Teacher Education Department

Post-Baccalaureate Credential Program Handbook

Summer 2009 & Winter 2010

Single Subject
Multiple Subject
Multiple Subject & Education Specialist
Multiple Subject & BCLAD
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Welcome.

We are pleased that you have joined our community of learners: credential candidates, team leaders, school site and university supervisors, school site and district administrators, and the teaching faculty at California State University, East Bay.

As a member of this community, we each have unique expertise to share and responsibilities to fulfill. We hope this Handbook will help you better understand your roles and responsibilities in our professional teacher preparation program under California Senate Bill 2042.

Our credential programs assist candidates in becoming reflective, collegial professionals who exercise values of social justice, collaboration, and democracy in education. Over time we hope each candidate will become a leader in her/his educational community and will develop the skills to create a dynamic learning environment and to assess student learning in order to organize subject matter by planning and delivering effective lessons.

Our credential programs are designed to encompass both the practical teaching component (field practicum) and the curriculum component (course work). These dual experiences provide our candidates with the opportunity to immediately implement methods and strategies. As part of a team that spends the entire program together, candidates receive unparalleled support from peers and from team faculty.

Social justice and democracy are exemplified through the TED credential and masters degree programs. These ideals permeate not only the coursework and intellectual climate of our programs, but also guide credential candidates’ experiences through classroom interaction, written assignments, reading, lectures, team meetings, and field placements.

The following standards are expected of all CSUEB credential candidates:
   a) A minimum grade point average of 3.0 for all program coursework;
   a) Use of standard American English;
   b) Basic technology literacy;
   c) Use of TaskStream web based software;
   d) Successful teaching experience in the field; and
   e) Professional behavior at all times.

The department is distinguished by accomplished instructors and by graduates who are powerful forces in their communities and trains new teachers in accordance with the California Teacher Performance Expectations (TPEs). Moreover, the credential programs are compliant with No Child Left Behind and California state legislation.

The College of Education and Allied Studies is fully accredited by:
   NCATE: National Council for Accreditation of Teacher Education
   CTC: Commission on Teacher Credentialing

This handbook is intended to provide an overview of the credential programs and to serve as a resource to candidates, master teachers, University Supervisors, and site administrators. Please read this Handbook carefully and thoroughly. **Candidates agree to abide by the policies described in this Handbook as a condition of participation in the CSUEB Credential Programs.** We look forward to helping you to achieve your career objectives in teaching. Please note that the information in the handbook is subject to change without notice.

*Dr. Jeanette Bicais, Chair*
*Teacher Education Department*
California Senate Bill 2042 Credential Programs

Elementary School Teacher Preparation

Standard Multiple Subject
This basic credential authorizes one to teach all subjects to a general population of students (inclusive of English learners) in a standard self-contained classroom such as those in most elementary schools in California, usually elementary grades (K – 5).

Spanish Bilingual - Multiple Subject
BCLAD
The Spanish-BCLAD (Bilingual, Cross-cultural, Language, & Academic Development) authorized credential enables one to teach all subjects in a Spanish bilingual self-contained classroom in California public schools (usually grades K – 5).

Requirements: intermediate level Spanish language skill; two additional courses (winter and spring quarter); and at least one field placement in a Spanish bilingual standard elementary school classroom.

Dual Credentials:
Multiple Subject & Education Specialist (TED/SPED)
This unique, dual emphasis program enables prospective standard classroom teachers to learn additional skills to meet the needs of students with special needs. It also enables prospective special education teachers to learn the foundations of general classroom education.

Candidates earn both a Multiple Subject and an Education Specialist Instruction (Mild-Moderate or Moderate-Severe) credential concurrently. One can participate in the TED/SPED program and earn just the multiple subject credential.

Types of Licenses.

Preliminary Credential
This first teaching license is earned upon completion of one of the above programs. Multiple Subject candidates must also pass the RICA (Reading Instruction Competency Assessment) Exit Exam. This first level license is valid only for five years.

Clear Credential
Newly credentialed teachers have five years to complete an approved induction program. The Beginning Teacher Support & Assessment (BTSA) induction program is facilitated through most school districts. CSUEB also facilitates induction coursework for individuals. Web: http://www.btsa.ca.gov.

Middle / High School Teacher Preparation

Standard Single Subject
This basic credential authorizes one to teach a single subject to a general population of students (inclusive of English learners) in a departmentalized class such as those in most middle schools and most high schools in California, usually grades 6 – 12. Content Areas:

- Art*
- English
- Foreign Languages:
  - French
  - Mandarin
  - Spanish
- History / Social Science
- Mathematics (All Areas / Advanced)
- Music*
- Physical Education*
- Science (General & Integrated)*
* Also departmentalized at some elementary schools in California.

Specified Single Subject
The specified credential authorized one to teach a specific area of a subject such as math or science.

Foundation Level Mathematics
Limited to teaching ONLY the foundation / introduction level courses in mathematics such as:
  - General Mathematics
  - Algebra
  - Geometry
  - Probability & Statistics

Specialized Science
Limited to teaching ONE of the following specialized areas of science:
  - Biology
  - Chemistry
  - Geological Sciences
  - Physics
Timelines & Contact Information for 2009-2010 Programs

SUMMER 2009 ENTRY

Last Exam Dates
CBEST: April 2009
CSET: May 2009
(Candidates who have completed this requirement earlier may have an advantage when admissions are competitive.)

CSUEB’s Admission Document
deadline for a complete Bachelor’s Degree or Provide Official Status of Degree Completion Deadline April 30, 2009

Course Waiver Petition Deadline
June 27, 2009

Final Document Deadline
June 18, 2009
Submit by 5:00pm verification of your:
•  Basic Skills Proficiency (CBEST)
•  Subject Matter Competency (CSET)
•  U.S. Constitution Requirement
Also:
•  Criminal History Clearance
•  Negative TB Test Report
•  Immunization Report (Health Center)

First Day of Summer Program
Monday, June 22, 2009

Supervised Field Placement I
M.S. Team Leaders will announce actual dates. Approximate dates are from the beginning of Sept. to the beginning of December.
S.S. Sept. 29 – Jan. 16, 2009
(Actual dates will vary.)

First Day of Summer Program
Monday, June 22, 2009

Final Document Deadline
December 11, 2009
Submit by 5:00pm verification of your:
•  Basic Skills Proficiency (CBEST)
•  Subject Matter Competency (CSET)
•  U.S. Constitution Requirement
Also:
•  Criminal History Clearance
•  Negative TB Test Report
•  Immunization Report (Health Center)

First Day of Fall Quarter
Wednesday, September 24, 2009

First Day of Winter Quarter
Monday January 5, 2010

Winter Finals Week Begins
Tuesday, March 16, 2010

First Day of Spring Quarter
Tuesday, March 30, 2010

First Day of Summer Quarter
Tuesday, June 22, 2010

First Day of Fall Quarter
Thursday, September 23, 2010

Supervised Field Placement II
M.S. Sept. 28 – Dec. 4, 2010
S.S. Sept. 28 – Jan. 22, 2010
(Actual dates will vary.)

Fall Finals Week Begins
Tuesday, December 7, 2010

Last Day of Program Coursework
December 12, 2010
(Actual date will vary.)

WINTER 2010 ENTRY

Last Exam Dates
CBEST: October 2009
CSET: November 2009

CSUEB’s Admission Document
deadline for a complete Bachelor’s Degree or Provide Official Status of Degree Completion Deadline November 15, 2009

Course Waiver Petition Deadline
January 8, 2010

Final Document Deadline
December 11, 2009
Submit by 5:00pm verification of your:
•  Basic Skills Proficiency (CBEST)
•  Subject Matter Competency (CSET)
•  U.S. Constitution Requirement
Also:
•  Criminal History Clearance
•  Negative TB Test Report
•  Immunization Report (Health Center)

First Day of Winter Program
Monday, January 5, 2010

Supervised Field Placement I
M.S. January 20 – May 22, 2010
S.S. January 26 – June 5, 2010
(Actual dates will vary.)

First Day of Spring Quarter
Tuesday, March 30, 2010

Spring Finals Week Begins
Tuesday, June 8, 2010

First Day of Summer Quarter
Tuesday, June 22, 2010

First Day of Fall Quarter
Thursday, September 23, 2010

Supervised Field Placement II
M.S. Sept. 28 – Dec. 4, 2010
S.S. Sept. 28 – Jan. 22, 2010
(Actual dates will vary.)

Fall Finals Week Begins
Tuesday, December 7, 2010

Last Day of Program Coursework
December 12, 2010
(Actual date will vary.)

CONTACT INFORMATION

Credential Student Service Center
Art & Education Building, Room 235
California State University East Bay
25800 Carlos Bee Boulevard
Hayward, California 94542-3007
Tel: (510) 885-2272
Fax: (510) 885-3250

Teacher Education Department
Art & Education Building, Room 242
California State University East Bay
25800 Carlos Bee Boulevard
Hayward, California 94542-3007
Tel: (510) 885-3027
Fax: (510) 885-4632

CSUEB Testing Services
Tel: (510) 885-2624

CSUEB Financial Aid
Tel: (510) 885-2784

CSUEB Student Health Center
Tel: (510) 885-3735

CSUEB Student Disability Resource Center
Tel: (510) 885-3868

International Admissions Office
Tel: (510) 885-7571

Contra Costa Office of Education
www.cccoe.k12.ca.gov

Alameda Co. Office of Education
www.acoe.org

Commission on Teacher Credentialing
www.ctc.ca.gov

CSUEB Faculty & Staff E-Mail
First.Last@csueastbay.edu
2009 – 2010 Program Prerequisites
Verify by June 18 (Summer 2009 Entry) or December 11 (Winter 2010 Entry):

- Completed Bachelor’s Degree
- Basic Skills Proficiency CBEST or CSET 142 (m.s.)
- Subject Matter Competency CSET or Course Evaluation (s.s.)
- U.S. Constitution Requirement
- Pre-Admission Field Experience *(verified at interview)*
- Letters of Recommendation *(verified at interview)*

Also:
- Criminal History Clearance
- Negative TB Test Report
- Immunization Report (Health Center)

The candidate will receive a letter of dismissal from the credential program if the pre-requisites have not been met. Upon completion of the prerequisites, a candidate may re-apply to the Teacher Education Department for admission to the next entry program. (The deadline for the Summer Entry 2009 program is March 20, 2009. The application deadline for the Winter Entry 2010 program is October 31, 2009.) The candidate’s file is kept in the Credential Student Service Center for five years. Re-admission is subject to the prevailing requirements for entry into the program. Acceptance is not automatic. Re-admitted candidates join a new team and complete their coursework with the new team. They are also subject to all of the credentialing requirements of the new team. Re-admitted candidates are not permitted to deviate from their new team’s schedule.

Documentation of the following prerequisites is also required for all fieldwork in K – 12 schools.

Criminal History Certificate of Clearance
Each candidate must submit documentation of a Criminal History Certificate of Clearance. A Certificate of Clearance indicates that, based on an FBI/DOJ fingerprint check, one does not have a criminal record that would preclude him/her from obtaining a credential. The Certificate must be filed with the Commission on Teacher Credentialing. A list of authorized fingerprinting services can be downloaded from the California Office of the Attorney General Website at: [http://ag.ca.gov](http://ag.ca.gov)
Select: “Fingerprint Submissions”

To determine if your Certificate of Clearance has already been filed with the Commission, check your permit/credential status on the CTC Website at: [https://teachercred.ctc.ca.gov](https://teachercred.ctc.ca.gov)
Select: “Search for a Teacher's Application Status and Credentials Held.”
Input your information. The website will generate a list of your CTC registered permits and/or credentials.

**Note:** If you hold a valid CTC license or permit, you may submit a copy of the document as proof of your Criminal History Clearance. Carefully examine your license or permit to determine the expiration date.

Candidates need to bring a copy of the Certificate of Clearance to the school site where they will student teach.

Official Negative Tuberculosis Test Report
Each candidate must submit documentation of a Negative Tuberculosis Test. The test results are only valid for three years. An official, signed TB test report from a physician can be submitted as verification of one’s TB clearance.

Verification of Up-To-Date Immunizations
Each candidate must also submit documentation of measles/rubella immunization. An official, signed immunization report from a physician can be submitted as verification of one’s immunity. A copy of the report must be filed with the CSUEB Student Health Center.

