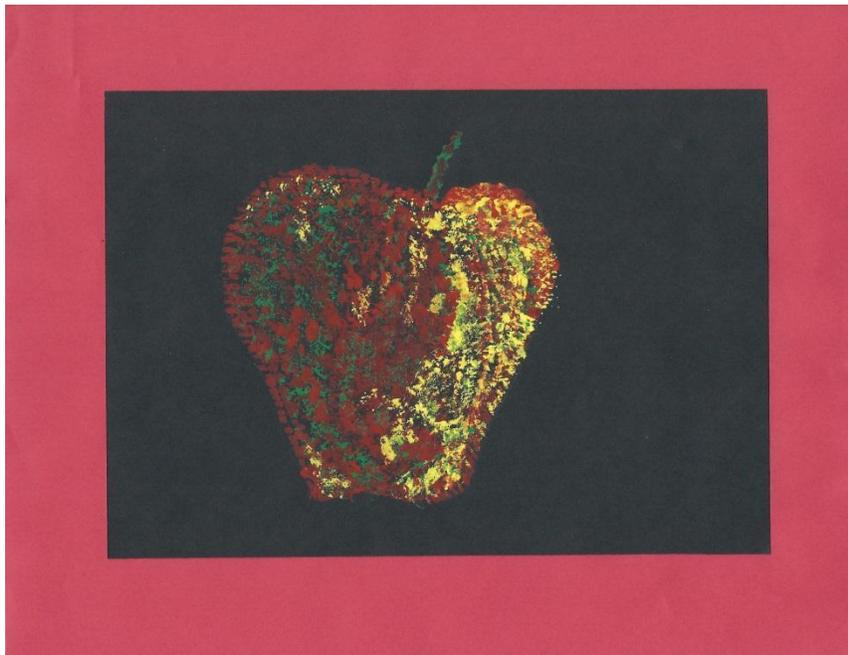




CALIFORNIA STATE UNIVERSITY

E A S T B A Y

COLLEGE OF EDUCATION AND ALLIED STUDIES
DEPARTMENT OF TEACHER EDUCATION



FIELD PLACEMENT HANDBOOK
MULTIPLE AND SINGLE SUBJECT PROGRAMS
STUDENT TEACHERS AND INTERNS
2018-2019

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1. OVERVIEW AND STATUTORY REQUIREMENTS

This handbook will help you understand the policies and procedures for field work, also known as student teaching, field placements, field practicum, or clinical experience. All candidates working towards a multiple or a single subject credential in the state of California must complete 600 hours of field work over two semesters. The field work can only be accomplished while you are enrolled in a credential program and it must be done over the duration of two semesters. The basic requirements for fieldwork hold true whether you are a traditional student teacher or a student teacher under contract (intern credential), although there are additional requirements if you are a student teacher under contract. These are found in the Intern Handbook.

Fieldwork is core to the philosophy of the Teacher Education Department and is threaded throughout our entire program. It provides candidates with an opportunity to apply what they have learned in their courses and to learn from exemplary TK– 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.

There are two types of supervised field practicum: traditional student teaching and student teaching under contract. Traditional student teaching placements are arranged by the Placement Coordinator. It is departmental policy that traditional student teachers have one placement in a middle school and one in a high school. Field work occurs in Alameda or Contra Costa county schools. Candidates interested in being Student Teachers Under Contract must receive departmental permission prior to accepting any position.

The California Commission on Teaching Credentialing states the following as regards clinical experiences:

It is the expectation of the Commission that fieldwork experiences evolve over the course of the program, increasing in responsibility as the candidate moves closer to completion of the preparation program and licensure. Clinical experience can encompass a wide variety of activities that range from observation of veteran teachers modeling good practice in instruction, to beginning practice using various teaching strategies in diverse settings, to assuming full responsibility for students in the classroom, and demonstrating pedagogical competence.

The 600 hours of supervised clinical practice is required of all candidates, regardless of pathway and occur throughout each candidate's preparation program ("across the arc of the program").

Placements must be selected to provide the candidate with experiences that allow him or her to practice and acquire the knowledge and skills included in the TPEs.

