



**EARLY
CHILDHOOD
STUDIES**

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

UNIVERSITY SUPERVISOR HANDBOOK

Early Childhood Studies



***ECS 486 Early Childhood Student
Teaching I: PK/TK
Term Year 2026-2027***

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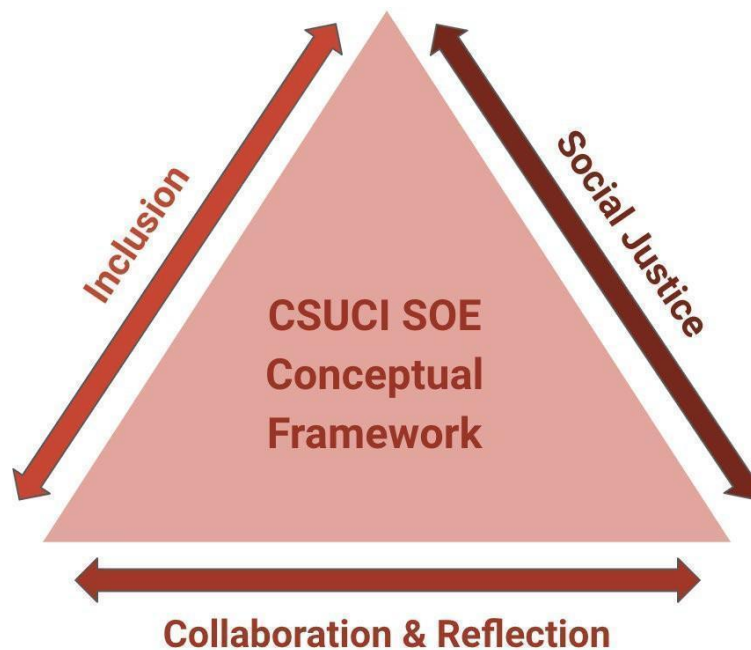
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PROGRAM

CSUCI School of Education Conceptual



The School of Education (SOE) 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 every one. 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.

EARLY CHILDHOOD STUDIES PROGRAM

The Bachelor of Arts Degree in Early Childhood Studies (ECS) prepares students to work effectively with young children from birth through eight years of age and their families. Our program develops the knowledge and skills necessary to work with the youngest community members, including the embedding of substantive training across the program in developmentally, culturally, and ability appropriate for all children with a special emphasis on dual language learners and children with special needs. In completing the major, ECS students acquire the competencies to serve both young children within the natural settings of home, community, and schools.

The academic program offers core curricula and fieldwork in early childhood development and pedagogy while highlighting family engagement in the context of family, culture, language, and society. Unique to our program is the field work experience as well as service learning as most of our courses require students to experience early childhood in a variety of diverse settings.

The BA in Early Childhood Studies is accredited by the National Association of the Education of Young Children (NAEYC).

Program Learning Outcomes

1. Students are qualified to teach in and administer programs serving young children (with and without disabilities) from birth through eight and their families.
2. Students actively engage children in their learning.
3. Students are able to teach all subjects in their area of specialty and link content to pedagogy.
4. Students acknowledge and support diversity of languages and cultures in and among children and families.
5. Students meet the diverse needs of all children including those with special needs.
6. Students are reflective and deliberative practitioners, integrating research, theory, and effective practices into their teaching.

NAEYC PROFESSIONAL PREPARATION STANDARD

Standard 6: Becoming a Professional

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Key elements of Standard 6

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education.

6e: Engaging in informed advocacy for young children and the early childhood profession.

EARLY CHILDHOOD STUDIES FACULTY

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****ECS 486 Student teacher university supervisors for 2026-2027***

ECS ADMINISTRATIVE SUPPORT COORDINATOR

Gissell Toxqui: gissell.toxqui@csuci.edu

LETTER FROM PROGRAM CHAIR

Dear Colleagues,

I want to take a moment to personally express how much your work as a university student teaching supervisor means to our undergraduate Early Childhood Studies program. Student teaching can be an overwhelming yet exciting experience. When you step into a classroom to observe a student teacher, you bring with you not just a checklist, but experience and care. Your observations and feedback help student teachers to grow as future professionals. We count on you to document and share that growth honestly and thoughtfully.

