



CSU Bakersfield
School of Social Sciences and Education

Department of Teacher Education Multiple and Single Subject Credential Program Handbook 2017-2018

“Expanding minds. Engaging hearts. Enhancing communities.”

CSUB School of Social Sciences and Education Mission

The mission of the School of Social Sciences and Education is to address local, regional, and state needs by providing high quality undergraduate and graduate programs in the social sciences and education. We are committed to advancing human development knowledge, encouraging healthy and productive lifestyles, and enhancing the quality of life for all people, particularly those with emotional, learning, and physical disabilities. We pledge to prepare future leaders, professionals, and community advocates. Together, we will work toward increasing the community’s understanding and acceptance of complex social, racial, and gender issues and toward creating positive social change. We will provide students with excellent classroom instruction, faculty-guided research experiences, and experiential learning opportunities to prepare them for career success and for lifelong learning to meet the changing demands of society. The faculty and staff of the School of Social Sciences and Education are committed to supporting quality measures identified in the CSUB vision statement featuring faculty academic excellence and diversity, the student experience, community engagement, staff excellence and diversity, and organizational “best practices”.

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To the Credential Program Candidate:

We welcome you to our Teacher Education Programs at CSUB. Thank you for considering us as your "university of choice!" CSUB is accredited by the Western Association of Schools and Colleges (WASC). In addition, our credential programs have received accreditation from both the National Council for Accreditation of Teacher Education (NCATE) and California's Commission on Teacher Credentialing (CTC). We seek to provide you with the opportunity to become a highly effective professional in TK-12 education. Our highly qualified and approachable faculty and staff will assist you throughout the process. Our program is rigorous, but attainable and highly regarded by administrators in the field. We are here to offer assistance every step of the way, so please do not hesitate to ask for information to make your experience a rewarding one. We look forward to working with you and wish you great success at CSUB!

Sincerely,
The CSUB Teacher Education faculty and staff

Credential Program Faculty & Staff

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Chapter 1

School of Social Sciences and Education (SSE) Vision

The School of Social Sciences and Education will provide professional leadership to improve the quality of social life and education for the region through high-quality scholarship, educational offerings, and community partnerships. The School of Social Sciences and Education will be recognized as offering premier programs in the CSU system and will offer landmark programs recognized nationally and internationally.

Credential Program Goals

1. To empower candidates through a solid knowledge base for reflective decision-making and other educational tasks.
2. To promote an understanding about the contemporary role of the teaching profession and the organizational system of schools.
3. To help candidates implement culturally responsive pedagogy through effective instructional strategies to facilitate learning.
4. To foster the development of educators who engage in inquiry-based learning and teaching.
5. To enhance an understanding of human growth and development and cultivate an appreciation for cultural differences and global perspectives.
6. To integrate appropriate technology and utilize various communication skills effectively.

Candidate Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn.

Professional Collaboration

Candidates will participate in action-oriented collaboration that will enable them to learn from others and provide leadership in partnerships with all stakeholders.

Reflective Practitioner

Candidates are reflective, lifelong learners who apply problem solving and critical thinking strategies and the respectful appreciation of differing points of view.

Ethical Professional

Candidates' actions are based on accepted professional standards of conduct and reflect insight and awareness with respect to diverse perspectives, opinions, obligations and ethical responsibilities of the profession.

Student/Client Centered

Candidates, throughout their programs, will prioritize the needs of the students/clients they serve by maintaining trusting relationships built upon caring, nurturing (respective) and meaningful interactions.

Professional Leader

Candidates, throughout their programs, will be strong, determined, professional leaders with a clear instructional focus using effective communication skills and a willingness to take risks to ensure the advancement, safety, and welfare of all students in our communities.

Professional Competence

Candidates will maintain high programmatic outcomes that reflect research-based practices, principles of learning differentiation, and standards based instruction.

Disposition Assessment Appeal

Dispositions are integrated and assessed within programs at various transition points. Typically, candidates receive a copy of the dispositions when they meet with their advisors after filing an "intent to major" application. Candidates then complete a disposition self-assessment during the admission interview process. This helps candidates become familiar with department expectations and encourages reflection upon their own professional attitudes and behavior.

http://www.csub.edu/sse/teacher_education/files/disposition_assessment.docx

General Program Information

Application

Applicants for the Multiple and Single Subject Programs must complete 2 applications. The first is to CSUApply <https://www2.calstate.edu/apply> The second, which is the program application, is available online and must be downloaded and submitted to the Credentials Office. The application can be found at:

http://www.csub.edu/sse/teacher_education/_files/MS%20SS%20program%20app.pdf

Application Evaluation Procedure

Applicants to the Multiple and Single Subject Programs will be evaluated based on the California Code of Conduct—Title 5. Education: <http://www.cde.ca.gov/ls/fa/sf/title5regs.asp> , CSU Executive Order 1077: <https://www.calstate.edu/eo/EO-1077.html> , the Teacher Education Candidate Dispositions and the California Teaching Performance Expectations.

Course Substitutions

Course substitution forms are available on the Teacher Education website:

https://www.csub.edu/sse/teacher_education/forms/index.html

Applicants will return the appropriate form to the Evaluator with the required documents (course syllabus, course description, etc.) to be dispersed for signature of approval or denial. The Evaluator will notify the candidate via mail the status of their course substitution.

Transfer Credit

Transfer credits and course substitutions are not accepted once admitted to the CSUB Multiple Subject or Single Subject program.

Tuition /Fees

Cost of Tuition: <http://www.csub.edu/finaid/cost/index.html>

Program Application Fee: \$35.00 (non-refundable)

The CSUB Office of Financial Aid and Scholarships administers a number of financial aid programs to enable students without adequate financial resources to attend classes. Funding for eligible applicants may include grants, loans, and scholarships. Please visit the CSUB Financial Aid & Scholarships home page at www.csub.edu/FinAid

Adding/Dropping/Withdrawing

Students register for courses online through myCSUB: <http://www.csub.edu/>. Students are allowed to add or drop classes from their schedule through the third week of the term. To add or drop a course, download the Add/Drop form at:

http://www.csub.edu/sse/teacher_education/_files/add_drop.pdf.

Students are required to withdraw from classes they are not attending. Failure to do so will result in a grade of “WU” and will be calculated into the GPA as an “F”. To withdraw from the term after the third week of instruction, download the Withdrawal form at:

http://www.csub.edu/sse/teacher_education/_files/withdrawl_term.pdf.

Coursework

Coursework information and sequencing can be found here:

Multiple Subject:

http://www.csub.edu/sse/teacher_education/programs/multiple_subjects/index.html

Single Subject: http://www.csub.edu/sse/teacher_education/programs/single_subject/index.html

Scholastic Expectation (Program G.P.A.)

Classified Post-Baccalaureate or Graduate students must maintain a minimum 3.0 ("B") cumulative GPA. Students performing below this standard will be placed on Academic Probation. Students who fail to correct deficiencies within a reasonable time period will be suspended. No course with a grade lower than "C" may apply toward the fulfillment of credential requirements.

All candidates must have a 3.0 program GPA with no grade lower than a "C" at the end of the term prior to the beginning of co-teaching (student teaching).

Candidate Dismissal Policy

The CSUB Credential Programs provide opportunities for candidates to develop foundational knowledge, professional skills, and dispositions. University faculty, coordinators, and supervisors make reasonable attempts to help candidates develop these competencies. If a candidate is not developing competencies required for recommendation for a credential, it may be necessary to take corrective action(s) as dictated by departmental and institutional policies, CSU Executive Orders, and CTC guidelines. If the corrective action does not lead to the necessary competence, it may be necessary to dismiss the candidate from the credential program after the due process is exhausted.

Time Limit to Complete Requirements

The California Administrative Code, Title 5, Education, states that all the requirements for a credential be completed within a seven-year period. With outdated requirements (generally, courses) the candidate may complete a Petition form for an extension of the time limit or substitution of other appropriate courses, but is not guaranteed that the extension or courses will be accepted. At times, due to changes in education standards or credentialing requirements, a course may need to be repeated if the course work has substantively changed and the candidate is considered in non-active status prior to the seven-year period. Extensions for required tests are not available.

Non-Active Status

Graduate or post-baccalaureate students who have been absent from the program for one term can be reclassified in a non-active student status. All students who have been reclassified in a non-active student status must submit a new application for admission to the university *and* the program and pay the non-refundable application fees.

LiveText

Students need to have personal access to a computer and the Internet in order to complete classes. Students must purchase and use LiveText (Field Experience Edition) to complete and submit signature assignments. Specify CSUB when you sign up so you will have access to CSUB templates, etc. When selecting a name, use your myCSUB username as your LiveText account

name. LiveText training videos are included within the program after software purchase. LiveText can be found at: <https://www.livetext.com/>

Blackboard

Some course work will be completed using Blackboard E-learning services. Be sure to back up all of your work from each course; coursework will not be available to students after the end of the course. Additional Blackboard information can be found at: http://www.csub.edu/tlc/tech_assistance/blackboard_home/

Application for Credential

Completion of coursework, including student teaching, does not guarantee a credential. Candidates must be recommended for a credential based upon satisfactory completion of the Teacher Performance Assessments (TPA) in addition to satisfying all other Program and CCTC requirements and criteria. The University, through the Department of Teacher Education, makes the recommendation for issuance of a credential upon review of a candidate's file and application for the credential.

The Preliminary Credential is valid for five (5) years. During this time, the Teacher Candidate must complete a teacher induction program in order to satisfy the requirements for the Professional Clear Teaching Credential.

[Application and checklist to apply for credential](#)

CSUB Private and Charter School Student Teaching Policy

Candidates who are working in private schools and seeking a credential are required to complete a substantive clinical experience of at least 150 hours in a diverse public school setting. (CTC 2016 Clinical Practice Standards).

Private and Charter school teachers who are employed as the Teacher of Record wishing to use their current teaching assignment as part of the clinical practice experience must get approval from the CSUB Teacher Education Department to complete clinical practice in a private school setting. The school must be accredited by WASC, the Western Association of Schools & Colleges, a 501(c) (3) organization that is recognized as one of six regional associations that accredit public and private schools, colleges, and universities in the United States. If the accredited private or charter school placement is approved and within the geographic area served by CSUB, the teacher at the school may request to enroll in one term of clinical practice and complete the required activities at the private school.

The private or charter school is required to have a current Memorandum of Understanding (MOU) with CSUB. The multiple subject teacher candidate must teach in a self-contained K-6 classroom for the full school day and teach a minimum of 3 core content areas. The single subject teacher candidate must teach full day in their content area with no more than one prep period. The school will ensure the candidate is supported by a qualified cooperating teacher. The candidate's assigned class must include at least one identified EL student and one identified special needs student with an IEP, 504 plan or GATE identification.

Clinical Practice Video Assessment

Candidates taking any course requiring placement for clinical practice must complete and submit the *Clinical Practice Permission Slips* prior to completing any video assignments. Failure to submit the required forms with appropriate signatures will result in no-credit for the course or courses enrolled in for the term.

Forms Required

Forms can be found in the Teacher Education Clinical Practice Blackboard course and from your course instructors.

CSUB Clinical Practice Agreement Permission Slips: Submission date for each term will be in the Clinical Practice Blackboard course and in your syllabi. Acknowledgement and Permission Slips will be submitted to EDUC 102. Teacher candidates are required to submit the *CSUB Video Acknowledgement* at the beginning of the program and permission slips will be submitted each term.

Video Content

Candidates may not submit the same video for multiple course assignments. Failure to submit the required forms or video assessments will result in no credit for the course. Course videos are to be 7-10 minutes in length and compressed below 50 megabytes prior to submission. Follow syllabus directions for content required for your video. Please contact instructor with any questions. Video assessment is through LiveText only. All videos are to be submitted through LiveText. No video is to be submitted to any other digital platform.

Chapter 2

CSUB Intern Program Information

The Intern Program is an alternative pathway toward earning a California preliminary teaching credential. Interns typically teach full time during the day and take classes at night. Coursework is integrated throughout the program and is designed to be an integral part of the teacher's daily work. The Intern credential track is for students who have been offered full-time teaching employment with a district that has an Intern agreement with CSU, Bakersfield. An Intern credential is issued for a two-year period of time. Our Intern program allows individuals to complete their teacher preparation coursework concurrent with a paid teaching position. All Intern candidates in this program must be employed by the district as the full-time teacher of record in a multiple subject, single subject or special education classroom. An Intern credential authorizes the same service at the same levels as the regular credential authorizes. As an Intern, you are required to perform all faculty duties assigned, including those preparatory to the beginning of school, to the same degree as a fully certified teacher in the same school. You must meet the ethical, legal, and other professional standards expected of credentialed teachers. This program provides teacher preparation coursework and support from college and district faculty. Completion of the CSUB Intern credential program results in the same credential as is earned through the traditional teacher preparation program. Intern candidates are required to enroll and stay active in credential courses each term. An Intern credential shall be valid only as long as the holder is in good standing in the teacher Intern program and their employing district. Failure to comply could result in dismissal from the program and revocation of your intern credential. Inactivity could also result in being held to new program requirement and/or standards.

What are the requirements to be qualified as an Intern?