Clinical Experiences must be under the guidance and supervision of a district employed supervisor/master teacher, veteran practitioner, program supervisor and/or course instructor. Hours of instruction by a candidate in a classroom where the district employed supervisor/master teacher is not present may qualify toward the 600 hours as long as these hours of instruction are prepared with and guided by one or more designated supervisors selected and approved by the program for the purpose of supervision (Co-teacher, mentor, university supervisor, faculty, etc.) and are followed by designated time for reflection. This guidance and supervision may occur in person or via technology assisted communication

Examples of appropriate activities that may be included in the 600 clinical practice hours include:

- *Guided and supervised teaching including whole class instruction, small groups, and other direct contact with students, including solo teaching,*
- *Co-planning time, with veteran practitioners for lessons that the candidate will deliver,*
- *Working with veteran practitioners, grading and analyzing student work, reflecting on lessons, and planning for the needs of individual students*
- *Time working with professional learning communities, grade level and department meetings.*

Candidate observations of classroom teaching may or may not qualify toward the 600 hours. Only those that are intentionally designed by the program, occur in placements that are selected or approved by the program, and are for the purpose of helping candidates understand the link between specific objectives in coursework and teaching practice may qualify as part of the 600 hours.

Among activities that should not be included in the 600 hours are general lesson planning done independently by the candidate, or hours spent supervising extracurricular activities. In addition, mock instruction or observation of

fellow candidates (and without TK-12 students) as part of a course would not qualify as part of the required 600 hours.

Solo or Co-teaching requirement

Program Standard 3 Language: “Student teaching includes a minimum of four weeks of solo or co-teaching or the equivalent”

1. *“Solo or co-teaching or the equivalent” includes those activities in which the candidate plans or co-plans the lessons, delivers the lessons, and assesses or grades student work. During this period, the candidate is expected to fully participate within the school environment and experience and understand the full range of activities and responsibilities of being a teacher of record. The solo teaching experience must provide the candidate with an authentic teaching experience and the opportunity to demonstrate pedagogical competence.*

2. *The minimum time requirement (4 weeks) for the solo or co-teaching period is to ensure that the candidate experiences the full range of instruction rather than sporadic lesson delivery. During this time the candidate should be fully responsible for: planning lessons based on the students in their classroom, delivering the lessons, monitoring student progress toward achieving the academic goals included in the lessons, informal and formal assessment of students, and reflection of their teaching practice.*

As long as this full range of instruction is occurring, the program may allow a candidate’s solo or co-teaching experience to be either contiguous or divided into one or two-week segments, as appropriate.

Because portions of the Teaching Performance Assessment (edTPA) will be completed during the solo or co-teaching student teaching experience, the program should design solo or co-teaching experiences with that goal in mind.

Diversity in All Placements

1. *In all clinical practice placements, candidates should have significant exposure to school settings that reflect the full diversity of California public schools.*

2. *Prior to placing student teaching candidates, programs should review the demographics of the school to ensure a “diverse school setting” that reflects California’s public schools. The TPEs provide a valuable definition of “all students” that should be used by programs in making this determination. Programs must ensure that the placement is a diverse school setting relative to all of the following, and may be required to provide evidence at the time of the site visit:*

- a. race, ethnicity of the students*
- b. number of students from families below the federal poverty level, number or percentage of students on scholarship, tuition assistance, or other proxy that demonstrates that the school serves students from families in lower socio- economic income ranges*
- c. languages spoken by the students, including English learners*
- d. the inclusiveness of the school for students with disabilities and the process for students to receive additional services, i.e. student study team and individualized education program processes*

In addition, the CTC requires that the curriculum taught in the schools during the fieldwork be aligned to California content standards. Please note the Department of Teacher Education reserves the right to make changes in these policies should the need arise, especially as regards the use of software and apps.

2. TYPES OF CREDENTIALS

2.1 PRELIMINARY CREDENTIAL

This first teaching credential is earned upon completion of the Multiple or Single Subject programs. Multiple Subject candidates must also pass the RICA (Reading Instruction Competence Assessment). This preliminary credential is valid only for five years. The Credentials Students Service Center (CSSC) posts information on how to apply for the preliminary credential on its webpage.