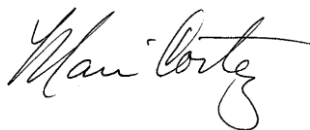
What I have noticed in working with all of you is that you make individual time a priority where you develop a professional relationship not only with the student teachers but also with the mentor teachers. Mentor teachers are our partners in this work, and when communication is consistent and collaborative, the entire experience becomes richer. Thank you for reaching out to them regularly, share what you are seeing, and offer your support.

Finally, I want to encourage you to approach your midterm and final evaluations as productive feedback with opportunities to grow. Such evaluations are the signature assignments for continuous improvement.

You play a pivotal role in this program by supporting student teachers, collaborating with mentor teachers, and helping us uphold the quality of early childhood education in our community. Thank you for your professionalism and genuine care. Please let me know how I can best support you. We are fortunate to have you.

Respectfully,

Sincerely,

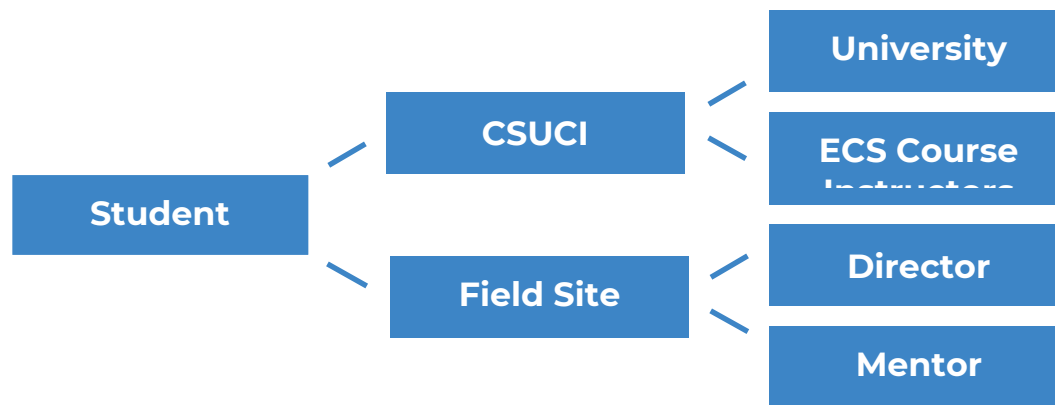
A handwritten signature in black ink, reading "Mari Riojas-Cortez". The signature is fluid and cursive, with the first name "Mari" and last name "Cortez" clearly distinguishable.

Mari Riojas-Cortez, Ph.D
Professor & Chair
Early Childhood Studies

STUDENT TEACHING EXPERIENCE

The student teaching experience is a collaborative effort between the ECS program, the field site, and the mentor teachers. Figure 1 displays all stakeholders for the student teaching experience.

Figure 1. Student Teaching Experience



ECS 450 Child Guidance and Classroom Environments: Preschool/TK/Early Elementary, ECS 480 and ECS 486 Early Childhood Clinical Student Teaching I: Infants/Toddlers are co-requisites. University supervisors are assigned specific sections of ECS 486 and are responsible for maintaining the course Canvas page and assigning final grades. University supervisors will meet with student teachers during the ECS 450 orientation and throughout the semester.

ROLES AND RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

ECS Program Representative

Serve as an official representative of the Early Childhood Studies program, upholding its values, expectations, and professional standards. This includes ensuring that all interactions with student teachers, mentor teachers, and field sites reflect the program's commitment to equity, inclusion, and high-quality early childhood practice.

Liaison Between University and Field Site

Facilitate clear, consistent communication between the university and the field site. Support collaboration with mentor teachers and site director while addressing questions, clarifying expectations, and helping resolve concerns that arise during the placement.

Conduct Observations

Conduct scheduled informal and formal observations to assess the student teacher's practice in classroom settings. Observations are aligned with program expectations and focus on teaching strategies, interactions with children, and professional behaviors.

Provide Feedback

Provide timely, specific, and actionable feedback following each observation. Feedback is grounded in developmental theory and professional standards, and is intended to guide reflection, reinforce strengths, and identify areas for growth.

Support Student Growth

Support the ongoing professional development of each student teacher through guidance, goal-setting, and reflective dialogue. This includes helping the student build confidence, strengthen instructional practice, and navigate challenges within the field placement.

