



CALIFORNIA STATE UNIVERSITY, FULLERTON

Multiple Subject Credential Program and Combined Program

Handbook

College of Education

Department of Elementary and Bilingual Education



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TERMS AND DEFINITIONS

COE – College of Education

Mentor Teacher – District-employed supervising teacher (classroom teacher) in the fieldwork and student teaching classroom

EDEL – Elementary and Bilingual Education Department

MSCP – Multiple Subject Credential Program

Students – *TK-12 Learners in Fieldwork or Student Teaching Placement

RICA – Reading Instruction Competence Assessment

<http://www.rica.nesinc.com/>

Teacher Candidate – CSUF Student enrolled in the MSCP

Clinical Coach – CSUF Faculty who supervise Teacher Candidates during fieldwork and student teaching placements.

CalTPA – California Teaching Performance Assessment

TPE – Teaching Performance Expectations

https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf?sfvrsn=8cb2c410_0

*TK is the first of a two-year kindergarten program. See Section One of this Handbook for additional information.



SECTION ONE

COVID-19- For updates and resources related to COVID-19 please visit <http://coronavirus.fullerton.edu/>

All Teacher Candidates in the field must complete the COVID Waiver using this link
https://app.calstates4.com/fullerton/covid_waiver

1. Sign the [*Academic Internship/Program Site COVID-19 Acknowledgment*](#)
2. Sign the University's *Release of Liability, Promise Not to Sue, Assumption of Risk and Agreement to Pay Claims* as modified with COVID-specific language developed by the Chancellor's Office.

It is important to adhere to campus mandates and protocols for mitigating the spread of COVID 19.

1. When you return to campus for the Spring 2022 semester, you are required to complete the campus re-entry training which addresses the need to conduct daily health screenings and when to stay home and not come to campus AND refrain from off-campus activities while showing any cold or flu like symptoms.
2. Presidents Directive 22 (<http://coronavirus.fullerton.edu/messages/presidents-directive-no-22/>) also addresses the requirement for daily health screenings and to remain off campus and/or not attend university related activities while exhibiting any symptoms.

The priority is to keep all safe and minimize exposure to COVID 19. We have a responsibility to adhere to these measures for the safety and well-being of those around us and especially of those in TK-12 classrooms. Please do your part. Failure to adhere to these mandates may result in being removed from the program.

Multiple Subject Credential Program

The Multiple Subject Credential Program (MSCP) is a professional education program that has been designed to allow future elementary school teachers to acquire the competencies necessary for successful teaching in elementary schools.

CONCEPTUAL FRAMEWORK AND PROGRAM OUTCOMES

The MSCP and Combined Program is designed to meet the program outcomes as stated in the College of Education's Conceptual Framework. In pursuit of the ideals of our mission, vision and core values, the College of Education (COE) develops a strategic plan every 5 years (<http://ed.fullerton.edu/about-the-college/strategic-plan.php>). Through a comprehensive planning process that involved faculty, staff, alumni, students and community representatives, beginning fall 2018, the College of Education will begin implementation of major initiatives related to the plan's three major goals:

- Just, Equitable and Inclusive Education (JEIE)
- Technology
- Community Engagement



JEIE Resources: <http://ed.fullerton.edu/community/just-equitable-and-inclusive-education-resources.php>

COLLEGE COMMITMENT TO JUST, EQUITABLE, AND INCLUSIVE EDUCATION

A just, equitable, and inclusive education requires an awareness of and willingness to interrupt and change policies and practices that have historically institutionalized the privileging of one group of students over others. The College of Education strives to prepare educators with the knowledge and competencies to reflect this disposition in their professional work through their ability to provide:

Just Education

A commitment to meet the educational needs of all students in a fair, caring, respectful, non-discriminatory manner (NCATE, 2008). This includes recognizing and understanding the impact of one's own privileges, biases, perspectives and beliefs on the interactions one has with students.

Equitable Education

A process that goes beyond providing equal opportunities, seeking to guarantee access to resources and to the challenges and supports necessary for all students to attain high-quality outcomes, not predicted by race, ethnicity, SES, gender, family structure, first language, religion, sexual orientation, (im)migration status, or disability.