2.2 CLEAR CREDENTIAL

Newly credentialed teachers have five years to complete an approved induction program. Formerly known as Beginning Teacher Support & Assessment (BTSA), Induction programs are most often facilitated through school districts. For more details on Induction, see <https://www.ctc.ca.gov/educator-prep/ca-teacher-induction>

For a diagram of *California's Learning to Teach System*, please see CTC's website, https://www.ctc.ca.gov/docs/default-source/commission/seminars/ltt/ltt-continuum.pdf?sfvrsn=80aba8ce_0.

3. TRADITIONAL STUDENT TEACHING

Traditional student teachers develop and practice their teaching skills by “apprenticing” in the classrooms of experienced cooperating 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 total of four weeks of solo teaching during their two placement periods.

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. Every effort is made to locate candidates' field placements close to their residential addresses and to accommodate documented considerations. Student teachers need to be prepared to commute up to 60 minutes to their field sites.

In some instances a student teacher may be asked to substitute for their cooperating teacher, who may be at training, ill, or away. This is permissible only if the candidate possesses a valid substitute credential and is properly registered with their district. Every district has their own policy about this – some districts prefer it while others forbid it. Under no circumstances should a candidate substitute for their cooperating teacher without receiving compensation from the district. If this happens, contact the credential coordinator immediately.

As student teachers, candidates are expected to be at their placement sites all required days during the year. Arrangements for vacations, honeymoons, pilgrimages, etc., will not be made. Cooperating/master teachers may

not approve absences. If you have a major and important event that will take you away from your student teaching placement, we recommend that you reapply in a year's time.

For specific and additional policies and regulations regarding Student Teachers Under Contract (Interns) please see the Intern Handbook.

4. PLACEMENT SCHEDULE

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

4.1 FALL SEMESTER PLACEMENT I

This placement begins approximately at the start of CSUEB fall semester and ends at its conclusion, sometime in December. Student teachers are required to spend three 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 generally take responsibility for facilitating one hour per day while continuing to team-teach/assist. The exact breakdown of student teaching hours is determined by the grade level you are teaching, the appropriateness of instruction for a specific content area, and the guidance of the cooperating teacher.

Your field hours may also include co-planning with your cooperating teacher; working with your cooperating teacher on grading and analyzing student work, reflecting on lessons, and planning for the needs of individual students; pre-approved classroom observations; and time working with professional learning communities, grade level and department meetings. Your university supervisor will help you find the balance between work in classrooms and ancillary work.

During the course of the fall placement, multiple subject candidates should teach in all content areas, English/language arts, math, social studies, arts, PE, and science. It may be convenient for multiple subject candidates to vary their weekly schedule, e.g., 9 - 12 am on Monday, Wednesday, and Friday and 11 am - 2 pm on Tuesday and Thursday so that all content areas can be observed. Multiple subject should solo teach 3 hours a day for two weeks, although during the solo weeks they do not necessarily have to teach in all content areas.

During solo teaching, single subject candidates should take over responsibility for a minimum of one class period.

For both multiple and single subject candidates solo teaching means lesson planning, instruction, and assessment. The sequence of learning should fit in with the semester unit plans and be approved by the cooperating teacher.

The university supervisor and the cooperating teacher will determine the best time for solo teaching. (Note: Interns follow their district or school calendar).

During the fall semester candidates must complete 225 documented hours of field work. It is tracked through the "Time to Track" mobile app.

Fall Semester 3 Hours/Day 5 Days/Week - Suggested Calendar:

The following is a suggested calendar. Some districts and schools may use alternate calendars. Work with your Cooperating Teacher and University Supervisor to create an individualized plan.

Week 1: Observe teaching and take notes on what and how your Cooperating Teacher (CT) is teaching and establishing routines.

Week 2: Observe teaching and take notes on what and how your Cooperating Teacher (CT) is teaching and establishing routines. Actively interact with students and participate in routines.

Week 3: Teach/lead routine activities. Continue to observe and interact with students throughout entire placement!

Week 4 - 6: Plan and teach one instructional hour 2 times during week. Lesson plans are to be reviewed with CT a day or more prior to teaching the lesson(s).

Week 7 - 10: Plan and teach one instructional hour 3 times during week. Team teach/assist 2 hours.