Evaluate Student Performance

Assess student performance using established program tools and criteria,

including informal observations, formal observations, and evaluation forms. Assign grades and document progress based on demonstrated competencies and professional expectations.

Ensure Program Consistency

Ensure that student teaching experiences are implemented consistently across placements in alignment with program guidelines. This includes using common tools, adhering to timelines, and applying shared expectations for observation, feedback, and evaluation. The use of Canvas is the preferred method to keep students informed of the syllabus, assignments and grades. Each faculty supervisor is the instructor of record for ECS 486 as such they are responsible for keeping attendance records and grades.

Should an issue arise at a field site. Please contact the following in order:

1. Mentor teacher and site director
2. Gissell Toxqui ECS Support Coordinator (gissell.toxqui@csuci.edu)
3. Course Instructors (ECS 450, ECS 480)
Department Chair. Dr. Mari Riojas-Cortez (mari.riojas-cortez@csuci.edu)

SUPERVISION FRAMEWORK

Requirements

University supervisors are required to complete a minimum of five (5) observations over the course of the semester. Each visit is scheduled for approximately one hour, typically including a 30-45 minute observation followed by a 15-minute feedback and debrief session with the student teacher.

Scheduling observations is a shared responsibility with clearly defined roles. Student teachers must first meet with their mentor teacher to understand the classroom schedule and identify appropriate observation windows, then communicate those options to the university supervisor. The university supervisor will finalize and share their observation schedule, and the student teacher is responsible for confirming and communicating those dates and times with the mentor teacher.

Supervisors are responsible for completing and uploading all graded observation forms to the ECS 486 Canvas page in a timely manner to ensure accurate documentation of student progress. Lastly, supervisors are assigned 0.5 WTUs per student teacher, which is equivalent to approximately 1.5 hours per week to fulfill all position responsibilities.

Observation Process

1. **Pre-observation preparation:** Student teachers are required to submit a pre-observation form at least two days prior to the scheduled observation. The form outlines specific goals the student would like feedback on and requires them to make connections to their current ECS coursework, the classroom's philosophy and curriculum, and the children's funds of knowledge, including family and community contexts, allowing the university supervisor to prepare for a targeted and meaningful observation.
2. **Observation:** During the observation, the university supervisor focuses on the goals and areas identified in the pre-observation form while documenting the student teacher's instructional practices, interactions with children, and overall classroom engagement. Observations also capture evidence of the student teacher's growth over time and are aligned with program expectations and professional standards.
3. **Feedback/debrief:** Following the observation, the university supervisor

meets with the student teacher to provide immediate, structured feedback. This debrief focuses on strengths, areas for growth, and actionable next steps to support ongoing development.

Observation Types

1. **Informal Observations (x3):** Informal visits focused on gathering evidence of the student teacher's developing practice and progress toward their identified goals in the pre-observation form. These observations emphasize guided reflection and targeted feedback rather than formal evaluation. The university supervisor assigns a grade based on demonstrated competencies.
2. **Formal Observations (x2):** Formal observations are structured evaluations in which the student teacher implements planned curriculum or activities aligned with program expectations. The university supervisor documents performance using established criteria and assigns a grade based on demonstrated competencies.

Midterm Evaluation

The midterm evaluation of professional dispositions is a collaborative assessment completed by the student teacher, mentor teacher, and university supervisor as follows:

1. **Self-Evaluation:** The student teacher begins by completing the first page of the midterm evaluation, using the provided scale to reflect on their progress.
2. **Mentor Teacher Feedback:** After the self-evaluation is complete, the mentor teacher will provide feedback on the second page of the form.
3. **Discussion:** The completed form should be discussed by the student teacher and university supervisor between weeks 8-9 of the student teaching experience. The university supervisor will review the evaluation, assign a grade, and sign the form during their third informal observation or electronically. The completed form will be uploaded to Canvas.

Final Evaluation

The final evaluation of professional dispositions is a collaborative assessment completed by the student teacher, mentor teacher, and university supervisor at the conclusion of the student teaching experience, as follows:

1. **Self-Evaluation:** The student teacher begins by completing the first page of the final evaluation, using the provided scale to reflect on their overall progress and growth throughout the semester
2. **Mentor Teacher Feedback:** After the self-evaluation is complete, the mentor teacher will provide written feedback on the second page of the form.
3. **Discussion:** The completed form will be reviewed and discussed by the student teacher and university supervisor during the final weeks of the semester. The university supervisor will review the evaluation, assign a final grade, and sign the form. The completed form will be uploaded to Canvas.

