subject program recognizes the need to prepare teacher candidates to confront stereotypes and prejudices and to nurture the interests and abilities of all students. This program also recognizes the urgent need to support credential candidates from all populations and backgrounds. For example, field experiences give all candidates opportunities to engage with teachers and students of different backgrounds.

Communication: It is critical for teachers to be effective communicators with colleagues, students, parents and administrators. Teachers serve as advocates for students, for the profession and for their discipline. Communication competencies such as the ability to work with others, to speak and write effectively, and to use various technologies to enhance communication are vital to a teacher's success. Along with the Teacher Performance Assessment (TPA), portfolios are a major assessment tool and

include many measures of these abilities: integrated/thematic units and lesson plans, student work samples, letters to parents, videotaped lessons using a variety of models of instruction that reflect effective English language development practices, and resources for teaching in a particular subject area with computer-generated materials.

Reflection: Effective teaching involves constant reflection, or an appraisal of the teaching/learning situation. Teacher candidates draw on the knowledge of their students, the nature of the subject matter to be taught, and their knowledge of pedagogy to make hundreds of informed decisions on a daily basis. Critical reflection requires some distance from this reflection-in-action to examine larger issues of social justice and schooling. Teacher candidates are expected to engage in a variety of activities to encourage this reflection such as writing autobiographies, journals, fieldwork/observation notes, reflective papers, and participating in action research and/or community service projects.

1.1 PROGRAM OPTIONS

The Single Subject Program offers a traditional student teaching option in either a three-quarter full-time program (TRACK A) or a five-quarter part-time program (TRACK B). In addition, the program offers an Internship option in a two-year program (TRACK C) and a three-quarter program (TRACK A) at the Palm Desert Campus. **The following courses are not held on the Palm Desert Campus: ESEC 506, Art 499, and Music 411.** Please note that other classes may be cancelled due to low enrollment. For more information please visit the Single Subject Program Website at <https://coe.csusb.edu/single-subject-teaching-credential>.

Student Teaching Option (Track A)

In the traditional student teaching option, credential candidates benefit from the teaching expertise and guidance of several resident teachers. Candidates are assigned a placement at university-selected district school sites. Admission to the Track A is in the Fall Quarter only. Admission to Track B is offered in the Winter Quarter.

Student Teaching Track A (Full-Time):52 Units

Quarter 1 (Fall)	Quarter 2 (Winter)	Quarter 3 (Spring)
ESEC 407: Secondary School Teaching (4 units)	ESEC 405: Introduction to Secondary School Culture (4 units)	ESEC 419: Literacy Across the Curriculum (4 units)
ESEC 410: Adolescent Development & Learning (4 units)	ESEC 417: Educational Psychology: Instructional Theory, Assessment, & Classroom Management (4 units)	ESEC 520F TPA Cycle 2 (4 Units)
ESEC 413: Language Interaction in the Classroom (4 units)	ESEC 506: Curriculum & Instruction in the Content Areas, or Art 99, Or HSCI 591, or Music 411 (4 units)	ESEC 550C: Student Teaching Seminar (8 units)
ESEC 550A: Student Teaching Seminar (4 units)	ESEC 520E TPA Cycle 1 (4 Units)	ESEC 602: Special Topics in Secondary Education (2 units)
120 hours of unpaid observation hours	ESEC 550B: Student Teaching Seminar (4 units)	
14 Units	20 Units Overload Required	18 Units Overload Required

Student Teaching Sample Track B:

Due to the transition from quarters to semesters the Track B Option will not be offered in the AY 2019-2020. Track B will resume in the Fall of 2020

Notes: ESEC 407, ESEC 410, ESEC 413, and ESEC 550A courses must be passed to be student teacher eligible.

Internship Option (Track C)

The intern option will not be available during the AY2019-2020 due to the transition to a semester program in the Fall of 2020. Internships will be honor for those student who began an internship in the AY 2018-2019 school year or first entered the program in the Winter of 2019 and have a valid job offer and all paperwork ready for signature by the first week of August 2019.

The Track C Internship Track will resume in Fall 2020.

EARLY COMPLETION INTERN OPTION

The Early Completion Options will not be available during the AY 2019-2020 due to the program transitioning to a semester program in the Fall of 2020. This option will be available again in the Fall of 2020.

For Multiple and Single Subject Teaching Credentials

The Early Completion Intern Option (ECO) is intended to provide individuals who have requisite skills and knowledge an opportunity to challenge the course work portion of a Multiple or Single Subject Intern Program and demonstrate pedagogical skills through a performance assessment while in a Commission-approved intern program. All Commission-approved intern programs (both university and district) must offer early completion options to qualified candidates.

Requirements for the Early Completion Intern Option

Individuals must satisfy all of the following requirements: 1. Bachelor's degree or higher from a regionally-accredited college or university 2. Basic skills requirement. See Commission leaflet CL-667, entitled Basic Skills Requirement for additional information. 3. Passage of one of the following assessments: a. The National Evaluation Series (NES) Assessment of Professional Knowledge (APK): Elementary (Test code 051) for Multiple Subjects candidates or Secondary (Test code 052) for Single Subject candidates (See Terms and Definitions) b. The Teaching Foundations Examination (TFE) (no longer administered-see Terms and Definitions) 4. Completion of the initial

Teaching Performance Assessment (TPA) task(s) provided within a Commission-approved TPA model (See Terms and Definitions) 5. Completion of a course (two semester units or three quarter units) in the provisions and principles of the U.S. Constitution, or passage of an examination in the subject given by a regionally-accredited college, or university 6. Verify knowledge of the subject to be taught by one of the following two methods: a. Achieve a passing score on all appropriate subject matter examination(s). Information regarding the appropriate subject matter examination(s), including passing scores and registration, can be found in Verifying Subject Matter Competence by Examination leaflets CL-674M for Multiple Subject, or CL-674S for Single Subject. b. For Single Subject Credential candidates, complete a Commission-approved subject-matter program or its equivalent and obtain verification of completion from the authorized person in the education department of a California college or university with an approved program 7. Fingerprint processing by Live Scan (form 41-LS), if not previously completed for the Commission 8. Individuals must have an offer of employment and be enrolled in a District Intern Program or a college or university with a Commission-approved intern program. Applications must be submitted to the Commission through the Commission-approved intern program sponsor. State of California Commission on Teacher Credentialing 1900 Capitol Avenue Sacramento, CA 95811-4213 Email: credentials@ctc.ca.gov Website: www.ctc.ca.gov CL-840 2/15 Page 2 of 3

Requirements for the Preliminary Multiple or Single Subject Teaching Credential
Individuals must satisfy all of the following requirements:* 1. Complete requirements 1 through 7, listed above 2. Pass the Teaching Performance Assessment (TPA). Necessary to satisfy the fieldwork component required for the intern program. Candidates must pass the TPA on the first attempt in order to be eligible for the ECO. If the candidate does not pass on the first attempt, he/she is no longer eligible to participate in the ECO program and must complete the full teacher preparation program. Candidates must demonstrate competence of the field experience required by the Commission-approved intern program in which the candidate is enrolled. 3. Pass the Reading Instruction Competence Assessment (RICA). RICA is a requirement for Multiple Subjects Credential candidates only. For more information, visit the RICA website at http://www.ctcexams.nesinc.com/about_RICA.asp. 4. Complete foundational computer technology course work that includes general and specialized skills in the use of computers in educational settings 5. Recommendation from Commission-approved intern program sponsor using the CTC online system *The employer may require additional instruction deemed necessary for the preparation of the candidate.

Authorization

Multiple Subjects Intern Teaching Credential This credential authorizes the holder to teach in a self-contained classroom such as the classrooms in most elementary schools. However, a teacher authorized for multiple subject instruction may be assigned to teach in any self-contained classroom (preschool, K-12, or in classes organized primarily for adults). In addition, the holder of a Multiple Subjects Teaching Credential may serve in a core or team teaching setting. This document authorizes the holder to provide the following services to English learners: (1) instruction for English language

development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in multiple-subject matter (self-contained) classes. This credential also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44253.3.

Single Subject Intern Teaching Credential This credential authorizes the holder to teach the specific subject(s) named on the credential in departmentalized classes such as those in most middle schools and high schools. However, a teacher authorized for single subject instruction may be assigned to teach in any subject in his or her authorized fields at any grade level – preschool, grades K-12, or in classes organized primarily for adults. This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44253.3.

Period of Validity

The Multiple and Single Subject Intern Teaching Credentials are valid for a period of two years. During this two-year period, the holder must complete the requirements necessary for the Preliminary Multiple or Single Subject Teaching Credential. CL-840 2/15 Page 3 of 3 TERMS AND DEFINITIONS The current entry assessment structure using the NES APK assessments became effective September 26, 2013. The examination scores on the NES assessments have a five-year period of validity and must be used towards a credential within that time frame. See Coded Correspondence 13-13 for more information. An overview of the NES Multiple Subjects assessment (APK 051), links to the candidate study guide, and other materials, and to register for the assessment may be found using this link:

http://www.nestest.com/TestView.aspx?f=HTML_FRAG/NT051_TestPage.html For information on the NES Single Subject assessment (APK 052), use this link: http://www.nestest.com/TestView.aspx?f=HTML_FRAG/NT052_TestPage.html

Teaching Foundations Examination (TFE)

This written examination allows individuals to demonstrate their knowledge of basic teaching education foundations and pedagogy in order to satisfy the required education courses in a teacher preparation program. The TFE has been replaced by the NES APK assessments for use toward meeting the ECO. The final administration of the TFE was in July 2013. Candidates may use scores on the Teaching Foundations Examination toward meeting the ECO for a period of five years from the date the assessment was passed.