- Admitted to CSU, Bakersfield.
- Admitted to, and in good standing with, the CSUB Credential Program.
- 3.0 GPA
- Verification of employment (copy of contract or letter of intent to employ) from a school district that has a current internship agreement with CSUB with a minimum of three (3) class periods and that aligns with the subject area of the credential being sought for single subjects and three (3) content areas for multiple subjects.
- Verification of Degree from accredited College or University (degree must be posted on your transcript from graduating institution).
- Verification of 100% Subject Matter Competency: passage of CSET in your subject area or subject matter waiver letter (single subject only).
- Verification of CBEST or Basic Skills Exam.
- U.S. Constitution course or exam (posted to transcripts or copy of exam).
- Verification of fingerprint clearance: Valid Certificate of Clearance or Substitute Teaching Permit posted on the CTC website: www.ctc.ca.gov.
- Pre-service: Completion of 120 hours of pre-service including classroom management and planning, developmentally appropriate teaching practices, pedagogy and communication

skills, including reading with 45 of these hours in Teaching English Learners. Contact our office for verification of your hours.

- Completion of all intern application forms.
- ADVISING: Intern advising must be completed prior to the issuance of your intern credential.
- \$30 Services Fee
- Verification of LiveText registration fee.

What is Pre-Service? Pre-Service develops skills and knowledge required prior to entering the classroom as the teacher of record, delivered in a sustained, intensive and classroom-focused manner. The Pre-Service includes a minimum of 45 hours of EL training plus a combination of skills that include behavior management, pedagogy, communication, and instruction that addresses all Commission-adopted standards for the preparation program.

Intern Protocol and Guidelines

Intern teaching assignments must correspond to the subject area in which the Intern is seeking a credential. Interns with a 1/2 or 3/5 time teaching assignment in their subject area and another core subject must meet the 32 semester/45 quarter unit (degree authorization/CSET) requirement in the subject that does not correspond to their credential emphasis.

Interns in assignments that do not correspond to the credential sought (e.g., Single Subject teaching assignment but seeking a Multiple Subjects credential, etc.) will be notified immediately and advised that their teaching assignment does not meet the student teaching requirement for the credential being sought. (Both district and Intern will be notified.)

Assignment must include instructional access to at least one identified EL student and one identified special needs students with an IEP, 504 plan or GATE identification.

Multiple Subject Interns must be in a self-contained K-8 classroom and teach a minimum of 3 different core subject areas (math, science, social studies, English). ELD and Read 180 are considered English.

Single Subject Interns must teach a minimum of four periods in the subject area in which the Intern is seeking the credential.

If your assignment changes during your employment as an intern, you **MUST** contact our office for approval **PRIOR** to accepting the new assignment. For example: You were hired to teach Kindergarten but the school would like to reassign you to teach 6th grade.

Digital Professionalism

Teacher Candidates are not permitted to utilize technology in the classroom for activities other than as an instruction tool. Teacher Candidates may not document any part of their Clinical Practice experience via social media. Teacher Candidates are encouraged to maintain a

professional presence on social media. A lack of digital professionalism may result in dismissal from the credential program.

The Mentor Teacher or University Supervisor will notify the Director if technology is used inappropriately during school hours. If needed for instruction, personal technology may be used as an instructional tool. Candidates who use technology during the academic day for activities other than student instruction will receive an Improvement Plan and possible removal from the placement.

Dress Code

Teacher Candidates are to dress professionally. Many schools have a relaxed dress code; however, Teacher Candidates have a tendency to be too relaxed in their dress. Dress code will be discussed during Clinical Practice and Intern Orientation with the Teacher Candidates, and candidates are informed that dress can affect the way students respond to them in the classroom.

The Credential program requires that Teacher Candidates dress professionally, even when the school has a relaxed dress code. A Teacher Candidate may be removed from a classroom for inappropriate dress. Jeans and shorts are not to be worn to school without approval of the University Supervisor. Tattoos are not to be visible; facial piercings and tongue studs are not to be worn during Clinical Practice.

Non-re-elect Interns

Interns who receive a notice of non-re-elect may convert to the traditional program if doing so does not extend their program requirements. If the Intern course of study will be extended, or if the Intern is one term away from completing the program, the Intern will be allowed to remain in his/her current course of study.

Interns not meeting Intern Program requirements

Interns may experience difficulty in planning, instructional practice, and/or classroom management. When a Mentor, Administrator, or University Supervisor notices an Intern Candidate is experiencing difficulty, s/he will discuss the issue with the candidate. If there a lack of progress, an Improvement Plan will be initiated by the University Supervisor.

Interns who do not meet program requirements (e.g., not attending seminars, not meeting with peer coach, not meeting GPA requirements, not enrolled in or satisfactorily meeting course requirements) will be notified in writing by the faculty member or program director/department chair that they are in violation of their program agreement and will have their intern credential revoked if the stated requirement(s) are not met in a timely manner. Notification will be sent to the district (district intern director and appropriate administrator) and county personnel offices.

Interns working under CSUB Intern credential but taking coursework elsewhere

In those instances where an Intern is employed under a CSUB Intern credential but taking course work from another Institute of Higher Education (IHE), the Intern will be advised to apply for a change of restriction reflecting the appropriate IHE. The program director/department chair will notify the school district and county personnel office in writing that the Intern is no longer participating in the CSUB Intern program and a withdrawal notification will be submitted to the Commission on Teacher Credentialing.

What are the University Coursework Requirements?

Intern coursework may vary from the traditional program coursework. You are required to make an appointment with your program advisor to complete an Intern Credential program plan of study. In addition to the traditional program coursework, the new state standards require interns to enroll in specific Intern seminars and/or Intern Teaching EVERY term while holding an intern credential. Failure to be registered and participate in the Intern Teaching Course will result in revocation of your Intern credential.

It is imperative that Intern candidates meet with their advisor to complete an Intern Program Advisement Form prior to beginning classes even if you have already completed a Traditional Program Advisement Form as coursework may vary slightly.

Supervision Hours

CTC Program Sponsor Alert 13-06 provides information on required hours of support and supervision for all Interns. A minimum of 144 hours of support and supervision must be provided to each Intern teacher per school year (approximately 4 hours per week). In addition, a minimum of 45 hours of support and supervision related to English Learners must be provided to each Intern teacher per school year (approximately 5 hours per month) for those Interns who do not have a valid CLAD or English Learner Authorization. This increase in hours of support and supervision applies to Interns who receive their Intern Credential on or after April 1, 2014.

Minimum number of hours required to be logged in the LiveText FEM System:

	TOTAL HOURS REQUIRED (PER YEAR)	INTERN & MENTOR COMBINED (Per Year)	UNIVERSITY (Per Year)	INTERN & MENTOR COMBINED (CSUB Term)	UNIVERSITY (CSUB Term)
General Support and Supervision	144	120	24	60	12
EL Specific Support and Supervision	45	30	15	15	7.5
Total Support and Supervision Hours	189	150	39	75	19.5

Policy Regarding Tracking and Completion of Hours

It is the responsibility of the Intern to attend and engage in the scheduled activities, seminars, workshops, etc. provided by the School/School District, the Mentor, and University Supervisor to meet the required hours. If the Intern fails to attend and stay on track, the Intern and District Administrator will be notified by the CSUB Intern Credential Program. The Intern will be required to complete the additional hours the following term. If the hours are not met the following term, the Intern will be dropped from the Intern Credential Program and the Commission on Teacher Credentialing will be notified to suspend the Intern Credential.

Interns must be fully enrolled in the Intern Teaching course until all of the requirements listed below have been satisfied. A signed contract with a school district does not make an intern eligible to continue teaching, unless intern has completed all Preliminary Credential requirements and has submitted application for Preliminary Credential or is enrolled in an Intern Teaching course (EDTE 5800). Check add/drop deadlines on CSUB Academic Calendar.

Once you have successfully completed the CSUB Intern credential program including all coursework, seminars, exams, TPAs and support hours you will be eligible to apply for your California Preliminary Teaching Credential. Applications are available at:

http://www.csub.edu/sse/credentials/files/cred%20app_ms_ss.pdf. In addition to the completion of all intern coursework and requirements, you must also have completed the following:

- Bachelor's Degree from a regionally-accredited college or university: copy of official college transcript. (CSUB graduates DO NOT need to submit)
- Passage of CSET or appropriate Subject Matter Waiver signed by the Department Chair of your major (Single Subject candidates only).
- Successful completion of all teacher preparation program coursework, including student teaching or Internship coursework. Please be advised that we cannot process your application prior to the grades being posted on your CSUB transcript.
- CBEST: copy of official scores.
- U.S. Constitution: Course (copy of official transcripts) or exam (copy of certificate).
- Passage of the four CaTPA tasks.
- Current CPR certification, covering "Infant, Child & Adult". Attach a copy, front and back, of your valid CPR card that meets the criteria of the American Heart Association or the American Red Cross. Online CPR certification is NOT accepted unless you can provide verification of having completed a recently expired face-to-face course. [CPR](#)
- Valid Certificate of Clearance, Emergency/Sub. Permit or Intern Credential: posted on the CTC website.
- Complete foundational computer technology course work (EDTE 415/4200).
- 3.0 GPA
- RICA: required for Multiple Subject Candidates only: copy of official passing scores.
- Transition to Induction Plan: submit a copy of your complete plan.

Contact Information:

Bakersfield Campus:

Jayne Barton, 661/654-3075 or jbarton5@csub.edu

Antelope Valley Campus:

Eric Anderson, 661/952-5083 or eanderson@csub.edu

Chapter 3

Clinical Practice and Co-Teaching Requirements

Terminology

Clinical Practice—all fieldwork associated with the completion of a credential course or program requirement

Clinical Practice: (Course Fieldwork)—fieldwork prior to student teaching associated with courses taken in the program. Candidates are placed for 20 days per term.

Full-time Clinical Practice—formerly known as student teaching / co-teaching or Intern teaching.

Clinical Practice and Placements

Clinical Practice (Course Fieldwork)

20 full days of clinical practice during the term. Clinical practice begins when placed and is two days per week through week 15 of the term. Candidates may not complete more than 2 days per week during the term without written permission from the Program Director.

Multiple Subject candidates will be placed at a site for 10 full days of primary and 10 full days of upper elementary assistance and support.

Single Subject candidates will be placed for 20 full days in their content area at the same site.

Candidates taking courses requiring placement for clinical practice must submit the *Clinical Practice Permission Slips* prior to completing any video assignments. Failure to submit the required forms with appropriate signatures will result in no-credit for the course or courses enrolled in for the term.

Courses taken concurrently with Full-time Clinical Practice

5 full days of clinical practice during weeks 1-3 and Monday through Friday full day during weeks 4-16 (dates will be provided to candidates each term).

Candidates completing coursework with their 5800 course complete all fieldwork within their student teaching or intern placement.

CSUB Intern Teacher Candidates

Candidates admitted to the CSUB Intern credential program and working in their appropriate content area will complete all program clinical practice with their district assigned class.

University Supervisors will submit observation forms and the final evaluation instead of candidate submission of the *Clinical Practice Evaluation*.

Interns must enroll in the Blackboard course: Teacher Education Clinical Practice.

Teacher of Record (Long-term Substitute, PIP and STIP Candidates)

Long-term substitutes, PIPs and STIPs must submit the *Teacher of Record Request* form prior to the beginning of the academic term. We must also have a copy of your employment contract on file in order to approve your placement.

Candidates working as a Teacher of Record must meet the department requirements for their employment to count as clinical practice.

Candidates serving as the Teacher of Record **MUST** submit the *Clinical Practice Evaluation*. The evaluation is to be completed by the administrator who has observed you during the term.

Traditional Teacher Candidate:

Traditional candidates are to self-enroll in the Blackboard course: Teacher Education Clinical Practice

CSUB (Clinical Practice Coordinator) makes all placements for clinical practice; candidates may not directly contact a teacher, school or district for a placement. Candidates are placed based upon district collaborative selection; the district makes the final placement decision.

Placement forms will be available in the Teacher Education Clinical Practice Blackboard course.

Traditional Candidates are required to submit the placement form to the Credentials Office (EDUC 102/Antelope Valley Center 301) by the first Friday of each term. If requests are submitted late, the candidate will not be placed and needs to drop the course(s).

Clinical Practice (coursework) Candidate placements are generally completed and given to the candidates prior to the end of the 5th week of the term.

The Clinical Practice Coordinator will communicate assignments to the candidates through the Blackboard course (Teacher Education Clinical Practice--Bakersfield). Candidates will not be emailed regarding their placements.

Candidates are required to follow all Program Handbook expectations, dress professionally for each school visit, arrive on time and interact professionally at all times.

Clinical Practice Videos

Permission Slips can be found in the Teacher Education Clinical Practice Blackboard course and from your course instructors.

Due Dates will be listed in syllabi and the Teacher Education Clinical Practice Blackboard course each term.

All teacher candidates are required to submit permission slips each term unless they are continuing in the same class for multiple terms.

Candidates may not submit the same video for multiple course assignments. Failure to submit the required permission slips or video assessments will result in no credit for the course.

Course Videos should be no more than 10 minutes in length and are to be compressed below 50 megabytes prior to submission. This compression will allow you to annotate the video. Follow syllabus directions for length, content and directions required for your video. Please contact instructors with any questions.

All videos are to be submitted through LiveText. No video is to be submitted to any other digital platform.

Clinical Practice Evaluations

5000 Level Courses

Bakersfield Campus: The *Clinical Practice Evaluation* is due to the Credentials Office (EDUC 102) by 5:00pm by the term due date. The evaluation must be completed and signed by the cooperating teacher. Multiple Subject candidates will submit one evaluation per class assignment. These evaluations must be submitted in a signed sealed envelope--they are confidential and candidates do not have permission to review the *Clinical Practice Evaluation*. Single Subject candidates will submit one evaluation for each assigned cooperating teacher.

Candidates concurrently completing ED5800 do not submit the *Clinical Practice Evaluation*. They are evaluated by their university supervisor.

Candidates who do not successfully complete the corresponding clinical practice requirement for their course will not pass the course (3 unit and 1unit section). Candidates will need to repeat the course the next term before moving forward in their program.

