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1.0 Welcome

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

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 Teacher Education Department (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:

1. A minimum grade point average of 3.0 for all program coursework;
2. Use of standard American English;
3. Basic technology literacy;
4. Use of TaskStream web based software;
5. Successful teaching experience in the field; and
6. 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 the federal 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

2.0 California Senate Bill 2042 Credential Programs

2.1 Elementary School Teacher Preparation

2.1.1 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

2.1.2 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.

2.2 Middle / High School Teacher Preparation

2.2.1 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
- History / Social Science
- Mathematics (All areas including advanced levels)
- Music*
- Physical Education*
- Science (General & Integrated)*
- Spanish (Languages other than English)

* Also departmentalized at some elementary schools in California.
2.2.2 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
- Consumer Mathematics

(FLM does not allow teaching of Trigonometry, Introductory Analysis, or Calculus courses.)

Specialized Science, limited to teaching ONE of the following specialized areas of science:

- Biology
- Chemistry
- Geological Sciences
- Physics

3.0 Types of Licenses

3.1 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. The preliminary teaching credential is valid only for five years.

3.2 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, see: http://www.btsa.ca.gov. CSUEB currently does not have an active Clear Credential Program due to budgetary restraints.

Presently, if Induction is not available in the employing district, the teacher may pursue a Clear Credential Program provided that their employer has signed off on the "Unavailability of Induction Program" form, CL-655. Teachers are subject to the current laws and requirements in place at the time of the clearing process, so double-check the CTC website at www.ctc.ca.gov on clear credential requirements.

4.0 Timelines & Contact Information for 2012-2013 Programs

4.1 Timelines

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<th>Winter 2013 Entry</th>
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<td>(Candidates who have completed this requirement earlier may have an advantage when admissions are competitive).</td>
<td>CBEST: April 2012</td>
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<td>CSET: March 2012</td>
<td>CSET: September 2012</td>
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<td>March 1, 2012 (postmark date, partial documents)</td>
<td>November 1, 2012 (postmark date, partial documents)</td>
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<td>July 15, 2012 (final documents)</td>
<td>January 15, 2013 (final documents)</td>
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<td>· Official Transcript showing Bachelor’s degree posted (if in progress, submit official status of degree completion). Degree must be posted by first day of program.</td>
<td>· Official Transcript showing Bachelor’s degree posted (if in progress, submit official status of degree completion). Degree must be posted by first day of program.</td>
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<td>· Basic Skills Requirement (e.g., CBEST or approved option)</td>
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<td>· Subject Matter Competency (e.g., CSET or approved waiver)</td>
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<td>· U.S. Constitution</td>
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<td>· Certificate of Clearance</td>
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<td>· Negative TB Test Report</td>
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<td>· Immunization Report (Health Center)</td>
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| Supervised Field Placement I  
*Actual dates will vary* | Multiple Subject approximate dates are from the beginning of Sept. to the beginning of December  
Single Subject approximate dates are from the beginning of Sept. to the Martin Luther King Holiday in January | Multiple Subject: Tuesday after Martin Luther King Day to the end of May or early June  
New Haven Unified School District – January to the end of the K-12 school year. |
|--------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Supervised Field Placement II  
*Actual dates will vary* | Multiple Subject: Tuesday after Martin Luther King Day to the end of May or early June  
Single Subject: Tuesday after Martin Luther King Day to the end of May or early June  
New Haven Unified School District – January to the end of the K-12 school year. | Multiple Subject approximate dates are from the beginning of Sept. to the beginning of December |

### 4.2 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  
[www.csueastbay.edu/cssc](http://www.csueastbay.edu/cssc)

**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  
[www.csueastbay.edu/teach](http://www.csueastbay.edu/teach)
5.0 2012 - 2013 Program Prerequisites

The following are non-curricular requirements for the teaching credential programs. For more details about these items, please consult the admissions handbook. These items are due as part of the admissions process:

- Bachelor’s Degree bearing Transcript
- Basic Skills Proficiency CBEST or CSET 142 (m.s.)
- Subject Matter Competency CSET or Subject Matter Waiver (s.s.)
- U.S. Constitution
- Pre-Admission Field Experience
- Letters of Recommendation
- CTC Certificate of Clearance
- Negative TB Test Report
- Immunization Report (submitted to Student Health Center)

The candidate will receive a letter of declassification 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.
5.1 Documentation of the following prerequisites is also required for all fieldwork in K – 12 schools

Many schools require their own photocopy of the items listed below. It is the candidate’s responsibility to submit these items, if requested, to the K-12 school site. We highly suggest you keep a copy of these credentialing documents prior to submitting them for admissions.