Teaching Performance Assessment (TPA)

Part 2 of the new examination, which measures content-specific pedagogy, uses the existing initial Teaching Performance Assessment (TPA) task(s) provided within a Commission-approved TPA model. The following table identifies, by approved TPA

model (CalTPA, FAST, PACT), the specific TPA task(s) that ECO candidates would need to pass on the first attempt for entry into the ECO route. TPA Model ECO Entry TPA Task(s) CalTPA Cycle 1, FAST CalTPA Task 1 PACT Task 1 and Task 2 (excluding the daily reflections of Task 2) edTPA* Task 1 The prospective ECO candidate will need to work with a Commission-approved intern program to complete the TPA task as part of the ECO entry assessment. See Coded Correspondence 13-13 for more information.

Reference: California Education Code 44468

https://www.ctc.ca.gov/docs/default-source/leaflets/cl840.pdf?sfvrsn=216c8491_0

1.2 PROGRAM STANDARDS

The Teacher Education Program at CSUSB provides candidates a carefully planned, comprehensive sequence of coursework and field experience and supervised teaching. Before being recommended for a Preliminary Credential, candidates are expected to demonstrate a set of knowledge, skills and abilities as represented in the domains of the Teaching Performance Expectations (TPEs). Developed by the California Commission on Teacher Credentialing (CTC) the TPEs are organized into the following six domains:

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

See Chapter 5.1 for additional information on the TPEs.

The CTC along with the Pearson Evaluation Systems and the educational community have developed the California Teacher Performance Assessment (Cal TPA). This performance assessment is designed to measure the domains of the Teaching Performance Expectations that describe what California teachers need to know and be able to do before being recommended for a Preliminary Credential. The Cal TPA is made up of two inter-related yet separate cycles that increase in complexity as candidates move through them. As the cycles increase in complexity, there are more choices and decisions to make about how to respond to prompts. Each performance task measures aspects of a number of TPEs. And many TPEs are measured in more than one task.

The Cal TPA is embedded within the teacher preparation program at CSUSB, and therefore candidates must complete the TPA as one of the requirements for earning a California Preliminary teaching credential. Additional information regarding the Cal TPA is included in Chapter 5 of this Handbook.

CHAPTER 2: PROGRAM PREPARATION AND ADMISSION

2.1 PROGRAM PREPARATION

To be a candidate for a California teaching credential, students must be accepted into a credential program. Only students admitted to the university can apply to a credential program. Students interested in entering a credential program must first apply for admission to the university. Students apply for admission to the university through procedures outlined in the University Bulletin. CSUSB undergraduate students who plan to obtain their teaching credential at CSUSB must reapply to the university as a post-baccalaureate student during the quarter they are finishing their degree requirements.

Once admitted to the university students may seek admission to the credential program, by submitting a complete Program Admission File (PAF) and selecting the appropriate supervision option (Track A – traditional student teaching (no outside employment is strongly recommended), Track B – part-time program for student teaching or Track C – Internship).

2.2 APPLYING TO THE UNIVERSITY

- Complete the Graduate/Post-Baccalaureate Application for Admission. This will include your application to the program. This is done online at CSU Apply (<https://www2.calstate.edu/apply>)
- CSU undergraduate students must reapply for Post-Baccalaureate admission during the quarter in which degree requirements are completed.

Please Note: University Post-Baccalaureate admission requires a minimum G.P.A. of 2.67 or above.

2.3 ADMISSION REQUIREMENTS

In response to the Commission on Teacher Credentialing (CTC) standards, candidates at CSU San Bernardino must meet several requirements before they are admitted to a Single Subject credential program. These requirements include:

- Post-Baccalaureate Admission - An application must be submitted online at csumentor.edu
- Baccalaureate Degree - A bachelor's degree from an accredited university is required for California certification. CSUSB undergraduate students must reapply for post-baccalaureate admission during the

quarter in which degree requirements are completed. Please Note: CSU San Bernardino graduates of a CTC approved subject matter competency program can apply to the program in the last quarter of their baccalaureate degree program with Subject Matter Competency (SMC) in the area they are planning to teach in a public school.

- Program Admissions File (P.A.F.) - An application that includes the documentation/verification of requirements listed below that will be submitted on line via CSU Apply (<https://www2.calstate.edu/apply>)
- .
- Basic Skills Requirement - Students must pass the California Basic Educational Skills Test (CBEST) prior to admission to the Single Subject teaching credential program.
- Subject Matter Competency - Teacher candidates in California are required to demonstrate competence in the subject matter they will be authorized to teach. Candidates have two options available for satisfying this requirement:
 - complete a Commission (CTC) - approved subject matter competency program in the subject by an institution *that has been approved to offer a waiver program*, such as Art, English, Foreign Languages (Spanish), Foundational Level Mathematics, Physical Education or pass the appropriate Commission-adopted subject matter examination (CSET) French, music, sciences: chemistry, geo-sciences, physics, and social science.
- Grade-Point Average - A credential candidate must have a cumulative undergraduate grade point average (G.P.A.) of 2.67 or 2.75 in the last ninety quarter units to be accepted. The university requires a GPA of 2.5 for post-graduate programs.
- Tuberculin Clearance - The tuberculin clearance is valid for four years and must remain valid throughout all teaching supervision experiences. The clearance may be obtained at a private physician's office, the County Health Department or the CSU, San Bernardino Student Health Center. Please Note: The TB test results must include student's name; the name of the agency where the TB test was administered; the date the TB test was read; clear indication that the TB test was negative; and a signature from the authorized personnel who read the TB test.

- Certificate of Clearance - Credential candidates must possess a Certificate of Clearance prior to admission to the Single Subject teaching credential program. The application is available online. A copy of a valid Emergency OR Children's Center, Sub Permit, and Pre - Intern Permit will be accepted in lieu of a Certificate of Clearance. *Certificate of Clearance is only valid for 5 years*
- Transcripts - One set of official transcripts from each college or university, other than CSUSB, attended, including a transcript with degree posted and date awarded, must be provided. If you do not yet have a transcript with your degree posted, please submit an official transcript for your work completed to date and then provide an official transcript with your degree posted and date awarded as soon as available. **These transcripts are in addition to those sent to Graduate Studies.**
- Two Letters of Recommendation - Credential program applicants must submit two letters of recommendation from faculty or others who are knowledgeable about the student's personal qualities and potential for teaching.
- Advising Session - Qualified candidates must attend a group advising session or schedule an individual advising session with a Single Subject program faculty member. Advising sessions are scheduled throughout the quarter.
- Admission Interview with Faculty Members
- Program Admission Filing fee

Additional Requirements to obtain the Internship or Preliminary Credential

- U.S. Constitution – knowledge of the U.S. Constitution demonstrated by completion of a college-level course or a college-level examination. Applicants must complete this requirement to be recommended for a preliminary credential or Internship credential.
- Infant, Child & Adult CPR Certification – Applicants must complete this requirement to be recommended for a preliminary credential. This course must not be an on-line course.

CHAPTER 3: OVERVIEW OF PROGRAM COURSES

The Single Subject program at CSUSB provides candidates with a developmental sequence of learning experience. Once admission to the program has been granted and all program admission requirements have been successfully completed, candidates may enroll in the following courses. Candidates **must** successfully complete all the courses in each quarter before enrolling in subsequent quarters. **Note:** Pending state legislation may require curricular changes.

3.1 FOUNDATIONAL THEORY OF SECONDARY EDUCATION

Phase I of the Single Subject Credential Program combines early coursework in foundations with K-12 observation experiences. Candidates enroll in the following three courses designed to introduce issues related to culture, language and schooling.

ESEC 405: Introduction to Secondary School Culture

This course examines the importance of students as the center of school culture. This course examines a broad range of issues and theories that serve as the foundation to the profession of teaching in a pluralistic society. The growing number of culturally and linguistically diverse student populations in our public schools requires all educators to have a deeper understanding of the concept of culture and its relationship to educational practice. The changing demographics and historical patterns of culturally diverse groups will be analyzed and discussed in order to understand present and future trends in California public schools.