Inclusive Education

A perspective that acknowledges, recognizes, and respects the knowledge and strengths all students bring from their communities (e.g., cultural, ethnic, disability, and linguistic) and makes community-based knowledge an integral component of curricular and pedagogical development. In this way, we as educators learn to value and draw upon students' backgrounds not only as a means to support them in developing tools to participate with success in the broader society but also as a mechanism to transform how we do our work.



COLLEGE DISPOSITION STATEMENT

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate *a commitment to fairness and a belief that all children can learn* through an increasing ability to:

Promote Diversity

Candidates demonstrate a commitment to just, equitable, and inclusive education that meets the needs of all students in a caring, respectful, and non-discriminatory manner. In their work as future teachers and educational leaders, candidates identify and provide the academic support necessary for all students to attain high-quality outcomes. Candidates respect and value the inclusion of multiple perspectives, voices, styles of learning, and abilities, and are responsive to students' diverse backgrounds and experiences.

Engage in Collaborative Endeavors

Candidates demonstrate interpersonal and communication skills that promote respectful and collaborative relationships with families, colleagues and other professionals to support student learning and well-being. In their work with others, candidates model and encourage positive social interaction, active engagement in learning, and self-motivation.

Think Critically

Candidates systematically reflect on their practice and constructive criticism from others to make informed decisions and grow as effective educators and specialists. In their work with others, they use a variety of formal and informal assessments to evaluate progress and performance, identify individual and group needs, and modify their teaching and/or leadership strategies for program and individual growth and improvement.

Maintain Professional and Ethical Standards

Candidates understand and fulfill the ethical and professional responsibilities of educators and specialists as defined in state, national, and institutional standards. They display the emotional maturity, academic integrity, and professional commitment necessary to successfully demonstrate these standards in their work with students, families, and other professionals.

Value life-long learning

Candidates understand that professional development is a continuing process. They demonstrate the necessary skills to take responsibility for planning and pursuing their ongoing learning, reflecting with colleagues in their practice, and for contributing to the knowledge-base of the profession. In the field they act as responsible change agents by contributing to the school as a learning organization to foster student learning and well-being.



MSCP PROGRAM OPTIONS

The MSCP includes several options: Two Semester, Three Semester, Bilingual Authorization (Bilingual Cross-cultural Language and Academic Development), Combined Credential/Master's Program and Intern Program. All programs meet state and national accreditation guidelines. For more information on these programs please visit the following site:

<http://ed.fullerton.edu/edel/programs/programs-overview.php>

TRANSITIONAL KINDERGARTEN

Transitional Kindergarten (TK) is the first year of a two-year kindergarten program that serves children who will have their fifth birthday between September 2 and December 2. TK was established as part of the California Kindergarten Readiness Act of 2010 that changed the month and day by which a child must turn five years of age in order to be eligible for kindergarten. The act changed the date from December 2 to September 1 (phased in) and required districts to develop a TK program for children who were no longer age-eligible for kindergarten (those who have their fifth birthday between September 2 and December 2).

SB 876 added additional requirements for TK teachers. Pursuant to California *Education Code (EC)* 48000(g), a school district or charter school shall ensure that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2020, one of the following:

1. At least 24 units in early childhood education, or childhood development, or both.
2. As determined by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in bullet 1.
3. A child development teacher permit issued by the California Commission on Teacher Credentialing (CTC).

Any current credentialed teacher who is or was assigned to teach TK, or a combination class of kindergarten and TK, **on or before** July 1, 2015, is “grandfathered in” to teach TK without having to meet additional requirements. Any credentialed teacher assigned to teach TK, or a combination class of kindergarten and TK, **after** July 1, 2015, will have until August 1, 2020, to meet the above-mentioned education requirements.

In addition to addressing teacher requirements, *EC* 48000(f) states: “It is the intent of the Legislature that transitional kindergarten curriculum be aligned to the California Preschool Learning Foundations developed by the department.

For more, please visit <https://www.cde.ca.gov/ci/gs/em/kinderfaq.asp>



GOALS OF THE MULTIPLE SUBJECT CREDENTIAL PROGRAM

The goals for each teacher candidate in the Multiple Subject Credential Program of professional preparation, including student teaching, are:

1. To demonstrate knowledge of the purpose of education in a democracy and professional responsibilities;
2. To show knowledge of theoretical foundations of instructional practices;
3. To exhibit understanding of the curricula in the various subjects taught in elementary schools and of national curriculum projects;
4. To demonstrate understanding of teaching techniques and media appropriate for achieving objectives;
5. To demonstrate ability to plan instruction;
6. To exhibit knowledge of educational evaluation; and
7. To show understanding of means of organizing space, time, and materials for realization of goals.