- Certificate of Clearance
- 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
- Other Criteria for Full Admission
  The candidate must demonstrate:
  1. professional and ethical behavior;
  2. sound mental health;
  3. attention to physical health;
  4. GPA of 3.0 in the program (No grades of D, F, or No Credit);
  5. prompt arrival for all courses, meetings, and scheduled events;
  6. openness to feedback; and
  7. ability to meet all TPEs and TPA requirements.

See the TPE & TPA sections at the end of this handbook.

6.0 Program Overview

6.1 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.

6.2 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.

6.3 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.

1 – Candidates will have one calendar year after they finish their coursework to pass all TPAs. If they have not passed all four TPAs by the end of spring quarter one year after completing the credential program, will be disqualified.
2 – Candidates who receive a score of 0 or 1 on two consecutive TPAs will be disqualified.

3 – Candidates must pass all four TPA tasks with a score of 3 or 4.

4 – It is the candidate’s responsibility to submit (upload onto TaskStream) a Task 4 video that can be viewed and heard by the assessor.

More details on the TPAs are found in this handbook and on the TPA link on the Department of Teacher Education’s website.

6.4 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.

6.5 Master’s Degree Option
Upon completing the Credential program, CSUEB candidates can apply to the MS in Education, Option in Curriculum, MS in Education, Option in Early Childhood Education, or MS in Educational Technology Leadership. These programs cater to the working teacher and all classes begin in the late afternoons. Candidates may apply up to 13 units of their credential coursework toward their degree pending the units are no older than 7 years when they graduate with this degree. Students can complete their studies within as little as 12 months. For more information about the Master’s in Education programs, contact the TED Office: (510) 885-3028.

6.6 Tuition Fees
Graduate tuition fees are discounted for credential candidates. (Subject to change without notice).

6.7 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.

6.8 Personal Contact & Residence Information
It is imperative that candidates maintain current contact CSUEB Enrollment of any changes to their name, address, contact telephone, etc…Specific steps and/or forms related to student records can be found online at: http://www20.csueastbay.edu/students/student-services/forms/index.html. Failure to do so may impact one’s field placement and delay one’s credential.

6.9 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. Any questions regarding financial aid should be addressed to: CSUEB Financial Aid at (510) 885-2784.

• TEACH Grant Program: http://StudentAid.ed.gov
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. It is also crucial that candidates maintain and check their CSUEB e-mail accounts daily for all credential program and University correspondences.

8.0 2011 - 2012 Credential Program Coursework

8.1 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)

TPA Tasks Orientation
5372 Orientation to TPA Subject-Specific Pedagogy Task I and Reflection on Field Practice (1 unit)
5373 Orientation to TPA Designing Instruction Task II and Reflection on Field Practice (1 unit)
5374 Orientation to TPA Assessing Learning Task and Reflection on Field Practice (1 unit)
5375 Orientation to TPA Culminating Teaching Experience Task and Reflection on Field Practice (1 unit)

TPA Submission of Tasks
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 candidates 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)

8.2 EPSY Courses for TED/SPED Program
Mild-Moderate Disabilities or Moderate-Severe Disabilities
5126 SPED Law & Program Design (4 units)
5125 / 5136 Education Practices (4 units)
6120 Communication: Collab. Teaming & Man (4 units)
6127 / 6137 Inst. & Behavior Support (4 units)
6128 / 6860 Fieldwork (4 units)
6131 / 6142 Assessment (5 units)
6133 or 6140 Curriculum (4 units)
6870 Fieldwork Experience (3 units)
6800 / 6801 Special Ed. Student Teaching (8 units)
6820 / 6810 Graduate Seminar (2 units)

8.3 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)

Instructional Methods Courses
*5390 Instructional Methods for the S.S. Classroom I (3 units)
5391 Instructional Methods for the S.S. Classroom II (2 units)
5392 Instructional Methods for the S.S. Classroom III (2 units)
5393 Instructional Methods for the S.S. Classroom IV (2 units)

The Instructional Methods courses are organized according to subject matter (i.e., 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.
Field Practicum
5381 Field Experience A (7 units)
5382 Field Experience B (7 units)
5383 Field Experience C (7 units)