405: Secondary School Culture Course Topics	Corresponding Teacher Performance Expectations
<ul style="list-style-type: none"> • Investigating the concept of culture • Race, social class, and the achievement gap • Latino youth in California public schools • Language diversity and learning • Culturally relevant and responsive pedagogy • The role of parents and the community 	<ul style="list-style-type: none"> • 1.1, 2.2, 6.2 • 6.7 • 6.7 • 1.7 • 2.3, 2.4, 2.5, 2.6 • 1.2
Course Assessments	Corresponding Teacher Performance Expectations

<ul style="list-style-type: none"> • Autoethnographic Reflection Papers • Culturally Relevant Lesson Plans • Resources for Incorporating the Arts in Instruction 	<ul style="list-style-type: none"> • 6i • 2.3, 2.4, 2.5, 2.6 • 1i
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ESEC 407: Secondary School Teaching

This course provides candidates with a comprehensive and balanced view of teaching and all its complexities. Through the examination of educational theories and research candidates will explore a variety of models of teaching and learn to reflect on and make instructional decisions for all students including special populations. **15 hours of classroom observation required for this course.**

407: Secondary School Teaching Course Topics	Corresponding Teacher Performance Expectations
<ul style="list-style-type: none"> • Understanding and Applying Models of Teaching • Managing Relationships in the Classroom • Managing Dialogue in the Classroom 	<ul style="list-style-type: none"> • 1d, 1e • 2c, 2h • 2b, 2i
Course Assessments	Corresponding Teacher Performance Expectations
<ul style="list-style-type: none"> • Teaching Philosophy • Learning Objectives • Lesson Plan and Microteaching 	<ul style="list-style-type: none"> • 6a • 3g • 1e, 4h

ESEC 410: Adolescent Developing and Learning

This course is designed to provide prospective secondary school teachers with an in- depth understanding of the developmental characteristics of early, middle and late adolescence as applicable to secondary school settings and teaching. In addition, this course will examine the four major learning theories that can be directly applied to classroom teaching and instruction. This should be both interesting and beneficial for pre-service and Intern teachers alike. **15 hours of classroom observation required for this course.**

410: Adolescent Development and Learning Course Topics	Corresponding Teacher Performance Expectations
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<ul style="list-style-type: none"> • Cognitive, Linguistic, and Intellectual Development • Media and Emotions • Adolescent sexuality, identity, and mental health 	<ul style="list-style-type: none"> • 1.1, 1.4, 2.1 • 3.7, 3.8, 4.8 • 2.4
Course Assessments	Corresponding Teacher Performance Expectations
<ul style="list-style-type: none"> • Lesson Plan Modification • Adolescent Observational Study 	<ul style="list-style-type: none"> • 4.1, 4.2, 4.4 • 2.4

3.2 CLASSROOM PERSPECTIVES

In Phase II coursework, candidates build on the various issues and perspectives in the foundations courses to develop classroom practice that meet the needs of diverse students. Candidates plan lessons and practice teaching methods and strategies appropriate for middle and senior high schools.

ESEC 413: Language Interaction in the Classroom

Overview of the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English learners. **15 hours of classroom observation required for this course.**

413: Language Interaction in the Classroom Course Topics	Corresponding Teacher Performance Expectations
<ul style="list-style-type: none"> Examines the philosophy, design, goals, and characteristics of English Language Learners. 	<ul style="list-style-type: none"> 3a, 3c, 3d, 3e, 4b, 4c, 13e
Course Assessments	Corresponding Teacher Performance Expectations
<ul style="list-style-type: none"> Field Experience Reports 	<ul style="list-style-type: none"> 3a, 3c, 3d, 3e, 4b, 4c, 13e

ESEC 417: Educational Psychology: Instructional Theory, Assessment and Classroom Management

This course focuses on the application of Educational Psychology to the diverse world of the classroom. Candidates will examine how the theories and practices of Educational Psychology can be and are applied to the secondary classroom.

Candidates will study how a teacher can use the principles of educational psychology to plan and assess instruction as well as organize and manage their classrooms effectively. Finally, candidates will be required to do ten hours of classroom observation to integrate the psychological, social and cultural theories presented. This will be an interesting assignment that will help link what is learned in class to the real world.

417: Educational Psychology: Instructional Theory and Classroom Management Course	Corresponding Teacher Performance
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<ul style="list-style-type: none"> • Student Motivation • Managing Through Academic Content • Setting up a Well-Managed Classroom • Culturally Responsive Classroom Management 	<ul style="list-style-type: none"> • 1.2 • 1.4, 1.8, 2.1, 2.2, 2.3 • 2.5, 2.6 • 6.5
Course Assessments	Corresponding Teacher Performance Expectations
<ul style="list-style-type: none"> • Co-Teaching Unit & Lesson Presentation Assessment Project • Assessment Analysis • Classroom Management Plan 	<ul style="list-style-type: none"> • 1.1, 3.1, 3.2, 3.3, 3.4 • 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8 • 2.5, 2.6

ESEC 419: Literacy across the Curriculum

Candidates will acquire and demonstrate research-based instruction that provide effective teaching strategies and methods for guiding and developing the content based reading and writing abilities of all students, including students of varied reading levels and language background.

419: Literacy Across the Curriculum Course Topics	Corresponding Teacher Performance Expectations
<ul style="list-style-type: none"> • What matters about the reader? • How do we help students build reader/writer identities? • What are the Standards for your content area? What do they require of students with regard to literacy? • How do texts provide learning opportunities for young readers? • Knowing some disciplinary literacy demands, what are some strategies that educators can use to support students with these demands? 	<ul style="list-style-type: none"> • 4.5 • 2.3 • 3.1, 3.2 • 1.8, 4.4 • 1.4, 1.6, 3.4, 4.3, 4.4, 4.7
Course Assessments	Corresponding Teacher Performance Expectations

<ul style="list-style-type: none"> • Text Analysis Case Studies • Literacy Strategy and Lesson Presentation • Text variety share • Interactive read aloud share • Focused Observation Report 	<ul style="list-style-type: none"> • 1.8, 4.4 • 1.4, 1.6, 3.4, 4.3, 4.4, 4.7 • 3.5, 3.6, 4.4, 4.8 • 4.7 • 1.1, 1.3
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3.3 DEMONSTRATION AND REFLECTION IN THE CLASSROOM

In Phase III coursework, candidates develop their mastery of the skills presented in the previous levels.

ESEC 506: Curriculum and Instruction in Content Areas

This course introduces, reviews, and assesses students in teaching, assessment, development of appropriate teaching practices based on state content standards at the secondary level. This course also reviews and assesses issues of access and equity to the state content standards at the secondary level for all students.

The following TPEs are addressed in this course:

- TPE1: Engaging and Supporting All Students in Learning.
- TPE 2: Creating and Maintaining Effective Environments for Student Learning.
- TPE 3: Understanding and Organizing Subject Matter for Student Learning.
- TPE 4: Planning Instruction and Designing Learning Experiences for All Students.
- TPE 5: Assessing Student Learning.
- TPE 6: Developing as a Professional Educator.

ESEC 520 E: TPA Cycle 1

This courses examine, review and assist candidates in passing TPA Cycle

1. Teacher Candidates will work with a TPA Mentor to complete Cycle 1.

ESEC 520F TPA Cycle 2

These is courses examine, review and assist students in passing TPA Cycle

2. Teacher candidates will work with a TPA Mentor to complete Cycle 2

520 E: TPA Cycle 1 Learning About Students and Planning Instruction	Corresponding Teacher Performance Expectations
<ul style="list-style-type: none"> • TPA Cycle 1 	<ul style="list-style-type: none"> • TPE 1 Elements 1,4; TPE 3 Elements 1,2,3,6; TPE 4 Elements 1,4,7; TPE 6 • TPE 1 Element 1; TPE 3 Elements 2,3; TPE Elements 1,4,5; TPE 5 Element 1 • TPE 1 Elements 1,6; TPE 3 Elements 1,2,5,6; TPE 4 Elements 1,4,7; TPE 5 Elements 2,6,7,8 • TPE 1 Elements 1,4; TPE 3 Elements 1,2,5,6; TPE 4 Elements 1,2,4,5; TPE 5 Elements 2,6,8 • TPE 1 Elements 1,4; TPE 2 Elements 1,3,4 TPE 3

	<p>Elements 1,2,5,6; TPE 4 Elements 1,2,4; TPE 5</p> <ul style="list-style-type: none">• TPE 1 Elements 1,5; TPE 3 Elements 1,2,3,5• TPE 2 Elements 2,3,5• TPE 1 Element 5; TPE 2 Element 5; TPE 4 Element 4; TPE 6 Element 1• TPE 3 Element 6,7,8; TPE 4 Element 4,8• TPE 6 Element 1• TPE 4 Element 4
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520F: TPA Cycle 2 Assessment Driven Instruction	Corresponding Teacher Performance Expectations
<ul style="list-style-type: none"> • TPA 4 	<ul style="list-style-type: none"> • TPE 1 Elements 1,4; TPE 3 Elements 1,2,3,6; TPE 4 Element 4 • TPE 1 Element 1; TPE 3 Elements 2,3; TPE Elements 1,4,5; TPE 5 Element 1 • TPE 4 Element 1; TPE 5 Elements 1,2 • TPE 1 Elements 1,5; TPE 3 Element 3; TPE 4 Elements 3,4 TPE 5 Elements 1,2 • TPE 5 Elements 3 • TPE 5 Elements 1,3,5 • TPE 5 Element 3 • TPE 5 Elements 1,3,5 • TPE 5 Elements 2,7 • TPE 5 Elements 2,3,8 • TPE 1 Elements 5,8 TPE 4 Elements 1,4 • TPE 6 Element 1

ESEC 602/502: Special Topics in Education

This course provides candidates with a comprehensive and balanced view of the policies affecting public schooling in the state of California. Through the examination of educational policies and practices candidates will explore the many ways in which instructional decisions are made for all students including special populations.