Week 11 - 13: Plan and teach one instructional hour 4 times during week. Team teach/assist 2 hours.

Week 14 - 15: Possible solo weeks. Teach one instructional hour 5 times during week. Team teach/assist 2 hours.

4.2 SPRING SEMESTER PLACEMENT II

This placement begins on the first day of the spring semester, commonly just after the Martin Luther King, Jr., holiday. Student teachers are required to spend five instructional hours per day on site, 5 days a week. Before the end of the placement candidates will solo teach all classes for two weeks. Candidates should stay in their placements during the CSUEB spring break. Please note that candidates will also be doing their video and edTPA lessons during the second semester and should calendar the solo weeks with this in mind. The spring semester placement officially ends with CSUEB commencement.

Your field hours may also include co-planning with your cooperating teacher; working with your cooperating teacher on grading and analyzing student work, reflecting on lessons, and planning for the needs of individual students; pre-approved classroom observations; and time working with professional learning communities, grade level and department meetings. Your university supervisor will help you find the balance between work in classrooms and ancillary work.

Multiple subject candidates should teach in all content areas, English/language arts, math, social studies, arts, PE, and science. Multiple subject should solo teach 5 hours a day for two weeks.

During solo teaching, single subject candidates should take over 5 hours of instruction for two weeks.

For both multiple and single subject candidates solo teaching means lesson planning, instruction, and assessment. The sequence of learning should fit in with the semester unit plans and be approved by the cooperating teacher.

The university supervisor and the cooperating teacher will determine the best time for solo teaching. (Note: Interns follow their district or school calendar).

During the spring semester candidates must complete 375 documented hours of field work. It is tracked through the "Time to Track" mobile app.

The exact sequence of student teaching is determined by the cooperating teacher, university supervisor, school district calendar, and candidate. Please note that some school districts are going to request that you begin your placement immediately after New Year's or that you stay until school ends in June. It is up to each candidate to decide how to respond to such requests. The program will not penalize you if you decline the district's request but the district may then opt not to take you as a student teacher. The program has no control over that. More

importantly, there is a reasonable chance that the district may offer you a job in the future and your maintenance of good will is valuable.

Suggested Calendar - Spring Semester 5 Hours/Day 5 Days/Week: The following is a suggested calendar. Work with your Cooperating Teacher and University Supervisor to create an individualized plan. Keep in mind that teaching involves planning instruction, assessment, and reflection.

Week 1: Observe teaching and take notes on what and how your Cooperating Teacher (CT) is teaching and establishing routines. Actively interact with students and participate in routines.

Week 2: Teach/lead routine activities. Plan and teach one instructional hour 2 x during the week. Lesson plans are to be reviewed with CT a day or more prior to teaching the lesson(s). Continue to observe and interact with students throughout entire placement!

Week 3: Plan and teach one instructional hour 3 x during week. Team teach/assist 2 hours.

Week 4: Plan and teach one instructional hour 5 x during week. Team teach/assist 2 hours. Week 5: Plan and teach one instructional hour 5 x during week. Plan and teach another instructional hour 2 x during week. Team teach/assist 1 hour.

Week 6: This is a recommended week for videotaping edTPA. Plan and teach one instructional hour 5 x during week. Plan and teach another instructional hour 3 x during week. Team teach/assist 1 hour.

Week 7: Plan and teach two instructional hours daily. Team teach/assist another hour.

Week 8: Plan and teach two instructional hours daily. Take responsibility for the entire lessons including assessment. Plan and teach another instructional hour 2 x during week. Team teach/assist two hours.

Week 9: Plan and teach two instructional hours daily. Plan and teach another instructional hour 3 x during week. Team teach/assist two hours.

During weeks 10 – 15 the candidate needs to complete two weeks of solo teaching handling instruction 5 periods a day.

Week 10: Plan and teach three instructional hours daily. Team teach/assist two hours. Possible solo week schedule.

Week 11: **Likely submission week for edTPA.** Plan and teach three instructional hours daily. Team teach/assist two hours. Possible solo week schedule.

Week 12: Plan and teach three instructional hours daily. Team teach/assist two hours. Possible solo week schedule.