Other Criteria for Full Admission
The candidate must demonstrate: a) professional and ethical behavior; b) sound mental health; c) attention to...
physical health; d) GPA of 3.0 in the program (No grades of D, F, or No Credit); e) prompt arrival for all courses, meetings, and scheduled events; f) openness to feedback; and g) ability to meet all TPEs and TPA requirements. See the TPE & TPA sections at the end of this handbook.

**Program Overview**

**Cohort Format**
Candidates join a cohort and progress through the credential program with 20 – 35 fellow team members with whom they network and build professional contacts.

**Concurrent Fieldwork & Coursework**
The programs follow a structure in which candidates work in an elementary, middle, or high school classroom each day. Candidates take courses a few times per week in tandem with their fieldwork.

**Teacher Performance Assessments (TPAs)**
All candidates are required to purchase TaskStream, a software program used to submit the TPAs. Information on purchasing and accessing TaskStream is available on Blackboard, the CEAS tab.

**University Policies**
Candidates are subject to all CSUEB policies, including those relating to Academic Dishonesty. See the section on Academic Dishonesty herein. For information about specific policies, check the CSU East Bay catalog: www.csueastbay.edu/ecat

**Master’s Degree Options**
Upon completing the Credential program, CSUEB candidates can immediately roll into an evening Master’s in Education program for working teachers. Candidates may apply 13 units of their credential coursework toward their master’s degree. They can work at their own pace and complete the degree within as little as 12 months. The graduate programs in Education at CSUEB are highly individualized to accommodate the research interests of teachers.

For more information about the Master’s in Education programs, contact the TED Office: (510) 885-3027.

**Tuition**
Graduate tuition is discounted for credential candidates. Quarterly tuition & fees* (full-time): $1,434. Total Cost: Less than $5,800. (*Subject to change without notice.)

**District Partners & Satellite Locations**
CSUEB has partnerships with select local school districts to provide credential coursework for cohorts at satellite locations in areas such as Southern Alameda County, West Contra Costa County, and Pleasant Hill.

**GPA Requirement**
All candidates must maintain a cumulative average of 3.0 in required courses to remain in the program. A candidate may never have more than 2 incompletes (I) or any grades of “D,” “F,” or No Credit (NC). Failure to meet this requirement may result in dismissal from the program.

**Personal Contact & Residence Information**
It is imperative that candidates inform their Team Leader, the Credential Student Service Center, and CSUEB Enrollment of any changes to their name, address, contact telephone, etc. Failure to do so may impact one’s field placement and delay one’s credential.

**Financial Aid Opportunities**
All candidates can apply for financial aid and may complete a Free Application for Federal Student Aid at: www.FAFSA.ed.gov Financial Aid: (510) 885-2784

TEACH Grant Program
Perkins Federal Loan Forgiveness
Stafford Federal Loan Forgiveness
http://StudentAid.ed.gov

Assumption Program of Loans for Education
www.CSUSuccess.org/Scholarship

More Financial Aid Information for Teachers: www.TeachCalifornia.org/Financial
NetID, E-Mail, & Course Enrollment: My.CSUEastBay.edu

Candidates must ensure that they are registered CSUEB students AND must activate their NetIDs and student e-mail accounts prior to course enrollment via the MyCSUEB website: https://my.csueastbay.edu

ALL candidates enroll in the courses that are specifically designated for their teams, including Student Teaching. NO candidate may enroll in a course designated for another team. Candidates are expected to enroll prior to the close of the Open Enrollment Period each quarter. They must verify their course enrollment with their Team Leaders at the beginning of every quarter. Finally, it is also crucial that candidates maintain and check their CSUEB e-mail accounts daily for all Credential Program and University correspondences.

2009 – 2010 Credential Program Coursework

Multiple Subject TED Courses

FOUNDATION & PEDAGOGY COURSES
5110 Computer Technology in the Classroom (3 units)
*5311 Classroom Environment (2 units)
*5351 Psychological Foundations of Education and Planning for Instruction (4 units)
5355 Equity and Diversity/Teaching English Learners A (4 units)
5366 Equity and Diversity/Teaching English Learners B (3 units)
5378 Teaching Special Populations in General Education (4 units)

CURRICULUM & INSTRUCTION COURSES
5350 Curriculum and Instruction: Mathematics in the Elementary School (3 units)
5357 Curriculum and Instruction: Teaching Science, Health, and Safety in the Elementary School (3 units)
5376 Curriculum and Instruction: Physical Education Methods (1 unit)
5377 Curriculum and Instruction: Visual and Performing Arts Methods (2 units)
*5352 Curriculum and Instruction: Reading/Language Arts in the Elementary School A (3 units)
5356 Curriculum and Instruction: Reading/Language Arts in the Elementary School B (3 units)
5360 Curriculum and Instruction: Reading/Language Arts and Social Studies in the Elementary School (4 units)

FIELD PRACTICUM
5354 Student Teaching I (5 units)
5359 Student Teaching II (6 units)
5361 Student Teaching II (6 units)

SPANISH BILINGUAL BCLAD COURSES
5367 Bilingual Methods
5371 Culture of the Latino Child

TEAM SEMINAR/TPA TASKS ORIENTATION
5372 Team Seminar I: Orientation to TPA Subject-Specific Pedagogy Task I and Reflection on Field Practice (1 unit)
5373 Team Seminar II: Orientation to TPA Designing Instruction Task II and Reflection on Field Practice (1 unit)
5374 Team Seminar III: Orientation to TPA Assessing Learning Task and Reflection on Field Practice (1 unit)
5375 Team Seminar IV: Orientation to TPA Culminating Teaching Experience Task IV Assessment (1 unit)

Multiple Subject TED Courses, cont.
Teaching Experience Task and Reflection on Field Practice (1 unit)

TPA SUBMISSION
5211 TPA Subject-Specific Pedagogy Task I Assessment (1 unit)
5212 TPA Designing Instruction Task II Assessment (1 unit)
5213 TPA Assessing Learning Task III Assessment (1 unit)
5214 TPA Culminating Teaching Experience Task IV Assessment (1 unit)

Total: 64 units; 47 instructional, 17 field

For those who do not pass a TPA Task:
5061 TPA Subject-Specific Pedagogy Task I Tutorial (2 units)
5062 TPA Designing Instruction Task II Tutorial (2 units)
5063 TPA Assessing Learning Task III Tutorial (2 units)
5064 TPA Culminating Teaching Experience Task IV Tutorial (2 units)

RICA Exit Exam required for M.S. Credential.

EPSY Courses for TED/SPED Program

MILD / MODERATE or MODERATE / SEVERE
5126 SPED Law & Program Design
5125 / 5136 Education Practices
6120 Communication: Collab. Teaming & Man
6127 / 6137 Inst. & Behavior Support
6128 / 6860 Fieldwork
6131 / 6142 Assessment
6133 or 6140 Curriculum
6870 Fieldwork Experience
6800 / 6801 Special Ed. Student Teaching
6820 / 6810 Graduate Seminar
Single Subject TED Courses

FOUNDATION & PEDAGOGY COURSES
5110 Computer Technology in the Classroom (3 units)
*5301 Psychological Foundations in Education (4 units)
5305 Social/Cultural Context of Education (3 units)
*5311 Classroom Environment (2 units)
5314 Teaching Special Populations (3 units)
5318 Professional Responsibilities (3 units)
*5320 Content Literacy (3 units)
*5326 Teaching English Learners (3 units)
5380 Classroom/School Health and Safety (2 units)

FIELD PRACTICUM
5381 Field Experience A (7 units)
5382 Field Experience B (7 units)
5383 Field Experience C (7 units)

TPA COURSES for Assessments of TPA Tasks
5211 TPA Subject-Specific Pedagogy Assessment (1 unit)
5212 TPA Designing Instruction Assessment (1 unit)
5213 TPA Assessing Learning Assessment (1 unit)
5214 TPA Culminating Teaching Experience Assessment (1 unit)

TPA COURSES for Orientation to a TPA task and Reflection on Field Practice
TED 5372 Team Seminar I: Subject Specific Pedagogy TPA Task I (1 unit)
TED 5373 Team Seminar II: Designing Instruction TPA Task II (1 unit)
TED 5374 Team Seminar III: Assessing Learning TPA Task III (1 unit)
TED 5375 Team Seminar IV: Culminating Teaching Experience TPA Task IV (1 unit)

INSTRUCTIONAL METHODS COURSES
*5390 Instructional Methods for the S.S. Classroom I
5391 Instructional Methods for the S.S. Classroom II
5392 Instructional Methods for the S.S. Classroom III
5393 Instructional Methods for the S.S. Classroom IV

The Instructional Methods courses are organized according to subject matter (Art, English, French, History/Social Science, Math, Music, Physical Education, Science, and Spanish). Regardless of cohort affiliation, single subject candidates enroll in the course series that matches their credential objectives. Methods classes are usually scheduled on Mondays.
* These five courses are needed in the summer quarter before a candidate may apply for an intern teaching credential.
For those who do not pass a TPA Task:
5061 TPA Subject-Specific Pedagogy Task I Tutorial (2 units)
5062 TPA Designing Instruction Task II Tutorial (2 units)
5063 TPA Assessing Learning Task III Tutorial (2 units)
5064 TPA Culminating Teaching Experience Task IV Tutorial (2 units)

Team Schedules & Course Enrollment
Candidates must follow their Team Schedules and enroll in the courses and student teaching for their teams. It is illegal for un-enrolled person to participate in coursework or fieldwork. Failure to enroll in any course or fieldwork will result in No Credit and may cause one to be dropped from the Program. Re-admission is not guaranteed.
Candidates must arrive on time for each class meeting such that they remain on the course rosters.
Supervised Field Practicum
Traditional Student Teaching and Student Teaching Under Contract

Fieldwork is core to the philosophy of the Teacher Education Department and is threaded throughout our entire program field experience. Field practice provides candidates with an opportunity to apply what they have learned in their courses and to learn from exemplary K – 12 classroom teachers. Field practicum also provides the setting for the Site and University Supervisor to certify that the candidate is on an appropriate growth path toward becoming an effective teacher. Each candidate’s field placements must specifically match his/her credential objective.

ALL candidates are required to complete a total of three (3) or more quarters of fieldwork (fall, winter, and spring) in two (2) different placements at two (2) different grade levels (K – 2 and 3 – 5; OR 6 – 8 and 9 – 12). At least one (1) of the placements must be in an Alameda County or a Contra Costa County public school (K – 12). At least one (1) of the placements must also be in a classroom that is inclusive of at least five (5) students who are English Learners. If this is not possible, the candidate works with the principal to identify a group (resource room, other class) with whom s/he will work over time to meet this requirement. There are two types of supervised field practicum: traditional student teaching and student teaching under contract.

Supervised Traditional Student Teaching
Traditional Student Teachers develop and practice their teaching skills by “apprenticing” in the classrooms of experienced Cooperating/Master Teachers. They gain experience through a gradual introduction to classroom teaching. They observe, team-teach, design and deliver select lessons, and work with individual students and small groups, as well as the entire class. They also participate in weekly lesson planning, daily classroom preparation, and meetings with their Cooperating Teachers. Traditional Student Teachers complete a “solo teaching” experience at the end of each placement.

The Placement Coordinator arranges each of the traditional student teaching placements in accordance with State and University requirements. Thus, candidates are not permitted to arrange their own placements. The Placement Coordinator makes every effort to locate candidates’ field placements close to their residential addresses and to accommodate documented considerations. Living in an urban region, however, Traditional Student Teachers need to be prepared to commute up to 45 minutes to their field sites.

Traditional & Under Contract Student Teaching
Candidates who are part time Student Teachers Under Contract adhere to the same requirements of traditional student teachers and follow the same “solo teaching schedule.” They student teach in the classroom of a Cooperating Teacher during the school hours that they are not teaching in their own classrooms.

Supervised Student Teaching Under Contract
Student Teachers Under Contract complete their field practicum as paid teachers in their own classrooms. Student Teachers Under Contract share the same responsibilities as standard classroom teachers and are fully accountable for the learning experience of the children under their direction. Their teaching positions may be full time or part time and must match and their credential objectives. Each must partner with an experienced teacher at the site who holds the appropriate credential(s) and can provide support as needed.

Some candidates may teach in authorized private school positions. Others may seek University Internship positions at public schools in Alameda and Contra Costa counties. University Internships are one type of paid student teaching positions that are exclusively available to candidates who are actively enrolled in a university credential program. Some candidates have sufficient teaching backgrounds to apply for these certificated
classroom-teaching positions.

