

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		
--	---	--	--

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): *