Candidates serving as the Teacher of Record MUST submit the *Clinical Practice Evaluation*. The evaluation is to be completed by the administrator who has observed you during the term.

Interns and Student Teachers: Clinical Practice Documentation

University Supervisors will submit the observation forms and a signed copy of the final evaluation to the Credential Office each term. Supervisors will assign grades in myCSUB and LiveText. Teacher Candidates are responsible for submitting a copy of their Transition to Induction Plan with their preliminary credential application.

Digital Professionalism

Teacher Candidates are not permitted to utilize technology in the classroom for activities other than as an instruction tool. Teacher Candidates may not document any part of their Clinical Practice experience via social media. Teacher Candidates are encouraged to maintain a professional presence on social media. A lack of digital professionalism may result in dismissal from the credential program.

The Cooperating Teacher or University Supervisor will notify the Director if technology is used inappropriately during school hours. If needed for instruction, personal technology may be used

as an instructional tool. Candidates who use technology during the academic day for activities other than student instruction will receive an Improvement Plan and possible removal from the placement.

Dress Code

Teacher Candidates are to dress professionally. Many schools have a relaxed dress code; however, Teacher Candidates have a tendency to be too relaxed in their dress. Dress code will be discussed during Clinical Practice and Intern Orientation with the Teacher Candidates, and candidates are informed that dress can affect the way students respond to them in the classroom.

The Credential program requires that Teacher Candidates dress professionally, even when the school has a relaxed dress code. A Teacher Candidate may be removed from a classroom for inappropriate dress. Jeans and shorts are not to be worn to school without approval of the University Supervisor. Tattoos are not to be visible; facial piercings and tongue studs are not to be worn during Clinical Practice.

Long-Term Substitute Policy (Teacher of Record)

At times, a teacher candidate may be offered the opportunity by a district to complete a long-term substitute assignment during the program. Candidates may accept these positions during the foundational stage and stage 1 as long as they are able to use the assignment to complete the required fieldwork for each course. Exceptions for coursework assignments due to a non-appropriate long-term position will not be made. Candidates must submit the Teacher of Record Request Form the term prior to clinical practice. It is advisable that the candidate contact the Program Director before accepting the assignment.

Long term substitutes who are employed as the teacher of record wishing to use their current teaching assignment as part of the full-time Clinical Practice must get approval from the CSUB Teacher Education Department to student teach as a long-term substitute prior to registering for EDEL or EDSE 5800. If the accredited school is within the geographic area served by CSUB, the teacher at a school may request to enroll in one term of student teaching and complete the required activities as the long-term substitute. CSUB provides a University Supervisor, but does not guarantee a site cooperating teacher. The school will be responsible to ensure the candidate is supported by a qualified cooperating teacher. Long-term substitutes are required to complete all student teaching requirements and are governed by the student teaching syllabus. The long-term substitute position must be for the expected duration of Full-time Clinical Practice. If the long-term substitute position ends early or starts late, the candidate must have prior approval in writing from the principal and permanent teacher that states they can complete the Full-time Clinical Practice requirements with that teacher for the duration of the term. CSUB is not responsible for candidate employment; if the candidate loses the placement they will not be offered a university placement to complete the Full-time Clinical Practice and thus will receive no credit for that course.

The school must be accredited by WASC, the Western Association of Schools & Colleges, a 501(c) (3) organization that is recognized as one of six regional associations that accredit public and private schools, colleges, and universities in the United States. The school must have a current Memorandum of Understanding (MOU) with CSUB.

The multiple subject teacher candidate must teach in a self-contained K-6 classroom for the full school day and teach a minimum of three (3) core content areas. The single subject teacher candidate must teach full day in their content area with no more than one prep period. The candidate's assigned class must include at least one identified EL student and one identified special needs student with an IEP, 504 plan or GATE identification.

Reporting Child Abuse

The state mandates that suspected child abuse be reported. If Teacher Candidates suspect child abuse, they should talk to the teacher. The teacher is responsible for this and will provide guidelines for reporting. Teacher Candidates should never take it upon themselves to report an incident without speaking to the Cooperating Teacher and Site Administrator.

Privacy of Personal Information-Confidential Records

Teacher Candidates must abide by prescribed confidentiality and privacy guidelines including pupils' records. Such records and information are to be held in strictest confidence under the Family Educational Rights and Privacy Act and the California Education Code and shall not be disclosed to third parties. Violation of these policies may result in immediate dismissal from the credential program.

Full-time Clinical Practice Requirements

Co-Teaching is an Attitude...
an attitude of sharing the classroom and students.
Co-Teachers must always be thinking,
“We're Both Teaching!”

What is Co-Teaching?

Co-Teaching is defined as two teachers (Cooperating Teacher and Teacher Candidate) working together with groups of students, sharing the planning, organization, delivery and assessment of instruction, as well as the physical space.

Data shows Co-Teaching is a way...

- to build stronger connections between universities and school partners;
- to provide both support and professional development for Cooperating Teachers;
- to increase opportunities for placements;
- to better meet P-12 student needs;
- for Teacher Candidates and Cooperating Teachers to build strong relationships;
- for Teacher Candidates to have more opportunities to teach;
- for Teacher Candidates and Cooperating Teachers to enhance their communication skills;
- to induct and mentor Teacher Candidates.

Why Co-Teach?

Co-Teaching...

- Increases instructional options for all students.
- Addresses diversity and size of today's classrooms.
- Increases instructional options for all students.
- Enhances classroom management.
- Provides mentoring and guidance throughout the experience.
- Creates an opportunity to plan, teach and evaluate as a team.
- Helps develop knowledge, skills and dispositions for teaching.
- Improves the academic performance of students in the classroom.

Co-Teaching Strategies

- **One Teach, One Observe** – One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation. It is important to remember that either (Teacher Candidate or Cooperating Teacher) could take on both roles.
- **One Teach, One Assist** – One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments - often lending a voice to students or groups who would hesitate to participate or add comments.
- **Station Teaching** – The co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent station will be used along with the teacher led stations.
- **Parallel Teaching** – Each teacher instructs half the students. The two teachers address the same instructional material and present the lesson using the same teaching strategy. The greatest benefit to this approach is the reduction of student-to-teacher ratio.
- **Supplemental** – This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials extended or remediated.
- **Alternative (Differentiated)** – Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the instructional methodology is different.
- **Team Teaching** – Well planned, team taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader as both teachers share the instruction, are free to interject information, and are available to assist students and answer questions.

Co-Teaching Guidelines

- All Cooperating Teachers must be trained in co-teaching.
- All Cooperating Teachers—Teacher Candidate pairs must complete the pairs training offered within the first three weeks of placement. This is an important component in promoting a professional relationship.
- Cooperating Teachers and Teacher Candidates must commit to co-planning one hour each week (via Skype, Face Time, Google Hangouts, or in person).
- For no less than 25% of the placement, each Teacher Candidate will lead the planning, organization, delivery and assessment of instruction in a co-taught classroom. Teacher Candidates will also be responsible for directing other adults, including the Cooperating Teacher, thus learning the skills necessary for effectively managing the human resources in a classroom.
- Cooperating Teachers need not leave their rooms during the placement. However, cooperating teachers are encouraged to allow the teacher candidate to work with the full class alone for periods of time as the assignment progresses.
- Face to face lesson observations will be conducted by University Supervisors using the Co-Teaching Strategies.

Co-Teaching will not happen without planning. Pairs are encouraged to complete the following:

- Designate a co-planning time. This time is used to determine what co-teaching strategies will be used and how you will teach collaboratively. You will be responsible for additional planning beyond this planning time; the focus is planning for co-teaching.
- Try each co-teaching strategy.

- Adjust the lead role. Lead of the planning shifts from Cooperating Teacher (early in the experience) to the Teacher Candidate as the experience progresses.

Full-time Clinical Practice Teacher Candidate Responsibilities

- Submit a *Placement Form* in the Credentials Office by week seven the term prior to enrolling in Full-time Clinical Practice.
- Attend the Orientation Session, the Triad Training, and all required seminars each term. Seminar absences must be made up as directed by the university supervisor. Attend faculty meetings, in-service training, and other school-related activities.
- Keep the Clinical Practice assignment as the top priority and complete all district and university expectations.
- Attendance is critical to success. Teacher Candidates who have more than 3 absences will receive no credit for Clinical Practice.
- Absences are for illness, not personal days. Taking time off to complete coursework will be considered an unexcused absence and could cause the candidate to immediately receive no credit for the course. A doctor's note could be required.
- All unavoidable absences must be dealt with in a professional manner. This means that the teacher candidate must notify the cooperating teacher(s) and the university supervisor. The cooperating teacher(s) must have in hand a copy of the day's lesson plans and materials needed. If a candidate misses more than two days, they may have to extend or repeat the Full-time clinical practice experience.
- If district approved, Teacher Candidates may substitute for their Cooperating Teacher if they receive permission from the University Supervisor for a maximum of 5 days each term. Additional time may be approved by the university supervisor and program director if warranted by district needs.
- Dress properly – no flip flops, tennis shoes, jeans, shorts, bare-midriff tops, sun dresses, tank tops, etc. Follow the CSUB dress code, not what the in-service teachers wear. Tattoos are not to be visible and tongue studs are not to be worn during Full-time clinical practice. This is your first impression with the school staff, district, and parents - make it a good one.
- Accept classroom responsibility (in agreement with the cooperating teacher's feedback) with enthusiasm. This includes a willingness to accept advice and direction from the cooperating teacher and to follow the course of study for the assigned classes.
- Remain on the school site campus for the entire school throughout the entire Full-time clinical practice assignment. At least 30 minutes before student arrival and 30 minutes after final dismissal is the minimum requirement. Candidates are not to leave school until they are prepared for the next instructional day.
- If there are scheduled pupil-free days, you are still to be at work. Teacher Candidates follow the Cooperating Teacher's schedule, not the students' schedule. If professional development is made available to you – attend!
- The teacher candidate will utilize any non-instructional class periods as preparation time, observing other teachers as necessary and becoming acquainted with school personnel and procedures. Any other assignments of this time should be made only after consultation with the University Supervisor.
- Confer regularly with the cooperating teacher(s) on a daily basis to cover such issues as course and lesson planning, evaluation of teacher candidate effectiveness and feedback on instructional activities and skills.

- Adhere to the local school site's schedule, not that of the university. Attending all teacher candidate seminars is required (Seminars normally take precedence over local school co-curricular activities, except as arranged with supervisor). All absences must be made up by completion of the university supervisor's make-up assignment.
- Maintain an up to date Clinical Practice binder that conforms to program guidelines, directions will be in the syllabus. The University Supervisor will review the binder during each visit. Accumulating materials for the Professional Portfolio.
- You are the teacher – do not treat the students as peers or pals.
- Follow the Cooperating Teacher's discipline policy. If you would like to try another approach, consult the Cooperating Teacher and your supervisor first.
- If you have to reschedule a visitation, call your supervisor as soon as possible.
- Learn to use instructional resources of the district, adhere to all local regulations, procedures and policies of the district.
- Be professional and discrete regarding "gossip."
- Notify the cooperating teacher and the University Supervisor immediately if there is any change in personal data: name, address, phone number, email, or plans involving the assignment.
- Speak immediately to the University Supervisor regarding any misunderstandings with the cooperating teacher or any other school site personnel.
- Know your content and be a continuous learner; be enthusiastic and show initiative. Know and implement Co-Teaching strategies.
- Carefully plan each lesson and include appropriate standards and learning goals. Submit lesson plans to the Cooperating Teacher and university supervisor for approval 3 days prior to teaching.
- Introduce yourself to team members and school personnel.
- Ask questions and discuss issues professionally. Share ideas and work collaboratively; be flexible.
- Assist with all responsibilities (record keeping, grading, yard duty, etc...) with enthusiasm.
- Be proactive in initiating communication with your triad members.
- Demonstrate respectful interactions and behaviors.
- Accept advice, direction and feedback from cooperating teachers and university supervisors and put suggestions for improvement into practice.
- Commit to a minimum of one hour per week of co-planning. Maintain the weekly co-planning sheet (give them to your University Supervisor at the end of Clinical Practice).
- Return all school equipment and materials upon checking out of school at the end of the assignment: keys, textbooks, records, etc.
- Complete and submitting the *Teacher Candidate Evaluation of University Supervisor*.

Cooperating Teachers

Criteria:

- Possess at least three years of teaching experience and tenure in the district
- Maintain an on-going successful record of teaching excellence.
- Maintain current knowledge of subject matter methodology, standards, and assessment practices.
- Be willing to share expertise, materials, and classroom with a Teacher Candidate.
- English Learner Authorization.
- Co-teaching trained.

Responsibilities:

- Help the Teacher Candidate feel comfortable and welcome.
- Review school policies and procedures.

- Encourage Teacher Candidate to get involved in school activities.
- Assist the candidate in developing standards based lessons.
- Know and implement the co-teaching strategies.
- Mentor and guide the Teacher Candidate through observation and constructive feedback. Complete three (3) formal observations and submit copies to the University Supervisor.
- Model effective teaching strategies and professional behavior.
- Be flexible; allow the Teacher Candidate to try new ideas.
- Communicate expectations and maintain consistency and accountability.
- Attend Co-Teaching Training (once) and Triads Training with Teacher Candidate.
- Commit to a minimum of one (1) hour of co-planning with Teacher Candidate per week.
- Assist Teacher Candidate in maintaining the co-teaching planning sheet.

Cooperating Teacher Orientation for Teacher Candidate:

- Information about classes to be taught, including all course guidelines.
- List of school rules, policies, and safety concerns.
- Procedures for taking roll, keeping grades.
- Information about English learners and special student needs.
- Introduction to all relevant school personnel, and
- Increasing responsibility, so that the teacher candidate will be able to become the “full charge” instructor during the term through planned support for co-teaching.