Grading

- University supervisors are the instructors for ECS 486 and are responsible for assigning all grades. Final grades must be submitted at the end of each semester using CI Records in the myCI dashboard.
- Grading criteria are aligned with student learning outcomes and NAEYC professional standards.
- Observation forms and grades must be entered in Canvas within one week of the observation.
- Incomplete grades are not an option for student teaching except in rare, documented circumstances with approval from the university supervisor and Department Chair
- Failure to complete all 28 days of student teaching will result in a grade of F in both ECS 450, ECS 480 and 486 (no exceptions). They will have to petition to retake both courses.

APPROACH TO FEEDBACK

Expectations

1. **Strength-based:** Feedback highlights and builds upon the student teacher's existing strengths to promote confidence and effective practice. It recognizes what is working well while using those strengths as a foundation for growth.
2. **Actionable:** Feedback includes clear, specific next steps that the student teacher can implement in their practice. Suggestions should be practical, observable, and directly connected to the goals identified during the observation.
3. **Aligned to NAEYC Standards:** Feedback is grounded in the National Association for the Education of Young Children Professional Standards and Competencies. This ensures that guidance and evaluation are consistent with nationally recognized expectations for early childhood educators.

Suggested Framework

1. **Describe:** Objectively state what was observed during the lesson or interaction without judgment or interpretation. This includes specific behaviors, language, and actions demonstrated by the student teacher and children.
2. **Interpret:** Explain the significance of what was observed, connecting it to child development, learning theory, or program expectations. This step helps the student understand why the practice is effective or where it may need adjustment.
3. **Suggest:** The supervisor offers clear, actionable recommendations for next steps to strengthen practice. Suggestions should be specific, practical, and directly connected to the observation and the student teacher's goals.

NAEYC Alignment Chart

Reference this chart to align your observational feedback with NAEYC Standard 6 language. Each key element includes what it looks like in practice, what supervisors can focus on during observations and in conversations, and example language you can use or adapt in debriefs and evaluation forms.

Key Element	What It Means	Supervisor Focus	Reflection Prompts
NAEYC Standard 6: Professionalism - Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines, engage in continuous and collaborative learning, and are informed advocates for young children and the profession.			
6a - Identifying and involving oneself with the early childhood field	Student teacher is developing a sense of professional identity as an early childhood educator.	Does the student teacher refer to themselves and act as a professional educator? Are they starting to use early childhood language introduced in coursework? Do they demonstrate interest in learning about professional expectations and settings?	“What experiences are shaping your understanding of what it means to be an early childhood professional?” “Where are you noticing growth in how you present yourself as a teacher in the classroom?”
6b - Knowing and upholding ethical standards and professional guidelines	Student teacher is developing an understanding of ethical standards, maintains confidentiality, respects families and children, and acts with integrity in all professional interactions.	Do they follow site and program expectations with guidance? Do they handle sensitive situations with discretion and care?	“How do you maintain professionalism when discussing children or classroom situations with others?” “Where do you notice growth in how you handle sensitive or complex situations in a professional manner?”

Key Element	What It Means	Supervisor Focus	Reflection Prompts
6c Engaging in continuous, collaborative learning, using technology effectively	Student teacher is developing habits of reflection, collaboration, and ongoing learning, including appropriate use of technology to support practice..	Is the student teacher actively seeking and using feedback? Do they thoughtfully engage in reflective dialogue during debriefs?	“How do you actively use feedback to make adjustments in your teaching practice?” “In what ways do collaborative conversations influence your planning or interactions with children?”
6d Integrating knowledge-able, reflective, and critical perspectives on early education	Student teacher connects theory to practice and thinks critically about their teaching decisions. Reflects not just on what happened, but why.	Do they move beyond describing events to interpreting children’s behavior or learning? Can the student teacher articulate rationale behind instructional decisions Are they considering equity, inclusion, and cultural responsiveness in their reflections?	“What guided your decision-making during that activity, and what were you hoping would happen for children?” “Who seemed most engaged or supported in this experience, and what might that suggest about access and inclusion?”
6e Engaging in informed advocacy for young children and the early childhood profession	Student teacher recognizes advocacy as a professional responsibility and begins to identify and respond to barriers to access, participation, and belonging for young children.	Does the student teacher independently recognize and respond to barriers affecting children’s learning and belonging? Are they starting to develop a professional voice within collaborative settings by communicating observations with the teaching team?	“What barriers to participation or learning are you beginning to notice in the classroom?” “Let’s think about how you might use your voice, even as a student teacher, to advocate for a child’s needs within the team.”