602/502: Special Topics in Education Course Topics	Corresponding Teacher Performance
<ul style="list-style-type: none">• Candidates will learn to use multiple sources of information related to drafting and implementation of educational policy• Candidates will develop knowledge and skills in assessing the academic needs of special populations including but not limited to English learners in order to identify students for referral to appropriate educational programs.	<ul style="list-style-type: none">• 1B, 2, 3, 4, 5, 6B, 6C, 7, 8, 9, 10, 11, 13
Course Assessments	Corresponding Teacher Performance
<ul style="list-style-type: none">• Topic Papers• Group Presentation• Issue Paper• Technique Presentation• Book Critique	<ul style="list-style-type: none">• 1B, 2, 3, 4, 5, 6B, 6C, 7, 8, 9, 10, 11, 13

3.4 SEMINARS AND SUPERVISION

ESEC 550A: Student Teaching Seminar

Student teaching candidates are required to conduct observations and complete fieldwork assignments from various program courses at their assigned school sites for 10 weeks (Minimum of two days per week for a total of 75 observation hours). In addition, student teaching candidates are required to tutor a designated English Language Learner and a student with special needs. The seminar class requires candidates to explore and reflect on school-wide policies, classroom environments, classroom management and procedures, and lesson planning. Candidates are required to develop a Student Teaching Portfolio and a Course Syllabus/Management Plan.

Requires 75 hours of classroom observations

ESEC 550 B/C: Student Teaching

Student teaching candidates will be assigned to a partner school district approved by the program. Student teacher candidates are required to be at their school site for four periods per day: teach two periods in their content area, observe for one period, and preparation for one period. Candidates are required to be at their assigned school site for the school site academic calendar for a period of 20 weeks. In the third quarter of supervision, student teacher candidates are required to teach in a full-day teaching assignment for a minimum of two weeks. A full-day teaching assignment based on a six-period day schedule includes teaching four periods in their content, observing for one period, and preparation for one period.

ESEC 555/556: Internship Seminars

Interns will address issues of classroom management skills, lesson planning, assessment, and the social context of secondary education. The seminar class requires candidates to explore and reflect on school-wide policies, classroom environments, classroom management and procedures, and lesson planning.

Candidates are required to develop an Intern Portfolio, a Course Syllabus, a Class Management Plan, and an assessment plan for a selected challenge class.

ESEC 570 A/B/C: Internship Teaching

Interns will be teaching on a full-time basis in their content area. For this reason, Intern candidates are strongly advised not to assume any school related duties that will prohibit them from completing the program in the required time. Intern candidates are **required** to have one preparation period for planning. Please note: The Internship credential is valid for **two** years from the time of issuance. **Interns must meet all requirements by CTC to be an Intern.** See Chapter 4.2 for more information on internship requirements.

CHAPTER 4: 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). Student teachers and interns are assigned to field sites in the subject area in which the teacher candidate receives subject matter clearance.

Track A candidates are placed at Professional Unified School District sites selected by the program. **Track A candidates cannot be employed as a teacher during their credential program.**

4.1 STUDENT TEACHING OPTION (TRACK A)

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 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.. **During the 20 weeks of supervision, candidates may only substitute for their resident teacher at most three days per quarter and may not have more than three absences per quarter.** The following tables are roadmaps for Track A

First Quarter (Track A)

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.** **Student are encouraged to continue with their observation after their 10 weeks have been completed so that they can begin work on TPA Cycle 1.** **Although it is not mandatory not staying for the extended time may make passing the TPA very difficult due to the early due date of TPA Cycle 1 February 20, 2020.**

Second Quarter (Track A)

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, dependent on the school site's calendar. The student must report one half hour before school starts and will leave one half hour school ends. Coming late or leaving early will be considered an absence to student teaching. Each day, the student teacher will teach two periods, observe for one observation period and have one prep-period. The rest of the time is assigned by the resident teacher. As the quarter progresses teacher candidates may be assigned additional classes to teach by a joint decision of the supervisor and resident teacher.

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. They will be presented to your supervisor upon their request.**

Third Quarter (Track A)

Teacher candidates will again be at the school site Monday through Friday. Teacher candidates will report one half hour before school starts and will leave one half hour after school ends. Coming late or leaving early will result in an absence from student teaching. 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. They will be presented to your supervisor upon their request.**

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.

Track B (Student Teaching) and Track C (Intern Option)

The Track B (Student Teaching) and Track C (Intern Option) will not be available during the AY 2019-2020. Both tracks will resume in the Fall of 2020, when the program becomes a semester rather than quarter program.

SINGLE SUBJECT AND MULTIPLE SUBJECT TEACHING CREDENTIALS

Requirements for Teachers with Private School Experience

California Education Code provides two options for private school teachers to obtain Multiple and Single Subject Teaching Credentials. These two options allow private school teachers to use three to five years of appropriate teaching experience in lieu of the student teaching component of a teacher preparation program or six years of appropriate teaching experience in lieu of completing a teacher preparation program including student teaching. Candidates with sufficient private school teaching experience may apply directly to the Commission for the multiple or single subject credential and are not subject to the Teaching Performance Assessment (TPA) requirement.

California has a two-tier credential structure. A preliminary credential is the first credential issued after an individual meets basic certification requirements. The preliminary credential is issued for a maximum of five years. A clear credential is issued when all certification requirements have been completed. If requirements for the clear credential are not completed before the expiration of the preliminary credential, the holder will be unable to teach in California's public schools with that credential until those requirements are met and the credential is renewed.

Authorization

The Single Subject Teaching Credential authorizes the holder to teach the specific subject(s) named on the credential in departmentalized classes such as those found in most middle schools and high schools. A teacher authorized for single subject instruction may be assigned to teach any subject in his or her authorized subject(s) at any grade level: preschool, grades K-12, or in classes organized primarily for adults.

The statutory subjects available for California Single Subject Teaching Credentials are as follows:

Agriculture Art Biological Sciences (Specialized)* Business Chemistry
(Specialized)* English Foundational-Level General Science Foundational-Level Mathematics
Geosciences (Specialized)* Health Science Home Economics Industrial and Technology
Education
Mathematics Music Physical Education Physics (Specialized)* Science: Biological Sciences
Science: Chemistry
Science: Geosciences Science: Physics Social Science World Language: English Language
Development World Languages-Languages other than English ([specify](#))

* The last administration of the examinations in the Specialized Sciences was July 11, 2015. These examinations have been discontinued. Applicants have five years from the date passed during which to use these examination scores toward obtaining California certification. The last date to verify subject-matter equivalency by coursework for any of the Specialized Sciences was July 11, 2015. See [Coded Correspondence 14-09](#).

The Multiple Subject Teaching Credential authorizes the holder to teach in a self-contained classroom such as those found in most elementary schools. A teacher authorized for multiple subject instruction may be assigned to teach at any grade level: preschool, K-12, inclusive, or in classes organized primarily for adults. In addition, the holder of a Multiple Subject Teaching Credential may serve in core or team teaching settings.

Your Application Packet

Individuals may apply directly to the Commission by mail by submitting all of the following:

1. Completed application ([form 41-4](#)), and, if not previously submitted to the Commission, a completed Live Scan receipt ([form 41-LS](#)). Out-of-state residents must submit two fingerprint cards in lieu of a Live Scan receipt. If submitting fingerprint cards, current fingerprint processing fees must accompany the application packet in addition to the application processing fee. Fingerprint cards may be ordered from the Commission by sending an email to Fingerprints@ctc.ca.gov.
2. Application [processing fee](#)
3. Official transcripts, original letters of experience, and verification of completion of the [basic skills requirement](#)

Requirements for All Single Subject and Multiple Subject Teaching Credentials

Individuals qualifying via private school experience must satisfy all of the following requirements:

1. A baccalaureate or higher degree from a regionally-accredited college or university
2. Satisfy the [basic skills requirement](#). See Commission leaflet [CL-667](#), entitled Basic Skills Requirement, for additional information. Prelingually deaf applicants are exempt from the basic skills requirement.
3. Subject Matter Competence - individuals must satisfy one of the following:
 - a. Achieve a passing score on the appropriate subject-matter examination(s). Information regarding the appropriate subject-matter examination(s) for the Single Subject Teaching Credential can be found in Commission leaflet [CL-674S](#), entitled Verifying Subject-Matter Competence by Examination for Single Subject Teaching Credentials. Information regarding appropriate subject matter examination(s) for the Multiple Subject Teaching Credential can be found in Commission leaflet [CL-674M](#), entitled Verifying Subject Matter Competence by Examination for Multiple Subject Teaching Credentials.
 - b. Complete a Commission-approved subject-matter program or its equivalent at a California college or university with an approved program, and obtain verification of completion from the authorized person in the education department. For Multiple Subject candidates, this option is only available to those individuals who completed the subject matter program and enrolled in a teacher preparation program or blended program prior to July 1, 2004.
 - c. For Specialized Science subjects only, individuals may take and pass all appropriate subject matter examinations or obtain verification of completion of subject-matter course work from the Commission on Teacher Credentialing. Requirements and procedures are outlined in [Coded Correspondence 03- 0010](#).*

* The last administration of the examinations in the Specialized Sciences was July 11, 2015. These examinations have been discontinued. Applicants have five years from the date passed during which to use these examination scores toward obtaining California certification. The last date to verify subject-matter equivalency by coursework for any of the Specialized Sciences was July 11, 2015. See [Coded Correspondence 14-09](#).

