



**California State
University**

C H A N N E L
I S L A N D S

SCHOOL OF EDUCATION
Teacher Education Department
Special Education Program

Program and Field Experience Handbook

2026-2027

TEACHER CANDIDATES, COOPERATING TEACHERS, and UNIVERSITY SUPERVISORS

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Mission Statements and Conceptual Framework

Channel Islands Mission Statement

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduate students with multicultural and international perspectives.

En California State University Channel Islands, donde los estudiantes son el centro de la experiencia educativa, nuestros programas a nivel de pregrado y posgrado fomentan el aprendizaje integrado con enfoques disciplinarios e interdisciplinarios, ofreciendo experiencias educativas a través de servicio a la comunidad y graduando a estudiantes con perspectivas multiculturales e internacionales.

School of Education Mission Statement

The School of Education at California State University Channel Islands works collaboratively with communities to prepare culturally sustaining educators who inspire learning and promote belonging, equity, accessibility, and justice.

La Escuela de Educación de California State University Channel Islands trabaja en colaboración con comunidades para preparar educadores culturalmente sustentables que inspiran el aprendizaje y promueven el sentido de pertenencia, equidad, accesibilidad y justicia.

School of Education Conceptual Framework

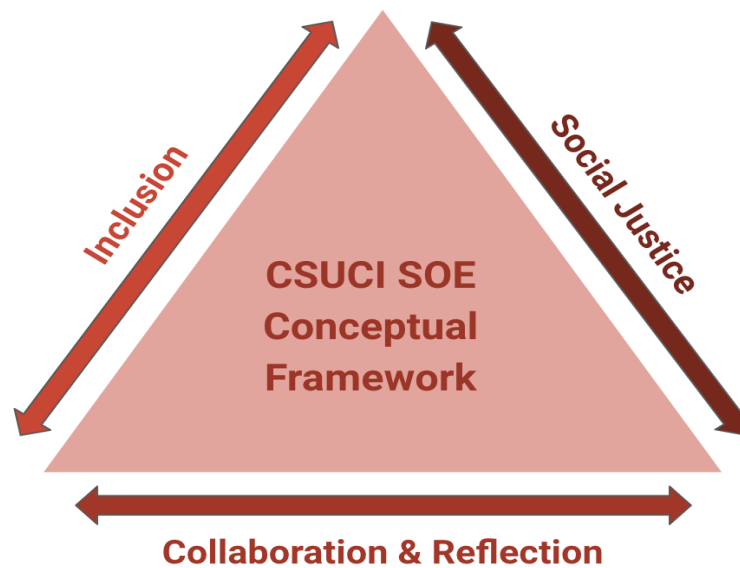


Figure 1: The CSUCI SOE Conceptual Framework

The School of Education conceptual framework is informed by the following interconnected, interdependent three tenets: social justice, inclusion, collaboration and reflective practice.

Definition of terms:

- **Inclusion:**
 - Inclusion refers to each and everyone. Intersecting identities may consist of race, indigeneity, socioeconomic status, gender and gender identity, sexual orientation, age, disability, immigration/refugee status, spirituality, language, and education (Crenshaw, 1991; Martinez, 2018; Timothy, 2019). The School of Education is committed to enacting culturally and linguistically sustaining pedagogical (Paris & Alim, 2017) approaches that are accessible, inclusive of abilities, multiple literacies, and the intersectional identities that impact the lived experiences of children, youth, families, and communities.
- **Social Justice:**
 - As Cochran-Smith (2001) argued, it is “not enough for beginning teachers to learn the basic skills of managing classrooms and constructing well-crafted lessons for all students” (p.3). Additionally, education professionals (for example: teachers, counselors, administrators, and other educational leaders) must be prepared to critique and reimagine educational practices as well as envision education as a “practice of freedom” (hooks, 1994, p. 12). CSUCI’s School of Education is committed to developing future

education professionals who will be able to discern and think critically about systems of power that have shaped and continue to influence our educational landscape (Bolman & Deal, 2017). Our School of Education is dedicated to preparing future education professionals to be active agents of change who take a stance and disrupt systemic racism, inequities, and injustices that manifest themselves in and outside of classrooms to transform our local communities and beyond. These efforts will be informed by theory, systemic, and systematic inquiry as students combine practical and research knowledge around problems of practice to transform educational systems.

- **Collaboration & Reflection:**

- The School of Education sees education professionals as learners who critically engage in inquiry through self-reflection and research-informed approaches to advance equity-minded practices (Bolman & Deal, 2017; Hernandez & Endo, 2017). Critical reflective education professionals participate in on-going learning (Han, Blank & Berson, 2020), embody a sense of care and accountability towards communities, and demonstrate positive dispositions towards families' funds of knowledge which helps them understand the cultural-historical contexts of the communities they serve (Moll, 2019) and thus create strong positionalities to sustain reciprocal community partnerships.

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Program Design

The Teacher Education Department in the School of Education at CSUCI offers the following Teacher Credential and Authorization Programs:

1. Multiple Subjects: This program prepares candidates for teaching at the elementary level.
2. Single Subjects: This program prepares candidates for teaching in middle schools and high schools in subject specific departments: English, History/Social Studies, Mathematics and Foundational Math, Sciences (Biology, Chemistry, Physics, and Foundational Level General Sciences).
3. Educational Specialist: This program prepares candidates for teaching students with disabilities who have mild to moderate support needs from birth to 22.
4. Dual Licensure: This program prepares candidates who wish to pursue multiple subjects and educational specialist credentials simultaneously.
5. Bilingual Authorization: This program prepares candidates, who have demonstrated proficiency in Spanish, to provide specialized instruction in bilingual programs, including dual immersion programs.

Eligibility for taking the Bilingual Authorization classes concurrently with the credential program is the completion of the 9 units of prerequisite courses prior to acceptance into the credential program. Only students who have demonstrated Spanish language proficiency by passing CSET Spanish Subtest III will be eligible for the residency in a bilingual classroom. Candidates who have not demonstrated Spanish language proficiency may pursue the traditional student teaching pathway, assigned to an English medium classroom.

To be recommended for the Bilingual Authorization, Bilingual Teacher Candidates must complete required bilingual coursework and complete student teaching in a Bilingual placement.

Students who do not meet the BLA requirements at the time of concurrent enrollment in the credential program, can still seek a BLA in the future after completing the credential through a summer BLA add-on program and passing the CSET Spanish Subtest III or by passing CSET Spanish Subtests III, IV, and V.

Pathways for Credential Programs

The Teacher Education Department offers two pathways to complete field placement requirements: the traditional student teaching pathway and the residency pathway.