Enrolled candidates who desire University Internship positions find their own jobs and must obtain University authorization from their faculty Team Leaders before they are eligible to accept any job offers. University approval is not given automatically. Each internship job offer is carefully evaluated to ensure that the pupils at the school site will receive a quality education and that the candidate will engage in a fruitful teaching experience. Once a candidate accepts an approved position, he/she may not leave or change jobs.

**Student Teachers Under Contract**

Student Teachers Under Contract often complete additional fieldwork in order to meet credential requirements.

**University Internships**

Candidates who seek University Internship credentials must teach in a district or school that has a formal memorandum of understanding with CSUEB-TED. Candidates under University Internship credentials are mentored by Site Partners, have a University Supervisor, and are also evaluated by a school or a district administrator (as any contracted teacher would be).

Candidates must meet the requirements listed below before they can obtain a University Internship Credential. The Credential Student Service Center will require:

a) documentation of 120 hours of appropriate coursework with a grade of “B” or higher in each class;  
b) a copy of one’s District contract (or letter of Intent);  
c) the Team Leader’s expressed written authorization of the job offer;  
d) appropriate fees; and  
e) 100% completion of all pre and post admission requirements.

Candidates are expected to communicate to the school district the criteria for obtaining a University Internship Credential through CSUEB.

Candidates must have a cumulative GPA of 3.0 exclusive of: Incompletes, No Credits, or grades lower than “B.”

The job assignment must:

a) match candidate's credential objective;  
b) allow for an experience at an alternate grade level (25 contiguous instructional hours); and  
c) include or allow for an experience teaching in a classroom with at least five English Learners.

The Team Leader must review the candidate's prior experiences in working with youth to determine the candidate's readiness for job placement under a University Internship credential. The Team Leader must also approve the job assignment as one that allows the candidate to satisfy the field practicum requirements for the credential. For example, an intern enrolled in Student Teaching III for Multiple Subjects must teach for at least eight weeks, be at the school all day, five days a week, and take full responsibility for the class for at least ten consecutive days.

Since most student teachers on intern credentials teach full-time, these requirements typically are not an issue. Candidates with 50% job assignments, however, need to work with their Team Leaders to increase their fieldwork via traditional student teaching such that they can meet program requirements.
Alternative Grade Level Experience
Public School Student Teachers Under Contract complete of a minimum of 25 contiguous hours at an alternate grade level and includes observing, assisting, and teaching. (Multiple Subject K – 2 and 3 – 5/6; Single Subject 6 – 8 and 9 – 12.) “Contiguous hours” is defined as teaching the same class on a regular basis. “Teaching” is defined as the planning and delivery of the instructional content determined by the host teacher.

For example, if a candidate teaches 8th graders at the middle school, then his/her alternative grade level would be high school juniors or seniors (not freshman or sophomores). Alternately, if one teaches 1st grade, then his/her alternate grade level would be 3rd, 4th, or 5th grade.

University supervisors may observe the candidate teaching at the alternate site, and will conduct post-observation interviews with the candidate.

Arrangements for meeting this requirement should be made by the end of the second quarter of the program (Fall or Spring). Candidates should:
Approach the alternative site principal and teacher.
Set a tentative schedule.
Discuss the schedule with their site administrator(s).
(TIPAC may fund substitutes for candidates' classes.)
Once the schedule is agreeable to all parties:
Provide the schedule to the Team Leader and University Supervisor with the schedule.
Arrange for observation by the University Supervisor.

Both the candidate and the teacher of the alternate grade level classroom must complete appropriate assessment forms.

Alternative Grade Level Summer Placement
Private School Student Teachers Under Contract must complete a public school supervised field placement during the second summer quarter (Summer Entry) or during the second winter quarter (Winter Entry) of their program. The public school field placement must meet the requirements for: a) alternate grade levels; and b) teaching English Language learners.

Candidates who are private school teachers must enroll for student teaching and pay tuition and fees for the summer quarter. A University Supervisor will supervise the candidate’s summer placement at the alternate grade level.
Student Teacher Support Providers

Appropriately credentialed K – 12 teachers guide candidates in becoming successful educators.

Cooperating Teachers (aka Master Teachers) serve as classroom hosts and mentors to Traditional Student Teachers. Site Partners serve as on-site support providers to Student Teachers Under Contract.

Cooperating Teachers and Site Partners are selected by their Site Administrator because they are exemplary teachers who have:

a) training in English Learner instruction; coaching and mentoring skills; b) professional expertise in effective planning and delivery of content standard based instruction; c) an understanding of beginning teacher development; and d) an eagerness to assist new teachers as they begin their careers in Education.

BOTH orient student teachers to the classroom and to the school site by:

a) introducing student teachers to other teachers;

b) providing student teachers with a brief survey of the curriculum, work usually covered (or already covered), and with textbooks and other instructional materials; and

c) reviewing the school rules and district policies with the student teachers.

BOTH support student teachers to develop effective instructional skills by:

a) helping student teachers to plan instruction; including the preparation of lesson plans in a practical format;

b) modeling effective teaching strategies for student teachers;

c) observing student teachers conduct class and providing appropriate written and verbal feedback; and

d) reviewing student teachers’ lesson plans prior to their delivery of instruction

BOTH nurture student teachers and foster positive teach practices by:

a) conferencing regularly with student teachers to provide guidance and constructive feedback related to the TPEs;

b) keeping an ongoing weekly journal or log that records their observations of the student teacher in a way that can be shared with the candidate during conferences; and

c) contacting the student teacher’s University Supervisor to discuss any support that the candidate might further require.

Cooperating Teachers’ Responsibilities

In addition to the duties mentioned above, Cooperating Teachers acquaint candidates with the classroom by:

1) providing a class list and seating chart to the candidate;

2) involving the candidate in class activities; and

3) welcoming the candidate to attend school and district professional development programs and meetings.

Cooperating Teachers engage the student teacher in planning the instructional program for the class. They also:

1) conference with the candidate at least once per week and give daily guidance and feedback;

2) require the candidate to submit lesson plans at least one full day in advance of teaching;

3) review lesson plans with the candidate prior to teaching;

4) provide opportunities for the candidate to complete course assignments that may regard teaching lessons that do not correspond to the textbook program or curriculum.

Cooperating Teachers evaluate candidates and complete a Summative Field Experience Evaluation Form after the candidate completes his/her solo-teaching period.

At the end of the placement, Cooperating Teachers participate with the University Supervisor and the candidate in a three-party evaluation conference at which time they share their impressions of the candidate’s growth as a student teacher and potential as a professional educator.

Cooperating Teachers are expected to immediately request a three-party evaluation conference early in the CSUEB quarter, if they are concerned about the candidate’s competence or commitment to teaching. They may recommend that a candidate be suspended from student teaching if the candidate does not satisfactorily demonstrate progress in meeting the TPEs.
Site Partners’ Responsibilities

In addition to the duties mentioned at the top, Site Partners are also expected to maintain ongoing, close contact with the Student Teachers Under Contract. They must be able to provide on-site assistance to the candidate as needed. Finally, Site Partners do not evaluate student teachers. The site administrator or his/her designee conducts evaluations.

Candidates’ Roles & Responsibilities

Candidates are the most important people in our program. As such, they are expected to give 100% participation to their professional preparation program wherein they develop the knowledge, skills, and guidance to become excellent teachers of California's elementary, middle, and secondary school students.

Professional Obligations

At all times, candidates must:

a) adhere to the Teaching Code of Ethics;
b) exercise professional, respectful, and positive behavior;
c) show interest in both their field and coursework;
d) demonstrate cooperation, collegiality, and flexibility;
e) receive feedback and suggestions genially; and
f) exhibit the ability to successfully meet the TPEs.

Failure to meet one’s professional obligations may result in disqualification from the program.

Academic Accommodations for Documented Disabilities

Candidates who have a documented disability or who would need assistance in the event of an emergency should make an appointment both with their Team Leader and with the Student Disability Resource Center to discuss their approved accommodations as soon as possible.

Responsibilities as Student Teachers

Candidates must provide their field site administrators
**Attendance**

Each candidate is expected to attend on time every class session, team meeting, workshop, conference, or event that is scheduled for his/her cohort. Each candidate is also expected to stay until he/she is dismissed.

Candidates must also notify school site personnel in advance of any absence from their field assignment. They must provide all instructional plans and materials to the school as required for the day.

Candidates are expected to schedule personal and professional appointments on their own time. Those who must miss a session of coursework or other scheduled event need to: a) notify their professor(s) and b) accept that their grade may be impacted as a result of their absence(s). Candidates are responsible for all work covered in courses and are advised to connect with teammates to share notes and information. They should not ask their professors for individualized make-up instruction.

*Failure to comply with any portion of this attendance policy may result in disqualification from the program.*

7) participate in weekly instructional scheduling and lesson planning with Cooperating Teacher and/or Site Partner;
8) schedule lesson evaluations and conferences with University Supervisor, Cooperating Teacher, and/or Site Partner;
9) present to Cooperating Teacher, Site Partner, and/or University Supervisor at least 24 hours in advance of teaching: a) courses of study; b) unit outlines; c) instructional plans; and/or d) other materials that demonstrate satisfactory evidence of lesson preparation;
10) maintain and have accessible at all times a field site binder or file of instructional schedules, lesson plans, lesson reflections, and other materials germane to daily activity in the classroom;
11) maintain a TaskStream account and upload all necessary documents for fieldwork evaluations;

*Failure to meet one’s student teaching responsibilities may result in disqualification from the program.*

and support providers:
- a) a copy of their current Certificate of Clearance;
- b) a copy of their valid negative TB report;
- c) a copy of their immunization report;
- d) their current telephone number and e-mail address;
- e) the name and contact information of their Supervisor;
- f) the name and contact information of their Team Leader

In addition to adhering to school rules, policies and professional obligations, each candidate is also expected to:
1) report for student teaching as schedule for their team;
2) arrive at the field site at least one half hour before school begins and to stay at least one half hour after school ends on full days;
3) become acquainted with school personnel and facilities;
4) arrive at the school on time, prepared teach, and with all lesson plans and materials ready for the day;
5) assist in emergency situations as the school site (e.g. step in for a short-time to supervise students);
6) attend faculty meetings, Back to School Night, Open House, and other school functions provided that the events do not conflict with courses (or that professors have excused one’s absence in advance).
Field Practicum Structure: Multiple Subject Candidates

Traditional Student Teachers are apprentices. They observe procedures, assist with lessons, and/or work with individual students or small groups of students in the beginning of their field placements. They gradually assume responsibility for writing lesson plans and instructing students, with the guidance of the Cooperating Teacher. During Placement I, the CTC requires candidates to teach reading and mathematics on a regular/daily basis. During Placement II, candidates plan and deliver instruction for all subjects.

During the “Solo Teaching” period of each placements, candidates are expected to plan and teach of the lessons, just as a regular classroom teacher does. This means that the candidate will write and submit (at least 1 week in advance) to the Cooperating Teacher detailed lesson plans for each lesson to be taught for the solo-teaching period. Then the candidate will review and revise the plans with input from the Cooperating Teacher before lessons are taught.

The Cooperating Teacher may leave the room or work with a student or a small group of students do other work in the classroom during the solo teaching period. CSUEB leaves the amount of time the Cooperating Teacher is in the classroom to his/her discretion. Cooperating Teachers are encouraged to observe and assess the candidate’s teaching during the “solo” time. A candidate who fails to successfully complete the solo week/s will not receive credit for fieldwork.

Summer Entry Teams

Placement I Timeline is announced by the Team leader, usually begins approximately at the start of the k-12 district school year and ends the Friday before Thanksgiving week. Candidates will be in the schools one full day and three additional mornings each week. The full day is determined by the Team Leader or in a discussion between the Cooperating Teacher and candidate.

Candidates are required to “solo” teach one week (one full day and four additional mornings, for five consecutive days including Friday) Solo teaching is to commence at the end of the placement and is to be finished by the Friday before Fall Quarter-finals week. (Note: Student Teachers Under Contract follow their district or school calendar.)

Placement II, Part A
This placement begins the Tuesday after Martin Luther King Jr. Holiday and ends the Friday prior to Memorial Day Holiday. Student teachers will not be in their placements during CSUEB finals week and CSUEB spring break. Candidates are in the classrooms two full days and two additional mornings each week. The full days are determined in a discussion between the Cooperating Teacher and candidate.