4. For Multiple Subject candidates only – pass the Reading Instruction Competence Assessment (RICA). [Click here to visit the RICA website](#) for more information.

5. Complete a course in Developing English Language Skills, including Reading, that is research-based and includes the study of phonemic awareness, spelling patterns, early intervention techniques, ongoing diagnostic techniques, and a strong literature, language, and comprehension component (Submit a copy of the course description for evaluation purposes.)
6. U.S. Constitution - individuals must satisfy one of the following requirements:
 - a. Complete a course (at least two semester units or three quarter units) in the provisions and principles of the U.S. Constitution (Submit a copy of the course description for evaluation purposes.)
 - b. Pass an examination in the provisions and principles of the U.S. Constitution given by a [regionally- accredited](#) college, or university
7. Computer Education - individuals must satisfy one of the following requirements:
 - a. Complete foundational computer education course work which includes general and specialized skills in the use of computers in educational settings
 - b. Achieve a passing score on the [Preliminary Education Technology](#) test

Additional Requirements for the Five-Year Preliminary Single Subject or Multiple Subject Teaching Credential Based on Three to Five Years of Teaching Experience at a Private School

Teachers who can verify three years to five years of full-time teaching experience at a [regionally-accredited](#) private school either in California or another state or U.S. territory, in the subject area of the credential sought, may qualify for a California teaching credential by documenting all of the following:

1. Completion of requirements 1-7 (listed under Requirements for all Single Subject and Multiple Subject Teaching Credentials)
2. Three or more years of full-time teaching (see Terms and Definitions) in the subject area of the credential sought
3. Evidence of rigorous performance evaluations on which the applicant received a rating of satisfactory or better (see Terms and Definitions).
4. Verify the completion of a professional preliminary teacher preparation program (see Terms and Definitions) in elementary or secondary education, excluding student teaching, at a [regionally-accredited](#) college or university. The letter for California prepared teachers must verify completion of a SB 2042 program with the exception of student teaching.

Additional Requirements for the Five-Year Preliminary Single Subject or Multiple Subject Teaching Credential Based on Six or More Years of Teaching Experience at a Private School

Teachers verifying six or more years of full-time teaching experience at a [regionally-accredited](#) private school (see Terms and Definitions), either in California or another state or U.S. territory, in the subject area of the credential sought, may qualify for a California teaching credential by documenting all of the following:

1. Completion of requirements 1-7 (listed under Requirements for all Single Subject and Multiple Subject Teaching Credentials)
2. Six or more years of full-time teaching (see Terms and Definitions) in the subject area of the credential sought
3. Evidence of rigorous performance evaluations (see Terms and Definitions) on which the applicant received a rating of satisfactory or better

Requirements for the Clear Single Subject or Multiple Subject Teaching Credential

Individuals who obtain the five-year preliminary credential based on three or more years of private school teaching experience may apply for a clear teaching credential by verifying completion of all of the following requirements:

1. Individuals must satisfy one of the following options:
 - Complete a [Commission-approved General Education Induction Program](#) (See Terms and Definitions)
 - If a Commission-approved professional teacher induction program is not available (this must be verified by the employing agency), individuals may complete a [Commission-approved General Education Clear Credential Program](#) at a California college or university, securing that institution's formal recommendation for the clear credential
2. Verify training in cardiopulmonary resuscitation (CPR) that covers infant, child and adult CPR skills
3. Earn an authorization to teach English learners by one of the following methods (only required of individuals who qualified for their preliminary credential based on six or more years of full-time teaching experience):
 - Hold an English learner Authorization, Crosscultural, Language and Academic Development (CLAD) Certificate, or Bilingual Authorization
 - Hold an out-of-state credential that authorizes instruction of English learners. Submit a photocopy of the credential for evaluation purposes.
 - Complete a Commission-approved English learner or Bilingual authorization program, based on California Teacher of English Learner (CTEL) standards
 - Achieve passing scores on tests 1, 2, and 3 of the CTET Examination. See Commission leaflet [CL- 628C](#), entitled English Learner Authorization/CLAD Certificate for additional information. Scores used for certification purposes may be no older than ten years from the individual passed exam date.
 - Hold a [National Board for Professional Teaching Standards](#) certificate in Early and Middle Childhood/English as a New Language or Early Adolescence through Young Adulthood/English as a New Language. A photocopy of the certificate must be submitted along with the application packet.

Candidates completing a General Education Induction or Clear Credential program will have their applications for the clear credential submitted online by the program sponsor.

Terms and Definitions

Regionally Accredited Private School

California private schools must hold accreditation from the Western Association of Schools and Colleges (WASC). Accreditation status must be verified by the school's WASC Certificate or letter from the Accreditation Commission. Private school teaching experience completed outside California must meet the same standards as required in California, and private schools located outside California must hold regional accreditation from a regional accrediting body similar to WASC. Evidence of regional accreditation such as the WASC Certificate or letter to the private school verifying regional certification must be submitted with the application. [Click here](#) for more information on regional accreditation.

Commission-approved General Education Induction Program

A Commission-approved General Education Induction Program is a two-year program of

situated learning for the preliminary credentialed teacher. Applications for the clear credential must be submitted through the approved induction program sponsor.

Full-Time Teaching Experience

This experience must be full-time teaching; no part-time, aide, volunteer or any combination of teaching and other school employment will be accepted. All experience must be gained at a [regionally-accredited](#) private school. The experience must be verified by the director of personnel on original, official letterhead of the school where the teacher was employed. Full-time teaching for credentialing purposes is defined as a minimum of 4 hours per day for at least 75% of a school year.

Rigorous Performance Evaluations

Original evaluations of the teacher's performance in at least two years of teaching must be submitted. Copies of evaluations must be accompanied by original, written verification of their authenticity by a personnel officer in the school where the evaluations took place. Evaluation ratings must be satisfactory or better. At least one of the evaluations submitted must be within the last two years of teaching. Applicants must submit summative teacher evaluations (as are generally done at end of year for purposes of continued employment or establishing tenure). Single classroom visits/observations or pre-observations, plans for professional growth, self-assessments, self-reflections, or personal reviews do not meet the criteria for performance evaluations and will not be accepted.

The teaching effectiveness areas on the performance evaluation must include, but are not limited to, the following:

- The use of teaching strategies that motivate all students to engage in the learning process
 - The ability to establish and maintain high standards for student behavior
 - A demonstration of deep knowledge of the subject taught and the use of appropriate instructional strategies that promote student understanding
 - An ability to plan and implement a sequence of appropriate instructional activities
 - An ability to evaluate and assess student achievement
 - An ability to communicate effectively by presenting ideas and instructions clearly and meaningfully to all students
- If all areas are not included in the evaluation, the applicant would not qualify under these requirements. Individuals who cannot obtain copies of their evaluations may provide an original supplemental evaluation letter(s) signed by their private school principal or school administrator in lieu of actual performance evaluations. The supplemental letter must provide an evaluation of the individual's teaching performance from at least two separate years of full-time teaching, including service from within the last two years of teaching, verifying the educator's teaching performance as satisfactory in all six of the areas stated above. Each evaluation or performance letter must be completed, dated and signed by the appropriate school administrator. Professional Preparation Program Course work in the methods of teaching classes and organizing curricula in elementary or secondary school; foundations course work in which candidates predominantly study concepts, information or principles that are presented as basis for effective school practices, and that are present especially for candidates to learn as prospective teachers. Verification of completion of a professional preparation program, excluding student teaching must be completed by the Dean of Education (or appropriate authorized individual) on the official letterhead of the college or university where the teacher

attended classes.

NOTE: The January 1, 2012 sunset date for initial issuance of preliminary Ryan teaching credentials has now passed. Therefore, the letter for California prepared teachers must verify completion of an SB 2042 credential program. (See [Coded Correspondence 11-02](#))

Reference: California Education Code Sections 44253.3(e), 44259, 44259.2

4.2 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.

4.3 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.

4.4 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. During their supervised fieldwork, candidates must write daily lesson plans and submit them to the resident teacher and/or University Supervisor upon request. Prior to you being formally supervised you will submit the lesson plans for the one you will be teaching and the one you will teach before and the one you will teach after so the supervisor can see the sequence of classes you are teaching.
3. During both student teaching experiences, teacher candidates will be required to video tape lessons and prepare clips for their TPA Cycles. Teacher candidates are required to obtain the appropriate permission slip or waiver letter prior to filming.

4.5 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.

4.6 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.

4.7 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 TPA Cycle 1 Learning About Students and Planning Instruction. In addition, they will also be working in preparing students for ESEC 520F TPA Cycle 2 Assessment Driven Instruction. All Instructors should help candidates reflect on their growth through the credential program.

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 both 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.

4.8 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**

4.9 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.surveymoz.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.

4.10 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.

4.11 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.

CHAPTER 5: TEACHING PERFORMANCE ASSESSMENT (TPA)

The Teaching Performance Assessment (TPA) is an examination that is required for any person seeking a Single Subjects Teaching Credential in the state of California. Candidates must take and pass this examination as a part of their Single Subjects Credential Program. At California State University San Bernardino, the Single Subjects Teacher Credential Program uses the California Teaching Performance Assessment (CAL TPA) as its exam in fulfillment of this requirement.