Traditional Student Teaching Pathway

The Teacher Education Department offers two pathways to complete field placement requirements: the traditional student teaching pathway and the residency pathway.

Student teacher candidates who are in the traditional pathway are assigned a University Supervisor (CI Faculty) and are placed with a Cooperating Teacher (CT). Candidates in this pathway may substitute teach in the first 10 weeks of each semester prior to full-time student teaching as long as the days do not conflict with scheduled field observations. Education Specialist candidates are assigned two distinct placements- one per semester- to provide field experiences in a range of teaching settings as required by the State. Candidates will complete one semester in an elementary school placement and one semester in a middle or high school placement, working with students with various disabilities and support needs across settings (e.g., Resource, Special Day Class, etc.).

Each semester, student teaching candidates will report to their placement site three full days per week for the first 10 weeks of the semester (e.g., Monday, Wednesday, Thursday). Each week, candidates are expected to participate more and more in instruction and planning, engaging with various co-teaching models as determined appropriate by the CT. Education specialist candidates are also expected to observe and support their CT in all case management related activities (e.g., assessment, IEP meetings, and other related meetings), at the discretion of the CT. Candidates will have multiple formal observations by their supervisor prior to a mid-term evaluation. If candidates pass the midterm evaluation, during the last six weeks of the semester, they will student teach five full days per week, completing a two-week takeover during this time. The takeover must be 10 consecutive school days and include primary responsibility for lesson planning, instruction, and classroom assessment. Substitute teacher plans are required if the student teacher must be absent during this time. The CT may halt the takeover at any time if the candidate is deemed unprepared or ineffective. They may re-continue the takeover or not at their discretion and/or if there is time remaining in the semester. The supervisor will complete all remaining formal observations during the last six weeks of the semester and finish the semester with the final evaluation.

Teacher Residency Pathway

The Residency Pathway is offered to candidates who are selected for a Residency Program through a competitive application and selection process. Candidates in this pathway may substitute teach in their Residency Mentor Teacher's classroom, as long as this does not conflict with a credential course. This pathway provides the teacher candidate with a field placement for the entire academic school year at one school site with their Residency Mentor Teacher, as well as a University Residency Liaison to support the resident and mentor. Dual Credential Students will have two placements, one in a Special Education setting and one in a multiple subject general education setting. Education Specialist candidates will gain short term field experience in alternative types of Special Education settings.

Each semester residents report to their field site for 3.5 days / week for the first 10 weeks of the semester. The Residency Mentor and University Liaison will observe and evaluate the resident during the first half of the semester to determine readiness for full time student teaching (takeover). During the final weeks of the semester, teacher candidates increase their time at the field site to 5 days per week, and increase their teaching responsibilities until they engage in full-time student teaching/ take over for 10 days. During this time, residents teach all students all subjects for the full day

One-Year vs. Two Year Pathways

Candidates enrolled in the one-year pathway will complete Phase 2 in one Fall and one Spring semester. They will complete the following Fall methods courses: EDUC 538, SPED 542, and SPED 543. They will also complete SPED 586: Initial Student teaching and SPED 587: Initial Student Teaching Seminar. Then, in Spring they will complete the following methods courses: SPED 541, SPED 544, and SPED 545. They will also complete SPED 592: Advanced Student Teaching and SPED 593: Advanced Student Teaching Seminar.

Candidates enrolled in the two-year pathway will complete Phase 2 in two Fall and two Spring semesters. During the first year, they will take two methods courses each semester (scheduled at 4:30pm for those working full-time in schools). Then, during the second year they will take one methods course each semester, student teaching, and the student teaching seminar.

Short-Term Field Placement

During the second semester, all candidates (traditional and residents) in the education specialist and dual licensure program are required to complete a one-week short-term field placement in a secondary setting. This experience is designed to ensure candidates have the opportunity to gain skills related to transition (i.e., college, career, and independent living preparation) and supporting students with complex communication needs and other various needs. Candidates will be expected to do a variety of observational activities and teach a one-on-one or small group lesson at the end of the week that will be formally observed by their supervisor. The field experience director will arrange this experience with candidates. It will be scheduled for January or another available time in the semester (e.g., President's week or Spring Break).

Field Experience

Student Teaching Timeline of Activities

Depending on the school's holiday schedule, dates for student teaching will vary to accommodate a sixteen-week semester schedule. Candidates report to their school site according to the district contract hours for the duration of the CI semester and also follow the district calendar (not just CI's calendar) during student teaching.

Prior to the Semester

Students will receive notification of their field placement and cooperating teaching prior to the start of the fall semester and be invited to a "Kick-off Orientation" prior to classes starting. Students will be responsible for contacting their cooperating teacher / residency mentor and university supervisor, as well as the school site administrator (principal) to confirm the start date.

Additionally, students will need to reach out to the district HR office for instructions on getting clearance to start the assignment as a student teacher. Additionally, residents are required to obtain a 30-day sub permit and reach out to the district HR office for instructions on getting clearance to start the assignment as a resident, including applying to be a substitute teacher. Each district has a distinct process: This sometimes requires training, fingerprinting, and other activities that can take up to a week. It is the student's responsibility to get cleared by the district office in a timely manner to be able to report to the student teaching site on the first day of CI's semester.

Student Teaching: Timeline of Activities

This timeline of activities is the same for both Initial and Advanced Student Teaching. In the first 10 weeks of the semester the teacher candidate will spend 3 days a week (traditional student teachers), or 3.5 days per week (residents) in their assigned classroom. The specific days should be determined in consultation with your university supervisor and cooperating teacher or mentor teacher and they must be the same each week. During the first part of the semester (10 weeks), the teacher candidate works with the teacher in their placement, becomes acquainted with the class and school, begins to work with individual students, teaches small groups and gradually takes on whole class lessons, in preparation for full-time student teaching takeover. The last six weeks of student teaching are for phasing into the role of classroom teacher, taking increasing responsibility for all aspects of each student's total learning experience. The candidate will attend their student teaching site five days a week. In the final weeks the teacher candidate assumes 10 days of full responsibility for all classroom instruction and duties (planning, teaching, and assessment). During the last week of the semester, the teacher candidate phases out of the teaching role.

Week	Activities
Week 1	• At assigned school, hold an initial meeting with the CT/MT and university supervisor. The principal may also join that meeting. After this meeting, the university supervisor completes a Fieldwork Verification Form before the middle of Week 2. • Share the handbook link with the CT/MT. Share class assignments with your cooperating teacher. Inform your CT/MT of any course assignments you need to complete at school. The CT/MT can help facilitate these assignments. • It is advised that you establish a schedule of 6 formal observations with your teacher and supervisor as soon as possible. • Gather information on school: e.g., maps, schedules, handbooks. Get to know your way around.