Professional Role Model Responsibilities of District Teacher:

- Information about classes to be taught, including all course guidelines.
- Share professional growth activities.
- Give information on co-curricular responsibilities.
- Supervise long-range lesson-planning to keep teacher candidate on-track.
- Encourage teacher candidate's creativity in developing teaching strategies.
- Provide frequent feedback to the teacher candidate, both positive and negative and
- Confer frequently with all other District Teachers working with the teacher candidate.
- Participate in the Co-teaching model during field placement.

Evaluation of teacher candidate in conjunction with University:

- Confer as needed with the University Supervisor (at least twice).
- Participate in a three-way evaluative conference at the end of each term and
- Notify the University Supervisor immediately of any problems or questions regarding the teacher candidate.

University Supervisor

Criteria:

- Master's Degree in Education.
- Record of teaching excellence.
- Proficiency in basic technology.
- Participate in department meetings as warranted and all Co-Teaching training and activities.
- Maintain current knowledge of subject matter methodology, standards, and assessment practices.
- Be willing to mentor and share expertise with a Teacher Candidate.

- Follow University guidelines and expectations.
- English Learner Authorization.

Responsibilities:

- Attend University Supervisor and Education Program meetings as required
- Provide a systematic and consistent presence during the Intern or Clinical Practice experience.
- Be knowledgeable in, provide, and promote co-teaching information and strategies to Cooperating Teacher and Teacher Candidate.
- Be knowledgeable in the Teacher Education Department expectations for teacher candidates in the [*Credential Program Handbook*](#).
- Discuss the Candidate Dispositions and Clinical Practice expectations with the Mentor/Cooperating Teacher and Administrators. Provide information regarding the Intern or Clinical Practice expectations to the site administrator, mentor/cooperating teacher.
- Complete a minimum of three face to face classroom observations during the term.
- Two to three video observations will be required during the placement on weeks the supervisor is not on campus. These 7-10 minute observations and evaluations will be done through LiveText and will have a specific TPE focus.
- Facilitate positive interactions between the Mentor/Cooperating Teacher and Teacher Candidate.
- Schedule three-way conferences at the beginning and end of the experience. If the teacher candidate and cooperating teacher have attended triad training with the supervisor, the beginning three-way conference will not be required. Facilitate the phase-in schedule for co-teachers.
- Set clear expectations; be honest about a Teacher Candidate's performance.
- Handle difficult situations that may arise; notify the director immediately of any concerns. Complete and deliver Improvement Plan if needed.
- Review the Teacher Candidate's lesson plans and provide written responses if necessary.
- Review co-teaching planning sheets during each visit.
- Review the Teacher Candidate's binder and respond appropriately at each observation and seminar.
- Schedule observation conferences (virtual or face to face) with the Teacher Candidate.
- Assist the Teacher Candidates in self-reflection and evaluation of their teaching.
- Participate in training and professional development provided by the university.
- Provide guidance in TPA completion based upon direction from TPA Coordinator or TPA Lead Assessor.
- Provide, upon request, a letter for the candidates' placement file (if you so choose).
- Submit final course grade to myCSUB.
- Submit final evaluation to LiveText. Attach a copy (unsigned) of the final evaluation in LiveText and complete the candidate disposition evaluation.
- Submit paper copies of observations and original final evaluation to the Department of Teacher Education by the semester's **Grades Due Date**
- Attend, plan, and provide 4 (1.5 hour) seminars for assigned Teacher Candidates. Seminars may begin prior to the start of full-time Clinical practice in week 4.
- Provide syllabus to Teacher Candidates at beginning of the placement via email. Review at first seminar.
- Assist Candidate with completion and review of the CSUB Transition to Induction form. Submit a copy to the Credential Office.

Improvement Plan

Candidates who do not demonstrate proficiency in the Teaching Performance Expectations (TPEs) or Candidate Dispositions will receive no credit for full-time Clinical Practice and will be required to repeat the course. If school district personnel formally request that a Teacher Candidate be removed from a clinical practice placement, the Credential programs faculty must immediately comply with this request. In these cases, candidates may be placed on probation or be dropped from the program. Candidates are allowed to repeat Full-time Clinical Practice a maximum of two times in different school settings if recommended by the improvement plan findings.

Some Teacher Candidates may experience difficulty in planning, instructional practice, and/or classroom management. When a Cooperating Teacher, Administrator, or University Supervisor notices a Teacher Candidate is experiencing difficulty, s/he will discuss the issue with the candidate. If there a lack of progress, an Improvement Plan will be initiated by the University Supervisor.

If a teacher candidate has not demonstrated adequate progress to complete Full-time Clinical Practice (traditional or non-traditional), the candidate will not receive credit for the course for that term. The candidate will be eligible to register again for Full-time Clinical Practice for their program. The candidate is not eligible to use substitute teaching in place of a traditional full-time clinical practice for the second course placement. The candidate is not Intern eligible.

Supervisor Visits

It is the responsibility of the Teacher Candidate to arrange for a table and a chair for the University Supervisor during the Full-time Clinical Practice visits. This place should include the Clinical Practice Binder and should not distract from instruction.

University Supervisors will observe the Teacher Candidate a total of 6 times with a minimum of four face to face observations during each term for student teachers and interns. University Supervisors will do a combination of scheduled and unscheduled visits, in order to present a true picture of what is happening in the classroom.

Two to three video observations are optional during the term for each teacher candidate. These video observations will be 7-10 minutes in length and will be assessed in LiveText by the assigned university supervisor.

For interns, the first meeting should take place the first or second week of the term. Interns are to request their mentor attend this meeting to allow everyone to meet and start on a positive note

For student teachers (co-teachers) the first observation should be scheduled the fifth week of the term and the last observation is to be scheduled no earlier than the 14th week.

Using the Candidate Dispositions, TPEs and TPA-based outcomes as a guide, University Supervisors will complete an observation form for each visit with the Teacher Candidate. The observation form should include positive comments as well as suggestions for improving planning, instruction and assessment. Alternative methods for instruction should be considered so the Teacher Candidate will reflect on the experience. Discuss the alternative instruction with the Cooperating Teacher. Do not ask Teacher Candidates to go against the Cooperating Teacher or school policies when determining instructional strategies.

Seminars

University Supervisors provide 4 seminars for the Full-time Clinical Practice and Intern Teacher Candidates. CSUB Interns must attend the Intern Orientation. All other Full-time Clinical Practice Teacher Candidates attend the Full-time Clinical Practice Orientation and the Triad Training seminar. All final stage Interns and Full-time Clinical Practice Candidates must attend the Induction seminar. Teacher Candidates must attend all seminars to receive credit for their clinical practice course. An improvement plan will be completed after the first missed seminar listing the make-up work requirement and due date.

Make-up work, equal in rigor, is required of interns and teacher candidates who do not attend the seminar. This make up work is determined by the university supervisor and given to the candidate. Candidates are to return the completed work to their supervisor for grading. Incomplete or non-submission of make-up work will result in no credit for the clinical practice course.

Substituting During Full-time Clinical Practice

If a Teacher Candidate has an emergency substitute permit and is registered to substitute in the district in which they are completing full-time clinical practice, he or she may substitute in the full-time clinical practice classroom for a maximum of five days during the term. The Teacher Candidate must obtain permission in advance from the Administrator of the school and their University Supervisor and have the appropriate paper work completed at the district office. The Teacher Candidate should be paid for these days.

Under no circumstances will the Teacher Candidate substitute in another teacher's classroom. The days of full-time substituting may not be counted toward the days required for full responsibility.

Professional Development Days

If the district has Professional Development opportunities (e.g. Professional Learning Communities, staff meetings, conferences) check with the Cooperating Teacher or Administrator to determine if attendance is appropriate. Most districts welcome the participation of Teacher Candidates in professional development activities. If Teacher Candidates do not attend the Professional Development, then they must spend the time in the classroom preparing for instruction.

Clinical Practice Binder

The binder is an excellent resource for the future; it is also a communication tool between the Teacher Candidate and the University Supervisor. The binder will be read, responded to, and initialed by the University Supervisor during each visit. It should not contain personal information.

Guidelines for your binder: A two-inch, three-ringed binder, with labeled index dividers is required. Each section of the binder should be easily accessible. The following sections should be labeled on each divider:

1. Information
 - a. Schedule(s), seating charts, emergency procedures, class letters and school/district policies
2. Lesson Plans
 - a. Daily Lesson Plans
 - b. Weekly Plans and/or Co-Teaching Plans
3. Reflective Journal
 - a. Date each weekly journal entry—generally 1 typed page

- b. Reflections should guide discussions between the University Supervisor and the candidate and answer 2-3 of the suggested reflection questions in this syllabus. Do not write a weekly summary of the school day.
4. Samples of Student Work
 - a. Grades (by subject or period)
5. Evaluations
 - a. Include copies of all observations and evaluations.

University Supervisors will check the binder on their first visit to the classroom to ensure that it is set up according to the guidelines. Please check the binder each visit and at seminar to ensure candidates are current.

Evaluation of the Supervisor

Teacher Candidates will be asked to complete an evaluation of the Program Advisor, University Supervisor and Clinical Practice Coordinator at the end of the term.

Transition Plan for Induction

All Interns and Full-time Clinical Practice candidates are required to complete and submit a Transition to Induction Plan with their preliminary credential application. The candidate is required to provide their Induction Program with a copy of this plan. University supervisors will support the candidate with the completion of the document.

Teacher Candidates and Intern Teachers
Applying for your Preliminary *Multiple* or *Single* Subject Credential

1. Application forms and complete instructions are available online at <http://www.csub.edu/sse/credentials/Forms/index.html>
2. Complete and print the credential application. Return the application along with any additional requirements not already on file (see checklist in the application). Applications may be submitted to either the Bakersfield or Antelope Valley Campus Credentials Office or mailed to:
California State University, Bakersfield
School of Social Sciences and Education
Credentials Office - 22 EDUC/155
9001 Stockdale Highway`
Bakersfield CA 93311-1022
3. Do not submit documents you have already submitted for your program file.
4. It is recommended that you ***make a copy*** of your application documents for your records.

Credentialing Program Contacts:

Bakersfield Campus:

Jayne Barton, 661/654-3075 or jbarton5@csub.edu

Antelope Valley Campus:

Eric Anderson, 661/952-5083 or eanderson@csub.edu

Chapter 4

University Procedures and Information

Civility and Respectful Conduct

The classroom is essential for the achievement of academic freedom, the pursuit of truth, and the development of students. Because of its importance, students are expected to exhibit respect for the views of others, the professionalism of the instructor, and the goals of academic freedom whenever they are in the classroom.

Faculty members are obligated to recognize and respect student diversity, ideas, perceptions, and opinions. At the same time, faculty have a fundamental responsibility to maintain the integrity of the learning environment. When confronted by unreasonable disruption in the classroom, faculty are expected to initiate actions to correct such conditions. Such actions may result in disciplinary action ranging from removal from the classroom to formal disciplinary sanctions, including probation, suspension, or expulsion.

Services for Students with Disabilities

On the Bakersfield campus, to request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is located in SA 140, and they may be reached at 661-654-3360 (voice), or 661-654-6288 (TDD). If you have an accommodations letter from the SSD Office documenting that you have a disability, please present the letter to the instructor during office hours as soon as possible so you can discuss the specific accommodations needed in the class.

On the Antelope Valley campus, to request academic accommodations due to a disability, please contact the [Office of Services for Students with Disabilities](#) (SSD) as soon as possible. Their office is located in Bldg. 200, and they may be reached at 661-952-5061 (voice) or 661-952-5120 (tdd). If you have an accommodations letter from the SSD Office documenting that you have a disability, please present the letter to the instructor during office hours as soon as possible so you can discuss the specific accommodations needed in the class.

California State University, Bakersfield attempts to guarantee access to all classes by all students. Students can find CSUB's accessibility policies and services by going to the website for the Office of [Services for Students with Disabilities](#). In addition, [E-Learning Services](#) at CSUB has its own policy for guaranteeing access to students in online classes:

"California State University, Bakersfield is committed to providing equal access to Web-based information for people with disabilities. This is in accordance with Section 504 of the 1973 Rehabilitation Act, Section 508 of the Rehabilitation Act Amendment of 1998 and the 1990 Americans with Disabilities Act, and Executive Order 926 of California State University."

To achieve the goal of universal accessibility, CSUB uses Blackboard as its Learning Management System (LMS), the first LMS to receive the Nonvisual Accessibility Gold Certification by The National Federation of the Blind. Students can read more about [Blackboard's guarantee of accessibility](#) and its accessibility programs at its website.

Academic Integrity

There are certain forms of conduct that violate the university's policy of academic integrity. Academic dishonesty (cheating) is a broad category of actions that involve fraud and deception to improve a grade or obtain course credit. Academic dishonesty (cheating) is not limited to examination situations alone, but arises whenever students attempt to gain an unearned academic advantage. Plagiarism is a specific form of academic dishonesty (cheating) which consists of the misuse of published or unpublished works of another by claiming them as one's own. Plagiarism may consist of handing in someone else's work as one's own, copying or purchasing a pre-written composition and claiming it as one's own, using paragraphs, sentences, phrases, words or ideas written by another without giving appropriate citation, or using data and/or statistics compiled by another without giving appropriate citation. Another example of academic dishonesty (cheating) is the submission of the same, or essentially the same paper or other assignment for credit in two different courses without receiving prior approval from the instructors of the affected courses. Source: 2013-2015 CSUB Catalog, page 85.