TPA Tasks Orientation
5372 Orientation to TPA Subject-Specific Pedagogy Task I and Reflection on Field Practice (1 unit)
5373 Orientation to TPA Designing Instruction Task II and Reflection on Field Practice (1 unit)
5374 Orientation to TPA Assessing Learning Task and Reflection on Field Practice (1 unit)
5375 Orientation to TPA Culminating Teaching Experience Task and Reflection on Field Practice (1 unit)

TPA Submission of 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)
Total: 64 units; 43 instructional, 21 field

For candidates 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)

8.4 Bachelor's Plus Early Pathway to Multiple Subject Teaching (BPEP MS)
Undergrads who are interested in becoming teachers should contact the Liberal Studies Department at (510) 885-3852 (for Multiple Subject). In order to complete the teaching credential program coursework, candidates must be a Liberal Studies major and admitted to the Teacher Education Department and meet all the admissions requirements by the posted deadlines. Liberal Studies majors should work closely with their major department to remit their credential admissions documents. It is the candidate’s responsibility to meet all credential admissions requirements and program requirements in a timely manner.

Ideally the admitted BPEP MS candidates would complete their Liberal Studies major by the end of their Junior year and in the Senior Year (4th year), complete the full list of classes as noted for the Multiple Subject teaching
credential program. Then, if additional courses for the undergraduate degree requirements are needed, BPEP MS candidates would return to their major after the TED credential courses are finished.

8.5 Future Mathematics and Science Teachers Scholars Program (FMSTSP)

Candidates who are interested in earning a Single Subject Teaching Credential in a mathematics or science area are encouraged to pursue the FMSTSP Program as a Junior or Senior at CSUEB. FMSTSP participants would take the following courses as undergraduates: TED 3001, 3007, and 3008. Additional FMSTSP requirements may be required. Participants who complete the FMSTSP program are guaranteed admissions to the CSUEB Single Subject teaching credential program provided they meet all the admissions requirements by the posted deadlines. FMSTSP coursework in the teaching credential program would be the same as those for the Single Subject candidates.

8.6 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 an 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.

9.0 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 practicum 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 includes at least three (3) students who are English Learners. If this is not possible, the candidate must work with the principal to identify a group of students (e.g., in a 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.

Some districts may require additional/duplicate Criminal History Certificates of Clearance and /or assess processing fees. The Department of Teacher Education has no control over individual school districts’ policies and is often not informed of such costs, which may arise at any time. It is not always possible for the Placement Coordinator to avoid placing candidates in such districts. Candidates are responsible for any such fees to districts.
9.1 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.

9.2 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.

9.3 Supervised Student Teachers 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 public charter or private school positions. Those positions will be evaluated for appropriateness and must provide a fully credentialed site provider, provide an opportunity to fulfill Standard 13, allow for public school alternate placement, teach California Standards based curriculum, and fulfill the requisite number of hours in the content area. 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.

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10.0 Student Teachers Under Contract

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

10.1 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. Candidates must confirm any job offers before a placement is confirmed each quarter.

The Credential Student Service Center will require:

1. Documentation of 120 hours of appropriate coursework with a grade of “B” or higher in each class;
2. A copy of one’s District contract (or letter of Intent);
3. The Credential Coordinator’s expressed written authorization of the job offer;
4. Appropriate application and fees; and
5. 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:

1. Match candidate’s credential objective;
2. Allow for an experience at an alternate grade level (25 contiguous instructional hours); and
3. Include or allow for an experience teaching in a classroom with at least three English Learners.

The Credential Coordinator 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 Credential Coordinator 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 the Credential Coordinator to increase their fieldwork via traditional student teaching such that they can meet program requirements.

10.2 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
“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.

The candidate, the teacher of the alternate grade level classroom, and the University Supervisor must complete appropriate assessment forms.

10.3 Alternative Grade Level Summer Placement

Private School Student Teachers Under Contract must complete a public school supervised field placement.

The public school field placement must meet the requirements for:

- alternate grade levels; and
- teaching English Language learners.

The candidate, the teacher of the alternate grade level classroom, and/or the University Supervisor must complete appropriate assessment forms.

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11.0 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:

1. Training in English Learner instruction; coaching and mentoring skills;
2. Professional expertise in effective planning and delivery of content standard based instruction;
3. An understanding of beginning teacher development; and 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:**

1. Introducing student teachers to other teachers;
2. Providing student teachers with a brief survey of the curriculum, work usually covered (or already covered), and with textbooks and other instructional materials; and
3. Reviewing the school rules and district policies with the student teachers.