Weeks 2-10	• Attend on your agreed upon and regularly scheduled student teaching days. • Observe and record class routines, specifically what the teacher says and does. • Familiarize yourself with available school, district and community resources. • Assume one or more classroom routines, e.g. read a story, work with a small group, help with recess or yard duty. • Observe lessons noting the sequence and details in your journal. • Confer regularly with the CT/MT to prepare for your gradual assumption of teaching responsibilities. • Work with assigned individuals/small groups. • Candidates must complete three formal observations prior to the mid-term evaluation. • <u>Submit your student teaching logs in SL&L each week. Let your CT/MT know that they are ready to be approved in SL&L.</u>
Week 8-10	The mid-term evaluation will be conducted in SL&L using the form designated for the specific credential program. The university supervisor will arrange for a 3-way midterm evaluation to include the cooperating teacher / mentor teacher and the candidate. The university supervisor (traditional student teaching) or your mentor teacher & Liaison (residency) will complete the appropriate midterm evaluation form and submit it in SL&L. All three participants sign-off on the midterm evaluation form. This evaluation determines whether the candidate will move on to full-time student teaching.
Prior to full time student teaching	Make plans with your cooperating/mentor teacher and university supervisor/liaison for gradual assumption of teaching responsibilities; decide on specific topics/units for your take-over days when you will teach all students, all subjects/periods, all day. Make a schedule for the remaining 3-4 formal observations.
Full-time Student Teaching Takeover Weeks 11-15	• Remember, you work in the classroom according to your CTs contract hours. Be available for various duties with your CT, attend faculty/staff meetings, in-service professional development, and participate in other professional activities that occur when they do not interfere with your university coursework. • Gradually assume classroom routines, small group responsibility, and then whole group instruction leading up to your takeover. • Confer regularly with the CT regarding your performance, lesson plans, assessments and records of student progress, maintaining the learning environment, and other tasks as assigned. • Prepare to take full teaching responsibility for a minimum of 10 full days of lessons/duties. These takeover days should be as consecutive

	as possible. • Complete all remaining formal observations before the start of week 16. • Communicate regularly with the university supervisor and CT/MT. • <u>Submit your student teaching logs in SL&L each week. Let your CT/MT know that they are ready to be approved in SL&L. In your log you must clearly mark the days that were part of your Full Takeover.</u>
Week 16	• Phase out of take-over and return instructional responsibility to the CT/MT. • No formal observations should take place during this week. • Your university supervisor will arrange for a 3-way exit interview meeting with your CT/MT and yourself. The university supervisor and the CT/MT each complete the final evaluation form. All three participants sign-off on the final evaluation. • University supervisor or mentor teacher will fill out and submit the final evaluation form in SL&L. • <u>Ensure that all of your student teaching hours are logged and approved in SL&L.</u> • For Advanced Student Teaching: • At the exit meeting, complete an individual development plan (IDP) in consultation with your CT/MT and university supervisor or liaison. The IDP is designed to identify areas for professional growth during induction. You must retain this document and submit it to your induction program on the first day of induction in your first teaching position.

Supporting Teacher Candidates in California Teaching Performance Assessment (CalTPA)

Preparation for and completion of the CalTPA is a teacher candidate's responsibility. However, a teacher candidate will work with their cooperating teacher as their expert guide and supporter in choosing an appropriate topic. Candidates are required to consult with their school site teacher to determine if the school has a policy on parent consent for video at the time of registration. If there is no such policy in place, candidates must acquire permission from parents using a form provided during seminar. You do not necessarily need to get permission from every parent; however, you must have permission in place for any student whose face appears in the video.

Cooperating/ Mentor Teachers and university supervisors can support students as they complete CalTPA. The Math Performance Assessment (MPA) is to be completed in the initial semester and the Literacy Performance Assessment (LPA) in the advanced semester. Bilingual Authorization candidates choose to complete this assessment in either English or Spanish. The CalTPA website has a [list of acceptable and unacceptable forms of support](#). Teacher candidates will learn more about the CalTPA in their student teaching seminar course. The CalTPA parent/guardian consent

form, in English and Spanish will also be distributed during seminar. If you do not pass the CalTPA, you may be able to [request a score verification through Pearson](#). Candidates receive extensive formative experiences in developing their CalTPA submissions during student teaching seminars and support for students who do not pass is available from seminar instructors and the CalTPA Coordinator on a regular basis.

Fieldwork Verification

The Support Coordinator for Field Placements will send the Fieldwork Verification Survey to each supervisor/liaison and will be available if there are any questions about program requirements. University Supervisors will complete a Fieldwork Verification Survey prior to the middle of week 2 for each student in a new placement. The verification form will notify the department that the candidate has been cleared by their district and has started to report to their field placement.

The University Supervisor/ Residency Liaison will also confirm in the form that they have visited the fieldwork classroom, confirmed that the placement appears to be an appropriate placement that fulfills the requirements for the candidate's program, and has met with the Cooperating/Mentor Teacher to provide initial information about the Teacher Education Department Fieldwork requirements.

Program Requirements

Our teacher credential programs prepare teacher candidates to work using an asset-based approach to teaching and learning with students in standards-based, linguistically and culturally diverse, and inclusive schools. Our programs specifically prepare teacher candidates for the diversity of languages and cultures encountered in California public schools. The programs prepare teacher candidates to address the diverse learning needs of students, including those who are multilingual learners. The use of technology as a teaching and learning tool is infused throughout the program. An underlying principle of the program is that all students (regardless of race, ethnicity, gender, ability or economic status) are capable learners.

Credential Program Principles and Goals

The objectives of the teacher credential programs at CSUCI are to prepare effective and successful teachers for California public schools who:

- are reflective and deliberative practitioners
- are competent to teach the California State content standards
- are able to link content and pedagogy
- can integrate research, theory, and best educational practice into their teaching
- are able to integrate technology into their teaching

- understand and can meet the needs of diverse learners and students with disabilities

Credential Program Requirements

Please consult the University Catalog for required courses to successfully complete the credential program. [Here is the link to the catalog and schedule of classes](#). Current program roadmaps can be found on each program's website: [ITEP Program](#); [Multiple Subject Credential Program](#); [Single Subject Credential Program](#), [Education Specialist Credential Program](#), [Dual Licensure Program](#), and [Bilingual Added Authorization Program](#).

Subject Matter Competency Requirements

Students in the ITEP, Multiple Subject, Single Subject, Education Specialist, Dual Licensure Programs, and the Bilingual Authorization must meet subject matter competency prior to program admission.

Additional Requirements for the Preliminary Credential

CPR: CTC requires certification in adult, infant, and child CPR for all teaching credential programs. The Teacher Credential Programs will accept fully online, hybrid, or in-person CPR courses.