Student Complaint and Grievance Procedures

The policy and procedures for filing a complaint and/or grievance deal only with individual student complaints and/or grievances against the actions and/or decisions of faculty, academic administrators, or staff professionals. The complaints and/or grievances may concern but are not restricted to (1) an assigned final course grade, (2) administration of records, (3) admission to a program, or (4) requirements for program completion. Group grievances are not permitted. Complaints and/or grievances will not involve allegations of dishonesty or abuse of professional responsibility as such allegations fall strictly under formal university disciplinary proceedings. Procedures for redress of grievances must protect the respondent against unsubstantiated and false charges of bias or unfairness. Therefore, in a grievance there is a presumption that procedures have been fairly followed. It is the responsibility of the grievant to demonstrate otherwise. The final responsibility for assigning or changing a student's record rests solely with the faculty, academic administrators, or staff professionals.

Complaint Procedures: (A) Before resorting to a grievance, a student shall exhaust all complaint procedures at the department/school level. (B) The student shall first address the complaint with the concerned faculty, academic administrator, or staff professional. If the complaint is not resolved at this level, the student should then meet with the program director and/or department chairperson. (NOTE: It is acceptable for the program/department to have in place a committee that hears/reviews complaints and submits its findings/recommendations to the program director/ department chairperson prior to the student meeting with the program director and/or department chairperson.) (C) If the complaint is not resolved with the program director/department chairperson, the student should meet with the school Dean. (D) If the complaint is still unresolved after meeting with the school Dean, the student may then, and only then, file a written grievance with the Office of the Academic Vice President within a period of seven (7) working days following the date the above complaint procedures were concluded.

[Student Complaint and Grievance Procedures](#)

[Student Complaint and Grievance Form](#)

Chapter 5

Program Documents



CSUB Department of Teacher Education Teaching Performance Expectations and Candidate Dispositions

TPE 1 Engaging and Supporting All Students in Learning

- Apply knowledge of students to engage them in learning.
- Maintain ongoing communication with students and families, including use of technology to communicate.
- Connect subject matter content to real-life contexts to engage student interest, motivation, and allow students to extend their learning.
- Use a variety of developmentally appropriate instructional strategies, resources and assistive technology to support access of curriculum to wide range of learners.
- Promote students' critical and creative thinking and analysis through inquiry, problem solving and reflection.
- Provide a supportive learning environment for students' first and/or second language acquisition and understand difference between student instructional needs.
- Provide students with opportunities to access curriculum by incorporating visual/performing arts as appropriate to content and context of learning.
- Monitor student learning and adjust instruction while teaching so students continue to be actively engaged in learning.

TPE 2 Creating and Maintaining Effective Environments for Student Learning

- Promote students' social emotional growth, development and individual responsibility using positive practices to foster a fair and respectful learning community.
- Create learning environments that promote productive student learning and encourage positive interactions that reflect diversity and are culturally responsive.
- Establish, maintain and monitor inclusive learning environment that are physically, mentally, intellectually and emotionally healthy and safe for students to learn.
- Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration and/or medically fragile.
- Maintain high expectations for learning with appropriate support for the full range of students in the classroom. 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.

TPE 3 Understanding and Organizing Subject Matter for Student Learning

- Demonstrate knowledge of subject matter including Common Core
- Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of the subject matter and make modifications as needed to promote student access
- Plan, design, implement and monitor instruction consistent with current subject-specific pedagogy, implement learning sequences, integrate arts as applicable.
- Individually and through collaboration with other educators and school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge
- 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 ELL and SPED.
- Use and adapt resources, standards-aligned instructional materials and a range of technology to facilitate students' access to curriculum.

TPE 4 Planning Instruction and Designing Learning Experiences for All Students

- Locate and apply information about students' current academic status, content- and standards-related learning needs/goals and other important background information for short and long term instructional planning purposes.
- Understand and apply knowledge of the range and characteristics of typical and atypical child development to help inform instructional planning and learning experiences for all students.
- Design and implement instruction and assessment that reflects interconnectedness of academic content and student skills development in literacy, math, science and other disciplines, as applicable to the subject area of instruction.
- Plan, design, implement and monitor instruction and make effective use of instructional time by maximizing learning opportunities through the use of technology, developmental and culturally appropriate learning materials, modifications for disabled students, peer support strategies for students and community resources/services.
- Promote student success by providing opportunities for students to understand and advocate for strategies that meet individual learning needs and assist students with transition plans. (e.g., IEP, IFSP, etc.)
- Access resources for planning and instruction, including expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
- Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage participation in learning.
- Use of 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 ways to demonstrate learning.
- Model and develop digital literacy by the use of technology to engage students and support their learning while promoting safe online practices in respect to copyright law, fair use internet guidelines and security.
- Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

TPE 5 Assessing Student Learning

- Apply knowledge of purposes, characteristics, and appropriate use of different types of assessments to design and administer classroom assessments, including use of scoring rubrics.
- Collect and analyze assessment data from multiple sources to plan and modify instruction and document student learning over time.
- Involve all students in self-assessment and reflection of their learning goals and provide students with opportunities to revise their work based on assessment feedback.
- Use technology to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
- Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
- 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.
- Interpret English learners' assessment data to identify levels of academic proficiency in English as well as their primary language to use in planning instruction.
- 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.

TPE 6 Developing as a Professional Educator

- Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction to improve student learning.
- Recognition of own values and biases, ways these values/biases may affect teaching and learning, and work to mitigate negative impact on teaching and learning of students. Exhibit positive dispositions toward students, their families, and colleagues.
- Establish professional learning goals and make progress to improve by engaging with colleagues.
- Demonstrate how and when to involve other adults and communicate effectively with peers and colleagues, families, and members of the school community to support teacher and student learning.
- Demonstrate professional responsibility for all aspects of student learning and classroom management, including student learning outcomes, policy concerns for issues regarding student and family privacy, health and safety. Model of ethical conduct for themselves and others.
- Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, conduct, moral fitness, including responsible use of social media and other digital platforms/tools.
- 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.

CSUB Candidate Dispositions

Professional Collaboration

Candidates will participate in action-oriented collaboration that will enable them to learn from others and provide leadership in partnerships with all stakeholders.

Reflective Practitioner

Candidates are reflective, lifelong learners who apply problem solving and critical thinking strategies and the respectful appreciation of differing points of view.

Ethical Professional

Candidates' actions are based on accepted professional standards of conduct and reflect insight and awareness with respect to diverse perspectives, opinions, obligations and ethical responsibilities of the profession.

Student/Client Centered

Candidates, throughout their programs, will prioritize the needs of the students/clients they serve by maintaining trusting relationships built upon caring, nurturing (respective) and meaningful interactions.

Professional Leader

Candidates, throughout their programs, will be strong, determined, professional leaders with a clear instructional focus using effective communication skills and a willingness to take risks to ensure the advancement, safety, and welfare of all students in our communities.

Professional Competence

Candidates will maintain high programmatic outcomes that reflect research-based practices, principles of learning differentiation, and standards-based instruction.

California State University, Bakersfield Non-Concurrent Clinical Practice Evaluation

Directions: This evaluation is completed each term prior to Full-time Clinical Practice. The candidate provides the form to the cooperating teacher at the beginning of the term. The candidate collects the form in a sealed envelope (cooperating teachers signature across the seal) and submits the form to the Credential Office (EDUC 102) by 5:00pm on Wednesday of the 15th week of the term. Antelope Valley candidates submit to the Department Assistant (AV 301) by 5:00pm on Wednesday of the 15th week of the term.

Teacher Candidate:		ID#			
Cooperating Teacher:		School/District:			
Courses:		Grade Level/Content Area:			
Course Instructor:		Date:			
Campus (circle one):	Main Antelope Valley	Program (circle one):	Multiple	Single	
Teaching Performance Expectations		Unsatisfactory*	Basic	Proficient	Distinguished
1. Engaging and Supporting all Students in Learning <ul style="list-style-type: none"> Apply knowledge of students to engage them in learning Use a variety of instructional strategies appropriate to the various content areas and learners Provide a supportive learning environment for first/second language acquisition and special needs 					
2. Creating and Maintaining Effective Environments for Student Learning <ul style="list-style-type: none"> Promote students' emotional and social growth using positive practices to foster a fair and respectful learning community Maintain and monitor inclusive learning Know how to access resources for student support 					
3. Understanding and Organizing Subject Matter for Student Learning <ul style="list-style-type: none"> Demonstrates knowledge of subject matter including common core Through collaboration with cooperating teacher, plan for effective instruction Adapt subject matter to support first/second language acquisition and students with special needs 					
4. Planning Instruction and Designing Learning Experiences for All Students <ul style="list-style-type: none"> Plan for and use instructional time effectively Use digital instructional tools as appropriate for instruction. 					
5. Assessing Student Learning <ul style="list-style-type: none"> Collect and analyze data from multiple sources to support student learning Uses assessment data in a timely manner 					
6. Developing as a Professional Educator <ul style="list-style-type: none"> Reflect on personal teaching practices, modify behavior after constructive criticism Demonstrate professional responsibility for all aspects of student learning Dress neatly and professionally, display enthusiasm for teaching, use correct English grammar Appropriately manage own professional time (including arrival & departure from school, planning & prep time, etc.), demonstrate professional ethics and model ethical behavior for students 					
Candidate Completed: <ul style="list-style-type: none"> <input type="checkbox"/> 10 full days in my MS Primary classroom <input type="checkbox"/> 10 full days in my MS Upper grade classroom 		<input type="checkbox"/> 20 full days in my classroom <input type="checkbox"/> Other, please explain below _____			
Comments: *please comment on any unsatisfactory rating					

Thank you for allowing the CSUB Credential Candidate to complete fieldwork in your classroom. Please complete this evaluation tool as evidence of the candidate's fieldwork proficiency. You only need to evaluate those TPEs that were directly observed. Please return the evaluation in a sealed envelope with your signature across the seal to the candidate for submission by the 15th week of the term.

Cooperating Teacher Signature: _____

Date: _____

CSUB Teacher Education Observation Protocol
California Teaching Performance Expectations / Danielson's Framework for Teaching

School:	Contextual notes (e.g., remedial class, end of the day):
Teacher Candidate:	
Grade:	
Subject:	
Lesson:	Materials and resources used by teacher and students (e.g., textbooks, technology):
Date:	
Observation Type: Face to Face Video	
Observer:	

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: <i>Creating an environment of respect and rapport</i> TPE 2 TPE 6 * video component	Classroom interactions, between the teacher and students and among students, are disrespectful, inappropriate, or insensitive to cultural backgrounds. Interactions between the teacher and students and among students are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, between the teacher and students and among students, are generally appropriate and free from conflict. There may be occasional displays of insensitivity to cultural or developmental differences between the teacher and students and among students.	Classroom interactions, between the teacher and students and among students, are polite and respectful, reflecting warmth and caring. The teacher and students are sensitive to cultural and developmental differences.	Classroom interactions, between the teacher and students and among students, are highly respectful, reflecting warmth and caring. The teacher and students are sensitive to cultural and developmental differences. Students ensure high levels of civility among students.
Component	Unsatisfactory	Basic	Proficient	Distinguished
2b: <i>Establishing a culture for learning</i> TPE 1 TPE 2 TPE 4 TPE 6	Classroom environment conveys a negative culture for learning. Low teacher commitment to the subject Low expectations for students Little or no student pride in work	Teacher's attempts to create a culture for learning are partially successful. Little teacher commitment to the subject Modest expectations for students Little student pride in work	Genuine commitment to the subject by teacher and students High expectations for students Students demonstrate pride in their work.	High levels of student engagement and teacher passion for the subject – everyone shares a belief in the importance of the subject All students hold themselves to high standards of performance. (e.g., initiating improvements in their own work)
Component	Unsatisfactory	Basic	Proficient	Distinguished
2c: <i>Managing classroom practices</i> TPE 2 * video component	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, getting into instructional groups, and non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, getting into instructional groups, and non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, getting into instructional groups, and non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, getting into instructional groups, and non-instructional duties.
Component	Unsatisfactory	Basic	Proficient	Distinguished
2d: <i>Managing student behavior</i> TPE 2 TPE 6	No evidence that standards of conduct have been established Little or no teacher monitoring of student behavior Response to student misbehavior is repressive or disrespectful of student dignity.	Teacher has made an effort to establish standards of conduct. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct are clear to students. Teacher monitors student behavior against standards. Teacher response to misbehavior is appropriate and respects student dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher monitoring of student behavior is subtle and preventive. Teacher response to misbehavior is sensitive to individual student needs Students take an active role in monitoring behavior.