SUPPORTING STUDENT TEACHERS

Building Relationships

Supporting student teachers begins with building strong, professional relationships grounded in trust and respect. University supervisors establish trust by being consistent, approachable, and responsive, creating a space where student teachers feel comfortable engaging in honest reflection. Ongoing, clear communication ensures alignment across the triad and supports the student teacher's growth throughout the placement.

Supporting Growth

Supporting student growth involves proactively addressing challenges and guiding student teachers through problem solving in a constructive, developmentally appropriate way. University supervisors promote reflective practice by encouraging students to analyze their experiences, connect theory to practice, and set meaningful goals. This process supports continuous improvement and the development of intentional, responsive teaching.

Partnering with Mentor Teachers

Working with mentor teachers requires clear collaboration and consistent communication to support the student teacher's success. University supervisors partner with mentor teachers by aligning expectations, sharing relevant information, and maintaining open, professional dialogue throughout the placement. Established communication protocols help ensure timely updates, coordinated support, and a unified approach to a successful student teaching experience.

Supervisors should prepare mentor teachers in advance of formal observations by clearly outlining the structure of the observation process and feedback expectations. Mentor teachers will be provided with the formal observation form in their handbook so they can use a consistent lens when reflecting on the student teacher's implementation of the activity. It is to be used only as a guide to frame feedback that is descriptive, supportive, and aligned to program expectations. During the debrief, mentor teachers are encouraged to use the guide to anchor conversation and support reflective dialogue.

POLICIES & PROCEDURES

Attendance

Attendance is mandatory for all courses per university policy
<https://policy.csuci.edu/sp/1/sp-01-56.htm>.

Student teaching is 14 weeks, two days a week for 7.5 hours each day, 7 hours with the children and 30 minutes for lunch (i.e., 28 days x 7.5 hours = 210 hours). Student teaching begins the second week of the semester and ends the last week of instruction. Attendance is required every week, as this is also considered a course. Student teaching is a cumulative experience, and attendance every week is required. Students must stay the entire day and may NOT leave early.

If an absence is unavoidable due to an emergency, students must contact their mentor teacher and field site as well as the university supervisor, the ECS 450, ECS 480 and Gissell Toxqui (805-437-8525 or gissell.toxqui@csuci.edu). The university supervisor has the right to determine if an absence is excused as an emergency based on the university policy.

Students will have to complete the following steps for attendance purposes:

1. Scan QR code at the entrance of their site or inside the classroom (red folder labeled CSUCI/ECS). Gissell Toxqui will be checking QR-based attendance records weekly.
2. Sign visitor or volunteer log maintained by the field site.
3. Upload ECS program attendance log signed by mentor teacher weekly to ECS 486 Canvas page. University supervisors will be checking signed attendance log weekly. (Appendix I)

Weekly Attendance Logs

University supervisors are responsible for verifying attendance through the weekly student teaching attendance logs submitted in Canvas. Gissell Toxqui will also be checking attendance weekly through QR code sign-in data.

- Review and confirm student teaching logs submitted on Canvas each week.
- Follow up with student teacher and mentor teacher if attendance is missing or inconsistent.

- Initiate a Statement of Concern if the student teacher fails to comply with the attendance policy.
- Approve or deny absence make-up requests in consultation with the Department Chair as needed.

Make-Up Day Policy

- Missing days must be made up within two weeks of the absence.
- Students may count up to one (1) day of site-based professional development toward required student teaching days, with prior supervisor approval.
- Students whose placement begins later in the semester due to circumstances beyond their control (e.g., site reassignment and re-fingerprinting, or program-related delays) will receive an adjusted timeline for making up missed days.
- If a classroom/site closes due to an unplanned emergency (i.e., power outage, fire, etc.), student teachers must make up the days, but not more than 2 days.
- Failure to complete all 28 days of student teaching will result in a grade of F (no exceptions).
- If a student fails student teaching, they will have to petition to retake ECS 450, ECS 480, and ECS 486.
- Incompletes will only be granted in rare circumstances with supervisor and Chair approval

Student Teaching Adjustment Policy

In cases of documented special circumstances, such as unexpected childcare disruptions, family emergencies, medical needs, or relocation, students may request a temporary or alternative student teaching schedule. Requests are reviewed on a case-by-case basis and must ensure that program learning outcomes, total required instructional hours, and professional competencies are fully met.