CalTPA: At CI, teacher candidates in all teaching credential programs are required to pass the CalTPA to be recommended for a Preliminary Teaching Credential

Additional requirements such as mandated reporter training and exit surveys are required to be recommended for the credential. See the "Recommendation for Credentialing" section for information on applying for your credential at the end of the program.

Program Policies

All students in credential programs are subject to all CSUCI policies including, but not limited to, specific School of Education and Teacher Education policies.

Original Work

All work submitted in credential program classes must be original work completed by the teacher candidate for the specific course and CalTPA unless specified otherwise by an instructor. Therefore, no one assignment may be turned in for grading purposes to more than one course unless otherwise approved by the instructor. It is up to each instructor whether a lesson plan and/or other assignments initially generated for fieldwork or student teaching will be accepted. Instructors may have AI policies for specific courses.

Evaluation of Student Teaching

During the student teaching period the university supervisor will regularly observe and evaluate the teacher candidate using evaluative criteria aligned to the Teacher Performance Expectations (TPEs). The final grade will be holistic using all available data and in consultation with the cooperating/mentor teacher. A passing grade of CR for student teaching indicates the teacher candidate has earned a grade of C+ or better in student teaching. A grade of NC indicates the teacher candidate has earned a grade lower than C+.

There are two types of classroom observations: Formal Observations and Informal Observations.

Formal observations (a minimum of 6 per semester, including one literacy observation and one short-term field experience observation) require teacher candidates to submit a lesson plan and reflection to the university supervisor/liaison and Cooperating/Mentor Teacher (CT/MT) at least 24 hours in advance of the scheduled observation through the SL&L portal and by email if requested. All Teacher Candidates must use the Education Specialist/Dual Licensure Lesson Plan Template. The Formal Observation of Student Teaching form is used by the CT/MT and/or University Supervisor/Liaison for the formal observations (except the required literacy observation and short-term field experience observation). Candidates are expected to demonstrate growth toward mastery of TPEs associated with formal observations. A lack of appropriate growth, as determined by the university supervisor, on observations 2-6 will result in a written improvement plan, called a Statement of Concern.

Informal classroom visits by the university supervisor do not require teacher candidates to submit a lesson plan and typically occur only when there are concerns beyond the formal observations scheduled. In most cases, there is no need to submit an observation rubric for these visits.

Both the CT/MT and university supervisor/liaison will jointly evaluate teacher candidates each semester at midterm (week 8) and each separately evaluate the candidate in the final week of student teaching. Education Specialist and Dual Licensure teacher candidates will be evaluated using the Education Specialist and Dual Program Evaluation Form for both the Midterm and Final Evaluations. Students will be issued Credit or No Credit for student teaching. The grade of CR (credit) indicates passing at a level equivalent to a C+ or better. The university supervisor/liaison and CT/MT are jointly responsible for the final grade. Statement of Concern will be provided for students who need improvement in various areas, and additional periodic evaluations may occur when necessary.

The Midterm and Final Evaluations of Student Teaching during Initial Student Teaching and the Midterm Evaluation of Student Teaching in Advanced Student Teaching, each have an overall rating to either “recommend”, “recommend with reservation”, or “do not recommend” the candidate for continuing with student teaching.

Teacher candidates who receive a “recommend, with reservation” in either initial or advanced student teaching on the Midterm Evaluation will receive a detailed Statement of Concern and

additional observations by a second supervisor arranged by the program chair prior to the final evaluation. All supervisors/liaisons and the cooperating/mentor teacher will discuss if adequate progress has been made for the candidate to earn a passing grade of CR (credit) for the student teaching experience.

Teacher candidates who receive a “pass, with reservation” on the Final Evaluation of Initial Student Teaching will receive a CR for the course along with a detailed Statement of Concern that provides a plan of action for success in Advanced Student Teaching. Arrangements will be made for a second supervisor to conduct observations in addition to the assigned university supervisor. All supervisors and the cooperating teacher will discuss if adequate progress has been made for the candidate to have remediated concerns by the Midterm Evaluation.

Teacher candidates who receive a “do not recommend” on the Midterm or Final Evaluations in either Initial or Advanced Student Teaching will be immediately discontinued from the program. Candidates have the right to appeal this decision in accordance with the Course Repeat Procedure and Course Grade Appeal processes outlined in this document.

Attendance

If for any reason a teacher candidate is absent, is tardy, or needs to leave their field placement they must contact the cooperating teacher, university supervisor, and school office at least one-half hour prior to the beginning of the school day. If a teacher candidate misses three days of student teaching, a Statement of Concern will be generated by the university supervisor regarding attendance and professional responsibility. Should the absences occur during full time takeover these days must be rescheduled before the end of the semester. The teacher candidate is responsible for having lesson plans prepared for each absence during full-time takeover.

Teacher candidates are expected to attend all the university courses for which they are enrolled. Courses are fast-paced, and absences can result in falling behind on content and assignments.

Teacher candidates are required to attend mandatory student teaching orientations prior to the first day of the semester. If students are not in attendance they will receive a Statement of Concern in their file.

School Calendars

Very often public-school calendars and university calendars do not match. Course grades and evaluations of student teaching experiences are due at the end of the university semester. It is crucial that a teacher candidate understands and complies with these calendar differences and institutional variations. Teacher candidates observe the school district vacation holidays and not the university vacation and holidays for reporting to their field site during student teaching semesters. Residents report to their field site for the entire school year, even outside of CSUCI’s semester. You will follow the university calendar for your credential courses. The semester beginning and ending dates may be different from when you will be beginning and ending your placement. Do not plan events or vacations without fully checking with the school and/or the university supervisor.

Student Teaching and Field Placement

All field placements are made by the University. Do not contact a school district, principal or teacher about arranging any field placements. Doing so may result in you being dismissed from the credential program. Our relationships with our partner schools and districts are negatively impacted when candidates contact them directly regarding field placements.

A teacher candidate is always a guest in the host school and is always under the immediate supervision of the cooperating teacher. Student teachers may not provide any services to pupils except under the direct supervision of school staff. Students must maintain the confidentiality of all pupil information received during the student teaching experience. Many schools encourage the teacher candidate to become an active member of the school faculty, assisting in activities and attending staff and parent teacher meetings. Professional, ethical behavior is always expected.

Credential candidates are expected to attend the contract hours of the district where they are placed unless other arrangements have been made with the cooperating teacher and university supervisor. Teacher candidates are expected to participate in their placement at reasonable times consistent with professional practices.

The credential program at CI places great value in selecting the most desirable settings for student teaching placements. We identify schools that understand and accept the University's mission statement and our specific needs as a program. Schools are selected in every instance where placement settings are linguistically and/or culturally diverse.