Placement II, Part B
After CSUEB Spring Break, candidates return to the classroom for four full days a week until the Friday before Memorial Day. Candidates are required to solo teach for two weeks (ten consecutive days).

Placement II, TED/SPED
This placement begins the Tuesday after Martin Luther King Jr. Holiday and ends the Friday prior to Memorial Day Holiday. Candidates are in the classroom four full days a week and solo teach for one week. The placement ends the week before CSUEB Winter finals.

Winter Entry Teams

Placement I, Part A
The student teaching assignment begins the Tuesday after Martin Luther King Jr. Holiday and ends the Friday prior to Winter Quarter finals week at CSUEB. Candidates will be in the schools one full day and three additional mornings each week and are required to teach reading and mathematics. The full day is determined by the Team Leader or in a discussion between the Cooperating Teacher and candidate.
Placement I, Part A
After the CSUEB spring break, the candidates return to the same classrooms for two full days and two additional mornings each week until the Friday prior to the Memorial Day weekend. Candidates are required to solo teach one week* (two full days and three additional mornings, for five consecutive days).

Placement II begins at the start of the k-12 district school year and ends the Friday before Thanksgiving week. In this placement candidates will be in classrooms for four full days each week until the Friday before Fall Quarter finals. Candidates are required to solo teach for two weeks (ten consecutive days).

A Day in the Life of A Multiple Subject Credential Candidate
Dates are approximate to be announced by the Team Leader.

<table>
<thead>
<tr>
<th>SUMMER 2009 Entry: Sample Multiple Subject Schedule</th>
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<tbody>
<tr>
<td><strong>Placement A</strong></td>
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<td>7 – 8</td>
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<tr>
<th>SUMMER 2008 Entry: Sample Multiple Subject TEAM Options</th>
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<tbody>
<tr>
<td><strong>Alameda County Schools Field Practicum</strong></td>
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<tr>
<td><strong>Course Location</strong></td>
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<tr>
<td>Hayward Campus - DAY</td>
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<tr>
<td>Hayward Campus - EVE</td>
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<tr>
<td>Hayward Campus - TED/SPED</td>
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<tr>
<th>WINTER 2010 Entry: Sample Multiple Subject Schedule</th>
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<tbody>
<tr>
<td><strong>Placement A</strong></td>
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<tr>
<td>8 – 9</td>
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<tr>
<td>Field Practicum I</td>
</tr>
<tr>
<td>3 mornings + 1 full afternoons</td>
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<tr>
<td>Required Focus: Reading &amp; Math Instruction</td>
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<tr>
<td>9 – 10</td>
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<tr>
<td>Field Practicum II</td>
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<tr>
<td>Solo-Teach in May:</td>
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<tr>
<td>3 consecutive mornings + 2 full afternoons</td>
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<tr>
<td>HAYWARD Day Team</td>
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<tr>
<td>Day Team</td>
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<td>2 – 3</td>
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<tr>
<td>All Teams:</td>
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### WINTER 2009 Entry: Sample Multiple Subject TEAM Options

<table>
<thead>
<tr>
<th>Alameda County Schools Field Practicum</th>
<th>Contra Costa County Schools Field Practicum</th>
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<tbody>
<tr>
<td><strong>Course Location</strong></td>
<td><strong>Course Location</strong></td>
</tr>
<tr>
<td>Hayward Hills</td>
<td>Mt. Diablo Unified School</td>
</tr>
<tr>
<td>Campus - DAY</td>
<td>District (Fieldwork in MDUSD)</td>
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<tr>
<td>1:00pm (or later) Winter; Spring; Summer</td>
<td>4:00pm Winter, Spring, Fall</td>
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<tr>
<td>4:00pm (or later) Fall</td>
<td>1:00pm Summer</td>
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</tbody>
</table>
Field Practicum Structure: Single Subject Candidates

Traditional Student Teachers are apprentices. They focus on how teachers implement protocols, procedures, and instructional models and techniques during the first weeks of the semester. They gradually assume responsibility for writing lesson plans and instructing students, with the guidance of the Cooperating Teacher.

During their first (half-day) placements, candidates typically adhere to a schedule such as the following:

**Week 1**
Become familiar with school policies and procedures for attendance, homework, classroom operation, make-up work, record-keeping, getting supplies, and resources. Meet other staff members, support personnel, and administrative staff. Learn the names of all students in classes you will teach. Assist in taking roll, checking homework, and helping individual students.

**Week 2**
Begin working with learning groups and individual students.

**Weeks 3-4**
Begin some team teaching (i.e., partial responsibility for the class instruction — warm-up, homework questions, problem or thinking task, summary). Continue Week 2 pattern in second class.

**Weeks 5-6**
With the Cooperating Teacher present may do most of the teaching on given days. Continue Week 3-4 pattern in second class.

**Weeks 6-7**
Begin student teaching with full responsibility in one period, which continues throughout the remainder of the school’s semester.

**Weeks 7-10**
Continue Week 5-6 pattern in second class.

During their second (full-day) placements, candidates typically adhere to a schedule such as the following:

**Week 1**
Students will be placed in their second teaching assignments. Duties consist of observation, learning students’ names, school procedures, and working with learning groups and individual students.

**Week 2-3**
Begin student teaching in two periods, with full responsibility when Cooperating Teacher and University Supervisor determine readiness.

**Week 10**
One additional period with full responsibility is added to the two periods above.

**Solo-Teaching:**
Two-week solo, all-day, full responsibility, planning, delivery and assessment of instruction are to be accomplished.

Summer Entry Teams

**Fall Semester Placement I** begins at the start of CSUEB fall quarter and ends at the conclusion of the school site’s Fall Semester (commonly late-January). Student teachers are required to spend two or more instructional hours per day in the classroom of the Cooperating Teacher’s classroom. Candidates begin by observing the classes taught by the Cooperating Teacher. Gradually, they move into team-teaching during the instructional hours. Ultimately take responsibility for facilitating one class period per day while continuing to team-teach/assist in another class.

**Spring Semester Placement II Part A** begins on the first day of the school site’s spring semester, commonly late January. (Some candidates may need to leave their fall placements early in order to begin their spring placements in a different district.) During the remainder of the CSUEB winter quarter, candidates’ student teaching responsibility increases to facilitating two instructional hours per day and team-teaching/assisting with another hour per day, five days a week. Typically, each student teacher has two different course preparations and one or two Cooperating Teachers.

**Spring Semester Placement II Part B** begins at the start of the CSUEB spring quarter. Candidates student-teach five full days per week until the Friday before Spring Quarter finals week. Candidates assume the responsibility for facilitating three instructional hours per day in the Cooperating Teacher’s classroom and team-teaching/assisting for two instructional hours either in the same classroom or with another teacher. During ten contiguous school days of the spring quarter, candidates must “solo teach” for all five instructional hours per day. That is, candidates take full charge of planning, delivery and assessment of instruction in each class. The Cooperating Teacher is not usually in the room.
Field Practicum Structure: Single Subject Candidates

Winter Entry Teams

Spring Semester Placement I Part A begins on the first day of the school site’s spring semester, commonly late January. During the remainder of the CSUEB winter quarter, candidates are required to spend three or more instructional hours per day in the classroom of the Cooperating Teacher’s classroom. Candidates begin by observing the classes taught by the Cooperating Teacher. Gradually, they move into team-teaching during the instructional hours. Ultimately take responsibility for facilitating one class period per day while continuing to team-teach/assist in the other classes.

Spring Semester Placement I Part B begins at the start of the CSUEB spring quarter. Candidates’ student teaching responsibilities increase to facilitating two instructional hours per day and team-teaching/assisting with another hour per day, five days a week. Typically, each student teacher has two different course preparations and one or two Cooperating Teachers.

Fall Semester Placement II begins at the start of CSUEB fall quarter and ends at the conclusion of the school site’s Fall Semester (commonly mid-January). Candidates student-teach five full days per week until the end of the school’s semester. Candidates assume the responsibility for facilitating three instructional hours per day in the Cooperating Teacher’s classroom and team-teaching/assisting for two instructional hours either in the same classroom or with another teacher. During ten contiguous school days of the schools fall semester, candidates must “solo teach” for all five instructional hours per day. That is, candidates take full charge of planning, delivery and assessment of instruction in each class. The Cooperating Teacher is not usually in the room.

A Day in the Life of A Single Subject Credential Candidate

<table>
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<tr>
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<td><strong>SUMMER: Jun. – Aug.</strong></td>
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<tr>
<td><strong>Course Location</strong></td>
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<tr>
<td>Hayward Campus - EVE</td>
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<td>So. Alameda County Site</td>
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### WINTER 2010 ENTRY: Sample Single Subject Schedule

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<tr>
<td><strong>• Spring Semester Placement •</strong>&lt;br&gt;January 20 – June 5 (approx.)</td>
<td>Field Practicum A:&lt;br&gt;Assist 2 instructional hrs.&lt;br&gt;Teach 1 instructional hr.</td>
<td>Field Practicum B:&lt;br&gt;Assist 1 instructional hr.&lt;br&gt;Teach 2 instructional hrs.</td>
<td>Field Practicum C*:&lt;br&gt;Assist 2 instructional hrs.&lt;br&gt;Teach 3 instructional hrs. &lt;br&gt;Solo-Teach in Dec/Jan: 10 Consecutive full days</td>
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<td>8 – 9</td>
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<td>Field Practicum A:</td>
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<th>Contra Costa County Schools Field Practicum</th>
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<tbody>
<tr>
<td><strong>Course Location</strong></td>
<td><strong>Course Start Time</strong></td>
</tr>
<tr>
<td>Mostly Online</td>
<td>May include some Monday evenings per quarter at the Hayward campus</td>
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</table>
Supervision & Evaluation of Fieldwork
University Supervisors

University Supervisors represent the University in the schools and play a key role in the SB 2042 credentialing process. They serve as liaisons to cooperating schools and to the University. Supervisors observe and evaluate the student teacher in the classroom placement. They help the candidate to relate his/her teaching experiences to previous academic training and current professional preparation and practice. They also explain and reconcile any differences between the philosophy or methods employed by the Cooperating Teacher or Site Partner and those presented in the Credential program.

Protocol
At the start of each field placement, University Supervisors visit the school site to introduce themselves and to give a brief orientation about their supervisory practices to the candidate, cooperating teacher or site partner, and the school site administrator. Then, supervisors observe the candidate facilitate four (4) or more lessons that are evenly spaced over the course of the placement. At least one (1) lesson is observed during the candidate’s culminating solo-teaching period. After the solo-teaching period concludes at the end of the field placement, supervisors return to the school site for a final Three-Party Summative Evaluation Conference. They meet with the candidate and either the cooperating teacher (traditional student teachers) or site administrator (student teachers under contract). At the conference, the supervisors and either the cooperating teacher or site administrator evaluate the performance of the candidate. (See below.)

University Supervisors:

<table>
<thead>
<tr>
<th>a)</th>
<th>prepare a document that outlines their supervision and scheduling practices, encourages open communication among the four parties, and provides their contact information. (This document is provided to the candidate, cooperating teacher or site partner, and the school site administrator.);</th>
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<tbody>
<tr>
<td>b)</td>
<td>observe the candidate deliver lessons and review the candidate’s binder, lessons plans, plan book, and reflections every school visit;</td>
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<td>c)</td>
<td>conduct a 15-minute private post-observation conference with the candidate after each lesson. (Site Administrators are urged to provide coverage for the classroom of the Student Teacher Under Contract when necessary to allow for a private post-observation conference between the candidate and supervisor.);</td>
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<td>d)</td>
<td>provide the candidate written feedback that aligns with the TPEs, highlights commendable practices, and identifies areas in which improvement is needed and offers suggestions for improvement;</td>
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<td>e)</td>
<td>use TaskStream to report both their and the Master Teacher’s Summative Evaluation of the candidate’s progress toward meeting the TPEs;</td>
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<td>f)</td>
<td>notify the Team Leader immediately of concerns;</td>
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<td>g)</td>
<td>consult with Cooperative Teacher or Site Partner;</td>
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<tr>
<td>h)</td>
<td>evaluate the performance of the candidate in a Three-Party Summative Evaluation conference which includes the Cooperating Teacher or Site Administrator, the Candidate, and the University Supervisor; and</td>
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<tr>
<td>i)</td>
<td>write letters of evaluation/recommendation for the candidate’s employment dossier.</td>
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Three-Party Summative Evaluation Conference
At the end of the placement, after a candidate’s solo-teaching period concludes, all three parties (Candidate; Supervisor; and Cooperating Teacher or Site Administrator) meet to discuss the growth attained by the candidate over the course of the placement. Prior to the conference, the University Supervisor and either the Cooperating Teacher or Site Administrator each completes a Summative Field Experience Evaluation form that validates the candidate’s performance in the field. Thus, every candidate is expected to have two sets of evaluation forms per field practicum.
All parties must sign and date each of the forms. They must also retain a signed copy of each set of forms for their records. Supervisors make certain that all required signatures are on both sets of Summative Evaluation forms before sending the forms to the Team Leader. Supervisors submit both sets of the forms to the Team Leader immediately after the conference. Supervisors place information on Taskstream.