**BOTH support student teachers to develop effective instructional skills by:**

1. Helping student teachers to plan instruction; including the preparation of lesson plans in a practical format;
2. Modeling effective teaching strategies for student teachers;
3. Observing student teachers conduct class and providing appropriate written and verbal feedback; and
4. Reviewing student teachers’ lesson plans prior to their delivery of instruction

**BOTH nurture student teachers and foster positive teach practices by:**

1. Conferencing regularly with student teachers to provide guidance and constructive feedback related to the TPEs;
2. 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
3. Contacting the student teacher’s University Supervisor to discuss any support that the candidate might further require.

11.1 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.

11.2 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.

12.0 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.

12.1 Professional Obligations

At all times, candidates must:

1. adhere to the Teaching Code of Ethics;
2. exercise professional, respectful, and positive behavior;
3. show interest in both their field and coursework;
4. demonstrate cooperation, collegiality, and flexibility;
5. receive feedback and suggestions genially; and
6. exhibit the ability to successfully meet the TPEs.

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

12.2 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 the Credential Coordinator and with CSUEB Accessibility Services to discuss their approved accommodations as soon as possible. More information on Accessibility Services can be found at: http://www20.csueastbay.edu/af/departments/as/.
12.3 Responsibilities as Student Teachers

Candidates must provide their field site administrators and support providers:

1. A copy of their current Certificate of Clearance;
2. A copy of their valid negative TB report;
3. A copy of their immunization report;
4. Their current telephone number and e-mail address;
5. The name and contact information of their Supervisor;

In addition to adhering to school rules, policies and professional obligations, each candidate is also expected to:

1. Report for student teaching as scheduled 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, be prepared to teach, and have 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 if the events do conflict, the course instructor has excused the absence in advance.
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.*

12.4 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:

1. Notify their professor(s) and
2. 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.
13.0 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 placement, candidates are expected to plan and teach 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.

13.1 Summer Entry Teams

Exact dates for the placements may change due to the needs of the individual districts in which the candidates are placed.

Placement I Timeline is announced by the Credential Coordinator, usually begins approximately at the start of the K-12 district school year and ends prior to the Martin Luther King Jr. Holiday. Candidates will be in the schools one full day and four additional mornings each week. The full day is determined by 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 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. Student teachers will be in their placements during CSUEB finals week and CSUEB spring break. Candidates are in the classrooms two full days and three additional mornings each week. The full days are determined in a discussion between the Cooperating Teacher and candidate.
Placement II, Part B
At the beginning of spring quarter candidates are in the classroom for five full days a week until the end of May or middle of June, depending on the district. 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 week before CSUEB Winter finals. Candidates are in the classroom two full days and three additional mornings each week and solo teach for one week. The placement ends the week before CSUEB Winter finals. The candidates will be placed in a Special Education placement during Spring Quarter.

13.2 A Day in the Life of A Multiple Subject Credential Candidate
A Day in the Life of A Multiple Subject Credential Candidate
Dates are approximate.

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<th>SUMMER 2012 Entry: Sample Multiple Subject Schedule</th>
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14.0 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 7-12:** 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 2-9:** 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.

**Week 11-12:** Solo-Teaching: Two-week solo, all-day, full responsibility, planning, delivery and assessment of instruction are to be accomplished.

14.1 Summer Entry Teams

Exact dates for the placements may change due to the needs of the individual districts in which the candidates are placed.

**Fall Semester Placement I**

This placement begins approximately 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, five days a week. Candidates begin by observing the classes taught by the Cooperating Teacher. Gradually, they move into team-teaching during the instructional hours. They ultimately take responsibility for facilitating one class period per day while continuing to
team-teach/assist in another class. Candidates will solo teach one class for one week prior to the CSUEB Winter break.

Spring Semester Placement II Part A
This placement 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
This placement begins at the start of the CSUEB spring quarter. Candidates student-teach five full days per 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.

14.2 A Day in the Life of A Single Subject Credential Candidate

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15.0 Supervision & Evaluation of Fieldwork

15.1 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:

1. 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.);
2. Observe the candidate deliver lessons and review the candidate's binder, lessons plans, plan book, and reflections every school visit;
3. 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.);
4. 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;
5. Use TaskStream to report both their and the Master Teacher’s Summative Evaluation of the candidate’s progress toward meeting the TPEs;
6. Notify the Credential Coordinator immediately of concerns;
7. Consult with Cooperative Teacher or Site Partner;
8. 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
9. Write letters of evaluation/recommendation for the candidate’s employment dossier.
15.2 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 CSSC. Supervisors submit both sets of the forms immediately after the conference. Supervisors place information on TaskStream.