Incomplete Grades

CSUCI's [policy on requesting and granting "I" or an Incomplete grade is detailed fully online.](#)

Incomplete grades are rare in student teaching and are available for request ONLY due to unforeseen circumstances. A student must be passing the course at the time of the request for the incomplete grade.

Dismissal from School Site

The school site administrator may, at any time, exercise the prerogative of requesting a teacher candidate be relieved of student teaching responsibilities. This will result in an NC (No Credit) grade for student teaching. The student may or may not be allowed to complete the semester coursework depending on the reason for the dismissal. The student will be discontinued from the program at the end of the semester. If the Course Repeat Request is approved for the following semester, the teacher candidate may resume coursework and repeat student teaching in a later semester, or terminate their enrollment in the credential program. A teacher candidate has only one opportunity to repeat a student teaching experience before being dismissed from a credential program. Students may not withdraw from student teaching to avoid a grade of NC.

District Policies, Employment, and Substitute Teaching

Teacher candidates will not be placed at a school where an immediate relative is employed or in attendance.

Traditional student teachers are not entitled to wages or employee benefits for the time spent at the school site placement in student teaching. Traditional student teachers may substitute in schools during the first ten weeks of the semester when not attending their field placement site or during scheduled classes. Traditional pathway student teachers are not permitted to be employed as substitute teachers while they are placed as a student teacher at a school site during the last six weeks of the semester due to liability concerns. Residents may substitute teach in their Mentor Teacher's classroom only, throughout the program. Students will comply with all applicable laws and regulations, as well as all district policies on harassment, including but not limited to sexual harassment.

Insurance

Either the assigned District or the California State University system provides worker's compensation insurance for teacher candidates while they are engaged in student teaching or other field-based education classes. Inform the department immediately if you experience an injury on the school site: credential.assistant@csuci.edu

Professional liability insurance coverage is not provided but is available for students to purchase from a variety of insurance sources, one of which is the California Teachers Association (562- 942-7979). Liability coverage is highly recommended but not required for student teaching.

Program Maintenance Requirements

Teacher candidates must maintain a 3.0 cumulative grade point average in all credential program coursework and a CR (credit) for all seminar and student teaching experiences to continue in the credential program. A minimum grade of CR, C+, or higher is required in each individual course and in some programs, proficiency or mastery is required on all rubric components in the signature assignments. Teacher candidates who do not meet these standards will be discontinued in the credential program at the end of the term.

If a post-baccalaureate teacher candidate does not earn a CR, C+, or higher in any course, they must meet with the Program Coordinator, Chair, and the Field Placement Director (if related to student teaching) if they wish to continue in the program the following semester or academic year. After this meeting the discontinued teacher candidate may be invited to submit a Course Repeat Request to continue in the credential program. Course repeat requests for the following academic semester (inclusive of student teaching) are due one week after grades have been distributed. Course repeat requests for the next term the course is offered are due by May 1 for fall courses and December 1 for

Spring courses. All requests will be reviewed by a faculty committee in the Teacher Education Department. Course instructors and the student's academic history may be consulted in the decision-making process. Once a decision has been made, the student will be notified via email. Course repeat approval is not guaranteed.

Students must have extraordinary circumstances to withdraw from one or more classes for the Chair to sign for approval.

Course instructors and university supervisors assign course grades in accordance with university policy. Any appeal of a grade must follow the student grade appeal procedures published in the University catalog.

Change of Program

Students are admitted into one credential pathway with the option of adding the Bilingual Authorization if they meet the designated prerequisites. Students wishing to change their program (i.e., switching from the Dual Licensure to Multiple Subject) will need to meet with their program coordinator and credential counselor for advising. The Department Chair and the Field Placement Director or Residency Coordinator may also be invited to this meeting. These requests are not guaranteed.

Statement of Concern

According to California's Commission of Teacher Credentialing, candidates for the Education Specialist: Mild to Moderate Support Needs (MMSN) preliminary credential must demonstrate competency across all Universal Teaching Performance Expectations (TPEs) and MMSN TPEs to be recommended for the credential. Faculty in the Special Education Program will complete a Statement of Concern form when they determine a teacher candidate requires additional support to meet one or more TPE that has been designated to be assessed by their coursework or field experience. A copy of this form will be saved in the candidate's file.

A Statement of Concern is required when a teacher candidate's grade in coursework falls below a C+, if they receive a midterm evaluation at their field placement of "recommend, with reservations," if they do not demonstrate appropriate growth on formal observations 2-6 in one or more area, if they receive a final evaluation during initial student teaching of "pass, with reservations," if they miss 3 consecutive days of student teaching, or are absent from the orientation. However, faculty can complete a Statement of Concern if they have other evidence that the candidate is at-risk for not meeting one or more TPE (e.g., records of negative interactions with students, families, or colleagues [UTPE 6.2] or records of negligence of professional roles and responsibilities such as poor attendance or lateness [UTPE 6.6]).

The faculty will use this form to (a) document evidence that the candidate is at-risk for not meeting the TPE(s) by the end of the semester, (b) develop one or more measurable goal with a timeline for completion, and (c) identify reasonable supports and assistance (in collaboration with the teacher candidate, program coordinator, field placement coordinator, mentor/cooperating teacher, residency liaison, and/or chair). Examples of supports and assistance include but are not limited to additional

observations, increased feedback on lesson plans and/or teaching, required co-planning, required use of a specific co-teaching model, facilitated conversations between candidate, mentor, supervisor, etc., required office hours visits with faculty, and referrals to campus resources (e.g., Writing Center, Counseling Center, Basic Needs).

The above process will be followed unless a more serious situation occurs that necessitates a teacher candidate's immediate removal from the school site. Written statements from the cooperating teacher and/or the school site administrator are needed to document these serious situations (e.g., inappropriate behavior). A meeting with the teacher candidate and the relevant parties (e.g., school site administrator, cooperating/mentor teacher, university supervisor/liaison, field placement director, program coordinator, and department chair) may occur but is not required. When a teacher candidate is removed from a school, they will not receive credit for student teaching that semester and will be immediately discontinued from the program. The teacher candidate will be issued a NC grade, may be dropped from all courses depending on the seriousness of the inappropriate behavior, and will need to submit a Course Repeat Request if they wish to continue in the credential program.

It is crucial that all faculty and university supervisors follow this procedure as soon as significant concerns arise to ensure teacher candidate success.