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>2e: <i>Organizing physical space</i></p> <p>TPE 6</p>	<p>Teacher makes poor use of physical environment</p> <p>Unsafe or inaccessible conditions for some students</p> <p>Significant mismatch between physical arrangement and lesson activities</p>	<p>Physical arrangement only partially supports the learning activities</p> <p>Classroom is safe and essential learning is accessible to most students</p> <p>Teacher use of physical resources, including technology, is moderately effective</p>	<p>Physical arrangement supports the learning activities</p> <p>Classroom is safe and learning is accessible to all students</p> <p>Teacher makes effective use of physical resources, including technology</p>	<p>Students contribute to the use of adaptation of the physical environment to advance learning</p> <p>Classroom is safe and learning is accessible to all students, including those with special needs</p> <p>Technology is used skillfully, as appropriate to the lesson</p>

Comments/Evidence:

Focus Areas:

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>3a: <i>Communicating with students</i></p> <p>TPE 1 TPE 2</p>	<p>Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students</p> <p>Teacher use of language contains errors or is inappropriate to students' levels of development</p>	<p>Teacher attempts to explain purpose of the lesson with limited success. Expectations for learning, directions, and procedures, and explanations of content are clarified after initial confusion</p> <p>Teacher use of language is correct but limited and may not be completely appropriate to students' levels of development</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clear</p> <p>Communications are appropriate to students' levels of development</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clear</p> <p>Teacher's oral and written communications are clear and expressive</p> <p>Communications are appropriate to students' levels of development</p> <p>Teacher anticipates possible misconceptions</p>
Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>3b: <i>Using questioning and discussion techniques</i></p> <p>TPE 1 * video component</p>	<p>Teacher's questions are low-level or inappropriate</p> <p>Questions elicit limited student participation and recitation rather than discussion</p>	<p>Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession</p> <p>Teacher attempts to engage all students in the discussion are only partially successful</p>	<p>Most of the teacher's questions elicit a thoughtful response</p> <p>Teacher allows sufficient time to answer</p> <p>All students participate in the discussion, with teacher stepping aside when appropriate</p>	<p>Questions reflect high expectations and are developmentally appropriate</p> <p>Students formulate many of the high-level questions</p> <p>Students ensure all voices are heard</p>
Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>3c: <i>Engaging students in learning</i></p> <p>TPE 1 TPE 3 TPE 4 *Video component</p>	<p>Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes or levels of understanding</p> <p>Little intellectual engagement</p> <p>Lesson has no structure or is poorly paced</p>	<p>Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or levels of understanding</p> <p>Moderate intellectual engagement</p> <p>Lesson has recognizable structure but is not fully maintained</p>	<p>Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes or levels of understanding</p> <p>All students are engaged in work of a high level of rigor</p> <p>Lesson structure is coherent, with appropriate pace</p>	<p>Students are highly intellectually engaged throughout the lesson in higher order learning</p> <p>Students make contributions to the activities, student groupings, and materials</p> <p>Lesson is adapted as needed to the needs of individuals</p> <p>Structure and pacing allow for student reflection and closure</p>

Component	Unsatisfactory	Basic	Proficient	Distinguished
3d: <i>Using assessment in instruction</i> TPE 1 TPE 4 TPE 5 *Video component	Assessment is not used in instruction No student awareness of the assessment criteria No monitoring of learning progress by teacher or students No feedback to students No checking for understanding	Assessment is occasionally used in instruction, through some monitoring of learning progress by teacher and/or students Feedback to students is uneven Students are aware of only some of the assessment criteria used to evaluate their work Checking for understanding with whole class	Assessment is regularly used in instruction through self-assessment by students Monitoring of learning progress by teacher and/or students High-quality feedback to students Students fully aware of the assessment criteria used to evaluate their work Checking for understanding with individual students	Multiple assessments are used in instruction, through student involvement in establishing the assessment criteria Self-assessment by students Monitoring progress by both students and teacher High-quality feedback to students from a variety of sources
Component	Unsatisfactory	Basic	Proficient	Distinguished
3e: <i>Demonstrating flexibility and responsiveness</i> TPE 1 TPE 3 TPE 4 TPE 5 * video component	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest Teacher fails to respond to student questions Teacher assumes no responsibility for students' failure to understand	Teacher demonstrates moderate flexibility and responsiveness to student questions, needs, and interests during a lesson Teacher seeks to ensure success of all students Teacher re-teaches as needed	Teacher ensures the successful learning of all students, making adjustments as needed to instruction plans Teacher responds to student questions, needs and interests Teacher re-teaches and modifies as needed	Teacher is highly responsive to individual student needs, interests, and questions Teacher makes major lesson adjustments as necessary to meet instructional goals •Teacher persists in ensuring success of all students Teacher seizes opportunities for learning as they present themselves
Comments/Evidence: Focus Areas:				
Co-Teaching	No co-teaching strategy evident. Neither co-teacher shows responsibility for classroom management. The teaching practices of one co-teacher do not complement the teaching practices of the other co-teacher. Co-teachers do not interact and exchange the role of lead and support. Neither teacher circulates, monitors, or provide assistance to students.	Specific co-teaching evidence is weak. One co-teacher shows more responsibility for classroom management throughout the lesson. The teaching practices of one co-teacher rarely complement the teaching practices of the other co-teacher. Co-teachers rarely interact and exchange the role of lead and support. Both teachers rarely circulate, monitor, or provide assistance to students.	Specific co-teaching strategy is evident. Co-teachers attempt to share the responsibility of classroom management throughout the lesson. The teaching practices of one co-teacher often complement the teaching practices of the other co-teacher. Co-teachers often interact and exchange the role of lead and support. Both teachers often circulate, monitor, and provide assistance to students.	Specific co-teaching strategy is clearly evident. Co-teachers share the responsibility of classroom management equally throughout the lesson. The teaching practices of one co-teacher frequently complement the teaching practices of the other co-teacher. Co-teachers frequently interact and exchange the role of lead and support. Both teachers consistently circulate, monitor, and provide assistance to students.

Specific co-teaching strategy (circle):

Parallel Teaching Station Teaching One Teach/One Assist Team Teaching Alternative/Differentiated

Comments:

** video component—suggested areas for video evaluations*

Note: A printed copy with signature of cooperating teacher or supervisor constitutes the official record of the visit.

Signature of University Supervisor/Cooperating Teacher

Date

Signature of Teacher Candidate

Date

California State University, Bakersfield
Clinical Practice Final Evaluation 2017-18

Teacher Candidate:	School:	Term & Year:
Cooperating Teacher:	District:	Grade Level:
University Supervisor:	Assignment: (circle one) - Co-Teaching - Intern - Teacher of Record (PIP, STIP, LT Sub)	Content Area:

TPE 1 Engaging and Supporting All Students in Learning	Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • Apply knowledge of students to engage them in learning • Maintain ongoing communication with students and families, including use of technology to communicate • Connect subject matter content to real-life contexts to engage student interest, motivation, and allow students to extend their learning • Use a variety of developmentally appropriate instructional strategies, resources and assistive technology to support access of curriculum to wide range of learners • Promote students' critical and creative thinking and analysis through inquiry, problem solving and reflection • Provide a supportive learning environment for students' first and/or second language acquisition and understand difference between student instructional needs • Provide students with opportunities to access curriculum by incorporating visual/performing arts as appropriate to content and context of learning • Monitor student learning and adjust instruction while teaching so students continue to be actively engaged in learning 				
Cite specific examples from observations:				
TPE 2 Creating and Maintaining Effective Environments for Student Learning	Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • Promote students' social emotional growth, development and individual responsibility using positive practices to foster a fair and respectful learning community • Create learning environments that promote productive student learning and encourage positive interactions that reflect diversity and are culturally responsive • Establish, maintain and monitor inclusive learning environment that are physically, mentally, intellectually and emotionally healthy and safe for students to learn • Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration and/or medically fragile • Maintain high expectations for learning with appropriate support for the full range of students in the classroom • 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 				
Cite specific examples from observations:				

TPE 3 Understanding and Organizing Subject Matter for Student Learning	Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • Demonstrate knowledge of subject matter including Common Core • Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of the subject matter and make modifications as needed to promote student access • Plan, design, implement and monitor instruction consistent with current subject-specific pedagogy, implement learning sequences, integrate arts as applicable • Individually and through collaboration with other educators and school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge • 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 ELL and SPED. • Use and adapt resources, standards-aligned instructional materials and a range of technology to facilitate students' access to curriculum 				
Cite specific examples from observations:				
TPE 4 Planning Instruction and Designing Learning Experiences for All Students	Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • Locate and apply information about students' current academic status, content- and standards-related learning needs/goals and other important background information for short and long term instructional planning purposes • Understand and apply knowledge of the range and characteristics of typical and atypical child development to help inform instructional planning and learning experiences for all students • Design and implement instruction and assessment that reflects interconnectedness of academic content and student skills development in literacy, math, science and other disciplines, as applicable to the subject area of instruction • Plan, design, implement and monitor instruction and make effective use of instructional time by maximizing learning opportunities through the use of technology, developmental and culturally appropriate learning materials, modifications for disabled students, peer support strategies for students and community resources/services • Promote student success by providing opportunities for students to understand and advocate for strategies that meet individual learning needs and assist students with transition plans (e.g., IEP, IFSP, etc.) • Access resources for planning and instruction, including expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking • Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage participation in learning • Use of 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 ways to demonstrate learning • Model and develop digital literacy by the use of technology to engage students and support their learning while promoting safe online practices in respect to copyright law, fair use internet guidelines and security • Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards 				
Cite specific examples from observations:				

TPE 5 Assessing Student Learning	Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • Apply knowledge of purposes, characteristics, and appropriate use of different types of assessments to design and administer classroom assessments, including use of scoring rubrics • Collect and analyze assessment data from multiple sources to plan and modify instruction and document student learning over time • Involve all students in self-assessment and reflection of their learning goals and provide students with opportunities to revise their work based on assessment feedback • Use technology to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families • Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals • 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 • Interpret English learners' assessment data to identify levels of academic proficiency in English as well as their primary language to use in planning instruction • 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 				
Cite specific examples from observations:				
TPE 6 Developing as a Professional Educator	Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction to improve student learning • Recognition of own values and biases, ways these values/biases may affect teaching and learning, and work to mitigate negative impact on teaching and learning of students. Exhibit positive dispositions toward students, their families, and colleagues • Establish professional learning goals and make progress to improve by engaging with colleagues • Demonstrate how and when to involve other adults and communicate effectively with peers and colleagues, families, and members of the school community to support teacher and student learning • Demonstrate professional responsibility for all aspects of student learning and classroom management, including student learning outcomes, policy concerns for issues regarding student and family privacy, health and safety. Model of ethical conduct for themselves and others. • Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, conduct, moral fitness, including responsible use of social media and other digital platforms/tools • 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 				
Cite specific examples from observations:				

Candidate's signature indicates that the candidate has had an opportunity to read and discuss this evaluation with Cooperating Teacher and/or University Supervisor. It does not necessarily indicate that candidate agrees with the evaluation.

Candidate's Signature

Date

Cooperating Teacher's Signature

Date

Supervisor's Signature

Date

CSUB Full-time Clinical Practice and Intern Final Evaluation Rubric

The category “Proficient” means the teacher candidate is demonstrating proficiency in the standard, and needs little prompting or direction by the University Supervisor, Cooperating Teacher or Mentor. Proficient is “where the candidate needs to be” to demonstrate successful Clinical Practice proficiency for the standard.

"Distinguished" means the candidate is demonstrating comprehensive and excellent proficiency in the standard, with no prompting needed from the Cooperating Teacher or Supervisor. The "Distinguished" category is for candidates who are truly above and beyond the Proficient level.

TPE	Unsatisfactory	Basic	Proficient	Distinguished
1 Danielson 2b, 3a, 3c, 3d, 3e	Ineffective or poor demonstration of Engaging and Supporting Students in Learning, requiring continuous prompting by the University Supervisor, Cooperating Teacher or Mentor.	Appropriate demonstration of Engaging and Supporting Students in Learning that occasionally must be prompted or directed by the University Supervisor, Cooperating Teacher or Mentor.	Consistent and usually above-average demonstration of Engaging and Supporting Students in Learning, with very little prompting needed.	Comprehensive and excellent demonstrations of Engaging and Supporting Students in Learning, with no prompting needed.
2 Danielson 2a, 2b, 2c, 2d, 3a	Ineffective or poor demonstration of Creating and Maintaining Effective Learning Environments, requires continuous prompting by the University Supervisor, Cooperating Teacher or Mentor.	Appropriate demonstration of Creating and Maintaining Effective Learning Environments that occasionally must be prompted or directed by the University Supervisor, Cooperating Teacher or Mentor.	Consistent and usually above-average demonstration of Creating and Maintaining Effective Learning Environments, with very little prompting needed.	Comprehensive and excellent demonstrations of Creating and Maintaining Effective Learning Environments, with no prompting needed.
3 Danielson 3c, 3e	Ineffective or poor demonstration of Planning and Implementing Specific Instructional Strategies to Make Content Accessible, requires continuous prompting by the University Supervisor, Cooperating Teacher or Mentor. Ineffective or poor demonstration of Teaching English Learners and special needs students, requires continuous prompting by the University Supervisor, Cooperating Teacher or Mentor.	Appropriate demonstration of Planning and Implementing Specific Instructional Strategies to Make Content Accessible that occasionally must be prompted or directed by the University Supervisor, Cooperating Teacher or Mentor. Appropriate demonstration of Teaching English Learners and special needs students that occasionally must be prompted or directed by the University Supervisor, Cooperating Teacher or Mentor.	Consistent and usually above-average demonstration of Planning and Implementing Specific Instructional Strategies to Make Content Accessible, with very little prompting needed. Consistent and usually above-average demonstration of Teaching English Learners and special needs students, with very little prompting needed.	Comprehensive and excellent demonstrations of Planning and Implementing Specific Instructional Strategies to Make Content Accessible, with no prompting needed. Comprehensive and excellent demonstrations of Teaching English Learners and special needs students, with no prompting needed.
4 Danielson 2b, 3c, 3d, 3e	Ineffective or poor demonstration of Developmentally Appropriate Practice, including continuous prompting by the University Supervisor, Cooperating Teacher or Mentor.	Appropriate demonstration of Developmentally Appropriate Practice that occasionally must be prompted or directed by the University Supervisor, Cooperating Teacher or Mentor.	Consistent and usually above-average demonstration of Developmentally Appropriate Practice, with very little prompting needed.	Comprehensive and excellent demonstrations of Developmentally Appropriate Practice, with no prompting needed.