As an approximate guide, in the first placement candidates are expected to earn 3 or 4s in 7-10 TPEs on the Summative Evaluations from the University Supervisor and the Master Teacher. In the second placement, candidates are expected to earn 3 or 4s in 10-13 TPEs on the Summative Evaluations from the University Supervisor and the Master Teacher. Between the two placements, and the combined four evaluations from the two University Supervisors and two Master Teachers, the candidate needs to earn at least a 3 or 4 on each TPE.

15.3 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:

1. Discuss the situation with the candidate and inform the candidate of the possibility that no credit may be awarded;
2. Discuss the situation with the Credential Coordinator and arrange for a formal observation of the candidate by the Credential Coordinator or her/his designee;
3. 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 Credential Coordinator 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:

1. 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, Credential Coordinator, the candidate’s credential file, and the Department Chairperson, as appropriate, and
2. 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 Site Administrator may also be asked to provide additional observation/documentation.

The Credential Coordinator, after consultation with the University Supervisor, should select from the following options:

1. Counsel the candidate to repeat the field experience in another quarter;
2. Counsel the candidate to investigate other career choices and formally withdraw from the credential program;
3. Seek to declassification the candidate from the program/university.

A student may be disqualified for cause at any time by the Chair of the Department with the concurrence of the Dean of the College of Education and Allied Studies.

16.0 University & School Site Personnel

16.1 Credential Coordinator

The Credential Coordinator:

1. Coordinates multiple and single subject 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;
3. Serves as advisor and counselor to candidates. (The Credential Coordinator helps or arranges for appropriate faculty to help 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. Counsels or arranges for appropriate faculty to 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 or arranges for appropriate faculty to collaborate with the University Supervisor in evaluating the student teaching performance of candidates who do not show sufficient progress in meeting the TPEs. They or appropriate faculty assist in establishing an action plan and bringing about a resolution. (The Credential Coordinator or appropriate faculty 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 of situations that may affect a credential candidate’s progress towards the credential completion.

16.2 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.

16.3 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:

1. Know district and university policies regarding the CSUEB Program;
2. Encourage successful teachers to serve as master teachers;
3. Help orient the candidates to the school;
4. Work with University personnel in resolving problems and in evaluating the program;
5. Ensure that student teachers are not removed from their master teachers classrooms to cover other classes
6. Provide a private space for student teacher conferences; and
7. Provide coverage for in the classroom for student teachers who are under contract to step away and privately confer after observations if necessary.

17.0 Substitute Teaching & Strike Policies

17.1 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.

17.2 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.

18.0 Declassification Policy & Academic Dishonesty

18.1 Declassification from the Program
1.0 A candidate shall be declassified (also known as 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 declassified 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 declassification. 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 declassified for repeatedly failing to enroll in program courses.

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

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

8.0 A candidate shall be declassified 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 declassified for academic dishonesty.

10.0 A candidate shall be declassified for their third failure 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 Credential Coordinator shall notify a candidate subject to dismissal in writing. The notification shall

1. cite the appropriate section of this policy,
2. detail the specific behaviors that led to the dismissal, and
3. 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 Declassified 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. Declassified candidates will receive official notification of dismissal from CSUEB’s Academic Programs and Graduate Studies. Dismissed students must withdraw from the university and must immediately notify the Financial Aid Office and return all funds disbursed directly to you and/or credited to your student account. A full explanation of the Drop & Withdraw Policy is found at http://www20.csueastbay.edu/students/financing-your-education/fin-aid/drop-withdraw-policy.html.

18.2 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. 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. Whenever dishonesty occurs, your instructor will take appropriate action and file an "Academic Dishonesty Incident Report" detailing the infraction and the action taken. The report will be filed in the Academic Affairs Office, and you will receive a copy. The report will remain on file for five years or until you graduate, whichever comes first. If the office receives two or more reports on an individual, the Student Disciplinary Officer is notified.

Depending on the circumstances, you may: (a) be warned; (b) be required to resubmit work or retake an exam under specified conditions and with a possible grade penalty; (c) have your grade adjusted for the assignment; or (d) have your grade adjusted in the course, including assignment of an "F" at the discretion of the faculty. If the course grade is adjusted, it is not subject to Grade Forgiveness.

You may appeal an instructor's action to the Fairness Committee. Your appeal of an instructor's academic sanction is governed by the "Fairness Document."