Program Standards

The California Commission on Teaching Credentialing (CTC) engaged in a consultative process with educators to identify standards for the teaching profession. The standards have been designed in a progressive, developmental sequence. The Credential Programs in the Teacher Education Department use the Teaching Performance Expectations (TPE) Teacher Preparation Standards to guide what teacher candidates should learn and practice. Once the Preliminary Credential is received, the California Standards for the Teaching Professions (CSTP) are used as benchmarks for induction programs for beginning teachers.

1. California Standards for the Teaching Profession

The TPEs are directly and purposely aligned to the California Standards for the Teaching Profession (CSTP) that guide California's teacher induction programs and ongoing teacher professional development in California. This direct alignment signals to beginning teachers, preparers of beginning teachers, and those who support and mentor teachers in their first years of employment the importance of connecting initial teacher preparation with ongoing support and development of teaching practice in the induction years and beyond.

2. Educator Preparation Standards

All credential programs as described in this handbook in the Teacher Education Department

have been approved by CTC. Click this link for a complete list of the [Standards for Educator Preparation](#) at the CTC website.

3. *Teaching Performance Expectations*

Seven [Universal Teaching Performance Expectations \(TPEs\)](#) and seven Mild-to-Moderate Support Needs (MMSN) TPEs define what education specialist teacher candidates need to know or be able to do. The TPEs are based on the California Standards for the Teaching Profession (CSTP). All the TPEs must be practiced by teacher candidates and assessed throughout the program. The TPEs are written at a level appropriate for teacher candidates.

Teaching Performance Expectations (Summary)

- TPE 1: Engaging and Supporting All Students in Learning
- TPE 2: Creating and Maintaining Effective Environments for Student Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning
- TPE 4: Planning Instruction and Designing Learning Experiences for Students
- TPE 5: Assessing Student Learning
- TPE 6: Developing as a Professional Educator
- TPE 7: Effective Literacy Instruction for All Students

INFORMATION ABOUT CALIFORNIA'S LITERACY STANDARDS

California has implemented a new set of standards for teachers to address in classroom instruction. In our educator preparation programs at CSUCI, we have incorporated deep learning and information necessary to prepare teachers for literacy instruction that meets the needs of all learners.

New Literacy Standards, Dyslexia Guidelines and the Literacy Performance Assessment:

- CSU Channel Islands' Multiple Subject, Single Subject, and Educational Specialist Teacher Credential Programs have updated course programming to align with the new TPE Standard 7.
- The [California Dyslexia Guidelines](#) have been incorporated into coursework for all candidates.
- Since July 1, 2025, candidates have been required to take and pass a Commission-approved literacy performance assessment (LPA) as part of the CalTPA that includes a focus on foundational literacy skills and the additional cross cutting themes in literacy.

In their clinical practice experiences, credential candidates must have opportunities to practice and receive formative feedback on their performance in teaching literacy. This includes:

- Opportunities to observe and practice research-based, systematic and explicit literacy instruction that includes a focus on foundational skills, oral and written language development, literature, effective expression, and multimodal meaning making.
- Opportunities to learn about, and where possible, observe how schools or teachers use literacy screening and diagnostic techniques, as practicable and as appropriate to the credential.
- To the extent practicable, opportunities to observe and practice the concepts and strategies included in the California Dyslexia Guidelines.

Roles and Responsibilities

Teacher Candidate

- Attend all university events and courses as communicated by the Teacher Education Department. This includes orientations.
- Always be professional: in dress, demeanor, and attitude. You may hear or see things in classrooms with which you do not agree, or you may learn confidential information about a student; keeping these issues confidential is essential.
- You should plan on arriving at least 15-30 minutes before school begins and staying until the designated end of day within reason. Once you are student teaching full-time, adhere to your CT's contract hours. Be available to remain after school to plan, attend staff meetings, in-services, parent conferences, and other school functions.
- Be willing to go the extra mile. Offer to assist with bulletin boards and take on extra duties. Become known as a problem-solver not a problem-maker.
- If you are experiencing any sort of difficulty in your placement, share this with your University Supervisor immediately. Your university supervisor is there to serve as your advocate and liaison between you, the CT, and the school site. Please contact the Field Placement Director if you have concerns regarding your university supervisor.
- Enjoy your field experience. It will be a short time in the long range of your teaching career. Your student teaching experience is intended to give you the opportunity to practice the theories and instructional strategies you have learned in your coursework. Your university supervisor and CT are there to offer advice and suggestions and to coach you throughout the semester.
- If an absence becomes necessary, be sure to advise your CT and your university supervisor at least one-half hour prior to the start of the school day. If you miss three or more days of student teaching during your takeover, you will need to add those days to your student teaching assignment.
- Keep up to date and accurate lesson plans in a place that is accessible to your CT and university supervisor. This should be available for the CT and university supervisor to see during observational visits and when requested.

- Your university supervisor may issue an early warning or write a Statement of Concern if consistent and/or serious concerns arise.
- We encourage three-way participation during all formal observations, when possible. Prior to the conclusion of each semester of student teaching, there must be a three-way final evaluation conference during the last week of your placement if the student is on track to passing student teaching. Your CT and university supervisor will prepare a draft of your evaluation prior to that meeting.

Cooperating Teacher (CT)

- Please attend professional learning opportunities offered by the university. These opportunities will contribute to your training required by CTC.
- Introduce the teacher candidate to faculty and staff at school and orient them with the physical facilities of your school.
- Provide the teacher candidate explicit directions regarding your expectations for performance, time allotment, materials and special activities.
- Co-plan and co-teach with your teacher candidate throughout their time with you.
- Develop a teaching and professional responsibilities schedule with the teacher candidate that allows them to gradually assume responsibilities for the instructional areas that are designated according to their initial or advanced placement status.
- Provide the teacher candidate with a workspace in the classroom.
- Model good teaching techniques and methods, making explicit to the teacher candidate the reason for using the techniques you have chosen.
- Provide the teacher candidate with opportunities to observe and participate in the formal assessment of students, including IEP meetings as appropriate.
- Arrange regular conference times with teacher candidate for planning, feedback and evaluation.
- Support the teacher candidate in completing course assignments and State mandated teaching performance assessment tasks. These require the teacher candidate to create and implement several lessons and assessments and to video their performance.
- Assist the teacher candidate in developing appropriate lesson plans based on specific goals, objectives and needs of the students in your class. Share IEPs and behavior plans with the teacher candidate as appropriate.

- Encourage the teacher candidate to try out methods introduced in course work, create instructional materials, and to make changes to the room layout and student groupings.
- Observe the teacher candidate. Ask them to reflect on both successes and failures. Provide written or oral feedback as often as possible.
- Communicate regularly with the university supervisor to assist in solving field-related issues or individual needs.
- Invite the teacher candidate to parent conferences and other school related activities.
- If appropriate, offer to write a letter of recommendation for your teacher candidate.