Approved adjustments may include:

- Modified schedule
- Redistribution of hours across additional days per week

- Alternative schedule that maintains equivalent total time of required student teaching hours

Students seeking a student teaching adjustment must:

- Communicate concerns as early as possible to the chair and university supervisor
- Provide a clear explanation of the circumstances. Additional documentation may be requested by the program
- Collaborate with program faculty and the placement site to develop a feasible plan

Approval of any student teaching schedule adjustments must be approved by the Department Chair. Approval is not guaranteed and is contingent upon placement site capacity, fulfilling student teaching requirements, and the student's ability to meet all program expectations.

Overlapping Student Teaching Days

The purpose of this policy is to ensure that student teaching placements provide equitable, individualized learning experiences while maintaining a stable and supportive environment for mentor teachers and children. Limiting placements to one student teacher per classroom per day helps minimize additional stress and supervisory demands on mentor teachers, reduces overstimulation for children, and supports the overall quality and consistency of the field experience.

1. Only one student teacher may be present in a classroom on any given day.
2. Overlapping schedules, where two student teachers are in attendance on the same day, are not permitted.
3. Student teaching schedules must be determined in collaboration with the ECS support coordinator, mentor teacher, and university supervisor prior to the start of placement.
4. Any schedule changes must be approved in advance by the ECS support coordinator. Temporary exceptions, such as coverage for absences or special events, require prior approval from the ECS support coordinator, mentor teacher and university supervisor.
5. Failure to adhere to this policy may result in schedule reassignment and/or delay in completion of fieldwork requirements

Statement of Concern Process

When a student teacher requires additional guidance or is not meeting program expectations, the Statement of Concern (SOC) process is initiated. Students are required to sign the SOC to acknowledge receipt and understanding. If a student refuses or fails to sign, the document will be sent to the student's official CSUCI email with a read receipt as confirmation of delivery. See Appendix E for the SOC form and additional information.

1. When a concern is identified, the instructor, mentor teacher, or university supervisor must clearly define the issue and address it directly with the student teacher in a timely, individual conversation.
2. If the concern persists, the individual who identified the issue must complete a Statement of Concern form, followed by a meeting with the mentor teacher and university supervisor to review the concern and develop an action plan.
3. In more serious situations, the ECS Program Chair meets with all parties to determine next steps, and if removal is necessary, the university supervisor coordinates with the site to obtain written documentation of the concerns.
4. University supervisors are expected to follow this process promptly when significant concerns arise to ensure consistency, accountability, and program integrity.

Confidentiality & Ethics

FERPA: University supervisors must maintain student confidentiality in accordance with FERPA. Student teacher records, evaluation forms, and documentation should not be shared outside of the ECS supervisory team without appropriate consent.

Professional Conduct: University supervisors are expected to model the same professional standards they hold for student teachers. All communications with mentor teachers, field sites, and student teachers should be respectful, timely, and aligned with CSUCI's mission and the ECS program's commitment to social justice, inclusion, and reflective practice.

SCHEDULING & MILEAGE

- University supervisors should maintain their own records of all site visits, communications, and evaluations throughout the semester.
- Scheduling observations is a shared responsibility with clearly defined roles. Student teachers must first meet with their mentor teacher to understand the classroom schedule and identify appropriate observation windows, then communicate those options to the university supervisor. The university supervisor will finalize and share their observation schedule, and the student teacher is responsible for confirming and communicating those dates and times with the mentor teacher.
- Maintain a clear, accessible observation schedule in Canvas for student teachers to reference throughout the semester.
- University supervisors are eligible for mileage and parking reimbursement for travel to field sites.
- Submit mileage documentation using [Concur](#) found on the myCI dashboard ([Link to instructions](#))
- Contact Gissell Toxqui (gissell.toxqui@csuci.edu) for support with current reimbursement procedures, or join CSUCI travel office hours:
 - [Register for a Tuesday 3:00-4:00PM](#)
 - [Register for a Thursday 11:00AM-12:00PM](#)