Week 13: Plan and teach three instructional hours daily. Team teach/assist two hours. Possible solo week schedule.

Week 14: Plan and teach three instructional hours daily. Team teach/assist two hours. Possible solo week schedule.

Week 15: Plan and teach three instructional hours daily. Team teach/assist two hours. Possible solo week schedule.

5. 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. Supervisors observe the candidate facilitate six (6) or more lessons that are evenly spaced over the course of each semester's placement. Some observations may be conducted by recorded video. After the solo-teaching period concludes at the end of the field placement, supervisors return to the school site for a final Three-Party Formative or 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.

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 portfolio, lessons plans, plan book, and reflections every school visit;
3. Conduct a 15-minute private post-observation conference with the candidate after each lesson. If this is not possible supervisors will arrange for a conference at a later time. (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. Report both their and the Master Teacher's Formative/Summative Evaluation of the candidate's progress toward meeting the TPEs;
6. Supervisor will provide copies of the Formative/Summative evaluations to the Department of Teacher Education;
7. Supervisor will provide copies of observation reports to the Department of Teacher Education;
8. Notify the credential coordinators immediately of concerns;
9. Consult with cooperative teacher or site partner;
10. Evaluate the performance of the candidate in a Three-Party Formative/Summative Evaluation conference which includes the cooperating teacher or site administrator, the candidate, and the university supervisor;
11. Assist candidates in the preparation of Individualized Intern/Individualized Student Teacher Plans, and;
12. Write letters of evaluation/recommendation for the candidate's employment dossier.

Two of the observations each term can be done through video. All field placement sites agreed to allow video recording of candidates, but candidates will have to collect video permission slips.

Collaborating Teachers

In some cases school sites may use Collaborating Teachers. This means that the cooperating or master teacher is also the university supervisor. Collaborating Teachers work as master teachers and in addition conduct formal observations and evaluations of the student teacher. Collaborating Teachers receive training from the teacher

credential program so that they are fully aware of the TPEs and the edTPA. Candidates may not request this option, it is only agreed on between the program and the school district.

6. THREE-PARTY FORMATIVE/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 Formative (Fall) or Summative (Spring) 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.

7. PROCEDURES FOR UNSATISFACTORY FIELD EXPERIENCE

In cases where a candidate is not performing at a level that will lead to successful completion of field work the following processes shall be followed. The intent of these processes is always to help the candidate succeed and therefore seeks a positive outcome. At the same time, the program has a responsibility to ensure that the education of p-12 students in field placement sites is not harmed by student teachers.

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, if necessary, 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. Provide a timeline for improvement;
4. 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;
5. Answer all questions posed by the candidate.

After the conference the university supervisor will:

- Prepare an Improvement Plan that outlines #2 and #3 from the conference. Copies are to be sent to the cooperating teacher, site administrator, credential coordinator, the candidate's credential file, and the department chair.
- If a candidate refuses the Improvement Plan they may be subject to declassification from the program.
- A candidate may appeal an Improvement Plan by submitting a written appeal to the program coordinator and department chair with 5 working days of receiving such a plan. The appeal will only be accepted in the form of a PDF attached to an email.

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;
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. The policies regarding Declassification and Academic Dishonesty are found in section 12 of the Program Handbook.

8. COOPERATING TEACHERS

Cooperating teachers acquaint candidates with the classroom by:

1. Providing student information 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 Formative/ 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 semester, 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. A cooperating teacher or school site administrator does not have to provide a reason when requesting candidate removal. Such an action will generate an Intent to Dismiss letter.

9. RESPONSIBILITIES AS STUDENT TEACHERS

Candidates must be ready to provide their field site administrators and support providers:

1. A copy of their current Certificate of Clearance (some districts may require a second 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. Become acquainted with school personnel and facilities;
3. Arrive at the school on time, be prepared to teach, and have all lesson plans and materials ready for the day;
4. Assist in emergency situations as the school site (e.g., step in for a short-time to supervise students);
5. 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.
6. Participate in weekly instructional scheduling and lesson planning with cooperating teacher and/or site partner;
7. Schedule lesson evaluations and conferences with university supervisor, cooperating teacher, and /or site partner;
8. 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;
9. Maintain and have accessible at all times a field site portfolio or file of instructional schedules, lesson plans, lesson reflections, and other materials germane to daily activity in the classroom (binder requirements are laid out in the Appendix);
10. Maintain required software or mobile apps needed for course/field work;

11. 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 portfolio 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 all lessons that your university supervisor, cooperating teacher, or site provider observes and (for multiple subject only) at least one lesson per subject area per week (e.g., one math, one language arts, one science)
12. Be sure that your supervisor sees your portfolio 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 field experience, consult your supervisor immediately.