<p>5</p> <p>Danielson 3d, 3e</p>	<p>Ineffective or poor demonstration of Interpretation and Use of a variety of Assessments, including continuous prompting by the University Supervisor, Cooperating Teacher or Mentor.</p> <p>Ineffective or poor demonstration of Using Formal and Informal Methods to Learn About Students, requiring continuous prompting by the University Supervisor, Cooperating Teacher or Mentor.</p>	<p>Appropriate demonstration of Interpretation and Use of a variety of Assessments that occasionally must be prompted or directed by the University Supervisor, Cooperating Teacher or Mentor.</p> <p>Appropriate demonstration of Using Formal and Informal Methods to Learn About Students that occasionally must be prompted or directed by the University Supervisor, Cooperating Teacher or Mentor.</p>	<p>Consistent and usually above-average demonstration of Interpretation and Use of a variety of Assessments, with very little prompting needed.</p> <p>Consistent and usually above-average demonstration of Using Formal and Informal Methods to Learn About Students, with very little prompting needed.</p>	<p>Comprehensive and excellent demonstration of Interpretation and Use of a variety of Assessments, with no prompting needed.</p> <p>Comprehensive and excellent demonstrations of Using Formal and Informal Methods to Learn About Students, with no prompting needed.</p>
<p>6</p> <p>Danielson 2a, 2b, 2d, 2e</p>	<p>Ineffective or poor demonstration of the Professional, Legal, and Ethical Obligations, requiring continuous prompting by the University Supervisor, Cooperating Teacher or Mentor.</p> <p>Ineffective or poor demonstration of Using Reflection and Feedback to Plan Professional Growth, requiring continuous prompting by the University Supervisor, Cooperating Teacher or Mentor.</p>	<p>Appropriate demonstration of Professional, Legal, and Ethical Obligations that occasionally must be prompted or directed by the University Supervisor, Cooperating Teacher or Mentor.</p> <p>Appropriate demonstration of Using Reflection Feedback to Plan Professional Growth that occasionally must be prompted or directed by the University Supervisor, Cooperating Teacher or Mentor.</p>	<p>Consistent and usually above-average demonstration of Professional, Legal, and Ethical Obligations, with very little prompting needed.</p> <p>Consistent and usually above-average demonstration of Using Reflection and Feedback to Plan Professional Growth, with very little prompting needed.</p>	<p>Comprehensive and excellent demonstrations of Professional, Legal, and Ethical Obligations, with no prompting needed.</p> <p>Comprehensive and excellent demonstrations of Using Reflection and Feedback to plan Professional Growth, with no prompting needed.</p>

	MONDAY	TUESDAY	WEDNESDAY	RESPONSIBILITIES, MATERIALS, ETC.
Time/Subject(s): Science	*TC - Count the rings of the “tree cookies. Divide into 4 groups to count/graph the rings on each sample CT - Observe interactions; participation etc. OO	*CT - Review graphs from Mon. Ask student to share findings TC - Observe students’ roles...who took the lead, who said very little OO	*TC - (1st) Read aloud Big Book: <i>When Daddy Cuts Down the Chestnut Tree</i> (2nd) - Lead disc.: “What are some uses for trees?” CT - Record the student responses on chart OA	Cooperating Teacher: <ul style="list-style-type: none"> • 12 “tree cookies” • Reserve 4 digital cameras • Escher poster and book • 2-3 books from each previous author series: Mercer Mayer, Tomie DePalo, Eric Carle • Highlight students’ scripts for <i>The Mitten</i> and <i>The Log</i> • 5 examples of art from around the world Teacher Candidate: <ul style="list-style-type: none"> • Foam pieces for pattern lesson • 4 Hoola-Hoops from the gym for individual activity • Jan Brett collection of books • Print scripts for <i>The Log</i> and <i>The Mitten</i>
Time/Subject(s): Reading	*TC - <i>The Mitten</i> by Jan Brett Compare retelling of similar story, <i>The Log</i> Create a Venn Diagram NCT	CT - Work with the group doing the Readers’ Theater for <i>The Log</i> *TC - Do Partner read aloud ST	*TC - Make predictions based on illustrations. Use books from previous author studies. NCT	
Time/Subject(s): Math				
Time/Subject(s):				
Time/Subject(s):				
Time/Subject(s):				
Time/Subject(s):				

*Denotes Lead Teacher
 TC = Teacher Candidate
 CT = Cooperating Teacher

	THURSDAY	FRIDAY	CO-TEACHING STRATEGIES	RESPONSIBILITIES, MATERIALS, ETC.
Time/Subject(s): Science	TC – Planting tree seeds. Use Pella Tree Kit NCT	CT – Guided Writing Assignment – LEA Strategy NCT	<p>One Teach, One Observe – one teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation. It is important to remember that either (teacher candidate or cooperating teacher) could take on both roles.</p> <p>One Teach, One Assist – One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. Often lending a voice to students or groups who would hesitate to participate or add comments</p> <p>Station Teaching – the co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent station will be used along with the teacher led stations.</p> <p>Parallel Teaching – Each teacher instructs half the students. The two teachers address the same instructional material and present the lesson using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.</p> <p>Supplemental – This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information</p>	Cooperating Teacher:
Time/Subject(s): Reading	Do a shared reading of both scripts for Readers Theater: CT: <i>The Mitten</i> TC: <i>The Log</i> TT	*CT – Administer reading assessment to whole class TC – Read assessment to students with special needs (small groups) SPT		
Time/Subject(s):				
Time/Subject(s):				
Time/Subject(s):				
Time/Subject(s):				
Time/Subject(s):				
				Teacher Candidate:

Code and highlight each lesson that includes Co-Teaching strategies, using the following key:

OO One Teach, One Observe
 OA One Teach, One Assist
 ST Station Teaching
 PT Parallel Teaching

AT Alternative Teaching
 ST Supplemental Teaching
 TT Team Teaching
 NCT No Co-Teaching

CSUB Standards Based Lesson Plan Template

Descriptive Information	
Title: Candidate Name: Content Area/Subject: Grade/Period:	Unit Focus: Co-Teaching Strategy:
Planning	
Lesson Standards:	
Lesson Goals/Objectives:	
Description of Unit and Lesson's place in the unit:	
Essential Questions:	
Assessments (formative and/or summative):	
Progress Monitoring (checking for understanding during instruction):	
Materials (include: technology and all resources):	
Essential Vocabulary:	
Differentiation (Adaptations/Accommodations, Higher Order Thinking Skills, Content/Process/Product):	
Implementation	
Instructional Strategies/Procedures/Student Activities and Grouping:	
Reflection and Lesson Evaluation	
Reflection:	

Description of Elements

Standards and Learning Goals/Objectives:

Selected standards are clearly aligned with stated learning goals (Common Core, NextGen Science, Content Area, ELD). Learning goals are aligned with planned assessments and are in student friendly, measurable language. What specifically do you expect your students to know or be able to do at the end of this lesson?

Essential Questions:

Essential questions align learning with critical thinking, inquiry and problem solving for both the teacher and student. Appropriately crafted essential questions require students to create new understandings through putting together information for themselves. Essential questions are inquiry based, reinforce higher order thinking and are divergent allowing for multiple ideas and interpretations.

Assessment:

Include plans for formative assessment (informal and formal) and summative assessments. How will you determine what the students know and what you need to reteach? What evidence will you collect during and or at the end of the lesson to demonstrate the extent in which the students have made progress toward the academic learning goals? How will you differentiate the assessment process, product or environment for students and why? How will you & your students know if they have successfully met the outcomes? What does success on this lesson's outcomes look like? How will you check for understanding and encourage active participation during implementation?

Differentiation:

Take into account English Language Development, student learning styles, SDAIE strategies, Differentiation, Higher Order Thinking Skills, Bloom's Taxonomy and Multiple Intelligences throughout the implementation section of the lesson plan. What specific accommodations or modifications will you make for your ELL, GATE or identified special needs students (explain your decisions)? How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity.

Vocabulary, Procedures, Strategies and Activities:

What format will you use: constructive, direct instruction, inquiry, cooperative learning, ... What learning experiences will students engage in and how will you use these learning experiences or their student products as formative assessment opportunities? What prerequisite skills do the students need to be successful, how will you link this lesson to previous learning? What will you do to state the lesson objective and set the tone for learning?

What is your plan for modeling and teaching this lesson? What specific strategies and methods will you use? What student activities will you use? What student grouping (if any) will you use? What will you do to guide student practice during this portion of the lesson? How do you plan to supervise students during guided practice? What student activities will you use?

How will you review the lesson objective(s) with all students prior to end of lesson or release to independent practice? What will students do to reflect on the lesson objectives and demonstrate they are ready for independent practice? What is your plan for students to demonstrate an independent understanding of the lesson objectives? What will students do during this portion of the lesson? What will you do? What student activities will you use?

Reflection: (select questions to answer if lesson is taught to students)

Did you teach the lesson as planned? If not, what changes did you make? To what extent did the whole class meet the stated learning goals? In what way was your lesson effective? What could you improve upon after teaching this lesson? Describe what the students were doing while you were teaching: were they listening, on task, involved? Describe the management required to successfully complete this lesson. How effective were the assessment strategies? What would make the assessment more aligned or accurate for student learning of the content goals? What will you do for the student(s) who did not achieve the academic learning goals? How did this lesson support 21st Century Skills? How did this lesson reflect academic rigor? How did this lesson cognitively engage students? How did this lesson engage students in collaborative learning and enhance their collaborative learning skills?

Lesson Plan Rubric

Elements	Not There Yet 0	Getting There 1	There! 2
Standards and Objectives	Plan does not include standards and objectives. Standards and objectives are not connected to instructional plan.	Plan includes a list of standards and objectives. Standards and objectives are connected to plan.	Plan includes a standards and objectives and a rationale for integrating technology into the lesson plan. Standards and objectives are clearly connected to plan.
Student Assessment: Formative and Summative (checking for comprehension)	Plan does not include student assessment.	Plan includes a list of the types of student assessment available within the lesson.	Plan includes a discussion and copies of the authentic assessments and reasons for selection for this lesson. Assessments directly relate to the standards and objectives and are clearly written in student friendly language.
Vocabulary, Procedures, Strategies and Activities, Differentiation (set, input, modeling, practice, closure, independent practice)	The lesson procedures are incomplete or missing. The teacher's role is often unclear. Teacher would need to do significant work to actually use the lesson. Plan does not include differentiation or differentiation is not aligned with learning goals	The lesson procedures are complete, but lack details in adapting for students with special needs or learning style preferences. It does not acknowledge potential challenges in implementing the lesson.	The lesson procedures are clear, detailed and adaptable. It offers extensions for more motivated learners and/or adaptations for students with special needs or learning style preferences. It identifies potential challenges inherent to the lesson and suggests alternative instructional strategies.
Materials, Preparation and Resources	Plan does not include materials or available technology resources.	Plan includes a list of available materials and technology resources.	Plan includes a list of available materials and technology resources. Materials and technology are clearly integrated into the lesson to increase student access to the learning goals.
Mechanics and Organization	Many grammatical, spelling, and punctuation errors affect the reading of the plan. Not well organized and is difficult to read.	Some grammatical, spelling, and punctuation errors which do not affect the reading of the plan. Organizational problems, but readability is not affected.	No grammatical, spelling, or punctuation errors. Organized and easily readable.

**CSU Bakersfield Department of Teacher Education
Transition to Induction**

All student teachers and final stage Interns are required to complete this document. Your University Supervisor and Cooperating Teacher/Mentor will assist you. You will need to submit a copy of this document to CSUB with your Preliminary Credential Application and another copy of this document to your Induction program.

Name: _____ **Date:** _____

Program: California State University, Bakersfield

Preliminary Credential:

- Single Subject(s): _____ Multiple Subject
 Education Specialist _____

Evidence from my preliminary program that tells the story of my teaching (i.e. – feedback from co-teacher, feedback from supervisor, student work from my classroom(s), TPA results, etc.):
People who have examined this evidence with me:
My areas of strength as I transition to Induction: These areas are reflected in the following CSTP elements:
My areas of needed growth as I transition to Induction: These areas are reflected in the following CSTP elements:

CSUB School of Social Sciences and Education Diversity Policy

The School of Social Sciences and Education places teacher candidates seeking teacher certification in school sites within our service area. In alignment with The Commission on Teacher Credentialing Standards and California Title 5, these candidates are asked to complete clinical practice experiences which include at least one placement with high needs/diverse student populations (e.g. socioeconomic status, English language proficiency, gender, sexual orientation, and disabilities). During clinical practice, students will systematically integrate culturally responsive pedagogical practices in their coursework and field experiences.

Practices

School selection is based upon service area district demographics to ensure diverse placements during each program. Cooperating Teachers, Site Supervisors and/or University Supervisors evaluate candidate alignment with diversity procedures and expectations. Candidates reflect about how diversity influences their work with students. Records of placements and evaluations are maintained by the programs.

CSUB Candidates will:

- Learn about students in their fieldwork in order to understand represented cultures.
- Be mindful and respectful of the issues that diverse populations present.
- Recognize that students may be brought up in cultures which have different beliefs from one another and which may be different from your own.
- Acknowledge student differences as well as commonalities and celebrate the differences and commonalities.
- Validate students' cultural identity in classroom practices and instructional materials.
- Educate students about the diversity of the world around them encourage students to respect each other and celebrate their diverse backgrounds.
- Promote equity and mutual respect by monitoring what types of behaviors and communication styles are rewarded and praised in the classroom.
- Examine personal attitudes that might reflect prejudices or bias.
- Tap into the resources of the community when possible by participating in community events and fostering positive relationships that help create an atmosphere of trust and acceptance for all students and their families.