OBJECTIVES OF THE MULTIPLE SUBJECT CREDENTIAL PROGRAM

The following list describes program objectives for each teacher candidate in the Multiple Subject Credential Program of professional preparation, including student teaching:

1. The teacher candidate demonstrates knowledge of purposes of education in a democracy and professional and legal responsibilities to the satisfaction of an instructor in the following ways: identifying goals of instruction, relating these goals to cultural differences among pupils and parents; identifying community needs and resources; and developing professional competencies required to meet contemporary educational purposes. These are indicated by participation in class discussions, written and/or oral presentations, instructor-made tests, and observations during fieldwork.
2. The teacher candidate shows knowledge of theories of learning and theories of human growth and development and the implications of theories for instructional practices to the satisfaction of the instructor. These are indicated by participation in class discussion, assignments, and mentor teacher and clinical coach observation of fieldwork and student teaching.
3. The teacher candidate exhibits understanding of the curriculum in the various subjects taught in the elementary schools in the following ways: identifying subject matter goals in state curriculum framework, local guides, pupils' texts, and national projects, and by relating curriculum guides to each other and to curricula design. These will be indicated by participation in class discussions,



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written and/or oral reports, instructor-made tests, and observation during field experience and student teaching.

4. The teacher candidate demonstrates understanding of teaching techniques and media appropriate for achieving objectives to the satisfaction of an instructor and mentor teacher in the following ways: identifying various strategies; using various strategies; employing various communication patterns such as discussion or questioning; selecting or designing a variety of instructional media; and utilizing appropriate strategies for developing critical thinking and pupil understanding of sensitive issues. These will be indicated by written and/or oral reports, instructor and/or mentor and mentor teacher observations of fieldwork and student teaching.
5. The teacher candidate demonstrates the ability to plan instruction for individuals or groups and to utilize these plans by organizing a sequence of instructional topics. These are indicated by class discussion, written and/or oral reports, samples of plans, and instructor and/or mentor and mentor teacher observations of fieldwork and student teaching.
6. The teacher candidate exhibits knowledge of educational evaluation procedures and instruments for placement and diagnostic assessment, process evaluation, and final evaluation, to the satisfaction of an instructor and mentor teacher. This is indicated by class discussion, written and/or oral reports, instructor-made tests, and observation of instructor and/or mentor and mentor teacher in fieldwork and student teaching.
7. The teacher candidate shows understanding of means of organizing space, time, and materials to attain their purposes to the satisfaction of the instructor and mentor teacher. These are indicated by class discussion, written and/or oral reports, and observation of instructor and/or mentor and mentor teacher in fieldwork and student teaching.
8. The teacher candidate demonstrates the ability to use reflection and feedback to improve their teaching practices. This is indicated during the fieldwork and student teaching experiences.



ASSESSMENT OF TEACHER CANDIDATE PROFICIENCY

Teacher candidate proficiency toward meeting program outcomes and state and national standards is carefully monitored as they move through the MSCP. Multiple assessment measures are used to ensure that candidates develop and demonstrate the knowledge, skills, and dispositions required of professional educators at four points in the program. All requirements must be met to move to the next phase of the program. The charts below show program transition points and teacher candidate performance measures.