The California Teaching Performance Assessment (CAL TPA) is an assessment of a candidate's ability to demonstrate competency of the Teaching Performance Expectations. The CA TPA is designed for candidates seeking either the Multiple Subject or Single Subject teaching credential in any specific subject area(s). The CAL TPA provides a series of four performance tasks that candidates complete during their professional preparation program. The results of the candidates' performance during the various tasks of the CA TPA provide formative assessment information to candidates for improving the quality of their teaching, and assists candidates to focus on those aspects of teaching in which they may need further development or support. The CAL TPA is embedded within the teacher preparation program at CSUSB, and therefore must be successfully completed as one of the requirements for recommendation for a California Preliminary teaching credential.

5.1 THE TEACHER PERFORMANCE EXPECTATIONS

The CAL TPA includes four tasks that collectively measure the attributes of the Teaching Performance Expectations (TPEs). TPEs describe what all California beginning teachers need to know and be able to do to qualify for the Preliminary Multiple or Single Subject teaching credential. Each task measures aspects of a number of TPEs, and many TPEs are measured in more than one task. Below is the complete text of the TPEs.

1. Engaging and Supporting All Students in Learning. Beginning teachers:
1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress

1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.
2. Creating and Maintaining Effective Environments for Student Learning. Beginning teachers:
2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.
3. Understanding and Organizing Subject Matter for Student Learning. Beginning teachers:
3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. <i>(See Subject-Specific Pedagogical Skills in Section 2 for reference)</i>
3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet Security
3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.
4. Planning Instruction and Designing Learning Experiences for All Students. Beginning teachers:
4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

<p>4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:</p> <ul style="list-style-type: none"> • appropriate use of instructional technology, including assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and • use of community resources and services as applicable.
<p>4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)</p>
<p>4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.</p>
<p>4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.</p>
<p>4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.</p>
<p>5. Assessing Student Learning. Beginning teachers:</p>
<p>5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.</p>
<p>5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.</p>
<p>5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.</p>
<p>5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.</p>
<p>5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.</p>

<p>5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.</p>
<p>5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.</p>
<p>5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.</p>
<p>6. Developing as a Professional Educator. Beginning teachers:</p>
<p>6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.</p>
<p>6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.</p>
<p>6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.</p>
<p>6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.</p>
<p>6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.</p>
<p>6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.</p>
<p>6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.</p>

5.2 TEACHER PERFORMANCE ASSESSMENT TASKS

The two CAL TPA cycles are designed so that candidates can practice them repeatedly. The content and activities of each of the tasks are embedded in the classwork that candidates receive during their program. Cycle 1 has 8 rubrics scored on a scale from one to five, while Cycle 2 has nine rubrics again scored on a scale of one to five. A total score of 19 with only one of the eight rubrics scored a 1 is considering passing for Cycle 1 while a total score of 21 with only one rubric scored a one is a passing grade for Cycle 2.

In addition, each of the two cycles are embedded in their own research seminar in which the instructions and procedures for completing each task is discussed. ESEC 520E focuses on Cycle 1. This cycle focuses on Learning about student and planning instruction. One complete lesson plan plus three video clips are required for this cycle. ESEC 520F focuses on Cycle 2. This cycle looks at Assessment Driven Instruction and requires teacher candidates to teach a unit of lessons describing three to seven. The lesson should include one teaching with Educational Technology and one focusing on Academic Language. Teacher candidates will provide an informal, formal and student self-assessment for the cycle.

. For a full description of the California Teacher Performance Assessment please log onto the California Commission on Teacher Credentialing website at www.ctc.ca.gov

5.3 ASSESSMENT SEMINARS

Each CAL TPA task is housed within its own assessment seminar. In these courses students are presented with the instructions and necessary materials to complete the task. Attendance is mandatory and missing one session may result in students not being able to submit their task. Completing all the requirements of the course is required to pass the seminar. Each seminar is graded on a Credit/ No Credit basis.

ESEC 520E: TPA Cycle 1 Learning About Students and Planning Instruction

Seminar focusing on knowledge, skills and dispositions required for first year teachers. Emphasis on content specific and developmentally appropriate pedagogy, characteristics of English learners and students with special needs, and preparation to document parts of teacher performance expectations 1-6.

The following Teacher Performance Expectations will be demonstrated by responding to Teacher Performance Assessment Cycle 1.

- TPE 1 Elements 1,4; TPE 3 Elements 1,2,3,6; TPE 4 Elements 1,4,7; TPE 6
- TPE 1 Element 1; TPE 3 Elements 2,3; TPE Elements 1,4,5; TPE 5 Element 1
- TPE 1 Elements 1,6; TPE 3 Elements 1,2,5,6; TPE 4 Elements 1,4,7; TPE 5 Elements 2,6,7,8
- TPE 1 Elements 1,4; TPE 3 Elements 1,2,5,6; TPE 4 Elements 1,2,4,5; TPE 5 Elements 2,6,8
- TPE 1 Elements 1,4; TPE 2 Elements 1,3,4 TPE 3 Elements 1,2,5,6; TPE 4 Elements 1,2,4; TPE 5
- TPE 1 Elements 1,5; TPE 3 Elements 1,2,3,5
- TPE 2 Elements 2,3,5
- TPE 1 Element 5; TPE 2 Element 5; TPE 4 Element 4; TPE 6 Element 1
- TPE 3 Element 6,7,8; TPE 4 Element 4,8
- TPE 6 Element 1
- TPE 4 Element 4

ESEC 520F: TPA Cycle 2 Assessment Driven Instruction

Seminar focusing on knowledge, skills and dispositions required for first year teachers. Emphasis on content specific and developmentally appropriate pedagogy, characteristics of English learners and students with special needs, and preparation to document parts of teacher performance expectations 1-6.

The following Teacher Performance Expectations will be demonstrated by responding to Teacher Performance Assessment Cycle 2

- TPE 1 Elements 1,4; TPE 3 Elements 1,2,3,6; TPE 4 Element 4
- TPE 1 Element 1; TPE 3 Elements 2,3; TPE Elements 1,4,5; TPE 5 Element 1
- TPE 4 Element 1; TPE 5 Elements 1,2

- TPE 1 Elements 1,5; TPE 3 Element 3; TPE 4 Elements 3,4 TPE 5 Elements 1,2
- TPE 5 Elements 3
- TPE 5 Elements 1,3,5
- TPE 5 Element 3
- TPE 5 Elements 1,3,5
- TPE 5 Elements 2,7
- TPE 5 Elements 2,3,8
- TPE 1 Elements 5,8 TPE 4 Elements 1,4
- TPE 6 Element 1

Passing the TPA Seminar Courses

In order to pass each seminar teacher candidates must meet all attendance requirements and submit to their mentor a completed cycle for review prior to submitting the cycle. Failing the TPA Cycle does not preclude the teacher candidate from passing the assessment seminar.

Submitting the CAL TPA

Both CAL TPA cycles are submitted via the Pearson Website, <http://www.ctcexams.nesinc.com/Home.aspx> Students in the Single Subjects Teacher Credential Program are required to register with Pearson prior to taking the assessment seminars.

The cost to submit each task is \$150.00 and must be paid prior to submitting. The task must be paid for by the student using a credit card.

All due dates for the submission of tasks are provided to students in their Assessment Seminars. Tasks are submitted electronically to Pearson website by 6PM on the due date. Tasks received after that time will not be graded in the grading window and will have to be submitted at the next window.

Resubmitting a Cycle

Teacher candidates who do not pass a TPA Cycle must meet with the TPA Coordinator and will work on a remediation and resubmission plan with the students. It is up to the student to contact the TPA Coordinator to make an appointment.

CHAPTER 6: EXIT PROCEDURE

After successfully completing all required course work and supervised teaching requirements for the Single Subject Credential Program you will be eligible to apply for a Preliminary Single Subject Teaching Credential. Within five years of receiving your Preliminary Credential, you are required to complete additional work for the Professional Clear Credential. The requirements for receiving the Professional Clear Credential may be the responsibility of your employing school district. Please consult the appropriate school site personnel or district personnel for further details regarding induction program and the requirements for the Professional Clear Credential.

After completing your Single Subject credential requirements through the College of Education, California State University, San Bernardino, the credential assistance for students is available in Jim and Judy Watson COE Student Services Office. The Credential Analysts will help you apply for your Preliminary Credential.

This part of the *Handbook* gives you instructions for obtaining your Single Subject Preliminary Credential through the Jim and Judy Watson COE Student Services Office. You can pick up an application needed for this process or you may apply on-line.

6.1 APPLYING FOR A PRELIMINARY CREDENTIAL

Procedures for Filing a Credential Application

Upon successful completion of supervised teaching, candidates are eligible to file for a Preliminary Teaching Credential. Candidates may submit a credential application in person or mail directly to the Jim and Judy Watson COE Student Services Office from Monday through Thursday, 8:00 a.m. to 5:30 p.m. and Friday from 8:00 a.m. to 4:00 p.m. An appointment is not necessary to file a credential application.