Supervision & Evaluation of Fieldwork
Procedures for Unsatisfactory Field Experience

Should the University Supervisor determine that the candidate's performance may not warrant credit, early in the process, the University Supervisor will:

a) discuss the situation with the candidate and inform the candidate of the possibility that no credit may be awarded;
b) discuss the situation with the Team Leader and arrange for a formal observation of the candidate by the Team Leader or her/his designee;
c) conduct a three-party conference with the candidate, the Cooperating Teacher (traditional student teacher), and the University Supervisor. If the candidate is under contract, the three-way conference will include the site administrator/designee. If appropriate, the Team Leader and/or Site Administrator may also participate in this conference.

During the conference, the University Supervisor and Cooperating Teacher / Site Administrator should:
1) specify the areas in which the candidate is making unsatisfactory progress;
2) describe, as specifically as possible, the changes that the candidate must make to earn credit;
3) clarify what the University Supervisor and cooperating teacher/site administrator will do to help the candidate succeed and describe other resources that the candidate may need to draw upon;
4) answer all questions posed by the candidate.

If such a conference occurs, the University Supervisor will also:

a) prepare a letter to the candidate that outlines #2 above and summarizes the conference. Copies are to be sent to the Cooperating Teacher, Site Administrator, Team Leader, the candidate's credential file, and the Department Chairperson, as appropriate, and
b) ask the Cooperating Teacher to prepare letters that document the candidate's performance to date. Copies of this letter should be sent to the candidate and all others mentioned in #1 above.

The University Supervisor and Cooperating Teacher or Site Partner should continue to observe the candidate regularly and document the candidate's performance. The Team Leader and Site Administrator may also be asked to provide additional observation/documentation.

The Team Leader, after consultation with the University Supervisor, should select from the following options:
a) counsel the candidate to repeat the field experience in another quarter;
b) counsel the candidate to investigate other career choices and formally withdraw from the credential program;
c) seek to dismiss the candidate from the program.

A student may be disqualified for cause at any time by the Chair of the Department with the concurrence of the Dean of the School of Education.
Team Leader
Each Team Leader:
1. Coordinates teams of approximately 20 – 35 candidates from the initial admission interview period through the final evaluation, to the recommendation of individual candidates for California Teaching Credentials;
2. Liaises with the Placement Coordinator to establish field placements for each candidate on the team;
3. Serves as advisor and counselor to each candidate on the team. (The Team Leader helps candidates who may experience difficulty with a University Supervisor, Instructor, Cooperating Teacher, or Site Partner and guides them through the situation in a professional manner);
4. Counsel candidates who are having personal/health problems that may jeopardize their performance as student teachers or as post-baccalaureate students to make prudent choices about continuing in the program;
5. Collaborates with the University Supervisor in evaluating the student teaching performance of candidates who do not show sufficient progress in meeting the TPEs. They assist in establishing an action plan and bringing about a resolution. (The Team Leader may serve as an additional supervisor in the classroom in such cases.);
6. Arranges guest speakers, workshops, and other activities to support candidates through the program;
7. Tracks each candidate’s progress and communicates this information to the candidate. This includes, but is not limited to:
   • candidate’s completion of prerequisites;
   • maintenance of acceptable grades/GPA;
   • student petitions;
   • alternate grade level experiences;
   • English Learner experience;
   • verification of candidate’s demonstration of competence to enter teaching profession;
8. Confers with University Supervisors to assign credit for each quarter of candidate’s fieldwork; and
9. Notifies the Credential Student Service Center in writing when each candidate is ready to be except in a situation of dire emergency;

Placement Coordinator
The Placement Coordinator works with district office personnel, principals, vice-principals, department heads and teachers in arranging field placements each school semester. This requires individual contacts, school visitations, telephone calls, record keeping, and endless hours of coordination between the University and local school sites. Placement considerations are only given to geographic location, and documented special needs of candidates.

School Site Administrator
The School Site Administrator assists the Placement Coordinator in making appropriate placements for candidates that meet state requirement. Important considerations in this regard include:
1. Content areas taught during the time the candidate is in the placement. Multiple Subject candidates, for example, are required to teach Reading and Math during their first placement. Ideally, the Site Administrator will work with teachers if a schedule modification is required to accommodate the candidate’s field experience requirements.

2. The candidate must have the opportunity to teach using a variety of teaching techniques regardless of the District adopted curriculum. If the District uses a “scripted” curriculum, the candidate must have the opportunity to teach the content using a variety of other instructional techniques.

Site Administrators:
   a) know district and university policies regarding the CSUEB Program;
   b) encourage successful teachers to serve as master teachers;
   c) help orient the candidates to the school;
   d) work with University personnel in resolving problems and in evaluating the program;
   e) ensure that student teachers are not removed from their master teachers classrooms to cover other classes
Substitute Teaching & Strike Policies

Substitute Teaching Policy

Possible Situation
The district wants to employ a candidate as a substitute teacher. The candidate wants to be employed. The most “normal” instance is when the master teacher is absent and the candidate serves as substitute teacher in the classes in which s/he is a student teacher and the rest of the absent master teacher’s classes. If a student teacher is doing a field placement in classes with more than one master teacher, there is a problem. The candidate cannot teach two classes at the same time; that is, to be a student teacher in a class for one master teacher and a substitute teacher for another (absent) master teacher simultaneously.

The candidate’s primary responsibilities are to the classes to which she/he is assigned as a student teacher. Full-day substituting is only possible when all master teachers approve, and when the candidate has no university class attendance responsibilities.

Substitute Teaching Procedures
1. Substitute teaching requires that approval of each of the following parties: Site Administrator; University Supervisor; Team Leader; and District Personnel Office

2. The candidate must complete: a district teaching position application; an Emergency Permit application through the school district; and other requirements as specified by the district. It is the responsibility of the candidate to make sure that such substitute teaching does not interfere with university coursework.

3. The credential application covering the particular school assignment must be filed with the County Office of Education through the school district accompanied by a Certificate of Need provided by the School District. A fee paid by the candidate must accompany the application. Once the teaching permit is received, the candidate must register with the County Office of Education, and is limited to the number of authorized teaching days.

Strike Situation Policy

Student Teachers
If the teachers in a school district are involved in a strike, then the field experience placements in that district shall be suspended. Candidates shall no longer go to their school sites during the period of the strike. Candidates should contact their Team Leader. If the length of the strike will make it impossible for candidates to fulfill the requirements of that field placement, they will be reassigned. In this case, field experience refers to assignments made by CSUEB. This policy does not pertain to paid or volunteer services outside the scope of the student teaching assignment.

Interns/Candidates Teaching under Emergency Credentials
Candidates teaching under emergency credentials and interns are employees of a school district. During collective bargaining, they must decide for themselves whether or not they will take part in any action, including a strike, related to their employment.

Status of CSUEB Supervisors
We ask that both teachers and administrators consider the dilemma a strike poses for our program. We need positive relationships with all parties in a school district. CSUEB supervisors will not enter schools during a strike situation.
Dismissal Policy & Academic Dishonesty

Dismissal Policy

1.0 A candidate shall be dismissed for failing to provide verification of all admission requirements by the appropriate deadline(s). Once all of the requirements are met, the candidate may re-apply to the Teacher Education Department at the next admissions period for the program.

2.0 A candidate shall be dismissed for failing to achieve the required GPA of 3.0 in required program classes.

3.0 Grades of Incomplete (I) shall not be counted in the candidate’s GPA; however, three or more grades of Incomplete or Unauthorized Withdrawal (WU) may serve as grounds for dismissal. Field Experience courses will not be counted in the calculation of GPA. Candidates must repeat any course with a grade lower than C-.

4.0 A candidate shall be dismissed for repeatedly failing to enroll in program courses.

5.0 Fall entry candidates shall be either suspended or dismissed for failing to demonstrate potential for success in their field experience assignment. Winter entry candidates shall be either suspended or dismissed for failing to demonstrate potential for success in the winter field experience assignment.

6.0 A candidate shall be dismissed for failing to achieve the required level of performance in required field experience.

7.0 A candidate shall be either suspended or dismissed if the school or school district requests that the candidate be removed from his/her placement.

8.0 A candidate shall be dismissed for failing to demonstrate professional conduct toward any participant in the program; including University administrators, University faculty team leaders, University faculty, University staff, University students, K-12 administrators, K-12 faculty, K-12 staff, and K-12 students.

9.0 A candidate shall be dismissed for academic dishonesty.

10.0 A candidate shall be dismissed for failing to submit a TPA. These must be attempted and submitted on time according to the posted deadlines.

11.0 A candidate may be disqualified from the program for cause any time up until the application for the Credential has been approved.

12.0 The Faculty Team Leader shall notify a candidate subject to dismissal in writing. The notification shall (a) cite the appropriate section of this policy, (b) detail the specific behaviors that led to the dismissal, and (c) notify the candidate that he/she may appeal within 10 calendar days. Candidates may appeal dismissal only once during their time in the program.

13.0 Dismissed candidates may appeal their dismissal to the TED Department Chair who will review the decision and uphold the dismissal or re-instate the candidate with or without conditions.

Academic Dishonesty

The University, like all communities, functions best when its members treat each other with honesty, fairness, respect and trust. Deception for individual gain is an offense against the members of the entire community. It is the candidate’s responsibility to be informed of university regulations by reading the section on Academic Dishonesty in the university catalog www.csueastbay.edu/ecat.
Grading policies in the event of academic dishonesty are at the discretion of the faculty.

The Department of Teacher Education adheres to all university rules regarding academic dishonesty, and feels a particular responsibility to require the utmost professional accountability and academic honesty from students in our teaching programs. Academic dishonesty matters within the Department of Teacher Education will be brought up to the Student Affairs Committee in the presence of the Department Chair, the Professor involved, and the candidate’s Team Leader. A decision regarding a specific course of action will be collectively decided.

**BCLAD & CTC Standard 13: Teaching English Learners**

**BCLAD**
The Multiple Subject Credential with a Bilingual Emphasis (BCLAD) requires additional course work and at least one field placement in a bilingual classroom. This requires a high level of Spanish proficiency, thus entrance and exit Spanish tests must be passed. The additional courses include TED 5367: Bilingual Methods and TED 5371: Culture of the Latino Child. The Bilingual Emphasis authorizes teaching in a bilingual (Spanish/English) classroom.

Candidates wishing to receive a Bilingual Credential must declare their intention upon admittance to the Program. They must then pass a language test demonstrating proficiency in Spanish and in English.

A. Bilingual candidates must meet all field experience requirements for STANDARD 13 (described below).
B. Bilingual candidates must have at least a one-quarter experience in a classroom designated as a bilingual classroom, with opportunities to provide Spanish language instruction in language development, literacy, and content-area teaching.
C. Bilingual candidates must meet all CTC standards and student teaching objectives described in the above section
D. The cooperating teacher or intern support provider for a Bilingual field experience must have a valid California bilingual credential (BCLAD).
E. The candidate who has successfully completed a Bilingual field experience should have a completed the STANDARD 13 Field Experience Form signed by the University Supervisor, and the following should be written at the bottom of the first page of the Summative Field Assessment Evaluation Form: “Field experience requirement for Bilingual and STANDARD 13 successfully met this quarter.”