Depending upon the severity of the offense or the number of offenses, the instructor may directly refer the instance of academic dishonesty to the Student Disciplinary Officer to determine if further action is necessary. (In any instance of academic dishonesty, however, whereby an academic sanction is imposed, the instructor will file an "Academic Dishonesty Incident Report." See three paragraphs above.) At the discretion of the Student Disciplinary Officer, administrative sanctions such as warning, probation, suspension, or expulsion may be imposed. As prescribed in Executive Order 970, Article V. Sanctions, paragraph 5 entitled Record Discipline, "Probation is entered on a student's transcript, with its beginning and end date, for the period of time that the probation is in effect. Suspension is entered on the student's transcript, with the beginning and end date, for the period of time that the suspension is in effect, but remains on the transcript permanently if the suspension is for longer than one academic year." Expulsion is entered on the student's transcript permanently along with the date it takes effect. (If an appeal to the Fairness Committee regarding an academic sanction imposed by the instructor is pending, action by the Student Disciplinary Officer will be postponed until after the adjudication of the appeal.)

The complete text of Title 5, section 41301 of the California Code of Regulations and of Chancellor's Executive Order 970 can be accessed on the Judicial Affairs website at http://wwwsa.csueastbay.edu/~jaff/.

18.3 STANDARD 13

In order to demonstrate the knowledge, skills and abilities to deliver comprehensive instruction to English Learners candidates will score a 3 or 4 on all four Teacher Performance Assessments. Additionally, STANDARD 13 requires a field experience that meets the following requirements:

1. The candidate must teach at least three students in each placement 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 University Supervisor 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 and the cooperating teacher 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.
2. EL Requirements for Single Subject Candidates

A. During the first (fall) placement each single subject candidate must observe 25 hours in a sheltered English instruction classroom, preferably but not necessarily in their content area. They must participate in at least five hours co-instructing with the master teachers. If possible they should be observed by their supervisor. This requirement should be done, whenever possible, at your school site. The “Sheltered English Instruction” Form should be placed in their binders and reviewed by their supervisors.

B. Interns are required to complete this by the end of their second placement.

3. 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.

19.0 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

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.

**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:

1. Plans student assessment activities based on the learning goals;
2. Administers student assessments to evaluate student learning;
3. Adapts the assessments for English learners and for students with other instructional challenges;
4. Analyzes and uses assessment results to plan instruction; and
5. Reflects on assessment implementation and the connection to student learning. This task is completed with actual K-12 students.

**Task 4: Culminating Teaching Experience**

This task assesses the candidate’s ability to integrate the strands of the previous three tasks. The candidate:

1. Learns about students and plans student instruction and assessment activities based on the learning goals;
2. Adapts the plans and assessments for English learners and for students with other instructional challenges;
3. Teaches the lesson and administers the assessments analyzes and uses instruction and assessment results to plan further instruction; and
4. 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.

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

Step 4: Analyze evidence of student academic learning.

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

Timely Submission of TPAs
Candidates must submit TPAs by posted deadlines. (Under rare circumstances TPA deadlines may be extended for special circumstances but must be approved in advance by the Credential Coordinator and/or Department Chair and the TPA Coordinator.)

If candidates fail to submit a TPA they will be subject to the following:

First Offense: Candidate must submit their task the following quarter
Second Offense: Dismissal from the program.

20.0 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.
• Re-teach content based on evidence gathered using assessment strategies such as examining student work and products.
• 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:
1. State-adopted academic content standards for students and
2. 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.

21.0 Credential Student Service Center (CSSC)

Credential Student Service Center (CSSC) supports all credential programs at CSUEB. It is important to familiarize yourself with CSSC’s main services:

- Advisement regarding credential requirements in all programs;
- Initial screening for credential program requirements;
- Housing of student records;
- Monitoring of progress towards credentials;
- Verification of credential program completion;
- Making the official credential recommendation to the Commission on Teacher Credentialing (CTC).

21.1 Maintenance of Candidate Credential Files

In general, credential files that are kept in our office are retained for up to seven years beyond the term of program completion or for one year after non-enrollment (if you have not completed the program), whichever occurs first. 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.

If a credential candidate moves from the teaching credential program to another credential program, the admissions documents DO NOT automatically get transferred to the new program. Please check with the prospective program to verify whether original or photocopies will be acceptable. If photocopies are acceptable, please follow the CSSC procedures regarding how to request copies of items from a credential file. The procedures along with most credential forms and documents are found on CSSC’s website under the link for Credential Forms and Documents.