Residency mentor teacher (RMT)

- Attend professional learning opportunities offered by the university. These opportunities ensure your alignment with the credential program requirements, and contribute to your training required by CTC.
- Introduce the teacher candidate to faculty and staff at school and orient them with the physical facilities of your school.
- Provide the teacher candidate explicit directions regarding your expectations for performance, time allotment, materials and special activities.
- Co-teach with your teacher candidate throughout their time with you.
- Develop a teaching and professional responsibilities schedule with the teacher candidate that allows them to gradually assume responsibilities for the instructional areas that are designated according to their initial or advanced placement status.
- Provide the teacher candidate with a workspace in the classroom.
- Model good teaching techniques and methods, making explicit to the resident the reason for using the techniques you have chosen. Thinking out loud as you make decisions will provide the resident with rich understandings of teaching.
- Provide the teacher candidate with opportunities to observe and participate in the formal assessment of students, including IEP meetings as appropriate.
- Co-plan with the resident on a regular basis. Involving the resident in planning and providing them with the resources needed for effective planning will prepare them

for their takeover. Ensure that they submit lesson plans to you in advance of their observations, provide feedback on their lesson plans.

- Arrange regular conference times with resident for planning, feedback and evaluation.
- Complete at minimum six formal observations per semester as required by CTC. It may be necessary and beneficial to do more formal observations than the required number. Provide a copy of your notes from each formal observation to the resident and the liaison. Submit the formal observation evaluation form in SL&L. Informal observations occur several times throughout the semester, or more as needed, including informal feedback to the resident on their performance.
- Submit all your midterm and final evaluations, and formal observation notes for each teacher candidate on SL&L. Approve all fieldwork logs on a weekly or bi-weekly basis.

Support the teacher candidate in completing course assignments and State mandated teaching performance assessment tasks. These require the teacher candidate to create and implement several lessons and assessments and to video their performance.

- Assist the teacher candidate in developing appropriate lesson plans based on specific goals, objectives and needs of the students in your class. Share IEPs and behavior plans with the teacher candidate as appropriate.
- Encourage the teacher candidate to try out methods introduced in course work, create instructional materials, and to make changes to the room layout and student groupings.
- Observe the teacher candidate. Ask them to reflect on both successes and failures. Provide written or oral feedback as often as possible.
- Communicate regularly with the Residency Liaison to assist in solving field-related issues or individual needs.
- Invite the teacher candidate to parent conferences and other school related activities.
- If appropriate, offer to write a letter of recommendation for your teacher candidate.

University Supervisor

- Visit your teacher candidates during the first week of the semester, and every other week for either formal observations or drop-in observations due to concerns.
- Arrange a meeting during the first week of the semester with CT and teacher candidate to review expectations, ensuring the CT has received an electronic copy of this handbook.
- Introduce yourself to the school site administrator.

- Act as a liaison between teacher candidates, cooperating teachers, school administrators and CI.
- Complete the Fieldwork Verification Form by the middle of the second week.
- Assure that each teacher candidate is clear about the requirements and responsibilities, as well as critical dates, for student teaching.
- Arrange an observation schedule with the CT and teacher candidate. Do not change the CT classroom schedule to accommodate your schedule.
- Complete at minimum six formal observations per semester of each student teaching as required by CTC. It may be necessary and beneficial to do more observations than the required number but these must be approved by the Teacher Education Department Chair. Provide a copy of your notes from each formal observation to the teacher candidate and CT. Submit the formal observation evaluation form in SL&L. Conduct drop-in informal observations if needed and approved by the chair.
- Assure that the teacher candidate has completed all required assignments for student teaching.
- Advocating for the teacher candidate in the field placement to complete the course assignments.
- Facilitate the teacher candidate's assumption of classroom responsibilities.
- Conduct both a midterm evaluation and the final evaluation of student teaching performance. Arrange meetings with the CT and the teacher candidate to discuss these evaluations.
- Submit all your midterm and final evaluations, and formal observation notes for each teacher candidate on SL&L. Submit grades for all teacher candidates that you have for the semester in myCI.

Co- Teaching

Co-teaching is a hallmark of the CI credential programs. Cooperating Teachers are encouraged to co-plan and co-teach lessons with teacher candidates. The National Educational Association provides the following advice and tips for successful co-teaching.

Co-Teaching Advice and Tips

Co-teaching can be a wonderful experience when planning and communication are in place beginning day one. Here are five steps that are very helpful when preparing for a co-teaching experience.

1. ***Establish rapport:*** The first step is to establish a relationship -- even before the students enter the building. Get to know each other on a personal level. After all, you will be together the entire semester or year. What things do you have in common? When the two of you have a comfortable relationship and rapport with each other, the students feel more comfortable in the classroom. Students can sense tension as well as harmony within the learning environment. A positive relationship will help minimize misunderstandings and motivate you to resolve problems before they escalate.
2. ***Identify your teaching styles and use them to create a cohesive classroom:*** Are you a hands-on teacher who loves doing experiments and using manipulatives, never to open a textbook? While your co-teacher needs to use the textbooks first and then supplement with experiments and manipulatives? How do you manage behaviors? What are your discipline styles? Instructional and discipline styles are just two factors you need to examine so that you can combine the best of both of your styles to create a cohesive classroom. You need to find a balance that makes everyone comfortable. When you plan lessons together, you can use your two styles to complement one another and thus enhance the lessons and the delivery of instruction. You create a cohesive classroom with consistent expectations when both of you are on the same page with instruction and discipline styles.
3. ***Discuss strengths and weaknesses:*** How can you utilize each teacher's strengths and weaknesses? A good way to do this is to have each of you make a list of strengths, weaknesses, likes, and dislikes. Then take the lists and compare them and highlight the strengths that are dominant for one teacher and allow that person to be the lead teacher in those areas. By using these strengths, you can differentiate your instruction to meet the needs of a larger group more frequently within the classroom as well as allowing for individualized instruction.
4. ***Formulate a plan of action and act as a unified team:*** You have to make decisions constantly throughout the year, so if you formulate a plan of action in the beginning of the year, disruptions will be minimal. Consider the following items in your plan of action:
 - Scheduling
 - Expected classroom behaviors
 - Classroom procedures, such as class work and homework policies, turning in work
 - Consequences of not following rules and procedures
 - Grading
 - Communication between home and school

Talk about what you will tolerate as well as how you will respond to actions that are not acceptable. Be consistent when dealing with parents, and meet as a team for conferences with

them. Determine your roles in advance so that you do not contradict each other or foster misunderstandings during the meeting.