Procedures

Before beginning a fieldwork experience, the Candidate will:

- Consult the district's school report card. This will provide valuable information about the demographic make-up of the school population as well as other important information about the district.
<http://www.cde.ca.gov/ta/ac/sa/>
- Consult the school district's website to obtain more specific information about the school and the district.
- Visit the school/take a tour of the community before beginning fieldwork.

When working at the school, the Candidate will engage in the following practices:

- Talk with a school administrator or guidance counselor about the demographic make-up of the school.
- Discuss with the Cooperating Teacher, Site Administrator, Site Supervisor and/or University Supervisor how the diversity of the student population in the school impacts planning and teaching.
- Discuss best practices for working with diverse populations with colleagues.

**Credential Candidate Improvement Plan
Department of Teacher Education
California State University, Bakersfield**

The CSUB Credential Programs provide opportunities for candidates to develop foundational knowledge, professional skills, and dispositions. University faculty, coordinators, and supervisors make reasonable attempts to help candidate develop these competencies. If a candidate is not developing competencies required for recommendation for a credential, it may be necessary to take corrective action(s) as dictated by departmental and institutional policies, CSU Executive Orders, and CTC guidelines. If the corrective action does not lead to the necessary competence, it may be necessary to dismiss the candidate from the credential program after the due process is exhausted.

Although cases may vary, the following general departmental due process will be implemented as outlined below:

Step 1: Improvement Plan

A university supervisor, faculty member, or coordinator completes the **Credential Candidate Improvement Plan** and requests approval from the Credential Program Director. The faculty member meets with the Credential Candidate to review the areas of concern and to establish specific steps for improvement. If requested, the Director will attend this meeting. This improvement plan is provided to the candidate, Program Director, Candidate file and other involved parties in writing.

Step 2: Decision to Dismiss

If the candidate does not meet the stipulations in the improvement plan and continuation in the program is not recommended, a committee of faculty members including the Program Director may decide to dismiss the candidate from the program. The candidate will then meet with the faculty member and Program Director to review the committee's decision.

Step 3: Grievance Process

If the candidate would like to appeal the decision, he or she may send a written request to the Teacher Education Department Appeals Committee, which includes faculty members, the Program Director, and the Department Chair. The Appeals Committee will meet with all involved parties and inform the candidate of the final decision in writing.

Credential Candidate Improvement Plan

Credential Candidate: _____ **Term/Year:** _____ **Date:** _____

University Supervisor/Instructor/Coordinator: _____

Area(s) of Concern (Please list specific areas of concern with TPE and/or Disposition):

Specific Improvement Actions with timeline for completion:

Once signed, please provide copies to the Candidate, Program Director, and Program Evaluator (for candidate's file).

Credential Candidate: _____ Date: _____

Supervisor/Instructor: _____ Date: _____

Decision:

____ Improvement Plan met

____ Candidate has demonstrated growth and has additional time to further improve.
Please indicate the amount of time allotted for this: _____

____ Candidate is removed from the program

Program Director Signature: _____ Date: _____

Credential Candidate: _____ Date: _____

Supervisor/Instructor: _____ Date: _____

**California State University Bakersfield, Teacher Education
Full time Clinical Practice Phase-in Schedule
Multiple Subject Teacher Candidates**

Teacher candidates follow the Cooperating Teacher’s schedule for the contract work day. Teacher candidates begin by observing in their assigned classroom and gradually take over one subject area until they assume full responsibility for all planning and instruction for three weeks (15 academic days). If both the Cooperating Teacher and University Supervisor agree, the teacher candidate may assume greater responsibility sooner than this schedule indicates**. School holidays and testing may necessitate a change to the teaching schedule. Co-teaching strategies should be implemented from week 1 and continue throughout the assignment.

Week	Assignment	Binder Requirements
One to Three	Get acquainted with the classroom, cooperating teacher, school, etc. Observe and take notes regarding procedures in the classroom. Begin participation: attendance, working with individual students or small groups on day 2. Be on campus a minimum of one full day per week.	Binder requirements: block planning and formal lesson plans as required, observation notes, daily reflections.
Four to Five	Continue with attendance and beginning activities. Co-plan full week with cooperating teacher. Assume responsibility for one area of core curriculum—Reading, Language Arts*, Social Studies, Math, or Science. Be on campus Monday through Friday—full day.	Binder requirements: block planning and formal lesson plans as required, observation notes, daily reflections.
Six to Seven	Assume responsibility for a second area of core curriculum and co-plan full week with cooperating teacher.	Binder requirements: block planning and formal lesson plans as required, daily reflections.
Eight and Nine	Assume responsibility for a third area of core curriculum and co-plan full week with cooperating teacher.	Binder requirements: block planning and formal lesson plans as required, daily reflections.
Ten and Eleven	Assume responsibility for fourth area of core curriculum and co-plan full week with cooperating teacher.	Binder requirements: block planning and formal lesson plans as required, daily reflections.
Twelve through fourteen	Assume responsibility for co-planning the full-day of clinical practice, continue to co-teach. Full day clinical practice is to be 15 consecutive days in duration.	Binder requirements: block planning and formal lesson plans as required, daily reflections.
Fifteen and Sixteen	Phase out of full day teaching; gradually return the class to the cooperating teacher. Observe in other classrooms and grade levels within your school during portions of this week. Plan these visitations with your university supervisor, cooperating teacher, and their colleagues.	Binder requirements: block planning and formal lesson plans as required, daily reflections, observation notes.

* The Language Arts block includes a broad range of subjects. Consider breaking it down by reading groups, spelling, grammar, and writing. Students should begin by taking over one (1) reading group and progress to working with all reading groups. If math groups are used, the same format should be followed.

CO-teaching and co-planning should gradually shift the responsibility to the teacher candidate. The teacher candidate and cooperating teacher should be involved in co-planning and co-instruction throughout the placement.

More than three absent days will result in no credit for the course. Absences are for illness, not personal days. **Taking time off to complete coursework will be considered an unexcused absence and could cause the candidate to immediately receive no credit for the course.**

All teacher candidates are required to attend in-service days as allowed by the principal and cooperating teacher. If attendance at in-service meetings is not possible, the teacher candidate is to work in the classroom preparing materials and lessons. Pupil free days are not days off for teacher candidates.

Teacher candidates may substitute for their cooperating teachers ONLY and for a maximum of 5 full days. The teacher candidate must be in good standing on the district’s substitute list. If there are any questions, please ask your university supervisor.

**California State University Bakersfield, Teacher Education
Full-time Clinical Practice Phase in Schedule
Single Subject Candidates**

Teacher candidates follow the Cooperating Teacher’s schedule for the contract work day. Teacher candidates begin by observing in their assigned classroom and gradually take over one class until they assume full responsibility for all planning and instruction for five weeks (25 academic days). If both the Cooperating Teacher and University Supervisor agree, the teacher candidate may assume greater responsibility sooner than this schedule indicates**. School holidays and testing may necessitate a change to the teaching schedule. Co-teaching strategies should be implemented from week one (1) and continue throughout the assignment.

Week	Content	General Requirements
One to three	Observation and participation Co-planning and co-teaching with cooperating teacher	Get acquainted with the classroom, master teacher, school, etc. Observe and take notes regarding procedures in the classroom. Begin participation: attendance, working with individual students or small groups. Binder requirements: block planning and formal lesson plans as required, observation notes, daily reflections.
Four to Six	Observation and participation Co-planning and co-teaching with cooperating teacher	Take responsibility for two classes in your content area: attendance and all classroom activities, and continue with observation/small group activity with other classes. Binder requirements: block planning and formal lesson plans as required, observation notes, daily reflections.
Seven to Nine	Observation and participation Co-planning and co-teaching with cooperating teacher.	Take responsibility for three classes in your content area: attendance and all classroom activities, bulletin board. Binder requirements: block planning and formal lesson plans as required, observation notes, daily reflections.
Ten through Sixteen	Observation and participation Co-planning and co-teaching with cooperating teacher, teacher candidate takes lead in planning	Take full responsibility for all classes in your content area: attendance and all classroom activities. Binder requirements: block planning and formal lesson plans as required, observation notes, daily reflections.

CO-teaching and co-planning should gradually shift the responsibility to the teacher candidate. The teacher candidate and cooperating teacher should be involved in co-planning and co-instruction throughout the placement.

More than three absent days will result in no credit for the course. Absences are for illness, not personal days. **Taking time off to complete coursework will be considered an unexcused absence and could cause the candidate to immediately receive no credit for the course.**

All teacher candidates are required to attend in-service days as allowed by the principal and cooperating teacher. If attendance at in-service meetings is not possible, the teacher candidate is to work in the classroom preparing materials and lessons. Pupil free days are not days off for teacher candidates.

Teacher candidates may substitute for their cooperating teachers ONLY and for a maximum of 5 full days. The teacher candidate must be in good standing on the district’s substitute list. If there are any questions, please ask your university supervisor.



**CSUB Department of Teacher Education
Teacher Candidate Acknowledgement, Release of Liability, and Promise Not to Sue**

Name: _____ **CSUB Student I.D.#:** _____

Program Type: Multiple Subject Single Subject
(Check all that apply) Traditional Intern Blended PIP/STIP/LTS

As a student in the California State University, Bakersfield School of Social Sciences and Education, and as a participant in a field review for teacher candidates, I acknowledge and agree to abide by the following:

- I am familiar with Education Code section 51512, which states that “*The Legislature finds that the use by any person, including a pupil, of any electronic listening or recording device in any classroom of the elementary and secondary schools without the prior consent of the teacher and the principal of the school given to promote an educational purpose disrupts and impairs the teaching process and discipline in the elementary and secondary school, and such use is prohibited. Any person, other than a pupil, who willfully violates this section shall be guilty of a misdemeanor.*”
- I am responsible for preparing a Student Release Form (Exhibit A) for every student in the classroom(s) involved in my field review, including obtaining and collecting permissions from the parents/legal guardians of each child in the classroom, and (as necessary) the Administrator Release Form.
- **I must provide all of the Student Release Forms, Adult Release Forms and Administrator Release Forms collected in connection with my field review on the term’s due date to the Teacher Education Department Assistant.** The Department will maintain all submitted Forms collected in connection with my field review for a period of 7 years after my field review is completed.
- I may not videotape or record, or cause to be videotaped or recorded, any student whose fully-executed release I have not obtained prior to the videotape being made.
- I must delete or destroy any videotapes or other recordings made by or stored on my personal device as soon as the purpose for which they were created and collected (*i.e.*, the field review) is complete.
- I must delete or destroy any videotapes or other recordings stored in common storage (*e.g.*, cloud-based storage, flash drives, memory sticks, etc.) as soon as the purpose for which they were created and collected (*i.e.*, the field review) is complete.
- I may not use any videotape or recording of my teaching made during my field review, whether created by me or another person, for any purpose other than for the field review.
- I hereby grant California State University, Bakersfield the full, unrestricted rights to the use of any and all materials written and submitted by me in conjunction with the Teaching Performance Assessment (the “Materials”), in any form, including edited versions, in presentations, over the Internet, broadcast cable, satellite transmissions, and media that are unknown at this time, for instructional purposes worldwide.
- In consideration for participating in the field review, on behalf of myself and my next of kin, heirs and representatives, I release from all liability and promise not to sue the State of California, the Trustees of the California State University, California State University Bakersfield, and their employees, officers, directors,

volunteers and agents (collectively, “University”) from any and all claims, including claims of the University’s negligence, resulting in any economic or noneconomic injury I may suffer because of my participation in the field review, including but not limited to any third party claims arising out of the use of videotaping or other recording.

- I am 18 years or older. I understand the legal consequences of signing this document, including (i) releasing the University from all liability; and (ii) promising not to sue the University. I understand that this document is written to be as broad and inclusive as legally permitted by the State of California. I agree that if any portion is held to be invalid or unenforceable, then I will continue to be bound by the remaining terms.

Rights and Responsibilities of Students (University Honesty Policy)

The principles of truth and integrity are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles and in so doing will protect the integrity of all academic work and student grades. Students are expected to do all work assigned to them without unauthorized assistance and without giving unauthorized assistance. Faculty have the responsibility of exercising care in the planning and supervision of academic work so that honest effort will be encouraged and positively reinforced.

There are certain forms of conduct that violate the university’s policy of academic integrity. Academic Dishonesty (Cheating) is a broad category of actions that involve fraud and deception to improve a grade or obtain course credit. Academic dishonesty (cheating) is not limited to examination situations alone, but arises whenever students attempt to gain an unearned academic advantage. Plagiarism is specific form of academic dishonesty (cheating) which consists of the misuse of published or unpublished works of another by claiming them as one’s own. Plagiarism may consist of handing in someone else’s work as one’s own, using paragraphs, sentences, phrases words or ideas written by another without giving appropriate citation, or using data and/or statistics compiled by another without giving appropriate citation. Another example of academic dishonesty (cheating) is the submission of the same, or essentially the same, paper or other assignment for credit in two different courses without receiving prior approval from the instructors of the affected courses.

When a faculty member discovers a violation of the university’s policy of academic integrity, the faculty member is required to notify the CSUB Dean of Student Life and CSUB Student Conduct Coordinator and the student(s) involved. A course grade of ‘F’ may be assigned or another grade penalty may be applied at the discretion of the course instructor. Additional academic sanctions are determined by the student conduct coordinator. Academic sanctions may include disciplinary probation, suspension, permanent expulsion from the university or from the California State University system, administrative hold on the release of records, and withholding a degree. Disciplinary probation shall be noted on the student’s formal academic record only for the duration of the probationary period. Disciplinary suspension and expulsion are a part of the student’s permanent record.

I have read this document and I am signing it freely. No other representations concerning the legal effect of this document have been made to me.

Teacher Candidate Name (Please print in ink.)

Teacher Candidate Printed Signature (Ink only)

Date Signed