21.2 Admissions

All candidates remit department admissions documents to CSSC by the posted deadlines. Deadlines are subject to change without notice, so please monitor the website for the most current deadline dates. Consult the admissions handbook for more details about the admissions process and document requirements.
21.3 Final Credential Processing

For all credential programs and types, please review the instruction sheet found on CSSC’s website to confirm the list of items required for the credential. You do not need to remit any document that was previously submitted for program admissions.

The Commission on Teacher Credentialing (CTC) has instituted a policy whereby all universities are required to submit credential applications online. In the final quarter of the program, candidates should remit documents required for the credential recommendation to CSSC. The issuance date for the credential will be the last day of the quarter or the last day that an outstanding item was met, whichever is later.

A valid email address and Visa or MasterCard debit/credit card is required to apply for a credential. Our office will submit your application online to CTC upon verification that all requirements have been completed. You will be notified via email by CTC for your payment and additional information. After receiving this information, CTC will issue you an electronic document for you to print. This is your official verification that you will be issued a credential, and you will not receive a hardcopy of your credential document. The official credential will be posted on the CTC’s website, www.ctc.ca.gov.

21.3.1 The Credential Filing Process:

- Please submit the required materials as a complete packet either by mail or in person to the Credential Student Service Center in AE 235. Note: It is your responsibility to make sure you have completed all the necessary items in order to begin the application process. Keep in mind that incomplete items will create delays in the processing of your credential. The list of required materials is found on the credential application packet. You can obtain the credential application online at CSSC’s website under the Credential Forms and Documents link.

- The Credential Student Service Center will check documents, verify eligibility and recommend for the credential. Requests will be processed in the order in which they are received. Depending upon volume, it may take several weeks before your application is processed. Requests submitted with coursework in progress will be partially processed, then held. Processing will be completed at the end of the quarter when grades are posted and all requirements have been met. If additional documentation is required, you will be notified in via email or on the phone.

- Once the Credential Student Service Center has submitted the online recommendation you will be emailed by CTC to complete the personal and professional fitness questionnaire and payment portions of the process. Within a day, CTC will forward you a payment confirmation number. Provided there are no extenuating circumstances, CTC will send you an email confirming that the credential has been issued. You may want to print this “issuance” email for employment purposes. The web version of your document is considered the official document. It is your responsibility to confirm accuracy. Contact our office immediately if there are errors.

- Your credential and all information relating to it will appear on the Commission website as granted once processing by CTC is complete.

21.4 Verification of Commencement Eligibility

Credential candidates are eligible to participate in CSUEB’s Commencement Ceremony as long as all curricular requirements have been met by the end of Spring quarter of that year. Since event details may be updated without notice, please always refer to the Commencement information found online at: http://www20.csueastbay.edu/ceas/cssc/admitted/commencement.html.
21.5 Verification of Credential Eligibility

If a prospective employer is in need of verification of a credential, a candidate may request a letter of good standing from CSSC. These letters are processed along with all credential processing, so please plan carefully to meet any necessary deadlines. More information on the required steps to obtain credential verifications, including Out-of-State Verifications, are found at: http://www20.csueastbay.edu/ceas/cssc/admitted/verification.html.

21.6 Other Credential Issues or Concerns

For any credentialing question or concern not addressed in this handbook, please contact CSSC. If it is a matter regarding your curriculum or student teaching, please contact the Credential Coordinator first.

Back to Table of Contents
22.0 Appendix

For the official forms, please retrieve them at the CSSC website under Credential Forms and Documents Related to Multiple Subject and Single Subject Teaching Credentials, http://www20.csueastbay.edu/ceas/cssc/forms-and-docs/index.html. The attached forms are used just for a reference, however, they should not be used to remit to the program.

Appendix A: Observation and Conference Report Form

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. Check your email daily. All important information from the Department of Teacher Education, the Credential Student Services Center and your professors is transmitted via email. Be responsible.

4. 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.

5. 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 the Credential Coordinator. 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. Your internship cannot count for student teaching unless your placement has been approved and all papers are signed and on file.

6. 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 Credential Coordinator 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.

7. 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.

8. Professionalism is essential. No whining or complaining. No gossiping. 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.

9. Your behavior in public spaces and online is subject to scrutiny by your students, master teachers, school site leaders, university instructors, parents, and potential employers. As an educator, you will be held to a higher standard. Separate the personal from the professional. Use privacy controls. Do not "friend" students. Remove or limit access to inappropriate photos and posts. Do not publically comment on your placement, students, instructors or colleagues. If your master teacher uses the internet to communicate with students and wants you to do likewise get a separate email account, preferably through the school district. If you use a website to communicate with students separate it from any personal websites. Check with your school site policies on internet communication and follow them explicitly. Most schools have strict policies against posting student names or student photos on the internet.