5. **Take risks and grow:** A wonderful aspect of co-teaching is that it allows you to take risks, learn from each other, and grow as professionals. Co-teaching provides a safety net when you take risks in your instruction. When you try something new and it doesn't work, you have another teacher in the room who can step in with another technique or lesson that works, or point out the area of difficulty, or assist in redirecting the lesson. When you are the only teacher in the room and a lesson bombs, you often must stop and move on and then analyze later why the lesson fell apart - without the assistance of someone else in the room observing the lesson.

Co-teaching is an experience that is as good as you allow it to be. You have the opportunity to work with another educator daily. Make the most of it. Enjoy!

Strategies and Examples of Co-Teaching

The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom.

Strategy	Definition / Example
One Teach, One Observe	One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. Example: One teacher can observe students for their understanding of directions while the other leads.
One Teach, One Assist	An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. Example: While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.
Station Teaching	The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. Example: One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.
Parallel Teaching	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.

Supple- mental Teaching	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated. Example: One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.
Alternative Teaching (Differentiated)	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. Example: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.
Team Teaching	Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. Example: Both instructors can share the reading of a story or text so that the students are hearing two voices.

Recommendation for Credentialing

Teacher candidates completing a credential program at CI must be recommended by the faculty for a Preliminary Teaching Credential. Any teacher candidate who is not recommended for a credential will be notified in writing about the negative recommendation and the reasons for that negative recommendation.

If difficulties are identified, faculty will meet to consider the nature of the problem, possible avenues of remediation, and procedures for notifying persons concerned. The program chair will inform the student in writing about the decisions and recommendations of the faculty team. The difficulties might be in academic work, interpersonal relationships, work with public school students in classroom settings, or due to other circumstances. The presumption is that this process will provide a student with timely information so that she or he may respond positively, and successfully complete the credential program. If progress is not satisfactory, the candidate should contact the program chair for additional assistance.

Final Steps in the Program

After teacher candidates have completed all of the required courses and exams, complete the following steps and submit all information using the recommendation request online form located below.

1. Complete a CPR course in Adult, Infant and Child CPR.
2. Complete the **Exit Survey** and upload a copy of the completion certificate.
<https://www.csuexitsurvey.org/> (use Code= 3292)
3. You must submit a certificate of completion for the School Personnel **Mandated Reporter Training** . To meet this requirement, please complete the School Personnel Module and upload the certificate of completion . (Note that the training you received from districts to get cleared for student teaching does not meet this requirement):
[California Mandated Reporter Training](#)
4. Pass CalTPA MPA and LPA. Submit dates of passing.
5. Bilingual Added Authorization Candidates: Submit passing date or evidence of passing score on CSET Spanish III. Candidates will be ineligible for the authorization until both the Bilingual Authorization courses and CSET Spanish III have been passed.
6. Subject Matter Competence was verified at admissions in most cases. Counselors may reach out to candidates for further evidence, if needed (e.g., CSET passing dates, degree transcripts, or verification of your subject matter waiver).
7. Credential Recommendation Request Form: Request your recommendation by completing the survey below. The request must include all documentation of the requirements above. This survey will be automatically submitted to the credential counselors in the Teacher Education Department. Submit the request using the following link:
[Preliminary Teaching Credential Recommendation Request](#)

An evaluation of your file and coursework will be conducted to verify that you have met all CTC requirements for the preliminary credential for which you are applying.

Adding a Second Credential and Supplementary Authorizations

Once an initial credential program has been completed and your credential has been issued, if you would like to earn another credential you may do so, granted you have passed the subject matter competency exams and additional coursework. Supplementary and degree authorizations are also available in several subjects. To add a credential or authorization, individuals will need to apply directly with CTC after the initial credential has been issued. For more information please visit the [CTC Adding Authorizations Website](#)

Professional Teaching Credential

The Preliminary Teaching Credential is converted to a Professional Teaching Credential after two years of proven successful teaching and satisfactory completion of a State designated beginning teacher induction program. The California CTC in Sacramento oversees this process and Ventura County Office of Education provides support during the induction process. You must save your Independent Development Plan (IDP/“Induction Plan”), which you developed at the end of Advanced Student Teaching, and submit it to your induction program. Further information on current requirements will be provided during a student teaching seminar.

Graduation Information

Only ITEP students are required to apply for graduation (\$50 processing fee). Non-ITEP students do not apply to graduate as they are not earning a degree from the university. However, all students (ITEP & non-ITEP) may participate in commencement ceremonies, and must [register to participate in commencement](#).

Access to All Forms and Documents Referenced in the Handbook

Document File Name	Document Purpose	PDF	Word version
CSUCI 2026-2027 Lesson Plan Template-English	This template is to be used for all formal lesson plans during student teaching or as directed by course instructors.	Here	Here
Education Specialist and Dual Licensure Formal Observation of Student Teaching	University Supervisors and Resident Mentors will complete at least six (6) observations of the teacher candidate during Phase II, student teaching. The elements of this document are aligned to the Teacher Performance Expectations.	Here	Here
Education Specialist and Dual Licensure Student Teaching Evaluation Form (Midterm and Final)	This form is to be used to evaluate candidates in the Education Specialist and Dual Student Teaching Program for the Midterm and Final Evaluation of Student Teaching during initial and advanced semesters.	Here	Here
Education Specialist and Dual Licensure Short-Term Field Placement and Observation Form	This form is to be used to evaluate candidates in the Education Specialist and Dual Licensure Programs for their short-term field experience in a secondary special education setting.	Here	Here
Education Specialist and Dual Licensure Statement of Concern	This document is to be used when a student displays behaviors that are unprofessional or that may lead to not being successful in a course or field placement. The document will outline a plan for success and a timeline for completion.	Here	Here
Course Repeat Request	Students who have received an NC in student teaching and/or a grade below a C+ in a course may use this form to petition to retake the class or student teaching experience.	Here	Here
Individual Development Plan	This form should be completed at the end of Advanced Student Teaching and kept by the student for use during induction.	Here	Here
Literacy Observation – Foundational Skills	University Supervisors and Resident Mentors for Multiple Subject, Special Education, and Dual programs will complete this form as one of the six (6) observations of the teacher candidate during the initial semester of Phase II,	Here	Here

	student teaching. The elements of this document are aligned to TPE 7 of the Teacher Performance Expectations.		
Literacy Observation - Meaning Making, Language Development and Effective Expression	University Supervisors and Resident Mentors for Multiple Subject, Special Education, and Dual programs will complete this form as one of the six (6) observations of the teacher candidate during the advanced semester of Phase II, student teaching. The elements of this document are aligned to TPE 7 of the Teacher Performance Expectations.	Here	Here
Handbook Acknowledgement	This form should be completed by student teachers by week 2 of fall semester.	Here	