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

10. SUBSTITUTE TEACHING & STRIKE POLICIES

Candidates may serve as substitute teachers under the following conditions:

1. The candidate must complete: a district teaching position application; a 30-Day Emergency Substitute Teaching Permit application through the school district; and other requirements as specified by the district
2. Candidates may serve as substitutes for their cooperating teacher. Candidates may serve as substitutes for other teachers if the assignment does not conflict with their regularly scheduled field work.
3. Candidates must be paid for their work as substitute teachers. If candidates are not paid they should contact the Department Chair immediately.
4. It is the responsibility of the candidate to make sure that substitute teaching does not interfere with university coursework.
5. Substitute assignments over five contiguous days must be approved by the Program Coordinator.

Student Teachers - Strike Situation Policy

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 the credential coordinator. 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 – Strike Situation Policy

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. However, if a strike situation exists and candidates cannot complete the required 600 hours in their employment the university cannot recommend the candidate for a credential until the statutory number of hours is completed, either working under an intern credential or as a student teacher. Please contact the program coordinator if such a situation exists.

Status of Cal State East Bay 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.

11. PORTFOLIO REQUIREMENTS

All multiple and single subject candidates are required to keep a portfolio (actual or electronic based on your supervisor's preference) during their placement. These portfolios must be available for supervisors during site visits. These portfolios will be used in class and assessed in the field work seminar.

These portfolios are a resource during your field work that you should use; they are not an additional burden, but an artifact that documents your experience as a candidate. They are a record of your teaching and teachers must be record keepers in order to evaluate their students' learning. Many candidates go on to use their portfolios as a valuable reference source especially during their first years of teaching. Many principals and human resources personnel will ask to see lesson plans and other documentation contained in your portfolio during the interview process. Your portfolio may also be used during your Induction when you are transitioning from a preliminary to a clear credential.

Your portfolio should contain the following:

1. All lessons you have taught during your placement. While this may seem like a burden, for the sake of your students you need to have a record of what you have taught them. (You do not need to collect observed lessons.) If a parent comes in and asks you a question you need to be able to show them what you did.

Not all lessons need to be in a formal lesson plan, for example, if you are using a curriculum in which the lessons are written out in the teacher edition then you should note what lesson you taught on what day. However, you should include notations regarding how you adapt lessons for your students.

You should also include any lessons supplied by your cooperating teacher – please provide attribution.

In thinking about your lesson notes ask yourself the following: is there enough material written down so I can teach this lesson a year from now?

2. An instructional calendar or planning book. This is likely to reflect the unit plans of your cooperating teacher.

3. All lessons observed by your field supervisor must be written out in a formal lesson plan. It is recommended that you use one of the lesson plans from the Cal State East Bay Department of Teacher Lesson Plan Handbook. In cases where a district has a standardized lesson plan format you should use that.

4. It is recommended that you also use the edTPA lesson plan in preparation for the edTPA. This will be given to you in class.

5. The portfolio may also include:

- School information
- School directory
- School policies

- Schedule
- Campus map
- Emergency procedures
- Seating chart

6. The portfolio should include exemplars of assignments or student work that demonstrate your skills as a teacher. This may be especially used in job interviews.

7. Your portfolio should include the Individualized Intern/Individualized Student Teaching Plan (developed in class.)

8. The final assignment in your portfolio is to develop a personal professional development plan based on your Individualized Intern/Individualized Student Teaching Plans and TPE assessment scores. This should be done at the beginning of May. Under regulations of the Commission on Teaching Credentialing you must provide this professional development plan to your first employing school/district for use in your Induction program. You cannot be recommended for a credential until this plan is completed.