Documents required for filing a Credential Application include:

- 3 **Application Form (41-IHE Form):** Complete only Sections 1 and 2. Do not complete “For Institution Use Only” section. An original statement of explanation on a separate sheet must accompany each “Yes” answer in Section 2.
 - 4 **Fees:** The fee for the credential is \$55.00. Applicants with a Certificate of Clearance credit may deduct the issued credit from the credential fee. A money order or cashier’s check must be made payable to the Commission on Teacher Credentialing (CTC).
 - 5 **Service Fee:** The fee for the evaluation is \$25.00. A personal check or money order must be made payable to California State University, San Bernardino (CSUSB). The service fee is earned upon evaluation of the application and is non-refundable if the credential is not recommended.
- **Transcripts:** One official transcript (with seal) of all course work completed at **each** institution attended. Current CSUSB transcripts will be ordered by the. Upon completion of the credential recommendation, the application and official transcripts will be forwarded to the Commission on Teacher Credentialing.
 - **CBEST:** The original “3x3” permanent verification card (or if previously registered, a copy of your permanent verification card AND a copy of the previously issued emergency permit or credential) must be submitted.
 - **PRAXIS/SSAT/CSET Scores:** Candidates meeting requirements for the credential by passing a Commission-approved examination must submit original examination score report(s).
 - **Subject Matter Competency (SMC) Letter:** Candidates meeting SMC by completing a CTC approved SMC Program (or equivalency) at an institution other than CSUSB must submit the original verification letter signed by the authorized credential personnel.

Before a credential application is forwarded to the Commission on Teacher Credentialing, an evaluation is completed to verify that all requirements have been successfully completed. Applicant and school district, if applicable, will be notified by mail when the recommended application is forwarded to the Commission on Teacher Credentialing.

If the applicant has not met all requirements for the credential, the application, fee (except service fee) and all accompanying materials will be returned to the applicant. The applicant may resubmit the application when all requirements have been successfully completed.

The recommended credential issuance date will be the date that all program requirements have been successfully completed. However, if the application is filed after program completion, the file date of application will be the recommended credential issuance date.

The Jim and Judy Watson COE Student Services Office will notify the district in which the candidate is employed when the credential recommendation is forwarded to the Commission on Teacher Credentialing.

Note: It is the applicant's responsibility to notify the Jim and Judy Watson COE Student Services Office immediately upon a change of address since the credential will be mailed directly to the address indicated on the application form.

Note: Effective July 2001, all credential applications must include the original and a copy of all designated supporting documentation.

CHAPTER 7: PROGRAM POLICIES

The faculty of Single Subject Credential Programs has developed specific policies that govern the overall Single Subject programs. These are:

- Class Schedule
- Request for Course Substitution Exemption of G.P.A. Requirement Change of Program Option
- Requesting Extension for Intern Credential Request Extension for a Preliminary Credential Remain in good standing in the program

Policies on placement, withdrawal and repetition of the student teaching/Intern teaching portion of the credential programs are:

- Student Teaching Placement
- Substitute Teaching during Student Teaching Withdrawal from Student Teaching Repetition of Student Teaching
- Incomplete or Non-Credit Intern Teaching Waiver of Second Quarter Student Teaching

These policies are explained in the order listed above. Applicable procedures and deadlines are provided below and all forms are available in the Jim and Judy Watson COE Student Services Office and the PDC Teacher Education

7.1 CLASS SCHEDULE

Student teachers and Interns are required to follow the class schedule as outlined in the different tracks (A, B, and C). These will ensure that all candidates pass the Teacher Performance Assessment (TPA) associated with the various course and stages of the program. Candidates will not be allowed to continue in the program if they fail a TPA more than twice. Teacher candidates need to be aware that outside employment and non-teaching assignments may result in being dropped from the program.

7.2 REQUEST FOR COURSE SUBSTITUTION

At times students will transfer from another university and wish to apply course work toward the CSUSB credential program. All course work taken at another college, and any course work must meet SB 2042 course requirements and is subject to approval by the Single Subject Program Director. All course work taken at another institution, or more than seven years ago, is subject to approval by the director of the Single Subject Program. **No more than 14 quarter units of the credential program may be transferred.** Student teaching or Internship teaching is never transferable. Students transferring units from another institution may be required to take HSCI 100 or ESPE 350. Portfolio requirements must be met even if some course work is transferred from other institutions.

Procedure:

Candidate completes the request for Course Substitution form available from Jim and Judy Watson COE Student Services Office, include a course bulletin or syllabus description and transcripts with the course grade, and submit this form to the Single Subject Director. Notification of the decision is mailed to the candidate.

7.3 PROCEDURES FOR REQUESTING AN EXTENSION OR CHANGE OF SCHOOL DISTRICT

- The student will need to obtain an evaluation from a Credential Analyst (at the recommending institution/CSUSB) identifying the remaining requirements needed to become eligible for the preliminary credential in the Credential Processing Office. The Credential Processing Office charges \$25.00 for this evaluation and the turn-around time is 5-10 working days.
- The student will need a letter supporting the Internship extension or change of school district from the Program Director (by appointment only) to submit to CCTC.
- The student or the student's employer is responsible for submitting the materials to CCTC directly.

7.4 ADDITIONAL POLICIES

Each applicant must complete Subject Matter Competency (SMC), have a B.A. degree and meet all requirements for the Program Admission File (PAF). Student teaching for the preliminary credential is a full-time assignment for three quarters (ESEC 550A, 550B, and 550C) that only begins in the fall or winter quarters. No concurrent course work should be taken beyond the outlined program requirement for that quarter without permission from the director of the Single Subject Program. Students who fail to successfully complete any program courses will be denied continuation in the program. An appeals process is available. Consult the Teacher Education Office for details.

7.5 ADDITIONAL INFORMATION

Students, who fail to successfully complete any program course with a “B-“or **better**, will be denied continuation in the program. An appeal process is available. Consult the Teacher Education Office for details.

Upon completing all requirements for the single subject program, the candidate will be awarded a certification of completion from California State University, San Bernardino and may apply for a preliminary credential.

Within two years, candidates must complete an Induction Program that is offered by the school district in which they secure employment. Preliminary credential students may obtain a professional clear credential by meeting the Induction Program of the school district.

Policies that govern the admission, placement, withdrawal and repetition of the student teaching/Intern teaching portion of the credential programs are as follows:

7.6 STUDENT TEACHING PLACEMENT

Student teaching occurs over a span of two quarters in a public-school setting. All candidates have one assignment in a classroom in which at least 25% of the students differ ethnically or culturally from the candidate. Track A begins only in Fall Quarter and Track B begins in Fall and Winter quarters. A few weeks prior to commencing student teaching, candidates attend an orientation meeting where they are informed of their placement and meet with their university supervisor and/or resident teacher.

The Director of Student Teaching and District personnel place student teachers in either a middle school **or** a high school setting. There is only one

placement. For the purpose of program implementation, you will be assigned to an approved CSUSB Professional Development School District approved by the program. Once a placement request has been sent to the district, it may not be changed. Student teachers are required to be on the school site for the periods assigned. The time a candidate is on a school site will vary depending on the school site scheduling such as rotating, alternative, block and/or other formats.

7.7 SUBSTITUTE TEACHING: DURING STUDENT TEACHING

The following conditions must be met before a candidate may substitute teach during student teaching:

- **Fulfill district-substituting conditions.**
- **Receive approval from the university supervisor.**
- **Substitute for the resident teacher only.**
- **Limit substituting to three days at a time unless cleared with the Single Subject Program Coordinator**

Candidates **may not** miss university course work in order to substitute.

7.8 WITHDRAWAL FROM STUDENT TEACHING

A withdrawal is permissible only for serious and compelling reasons. These are: accident or illness (physical or mental); serious personal or family problems; military transfer; transfer from the area.

Procedure:

Consult with the university supervisor, the Director of Supervision., and the Single Subject Program Director.

Complete the necessary forms (available in the Supervision Office) and process them through the university's withdrawal policy.

Deadline:

A withdrawal can be initiated by the candidate after the third week of the quarter and prior to the end of the tenth week of the quarter.

Result:

A grade of "W" will be assigned for approved withdrawals. The refund fees to candidates who withdraw from student teaching are based on university policy. Reactivation:

A candidate who withdraws from student teaching, with approval, may reactivate his/her application to student teach by the **Friday** of the **3rd week** of the quarter prior to when the candidate intends to reactive student teaching.

If, at any time during the quarter, a candidate is removed from the student teaching site by the university or leaves the student teaching site without proper consultation, the candidate will receive a grade of “**No Credit**”. The student must follow the Repetition of Student Teaching Policy if no credit is given.

7.9 REPETITION OF STUDENT TEACHING

Any candidate whose evaluation results in “**NO CREDIT**” for student teaching will be dropped from the credential program. A candidate who receives a no credit grade for any quarter of student teaching may petition to repeat student teaching.

Procedure:

1. Discuss the situation with the university supervisor.
2. Submit a written petition that explains why the candidate should be allowed to repeat student teaching.
3. University Supervisor must submit supporting documentation of the student’s petition.

Deadline:

The petition and any supporting documentation must be submitted to the Jim and Judy Watson COE Student Services Office no later than **Friday** of the **3rd week** of the quarter prior to when the candidate intends to repeat student teaching.