**STANDARD 13**

In order to demonstrate the knowledge, skills and abilities to deliver comprehensive instruction to English Learners candidates will score a 3 or higher on all four Teacher Performance Assessments. Additionally, STANDARD 13 requires a field experience that meets the following requirements:

A. The candidate must teach at least three students who are classified as English Learners (EL). These students must have at least two different CELDT levels among them. Within two weeks of each placement, each candidate will complete and submit to his/her Team Leader the Standard 13/TPE 7 English Learner Verification Form. Candidates are to provide ELD instruction AND sheltered content instruction to ELs throughout the day. The University Supervisor must observe the candidate providing this instruction and complete the required paperwork. If the candidate’s classroom does not meet the requirements above, the candidate is responsible to locate English Learners within the school. In this case the candidate will conduct the instruction during the student teaching placement experience.
B. The cooperating teacher or intern site support provider must have an advanced certification in teaching English Learners. The following are acceptable: a credential that meets the requirements of Standard 13 as defined by CTC, a bilingual (BCLAD) credential, the Language Development Specialist CLAD credential, or certificate, completion of a school district SB 1969 training program, or enrollment in and progress toward one of these credentials or certificates or other requirements stated by CTC.
C. The CSUEB supervisor must have one of the credentials or certificates listed in (B.) above, have completed training in STANDARD 13 supervision, or be in the process of completing a training program.

D. The candidate must achieve all the student teaching objectives listed on Summative Field Experience Evaluation form and earning an acceptable grade in accordance with Department policy in TED5366.

E. If the candidate has successfully completed a STANDARD 13 field experience, it must be so noted on the Summative Field Assessment Form.

F. Interns who are in a teaching assignment with no English Learners will have to work with their team leader to find a way to meet all the requirements of Standard 13. This may be done on vacation breaks or during preparation periods. In some cases, Summer student teaching may be required.

California Teaching Performance Assessment

The CalTPA provides the candidate with a series of four performance tasks, each of which increases in complexity. All but one of the tasks is completed with actual K-12 students. Taken as a whole, the four tasks measure the TPEs in multiple ways, with the exception of TPE 12. The tasks are embedded within the credential program sequence. The website:

http://www.ctc.ca.gov/educator-prep/TPA.html

Task 1: Subject-Specific Pedagogy

This task assesses the candidate’s ability to understand how information about a class is used to: a) prepare instruction for particular subjects and content areas; and b) develop and adapt student assessment plans based on the content. Candidates do not work with actual K-12 students for this task.

Subject Specific Pedagogy Task Performance Context

The candidates are given four case studies of specific classes and learners. The candidates develop and provide written reflections on their responses to the case studies:

Case Study 1: Teaching methods and content based lesson plans;
Case Study 2: Analyses and adaptations of content based assessment plans;
Case Study 3: Adaptations of the lesson plans for English learners;
Case Study 4: Adaptations of the lesson plans for students with special needs

Designing Instruction Performance Context

The candidate is given a five-step set of prompts:

Step 1: Select the content to be taught and learned by the students.
Step 2: Learn about two focus students: an English learner and a student with a different instructional challenge.
Step 3: Plan academic instruction for the whole class.
Step 4: Adapt academic instruction for the two focus students.
Step 5: Reflect on what has been learned through the task.

Task 3: Assessing Learning

This task assesses the candidate’s ability to assess students’ learning. The candidate: a) plans student assessment activities based on the learning goals; b) administers student assessments to evaluate student learning; c) adapts the assessments for English learners and for students with other instructional challenges; d)
**Task 2: Designing Instruction**
This task assesses the candidate’s ability to identify the links between students’ characteristics and their learning needs, and also assesses the candidate’s ability to:

a) plan instruction for an actual class of K-12 students, including developing and adapting instruction for English learners and for students with other instructional challenges; and

b) reflect on the connections between student characteristics and instructional planning.

This task is completed with actual K-12 students.

**Step 4: Analyze evidence of student academic learning.**

**Step 5: Reflect on what has been learned through the task.**

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**Task 4: Culminating Teaching Experience**
This task assesses the candidate’s ability to integrate the strands of the previous three tasks. The candidate:

a) learns about students and plans student instruction and assessment activities based on the learning goals;

b) adapts the plans and assessments for English learners and for students with other instructional challenges;

c) teaches the lesson and administers the assessments analyzes and uses instruction and assessment results to plan further instruction; and

d) reflects on the lesson, the classroom instruction, the learning results, and on his/her effectiveness as a teacher.

This task is completed with actual K-12 students, and a video recording is made of the classroom instruction.

**Culminating Teaching Performance Context**
The candidate is given a six-step set of prompts:

**Step 1:** Learn about the whole class and two focus students: an English learner and a student with a different instructional challenge.

**Step 2:** Plan academic instruction for the whole class.

**Step 3:** Adapt the lesson for the two focus students.

**Step 4:** Teach and video record the lesson.

**Step 5:** Analyze the lesson and the evidence of student Learning.

**Step 6:** Reflecting on what has been learned through the task.

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**Assessing Learning Performance Context**
The candidate is given a five-step set of prompts:

**Step 1:** Select the content and plan for the assessment.

**Step 2:** Learn about the whole class and two focus students: an English learner and a student with an identified special need.

**Step 3:** Adapt the assessment for the two focus students.
California Teaching Performance Expectations.
The TPE’s are core to SB2042 credentials. The design of our programs reflects the thirteen TPE’s. Candidates meet the TPE’s via their professional behavior, coursework, field practicum, portfolio, and via the California Teaching Performance Assessment. Here is a sampling of the Teaching Performance Expectations:

Developmentally Appropriate Teaching Practices for the Primary Grades (Kindergarten – Grade 3). TPE 6A
Candidates:
• design instructional activities that suit the attention span of young learners and that connect with the children’s immediate world.
• design instructional activities that draw on key content from more than one subject area.
• design instructional activities that include hands-on experiences and manipulatives that help students learn.
• know how to make special plans for students who require extra help in exercising self-control among their peers.
• know how to make special plans for students who have exceptional needs or abilities.
• teach and model norms of social interaction such as consideration, cooperation, responsibility, and empathy.

Developmentally Appropriate Teaching Practices for the Middle Grades (Grade 4 – Grade 8). TPE 6B
Candidates:
• build on students’ command of basic skills and understandings as defined in state-adopted academic content standards.
• provide intensive support for students who lack basic skills as defined in state-adopted academic content standards.
• teach from grade-level texts.
• design learning activities to extend students’ concrete thinking and foster abstract reasoning and problem-solving skills.
• help students develop learning strategies to cope with increasingly challenging academic curriculum.
• assist students, as needed, in developing and practicing strategies for managing time and completing assignments.
• develop students’ skills for working in groups to maximize learning.
• understand students’ peer relationships and support students in trying new roles and responsibilities in the classroom.
• support students’ taking of intellectual risks such as sharing ideas that may include errors.
• distinguish between misbehavior and over-enthusiasm.
• respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility.

Developmentally Appropriate Teaching Practices for the High School Grades (Grade 9 – Grade 12). TPE 6C
Candidates:
• establish intellectually challenging academic expectations.
• frequently communicate course goals, requirements, and grading criteria to students and families.
• provide opportunities for students to develop advanced thinking and problem-solving skills.
• help students to understand connections between the curriculum and life beyond high school.
• communicate the consequences of academic choices in terms of future career, school and life options.
• encourage behaviors important for work such as being on time and completing assignments.
• support students in assuming increasing responsibility for learning.
• understand adolescence as a period of intense social peer pressure to conform.
• support signs of students’ individuality while being sensitive to what being “different” means for high school students.

Monitoring Student Learning. TPE 2
Candidates:
• pace instruction.
• anticipate, check for, and address common student misconceptions and misunderstandings.
• re-teach content based on evidence gathered using assessment strategies such as questioning students.
• use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students.
Interpretation and Use of Assessments. TPE 3
Candidates:
• know about and can appropriately use informal classroom assessments.
• know about and can appropriately analyze student work.
• teach students how to use self-assessment strategies.
• provide guidance and time for students to practice self-assessment strategies.
• give students specific, timely feedback on their learning.

Making Content Accessible. TPE 4
Candidates:
• explain content clearly.
• model active listening in the classroom.
• prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students’ current level of achievement.
• reinforce content in multiple ways.
• provide opportunities and adequate time for students to practice and apply what they have learned.
• vary instructional strategies according to purpose and lesson content.
• motivate students and encourage student effort.
• take additional steps to foster access and comprehension for all learners.

Student Engagement. TPE 5
Candidates:
• clearly communicate instructional objectives to students.
• ensure the active and equitable participation of all students.
• ensure that students understand what they are to do during instruction.
• monitor student progress toward academic goals.
• make instruction relevant and use community resources.
• use strategies to re-engage students who are struggling.
• use strategies to re-engage students who are off-task.
• teach students to respond to questions.
• teach students to frame meaningful questions.

Teaching English Learners TPE 7
Candidates:
• can apply instructional practices and pedagogical theories and principles for comprehensive instruction of English learners.
• are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion.
• implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers.
• draw upon information about students’ backgrounds and prior learning, including students’ assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students’ language abilities.
• understand how and when to collaborate with specialists and para-educators to support English language development.
• select based appropriate assessment information, instructional materials and strategies, including activities in the area of visual and performing arts, to develop students’ abilities to comprehend and produce English.
• use English that extends students’ current level of development yet is still comprehensible.
• know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.
• use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners.
• allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books.
• use questioning strategies that model or represent familiar English grammatical constructions.
• take into account the cognitive, pedagogical, and individual factors that affect students’ language acquisition when planning lessons for English language development and for academic content.

**Learning About Students. TPE 8**

Candidates:
- assess students’ prior mastery of academic language abilities, content knowledge, and skills.
- maximize learning opportunities for all students.
- learn about students’ abilities, ideas, interests and aspirations through interpersonal interactions.
- identify, based on assessment data, classroom observation, reflection and consultation, students who need specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations and students who are gifted.

**Instructional Planning. TPE 9**

Candidates:
- plan how to explain content clearly and how to make abstract concepts concrete and meaningful.
- plan differentiated instruction to accommodate varied students’ needs.
- sequence instruction so the content to be taught connects to preceding and subsequent content.
- improve their successive uses of instructional strategies based on experience and reflection.
- meet student learning goals and needs by selecting and/or adapting: instructional strategies; grouping strategies; and/or instructional materials.

**Instructional Time. TPE 10**

Candidates:
- allocate instructional time to maximize student achievement in relation to
  a) state-adopted academic content standards for students and
  b) instructional goals and/or scheduled academic tasks.
- manage transitions to maximize instructional time.
- establish procedures for routine tasks to maximize instructional time.
- adjust the use of instructional time to optimize the learning opportunities and outcomes for all students based on lesson reflections and consultation.

**Social Environment. TPE 11**

Candidates:
- promote student effort and student engagement.
- create a positive climate for learning.
- develop and maintain clear expectations for academic and for social behavior.
- know how to write and implement student discipline plans.
- know how to establish rapport with all students (and their families) for supporting academic and personal success through caring, respect, and fairness.
- help students learn to work responsibly with others and independently.
- recognize how well the social environment maximizes academic achievement for all students and make necessary changes based on observations of students and consultation with other teachers.

**Professional, Legal, Ethical Obligations. TPE 12**

Candidates:
- take responsibility for student academic learning outcomes.
- maintain a non-hostile classroom environment.
- model ethical behaviors for students and resist racism and acts of intolerance.
- understand and honor all laws relating to professional misconduct and moral fitness.
- are aware of and act in accordance with ethical considerations.
- are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students.
- appropriately manage their time spent in teaching responsibilities to ensure that academic goals are met.
- understand and implement school and district policies and state and federal law in responding to inappropriate and/or violent student behavior.
- understand important elements of California and federal laws and procedures pertaining to the education of English
learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms.

• can identify suspected cases of child abuse, neglect, or sexual harassment and carry out laws and district guidelines for reporting such cases.

• understand and honor legal and professional obligations to protect the privacy of students, families, and other school professionals.

• understand and honor legal and professional obligations to protect the health and safety of students, families, and other school professionals.

Professional Growth. TPE 13

Candidates:

• evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning.

• improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies.