Multiple Subject Credential Program (EDEL) – Initial Program

Transition Points – Key Assessments and Requirements

ADMISSION TO THE PROGRAM	ADMISSION TO FIRST STUDENT TEACHING	ADMISSION TO SECOND STUDENT TEACHING	EXIT FROM THE PROGRAM
Key Assessments	Key Assessments	Key Assessments	Key Assessments
<ul style="list-style-type: none"> ·Passing score on faculty interview ·Writing sample (Non problematic) Oral Language Proficiency 	<ul style="list-style-type: none"> ·Credit on all coursework to date (CR or grade of B- or better) ·Passing score on fieldwork evaluations by mentor teacher and clinical coach (average ≥ 2.0 on program rubric; remediation for any area scored lower than 2) 	<ul style="list-style-type: none"> ·Credit on all coursework to date (CR or grade of B- or better) ·Passing score on fieldwork evaluations by mentor teacher and clinical coach [if necessary] (average ≥ 2.0 on program rubric) ·Passing score on initial student teaching evaluations by mentor teacher and clinical coach (average ≥ 2.0 on program rubric) 	<ul style="list-style-type: none"> ·Credit on all coursework (CR or grade of B- or better) ·Passing score on final student teaching evaluations by mentor teacher and clinical coach (average ≥ 2.85 on program rubric, with no TPE lower than 2) ·Passing scores on CalTPA Instructional Cycles 1 and 2 ·Exit Survey
Additional Requirements	Additional Requirements	Additional Requirements	Additional Requirements
<ul style="list-style-type: none"> ·Certificate of Clearance ·Verification of TB ·Verification of satisfying of Subject Matter ·Verification of satisfying the Basic Skills Requirement ·CPR training certificate · Prerequisite courses EDEL 315, EDEL 325, Human Development and Ethnic Studies with grades of C- or better ·Completion of all General Education requirements; no more than 6 units remaining in major ·Cumulative GPA of 2.75 or GPA of 2.75 in last 60 units 		<ul style="list-style-type: none"> ·Passing score on CalTPA Instructional Cycle 1 	<ul style="list-style-type: none"> ·Successful completion of Bachelor's degree ·Verification of EL teaching requirement (signature sheet) ·Verification of GATE/SPED teaching requirement (signature sheet) ·Verification of completion of U.S. Constitution requirement



<ul style="list-style-type: none"> ·Verification of child/youth experience (department form) ·Personal Statement: JEIE Admissions Statement (faculty review) ·Two letters of recommendation (faculty review) ·Personal philosophy of bilingual education (Bilingual Authorization only) [faculty review] 			
POS T- PR OGR AM ASSESSMENTS			
<ul style="list-style-type: none"> ·Year-out Program Survey (graduates and employers) ·Reading Instruction Competence Assessment (RICA) [Required for Credential Application] 			

Combined Credential/Masters Program (EDEL) – Initial Program

Transition Points – Key Assessments and Requirements

If teacher candidate cannot complete their final project, a grade of “Report Pending (RP)” will be assigned for EDEL 594 until the Teacher Candidate completes their final project. The teacher candidate will not be able to receive their master’s degree until EDEL 594 is complete with a passing grade. However, the teacher candidate can still apply for their preliminary teaching credential.

If a teacher candidate is stopped out the second semester of student teaching, the teacher candidate must withdraw from EDEL 594. Teacher Candidates cannot earn a master’s degree prior to earning a preliminary teaching credential.

ADMISSION TO THE PROGRAM	ADMISSION TO FIRST STUDENT TEACHING & PROGRAM CONTINUATION	ADMISSION TO SECOND STUDENT TEACHING & QUALIFYING FOR CULMINATING EXPERIENCE	EXIT FROM THE PROGRAM
Key Assessments	Key Assessments	Key Assessments	Key Assessments
<ul style="list-style-type: none"> ·Passing score on faculty interview ·Writing sample (Non problematic) Oral Language Proficiency 	<ul style="list-style-type: none"> ·Credit on all coursework to date (CR or grade of B- or better) ·Passing score on fieldwork evaluations by mentor teacher and clinical coach 	<p>Admission to final student teaching:</p> <ul style="list-style-type: none"> ·Credit on all coursework to date (CR or grade of B- or better) ·Passing score on initial student 	<ul style="list-style-type: none"> ·Grade of C or better in all graduate courses with 3.0 overall GPA. Grade of B- or CR in all credential level courses. ·Passing score on final student
Additional Requirements			



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<ul style="list-style-type: none"> • Baccalaureate degree from accredited institution · Cumulative GPA of 3.0 or GPA of 3.0 in last 60 units · Prerequisite courses EDEL 315, EDEL 325, Human Development and Ethnic Studies with grades of C- or better · Certificate of Clearance · Verification of TB · Verification of satisfying the Basic Skills Requirement 	(average ≥ 2.0 on program rubric; remediation for any area scored lower than 2)	teaching evaluations by mentor teacher and clinical coach (average ≥ 2.0 on program rubric)	teaching evaluations by mentor teacher and clinical coach (average ≥ 2.85 on program rubric, with no TPE lower than 2)
	· Midpoint Survey	Qualifying for Culminating Experience:	· Passing score on culminating project [Average score ≥ 3.0 on program rubric]
	Additional Requirements	· Grade of C or better in all graduate courses with 3.0 overall GPA.	· Passing scores on CalTPA Instructional Cycles 1 and 2
	· Diversity Survey	Additional Requirements	· Exit Surveys (Initial and Advanced)
		Admission to final student teaching:	Additional Requirements