SUGGESTED STUDENT TEACHING TIMELINE

Weeks	Student Teacher	Mentor Teacher	University Supervisor
1 – 2 <i>Getting Acquainted</i>	• Meet with MT/Director • Learn classroom routines and expectations • Observe children and teaching practices • Begin building relationships as children feel comfortable • Support daily tasks and small group activities with MT	• Orient student to the classroom • Share schedule, expectations • Model teaching practices • Review student teaching handbook and timeline together	• Introduce yourself to MT/Director via email • Publish Canvas page (ECS 486) • Review university supervisor handbook and expectations • Schedule the first two informal observations between weeks 3-6
3 – 6 <i>Developing Teaching Practice</i>	• Continue to build trust with children • Gradually increase classroom responsibility (e.g., read a story, work with small group, set up/clean up, suggest intentional materials/activities each week) • Continue written observations of children • Communicate learning goals with MT and university supervisor • Submit pre-observation form two days before each informal	• Gradually increase student responsibility (e.g., read a story, work with small group, set up/clean up, suggest materials/activities each week) • Provide weekly feedback on performance, progress, and learning goals • Support student teacher-child relationships	• Conduct two (2) informal observations (30-45 mins) • Provide feedback using pre-observation form (student) and informal observation form (supervisor) • Debrief with student (15 mins) • Highlight strengths and support goal setting • Upload graded forms to Canvas

	observation in Canvas (ECS 486)		
Weeks	Student Teacher	Mentor Teacher	University Supervisor
7 – 8 <i>Midterm</i>	• Complete midterm disposition self-evaluation • Gradually increase teaching role (e.g, lead small/large group activities) • Begin brainstorming curriculum plans (3 activities) • Discuss ideas with MT • Submit pre-observation forms two days before informal observation in Canvas (ECS 486)	• Provide written feedback for midterm evaluation • Schedule meeting with student to review midterm evaluation • Gradually increase student responsibility (e.g, lead small/large group activities) • Support curriculum planning	• Conduct one (1) informal observation (30-45 mins) • Provide feedback using pre-observation form (student) and informal observation form (supervisor) • Debrief with student (15 mins) • Highlight strengths and support goal setting • Review and grade midterm dispositions evaluation • Upload graded forms to Canvas • Support curriculum planning
Weeks	Student Teacher	Mentor Teacher	University Supervisor

9 - 10 <i>Curriculum Planning</i>	• Gradually increase teaching role (e.g., implementing observed teaching strategies, supporting conflict resolution, leading transitions) • Develop lesson plans • Share drafts with MT, request specific feedback • Submit curriculum plan draft to course instructor for feedback and approval • Prepare materials for implementation • Coordinate with university supervisor and MT to schedule formal observations • Send approved plans to MT and the university supervisor (Canvas) two days before implementation	• Gradually increase student responsibility (e.g., supporting conflict resolution, leading transitions) • Invite student to applicable staff, parent, or professional development meetings • Provide weekly feedback on performance, progress, and learning goals • Review lesson plan drafts and provide feedback • Support student preparation for implementation	• Review approved curriculum plans in Canvas • Schedule two (2) formal observation visits between weeks 11-15
Weeks	Student Teacher	Mentor Teacher	University Supervisor

11 – 15*Implement Activities*

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| <ul style="list-style-type: none">• Continue to assume classroom routine and responsibility.• Implement a total of three (3) approved lessons (two with university supervisor, one with MT)• Reflect on feedback to prepare for the next activity• Complete final disposition self-evaluation• Plan your exit. Talk with MT about how to say goodbye to children. | <ul style="list-style-type: none">• Provide weekly feedback on performance, progress, and learning goals• Support implementation• Observe and provide feedback for one (1) of the three (3) lesson plans being implemented• Provide written feedback for final disposition evaluation• Schedule meeting with student to review final evaluation• Support student in planning their goodbye to children | <ul style="list-style-type: none">• Conduct two (2) formal observations• Evaluate performance using formal observation forms.• Debrief with student (15 mins)• Highlight student growth• Review and grade final dispositions evaluation• Upload graded forms to Canvas |
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***Thank you for your commitment to our student teachers and to the children
and families they serve.***



*Waiver: The contents of the handbook are subject to change.