• use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness.
Appendix A: Observation and Conference Report Form
California State University, East Bay
TEACHER EDUCATION DEPARTMENT

Student Teacher/Intern: ___________________________ Date: ___________________________
School: ___________________________ Grade: ___________ Subject: ___________________________
Period: ___________________________ Time: from: ___________________________ to: ___________________________
Placement: ________ 1st ________ 2nd

REMARKS:

______________________________________________
University Supervisor
Appendix B: Guidelines for Success in CSUEB’s Program

1. About the Program: This program covers all coursework and student teaching required to be recommended for teaching English Learners. This is a full time program. As you can see from the schedule, you will be very busy with student teaching and coursework. If possible, it is best not to try to work at an outside job while you are in the program. Financial aid is available. Please contact the Financial Aid office if you are eligible for grants or loans. Some programs cannot accommodate interns. Interns and others not following the usual pattern of student teaching usually require additional student teaching in the summer.

2. When in doubt about anything consult this handbook first! Be sure to read and refer to the Handbook. Most answers to your questions may be found there.

3. Registration: You are required to properly register for all classes including student teaching (whether or not you have an intern teaching position). Please check the schedule on line at www.Csueastbay.edu. You must take all classes and field experience with your designated team. You may not take any other section of any class. Your spot on Team courses is reserved until the first day of class. It is your responsibility to pay all fees and to register on time. Please call your Team Leader and the Department of Teacher Education (510 885-3027) or speak to someone in the AS Building (for Concord) if you are blocked from registering. If you miss the first day of class without notifying the professor, you will be dropped from that class and will have to take it at another time on your own. This will usually delay your credential. Since student teaching requirements and class requirements are intermingled, this could also have other serious consequences. Everyone, including every intern, is required to register for student teaching. It is your responsibility to register for the correct section and check back to confirm that you are indeed registered.

4. This is NOT an individualized program. You are expected to take courses as scheduled. This means that you will be expected to take all courses with your Team and meet all CSUEB requirements. The Placement Coordinators do all of the student teaching placements. There are too many requirements involved to have student teachers do their own placements. You will not be placed at a school where you have relatives. This may be convenient but it is usually not in your best interest. INTERNSHIPS: You may only accept an internship position with the approval of the Department of Teacher Education and your Team Leader. All internship requirements must be met before this will be considered. On most teams this includes filling out the application form and obtaining necessary signatures. You internship cannot count for student teaching unless your placement has been approved and all papers are signed and on file.

5. Attendance is essential. This means that interns and student teachers alike are expected to attend all class sessions on time and not leave early. They are to report for student teaching according to the schedule given to them by the Team Leader and follow the CSUEB schedule. Student teachers and interns may not deviate from these schedules without the permission of the Team Leader and others that will be impacted by their absence. Failure to comply may result in disqualification from the program. You are also expected to attend all team meetings, conferences, workshops and other team events. This applies to both student teachers and interns. You are expected to arrive at
the school where you are teaching at least one half hour before school begins and stay at least one half hour after school, or until noon on half days. Take care of personal business on your own time. Please be sure to schedule personal (including childcare, non-emergency medical) and professional appointments accordingly. If you must miss a class or other event, we assume that you have a pressing and unavoidable reason. Usually there is a consequence to your grade if you miss or are late for a class. The procedure is as follows: A) notify the professor about why you will not be (or were not) present, do not make a lot of excuses or go into undue detail, B) accept the grade consequence graciously. Please do not embarrass yourself or the professor by arguing about why you should receive full credit even though you were not there. We understand that pressing needs do occur, however, it is not fair to those who do attend every class for one who is absent to expect the same grade as those in attendance. Whether in class or not, you are responsible for all work covered. Find a buddy or two in class to share notes and information. Do not ask your professor to individually cover this work with you.

6. These are graduate level courses. You are expected to read the text, participate in class, write graduate quality papers, and take all tests and examinations on time. All papers must be typed and look professional. Do not expect to receive a grade of A, unless your work is of outstanding quality and you have attended all classes. The CSUEB Academic Honesty policy is strictly enforced. Among other things this means no plagiarism, falsifying data, cheating, copyright infringement or other misrepresentation.

7. Professionalism is essential. No whining or complaining. Keep an open mind and do not judge others, including master teachers, professors and each other! Act like a professional. Be friendly and helpful to others. Dress in a professional manner. Do not ever take a child or other unauthorized person to class, meetings or to student teaching. Part of your professional responsibility is to take care of personal issues, such as daycare, and to make advance arrangements in the event of illness or other situations that may call you away from teaching or class. Never have an audible beeper, phone or timer go off during class or when you are teaching.

8. Respect your professors’ office hours and privacy. Never call a professor or supervisor at home unless specifically instructed to do so. Follow guidelines for office visits or other appointments. Email or take care of individual business during office hours. Do not corner professors at the beginning or end of class. and please let the professor have a break during break time. Never take up office hour time giving excuses about why you were not in class or could not do your work. Please follow professor’s guidelines for use of email and faxes.

9. Be flexible. Your team leader will try to keep you informed about upcoming events and scheduling, however, these are always subject to change. Plan for the "worst case scenario" regarding your time and do not schedule yourself too tightly. Be sure to make advance arrangements for personal responsibilities, such as childcare and driving, so that these do not infringe upon your work. Have contingency plans for the unexpected, such as illness (of yourself or your child.) Leave room in your schedule to account for traffic and unexpected delays. This will be a more realistic approach and will relieve much stress. This is not the time to take on extra activities. Try to cut down on "extra curricular activities" this year.

10. Complete and submit all TPAs on time. Failure to attempt a TPA is grounds for dismissal from the program.

11. Take responsibility for your own professional growth. Work with others at your school site to schedule your supervisor's time. Be sure to schedule both observation time
and conference time. Schedule a regular time to meet with your master/mentor teacher each week. If you have concerns regarding a class, consult the instructor immediately. Do not gossip or discuss your concerns with teammates or others at the school site. Be adult, pleasant, and professional. You are encouraged to attend professional conferences and to participate in PTA meetings, carnivals, shows, etc., as well as in-service training at your school site; however your coursework for CSUEB must be your first priority.

12. Lesson Planning: Take time to write effective and appropriate lesson plans for each lesson that you teach. Have lesson plans done at least a day (preferably several days) ahead of time and share these with your master teacher at least one day in advance of teaching. Your must maintain a binder and have plans for each and every lesson that you teach. Keep a separate section for EL lessons. Be sure that your supervisor sees your binder each time he or she visits. This way your supervisor will know what you have been teaching on a daily basis. If you have any concerns about your student teaching, consult your supervisor and Team Leader immediately.

13. Disqualification from the Program: (It rarely happens but....) If you are removed from a student teaching/intern placement at the request of the School District, you will be immediately disqualified from the program. Disqualification from the program for cause may take place at any time up until the application for the Credential has been approved.

14. Budget your time and your money: This is a rigorous, full time program. We recommend that you avoid working at an outside job if at all possible. You may have the opportunity to substitute teach for your master teacher if it does not interfere with attendance in your CSUEB classes. Needing to get to work at an outside job is not considered a legitimate excuse for missing classes, teaching, or meetings. You will have class assignments to complete when you are not participating in these activities. We promise to keep you busy! Please contact the Financial Aid office if you think that you may qualify for a grant or a loan. Budget an additional $300.00 for the year for participation in professional conferences and activities.

15. Strive for excellence, not perfection! Perfection is not attainable and you will become frustrated. Excellence means doing your very best under the given circumstances. We know that you will be very successful!
Appendix C: Application for Intern Status

California State University, East Bay
TEACHER EDUCATION DEPARTMENT

Name: ________________________________ Net ID: ________________________________
Address: ____________________________ City: __________________ Zip: ________________
School: ______________________________ District: __________________ Grade: __________
School Address: ______________________ City: __________________ Zip: ________________
Home Phone: _________________________ School Phone: __________________________
Cell Phone: __________________________ Email: ________________________________

This Application for Intern Status must be approved by the Team Leader and the Teacher Education
Department at CSUEB before the teaching assignment begins.

I understand that the following conditions must be met to achieve and sustain internship status in the
CSUEB Multiple Subject or Single Subject Credential Program:

1. The School District is in Alameda or Contra Costa County and has a partnership agreement with
   CSUEB.
2. The intern will be assigned a mentor teacher and receive other support and assistance from the
   School District as deemed appropriate, including guidance in lesson planning, classroom
   management, grade reporting, and parent conferencing.
3. The intern will meet all CSUEB requirement as stated in the Post-Baccalaureate Credential
   Program Handbook
4. The intern will attend all CSUEB classes on time and maintain a B average or higher. (this may
   necessitate the intern being excused from Faculty meetings or other District responsibilities on
   evenings when CSUEB classes are held. The intern may be excused from CSUEB classes for
   Open Hour and Back to School Night, with prior discussion with the class instructor(s) and the
   understanding that there may be a penalty for missing work.)
5. CSUEB reserves the right to revoke internship status and/or program participation in cases of
   unsatisfactory performance or unprofessional behavior.
6. The following signatures are required as proof of agreement to the above requirements:

   Student/Intern: ________________________________
   District Administrator: ________________________________
   School Principal: ________________________________
   Mentor Teacher: ________________________________
   School: __________________ Grade: ________________

This student teacher will be teaching under an emergency ___ or intern ___ credential.

Dates of this assignment: Start: ________________ End: ________________ Please enclose a
Copy of the intern’s schedule. Thank you. Return to Team Leader.

Approval of Team Leader: ________________________________
Date: ________________________________
Appendix D: Course Substitution Request Form
California State University, East Bay
TEACHER EDUCATION DEPARTMENT

Procedure

Ordinarily courses from other teacher credential programs, particularly Methods courses, are not substituted for CSUEB courses. If, however, a candidate believes that he or she has already taken a course in the program, a request for review is possible. The following Guidelines are to be followed:

1. Candidate obtains a course substitution form from the Department of Teacher Education office
2. Candidate fills out form and includes a syllabus of the substitute course
3. Candidate gives the form to the Team Leader
4. The Team Leader will take care of it from there and let the candidate know if the course may be substituted
5. This process should take place as soon as the candidate is accepted into the program and prior to the end of the first week of summer quarter classes (for summer admitted teams) or prior to the end of the first week of winter quarter classes (for winter admitted teams).

See Petition for Substitution/Waiver of Credential Program Course on following page.
**Petition for Substitution Waiver of Credential Program Course**

Please complete a separate form for each proposed substitution/waiver course.

<table>
<thead>
<tr>
<th>Candidate Name:</th>
<th>Net ID:</th>
<th>Date:</th>
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</table>

_____ Multiple Subject  _____ Single Subject

Team Section #: Faculty Team Leader: _____________________________

You must attach to this form:

1. A copy of an official transcript showing the name of the college or university offering the proposed course, the course number, the date the course was completed, and the grade for the course.
2. A catalog description of the proposed course or the course syllabus.

*Failure to complete this form in its entirety and provide required documentation automatically invalidates this petition.*

<table>
<thead>
<tr>
<th>Course Number (include prefix, e.g., “EDUC”)</th>
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<table>
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<tr>
<th>Course Title</th>
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<tr>
<th>Course Units (indicate semester or quarter)</th>
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<tr>
<th>Course Grade</th>
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<table>
<thead>
<tr>
<th>Course taken at (provide name of College or University)</th>
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**For the CSU East Bay, Teacher Education Department Course**

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<tr>
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<tr>
<th>Approved</th>
<th>Denied</th>
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__________________________    _________________________
Signature of Panel Chair            Date

Distribution: Credential File, Team Leader, Candidate, TED Office
Appendix E: Standard 13 Program Requirement: English Learner Form
California State University, East Bay
TEACHER EDUCATION DEPARTMENT

Candidate’s Last Name (print): ________________________________

Candidate’s First Name: ________________________________

Team Leader/Team Number: ________________________________

Placement: School/District/Grade: ________________________________

Date: ________________________________

Standard 13/TPE 7 -2042 Program Requirement

In the 2042 program, Standard 13/TPE 7 (as noted in the Program Handbook) requires that you teach students who are classified as English Learners (ELs). It is important for you to know the ELs you are working with in this assignment, so that you can focus planning and instruction on their needs. In order to do this, please provide the following information for each of your ELs: the name (first name and last initial only), the first language and the CELDT level. In order to meet the Standard 13/TPE requirement, at least five of your students must be ELs, with at least two different CELDT levels among them. If you do not have five EL students, then you need to make arrangements to work with a group of at least 5. This could be done with a resource teacher, ESL teacher, or with a group of students after school. You should meet this requirement in your first placement.