Decision Conditions:

The request will undergo review by a faculty committee consisting of the Single Subject Program Director, the candidate’s university supervisor, and faculty from the program. **The decision of the committee is final.**

Candidates who have been given permission to repeat student teaching may not be employed on an emergency or in a private school setting during student teaching unless approval is given by the committee.

7.10 INCOMPLETE OR NO CREDIT FOR STUDENT TEACHING/INTERN TEACHING

Any student teacher or Intern whose evaluations identify serious problems in meeting the student teacher/Intern teaching competencies will receive either an **incomplete or a no credit**. The university supervisor will indicate specific areas where improvement is needed and develop a “Professional Growth Plan” with the student teacher/Intern candidate.

When an incomplete is received, the student teacher/Intern must make sufficient improvement in the stated areas for the incomplete to be changed to credit. If sufficient improvement is not made in the stated areas, the incomplete will be changed to no credit.

Interns who receive a no credit grade for any quarter of Intern teaching will have their Intern status revoked. The candidate may petition to transfer to the student teaching program.

Procedure:

- Discuss the situation with the university supervisor.
- Submit a written petition that explains why the candidate should be allowed to transfer to the student teaching program.

Deadline:

The petition and any supporting documentation must be submitted to no later than **Thursday** of the **3rd week** of the quarter prior to when the candidate intends to transfer to student teaching.

Decision:

The request will undergo review by a faculty committee consisting of the Single Subject Program Director, the candidate’s university supervisor and faculty from the program.

The decision of the committee is final. Candidates who have been given permission to transfer to the student teaching program may not be employed on an emergency credential.

7.11 PRELIMINARY MULTIPLE SUBJECT AND SINGLE SUBJECT CREDENTIAL PROGRAM STANDARDS

Standard 1: Program Design and Curriculum

The program's design is grounded in a clearly articulated theory of teaching and learning that is research- and evidence-based. The program's theoretical foundations are reflected in the organization, scope and sequence of the curriculum provided to candidates.

Standard 2: Preparing Candidates to Master the *Teaching Performance Expectations* (TPEs)

The *Teaching Performance Expectations* describe the set of professional knowledge, skills and abilities expected of a beginning level practitioner in order to effectively educate and support all students in meeting the state-adopted academic standards.

Standard 3: Clinical Practice

A. Organization of Clinical Practice Experiences

The program's Clinical Practice experiences are designed to provide the candidate with a developmental and sequential set of activities that are integrated with the program's coursework and extend the candidate's learning through application of theory to practice with TK-12 students in California public school classrooms. Clinical Practice is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework, and must consist of a minimum of 600 hours of clinical practice across the arc of the program. The range of Clinical Practice experiences provided by the program includes supervised early field experiences, initial student teaching (co-planning and co-teaching with both general educators and Education specialists, as appropriate, or guided teaching), and final student teaching. Student teaching includes a minimum of four weeks of solo or co-teaching or its equivalent. For interns, early field experience would take place in an experienced mentor's classroom.

Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements

Program faculty, program supervisors, and district-employed supervisors monitor and support candidates during their progress towards mastering the TPEs. Evidence regarding candidate progress and performance is used to guide advisement and assistance efforts. The program provides support and assistance to candidates and only retains candidates who are suited for advancement into teaching. Appropriate information is accessible to guide candidates' satisfaction of all program requirements.

Standard 5: Implementation of a Teaching Performance Assessment

The TPA is implemented according to the requirements of the Commission-approved model selected by the program. One or more individuals responsible for implementing the TPA document the administration processes for all tasks/activities of the applicable TPA model in accordance with the requirements of the selected model.

Standard 6: Clear/Induction Transition Plan

Before exiting the preliminary program, candidates, district-employed supervisors, and program supervisors collaborate on an individual development plan consisting of recommendations for professional development and growth in the candidate's clear program. The plan is a portable document archived by the preliminary program and provided to the candidate for transmission to the clear/induction program.

APPENDIX 1 – DIRECTORY

Single Subject Credential Program Faculty and Staff

Questions regarding the Single Subject Credential Program can be directed to the Jim and Judy Watson COE Student Services Office or the PDC Teacher Education Office or a Single Subject Faculty Advisor. Single Subject Faculty advisors are available during scheduled office hours. Faculty office hours are also available in the Jim and Judy Watson COE Student Services Office.

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Faculty Name	Room#	Phone#	Advising Subjects
Dr. Becky Sumbera		(909) 537-	Music
Dr. Karen Escalante		(909) 537-	World Languages
Dr. Jordan Fullam	CE-245	(909) 537-5607	English,
Dr. Mark Groen	CE-246	(909) 537-7625	Social Science
Dr. Jacqueline Hughes	CE-324	(909) 537-4450	Mathematics
Dr. Nicole Kilmow		(909) 537-6533	Art
Dr. Chuck Mendoza	CE 255	(909) 537-5633	Physical Education
Dr. Mick Verdi	CE-270	(909) 537-7530	Interns
Dr. Xinying Yin	CE-328	(909) 537-5696	Science

JIM AND JUDY WATSON COE STUDENT SERVICES CE 102 (909)-537-5609

PROGRAM ADMISSION

CE-102

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Ami Thomas

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CE-102

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CRENDENTIAL ANALYST

CE-102

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PALM DESERT CAMPUS of CSUSB

Phone: (760) 341-2883

Brenda Machuca (909 537-8145)

WEB LINKS TO EDUCATIONAL AGENCIES AND RESOURCES

LINKS WITHIN CAL STATE SAN BERNARDINO

Registration for Subject Matter Examinations	www.ctcexams.nesinc.com
Registration for CBEST	www.ctcexams.nesinc.com
Admission to Teacher Education	http://soe.csusb.edu/
University Admissions	http://enrollment.csusb.edu
Jim and Judy Watson COE Student Services Office	http://soe.csusb.edu/
Department of Secondary Education	http://soe.csusb.edu/esecl

LINKS TO STATE DEPARTMENTS AND RESOURCES

California Department of Education	www.cde.ca.gov
California Commission on Teacher Credentialing	www.ctc.ca.gov

LINKS TO COUNTY DEPARTMENTS AND RESOURCES

Los Angeles County Office of Education	www.lacoe.k12.ca.us
Orange County Department of Education	www.ocde.k12.ca.us
Riverside County of Education	www.rcoe.k12.ca.us
San Bernardino County Department of Education	www.sbcss.k12.ca.us

TEACHER UNIONS AND PROFESSIONAL ORGANIZATIONS

American Federation of Teachers	www.aft.org
National Education Association	www.nea.org
Phi Delta Kappa	www.pdkintl.org/home.shtml
Future Educators of America	www.pdkintl.org/studser/sfea.htm
Cal Teach	http://www.teachcalifornia.org/

SUBJECT MATTER PROFESSIONAL ORGANIZATIONS

National Art Education Association	www.naca-reston.org/
Association for the Advancement of Arts Education	www.aaae.org
National Business Education Association	www.nbea.org
Future Business Leaders Association	www.fbld-pbl.org
National Council of Teachers of English	www.ncte.org
American Council for the Teaching of Foreign	www.actfl.org

American Association of Teachers of Spanish and Portuguese

www.aatsp.org

American Association of Teachers of French

<http://www.frenchteachers.org/>

American Association of Teachers of German

www.aatg.org/

National Council of Teachers of Mathematics

www.nctm.org

National Research Council

www.nas.edu/nrc

Music Educators National Conference

www.menc.org

Mathematical Association of America

www.maa.org

American Choral Directors Association

www.acda.org

National Association of Sports and Physical

<http://www.aahperd.org/naspe/>

National Science Teachers Association

www.nsta.org

National Council for the Social Studies

www.ncss.org

International Drama/Theater and Education

<http://www.idea-org.net/>

American Alliance for Theater and Education

www.aate.com

APPENDIX 2: 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 is 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 not being offered will resume in Fall 2020
- C. Program Plan Track C not being offered will resume in Fall 2020
- D. Sample Lesson Plan Requirements
- E. Student Teacher/Internship Portfolio Organization and Recommendations
- F. Single Subject Student Teacher/Intern Reflective Journal Log
- G. Single Subject Program Evaluation and Observation Forms
- H. Student Log of Observation Hours for ESEC 550A
- I. Intern Log of Contact for Hours for Bilingual Support Provider
- J. Intern Log of Contact for Hours for Mentor Teacher
- K. Intern Log of Contact for Hours for School Site Administrator

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	Fall			
ESEC 410	4	Fall			
ESEC 413	4	Fall			
ESEC 550A	2	Fall			**Must Apply for School Site Placement
Phase II Courses					
ESEC 405	4	Winter			
ESEC 417	4	Winter			
ESEC 506	4	Winter			ART 499 or MUS 411 (Music fall only)
ESEC 520E (TPA Cycle 1)	4	Winter			Must be taken with ESEC 550B
ESEC 550B	4	Winter			
Phase III Courses					
ESEC 419	4	Spring			

ESEC 520F (TPA Cycle 2)	4	Spring			
ESEC 550C	6	Spring			
ESEC 602	2	Spring			
TOTAL UNITS		50			

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 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): *

Date	Hours 407 (15)	Hours 410 (15)	Hours 413 (15)	Hours 550A (75)	Activities Completed	Signature

Total Hours 407 _____ 410 _____ 413 _____ 550A _____

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

**Intern Log of Contact for Hours
School Site Administrator 7 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