10. 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 the professor's guidelines for use of email and faxes.

11. Be flexible. The Credential Coordinator 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.

12. Complete and submit all TPAs on time. Failure to attempt a TPA has serious ramifications.

13. 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 an 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.

14. Lesson Planning: 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. You must maintain a binder and have a lesson plan grid for the weekly lessons that you teach. In addition to the grid, you need to have complete lessons plans for:
A. All lessons that your University Supervisor, Cooperating Teacher, or Site Provider observes
B. At least one lesson per subject area per week (e.g., one math, one language arts, one science)
C. Keep a separate section for EL lessons

15. 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 immediately.

16. 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.

17. 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.

18. 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

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 Credential Coordinator 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 CSEUB 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 Credential Coordinator or TED Office.

Approval of Credential
Coordinator: ____________________________
Date: ____________________________
Appendix D: Standard 13 Program Requirement: English Learner Form

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 three of your students must be ELs, with at least two different CELDT levels among them. If you do not have three EL students, then you need to make arrangements to work with a group of at least 3. 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 CELDT Level</th>
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</table>

This form is to be submitted to CSSC 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 E: Record of My Field Experience Placements
(To be placed in the Candidate's Three-Ring Binder)

### PLACEMENT ONE

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

Standard 13 met ____ **Yes**    ____ **No**

Supervisor

### PLACEMENT TWO

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

Standard 13 met ____ **Yes**    ____ **No**

Supervisor
Appendix F: Intern Alternate Grade Experience

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, 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 G: Intern Alternate Grade Experience

Final Report and Assessment of Intern Forms

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...
Appendix H: Alternate Grade Experience - Assessment of Intern

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://www20.csueastbay.edu/ceas/cssc/files/docs/cssc-ted-ms-and-ss-intern-alternate-grade-exp-assessment-of-intern.pdf.

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

–Dr. Eric Engdahl, Credential Coordinator

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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Punctuality</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Helping attitude</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ability to assess classroom needs and assist appropriately</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“Curious” and “teachable”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Professionalism</td>
</tr>
</tbody>
</table>
Appendix I: EL Requirements for Single Subject Candidates

During the first (fall) placement each single subject candidate must observe 25 hours in a sheltered English instruction classroom, preferably but not necessarily in their content area. They must participate in at least five hours co-instructing with the master teachers. If possible they should be observed by their supervisor. This requirement should be done, whenever possible, at your school site. The “Sheltered English Instruction” form should be placed in their binders and reviewed by their supervisors.

Interns are required to complete this by the end of their second placement.

Single Subject Sheltered English Instruction Experience

<table>
<thead>
<tr>
<th>Candidate</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>Grade</td>
</tr>
<tr>
<td>Teacher</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dates</th>
<th>Hours Observing</th>
<th>Hours Instructing</th>
</tr>
</thead>
</table>

Please complete this report and place in your binder by the end of the first placement.

This classroom was chosen because...

Describe how you spent your twenty-five hour sheltered English instruction experience in this classroom.

Describe your instructional contributions.

Describe how these students are different from your assigned classroom.

What did the teacher do to meet the students' particular needs, as adolescents, in the content area, in literacy, and for these students?

In what ways did this classroom meet/not meet your expectations?
### Appendix J: Single Subject Summative Field Experience Evaluation

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  
2 = partial evidence  
3 = clear evidence  
4 = clear, consistent and convincing evidence  

n/a = indicates that the candidate did not have an opportunity to meet the TPE, or that the University Supervisor did not have an 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

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1B</td>
<td>Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments</td>
</tr>
<tr>
<td>2</td>
<td>Monitoring Student Learning During Instruction</td>
</tr>
<tr>
<td>3</td>
<td>Interpretation and Use of Assessments</td>
</tr>
<tr>
<td>4</td>
<td>Making Content Accessible</td>
</tr>
<tr>
<td>5</td>
<td>Student Engagement</td>
</tr>
<tr>
<td>6</td>
<td>Developmentally Appropriate Teaching Practices</td>
</tr>
<tr>
<td>7</td>
<td>Teaching English Learners (ELs)</td>
</tr>
</tbody>
</table>
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
Appendix K: Multiple Subject Summative Field Experience Evaluation

Candidate ___________________________ Placement □ 1st □ 2nd Year ______ Grade _____

Team Number: _______ □ 1st □ 2nd Year _______ Grade _____

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