English Learners (list by first name and initial of last name) and the primary language:

<table>
<thead>
<tr>
<th>Student Name</th>
<th>First Language</th>
<th>CELDT Level</th>
</tr>
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<tbody>
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This form is to be submitted to your Team Leader prior to the end of the fourth week of your assignment. A copy should be placed in your portfolio, TPE 7.

Team Leader Signature: ________________________________

Date: ________________________________
## Appendix F: Record of My Field Experience Placements

California State University, East Bay
TEACHER EDUCATION DEPARTMENT

(To be placed in the Candidate's Three-Ring Binder)

### PLACEMENT ONE

<table>
<thead>
<tr>
<th>District</th>
<th>Grade</th>
<th>Master Teacher</th>
<th>Email Address</th>
<th>Principal</th>
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<tbody>
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<td></td>
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</table>

Standard 13 met ___ Yes ___ No

<table>
<thead>
<tr>
<th>Supervisor</th>
<th>Phone</th>
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</table>

### PLACEMENT TWO

<table>
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<th>District</th>
<th>Grade</th>
<th>Master Teacher</th>
<th>Email Address</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Phone</td>
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</table>

Standard 13 met ___ Yes ___ No

<table>
<thead>
<tr>
<th>Supervisor</th>
<th>Phone</th>
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Appendix G: Intern Alternate Grade Experience
California State University, East Bay
TEACHER EDUCATION DEPARTMENT

What is an Alternative Grade Level Experience?
Grade levels are separated in self-contained classrooms as follows: K-2, 3-5, and 6-8. You need experience with at least two levels in a self-contained classroom. For example, if you teach 6th graders, the your grade level would be either at the K-2 or 3-5 level. Also see Diversity and EL below.

The Intern and the Team Leader discuss and agree on the alternate grade level site; the Intern may then make her/his own arrangements. The University Supervisor is informed of the placement. Your Team Leader will provide you with the forms that will be completed to meet this requirement.

Diversity and EL
The alternate grade level should also meet the diversity and EL requirements if these are not already met at your regular teaching site.

Part-Time Intern
See Diversity and EL above. Interns with greater than 60% contracts will, in addition to the teaching assignment covered by the part-time contract, have twenty-five (25) contiguous hours actively assisting and teaching at the alternate grade level. "Contiguous hours" is defined as teaching the same class on a regular basis. "Teaching" is defined as the planning and delivery of the instructional content determined by the host teacher. Interns complete an Active Observation sheet for each alternate grade level class.

University supervisors may observe the candidate teaching at the alternate site.

The Intern and the Team Leader discuss and agree on the alternate grade level site; the Intern may then make her/his own arrangements.

Full-Time Intern
See Diversity and EL above. Interns with full-time contracts will, in addition to the teaching assignment covered by the full-time contract, have twenty-five (25) contiguous hours actively observing and assisting at the alternate grade level. "Contiguous hours" is defined as teaching the same class on a regular basis. Interns complete an Active Observation sheet for each alternate grade level class.

University supervisors may observe the candidate teaching at the alternate site, and will conduct post-observation inter-views with the candidate. After the Intern and the Team Leader discuss and agree on the alternate grade level site, the Intern may then make her/his own arrangements.

Protocol for Intern Arrangements
Above all, one must conduct all negotiations in a professional manner.
• Approach the alternative site principal and teacher and set a tentative schedule.
• Present to and discuss this schedule with your site administrator.

Once the schedule is agreeable to all parties,
• Provide both the Team Leader and University Supervisor with the schedule.
• Arrange for observation by the University Supervisor.
Appendix H: Intern Alternate Grade Experience
Final Report and Assessment of Intern Forms
California State University, East Bay
TEACHER EDUCATION DEPARTMENT

Candidate ___________________________ School ___________________________
Class ___________________________ Grade ___________________________
Teacher ___________________________

Active Observation /Instruction Dates

Please complete this report and return it to your Team Leader within one week of completing your alternate grade level experience.

This particular classroom was chosen because...

Describe how you spent your twenty-five hour alternate grade experience in this classroom?

Describe your instructional contributions?

Describe the type and level of interaction between you and the students? Between you and the teacher?

Describe how these students are different from those at your internship grade level?
What did the teacher do to meet the students' particular needs, as adolescents, in the content area, in literacy, and for her/his EL students?

What would you need to do/know in order to teach at this alternate grade?

In what ways did this classroom meet/not meet your expectations? Anything else you would like to say about this experience...

Alternate Grade Experience - Assessment of Intern

Candidate ___________________________ School ___________________________
Teacher ___________________________ Class ___________________________
Grade ___________________________ Date ___________________________

Teacher: Please complete this form and send it to me in the enclosed self addressed envelope. If you prefer to word-process, this file is available for downloading at, http://edschool.csueastbay.edu/haytea/altgradeassess.doc.

Thank you very much for all you have done to help ensure the success of future teachers.

- (Team Leader with Contact Information)

Please describe what instructional tasks the candidate performed in your classroom during the twenty-five hour alternate grade experience? You may choose to also evaluate the effectiveness of these tasks.

Describe any additional contributions to your curriculum/classroom made by the candidate?

Please describe the level of interaction between your students and the candidate? Between you and the candidate?
Please rate and comment as to the dispositions of the candidate.

<table>
<thead>
<tr>
<th>Always</th>
<th>Usually</th>
<th>Rarely</th>
<th>Comments</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Punctuality</td>
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<td></td>
<td></td>
<td></td>
<td>Helping attitude</td>
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<td></td>
<td></td>
<td></td>
<td>Ability to assess classroom needs and assist appropriately</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>“Curious” and “teachable”</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Professionalism</td>
</tr>
</tbody>
</table>
Appendix I: Single Subject Summative Field Experience Evaluation
California State University, East Bay
TEACHER EDUCATION DEPARTMENT

Candidate ____________________________ Placement □ 1st □ 2nd Year _____ Grade _____
□ Student Teacher □ Intern

District _______________ School _______________ Content Area _______________

Form completed by: Master Teacher (student teachers) _____ University Supervisor (both student teachers and interns) _____
School or a district administrator (interns) ____

1 = little or no evidence n/a = indicates that the candidate did not have an
2 = partial evidence opportunity to meet the TPE, or that the
3 = clear evidence University Supervisor did not have an
4 = clear, consistent and convincing evidence opportunity to observe the TPE

The candidate needs to meet TPE-FEC 7 in only one of the two field assignments. All other TPE-FEC’s must be met during the second assignment. Please consult the Single Subject Credential Program Handbook for complete descriptors of each Teaching Performance Expectation-Field Experience Component.

Teaching Performance Expectations – Field Experience Components

1B – Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments
The candidate demonstrates the ability to teach state-adopted academic content standards in his or her subject area (Grades 7 – 12).

2 – Monitoring Student Learning During Instruction
The candidate monitors student behavior at key points during instruction to determine whether students are progressing adequately toward achieving state-adopted content standards.

3 – Interpretation and Use of Assessments
The candidate uses a variety of informal and formal, as well as formative and summative assessments, to determine students’ progress and plan instruction.

4 – Making Content Accessible
The candidate selects instructional strategies and activities that proceed in a logical sequence, align with students’ level of achievement, and make state academic content accessible to students.

5 – Student Engagement
The candidate clearly communicates instructional objectives to students, ensures equitable participation of all students, and implements strategies to keep all students on task.

6 – Developmentally Appropriate Teaching Practices
The candidate implements teaching practices that are appropriate for students’ level of cognitive, emotional, and physical development.

7 – Teaching English Learners (ELs)
The candidate implements instructional strategies that promote: (1) the English listening and speaking abilities of ELs. (2) English literacy abilities of ELs, and (3) ELs’ acquisition of grade-level academic content.
8 – Learning About Students
The candidate uses a variety of formal and informal methods to understand students’ mastery of academic language, content knowledge, academic skills; to understand students’ abilities, ideas, interests, and aspirations, and the candidate uses this information to identify students needing specialized instruction.

9 – Instructional Planning
The candidate writes both long-term and short-term instructional plans that teach state-adopted academic content standards and are based on students’ current level of achievement.

10 – Instructional Time
The candidate allocates instructional time to maximize student achievement.

11 – Social Environment
The candidate develops and maintains clear expectations for students’ academic and social behavior and creates an equitable, positive, and productive climate for learning.

12 – Professional, Legal, and Ethical Obligations
The candidate is aware of personal values and biases that could affect student learning, promotes equity and fairness in the classroom, manages professional time effectively, and understands the relevant California and federal laws that govern the teaching profession.

13 – Professional Growth
The candidate evaluates her/his own teaching practices, solicits and accepts feedback, and uses that information to increase subject matter knowledge and teaching effectiveness.

Comments:
Appendix J: Multiple Subject Summative Field Experience Evaluation
California State University, East Bay
TEACHER EDUCATION DEPARTMENT

Candidate ____________________________ Placement □ 1st □ 2nd Year _____ Grade _____
Team Number: _______ □ Student Teacher □ Intern
District _____________________________ School __________________________ Content Area ______________

Form completed by: Master Teacher (student teachers) _____ University Supervisor (both student teachers and interns) _____
School or a district administrator (interns) _____

1 = little or no evidence n/a = indicates that the candidate did not have an
2 = partial evidence opportunity to meet the TPE, or that the
3 = clear evidence University Supervisor did not have an
4 = clear, consistent and convincing evidence opportunity to observe the TPE

The candidate needs to meet TPE-FEC 7 in only one of the two field assignments. All other TPE-FEC’s must be met during the second assignment. Please consult the Multiple Subject Credential Program Handbook for complete descriptors of each Teaching Performance Expectation-Field Experience Component.

_________________________________________________________

Teaching Performance Expectations – Field Experience Components

_______ 1A(1) – Teaching Reading/Language Arts in a Multiple Subject Assignment
The candidate demonstrates the ability to teach state-adopted academic content standards in English-Language Arts (K–8).

_______ 1A(2) – Teaching Mathematics in a Multiple Subject Assignment
The candidate demonstrates the ability to teach state-adopted academic content standards in mathematics (K–8).

_______ 1A(3) – Teaching Science in a Multiple Subject Assignment
The candidate demonstrates the ability to teach state-adopted academic content standards in science (K–8).

_______ 1A(4) – Teaching History-Social Science in a Multiple Subject Assignment
The candidate demonstrates the ability to teach state-adopted academic content standards in history-social science (K–8).

_______ 2 – Monitoring Student Learning During Instruction
The candidate monitors student behavior at key points during instruction to determine whether students are progressing adequately toward achieving state-adopted content standards.

_______ 3 – Interpretation and Use of Assessments
The candidate uses a variety of informal and formal, as well as formative and summative assessments, to determine students’ progress and plan instruction.

_______ 4 – Making Content Accessible
The candidate selects instructional strategies and activities that proceed in a logical sequence, align with students’ level of achievement, and make state academic content accessible to students.
5 – Student Engagement
The candidate clearly communicates instructional objectives to students, ensures equitable participation of all students, and implements strategies to keep all students on task.

6 – Developmentally Appropriate Teaching Practices
The candidate implements teaching practices that are appropriate for students’ level of cognitive, emotional, and physical development.

7 – Teaching English Learners (ELs)
The candidate implements instructional strategies that promote: (1) the English listening and speaking abilities of ELs, (2) English literacy abilities of ELs, and (3) ELs’ acquisition of grade-level academic content.

8 – Learning About Students
The candidate uses a variety of formal and informal methods to understand students’ mastery of academic language, content knowledge, academic skills; to understand students’ abilities, ideas, interests, and aspirations, and the candidate uses this information to identify students needing specialized instruction.

9 – Instructional Planning
The candidate writes both long-term and short-term instructional plans that teach state-adopted academic content standards and are based on students’ current level of achievement.

10 – Instructional Time
The candidate allocates instructional time to maximize student achievement.

11 – Social Environment
The candidate develops and maintains clear expectations for students’ academic and social behavior and creates an equitable, positive, and productive climate for learning.

12 – Professional, Legal, and Ethical Obligations
The candidate is aware of personal values and biases that could affect student learning, promotes equity and fairness in the classroom, manages professional time effectively, and understands the relevant California and federal laws that govern the teaching profession.

13 – Professional Growth
The candidate evaluates her/his own teaching practices, solicits and accepts feedback, and uses that information to increase subject matter knowledge and teaching effectiveness.

Comments:

_________________________
Master Teacher or Intern Supervisor
Signature and Date

_________________________
University Supervisor
Signature and Date

_________________________
Candidate
Signature and Date