<ul style="list-style-type: none"> · Verification of satisfying of Subject Matter · CPR training certificate · Verification of child/youth experience (department form) · Personal Statement: JEIE Admissions Statement (faculty review) · Two letters of recommendation (faculty review) · Personal philosophy of bilingual education (Bilingual Authorization only) [faculty review] 		<ul style="list-style-type: none"> - Passing score on CalTPA Instructional Cycle 1 Qualifying for Culminating Experience: <ul style="list-style-type: none"> · Faculty review of EDEL 594 proposal, OR · Approval of thesis proposal (EDEL 598) [committee review] · IRB approval (if applicable) [IRB board review] 	<ul style="list-style-type: none"> · Verification of EL teaching requirement (signature sheet) · Verification of GATE/SPED teaching requirement (signature sheet) · Verification of completion of U.S. Constitution requirement
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POS T- PR OGR AM ASSESSMENTS

- Year-out Program Surveys (graduates and employers) – Initial and Advanced
- Reading Instruction Competence Assessment (RICA) [Required for Credential]



STANDARDS FOR CONTINUED PARTICIPATION IN MSCP PROGRAM

In order for teacher candidates to continue, they must meet Policy One criteria as well as the following criteria specific to the MSCP:

1. Attendance

- Teacher candidates are required to arrive on time and to attend all class sessions for the entire time without exception.
- Teacher candidates are expected to arrive on time to fieldwork and are expected to be there on the days assigned and/or agreed upon with the mentor teacher.
- Teacher candidates are required to be on time and to maintain the mentor teacher's contracted hours at minimum, during student teaching.
- Teacher candidates are expected to attend all days of student teaching. Absences must be excused by the clinical coach and/or block leader prior to the start of class and must be made up.
- **Spring 2022 Only:** Due to COVID-19 protocols and potential quarantines, there will be no "Contracts for Success" issued for approved COVID related absences for on-campus courses. However, it is the responsibility of the teacher candidate to make up any assignments necessary to complete the course. Teacher candidates must communicate with their instructor IN ADVANCE of missing any coursework and ask for makeup assignments to fulfill the requirements of the course.
- Teacher candidates must follow CSUF and school site COVID policy.

2. General Appearance

- Dress professionally and in accordance with the school site standards.

3. Professionalism

- Demonstrates willingness to complete assigned tasks.
- Takes initiative in all aspects of the MSCP.
- Reacts constructively to criticism.
- Shows emotional control and poise.
- Uses appropriate situational judgment.
- Knows when to constructively criticize and/or praise educational practices.

4. Personal Wellness

- Demonstrates physical and mental capacity necessary to meet the demands of the public school teaching profession.

5. Personal Responsibilities

- Views self as a member of a professional team.
- Maintains effective human relations with students, other teacher candidates, faculty, mentor teachers, administrators, district personnel, and parents/families.
- Corresponds regularly and professionally with university faculty and school site



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personnel (e.g., mentor teacher). This includes checking CSUF email at least once per day and accessing electronic information (Titanium, etc.), as needed to remain informed of all MSCP expectations.

6. Achievement of Program Objectives and Competencies
 - Completes all listed program objectives and competencies of each phase of the program.
 - Demonstrates competency in all TPEs to be recommended for the credential. Competency will be determined by a passing score on all TPE evaluations, which include evaluations of student teaching performance and the CalTPA.
 - Completes satisfactorily all learning tasks assigned by university instructors. Satisfactory completion will be shown through the demonstrated mastery of all assigned readings and other learning tasks, including field based assignments.
7. Academic Achievement
 - Maintains a minimum of a “B-” in all coursework.
 - Demonstrates written and oral English proficiency in all aspects of the MSCP.
8. College of Education Commitment to Just, Equitable, and Inclusive Education (JEIE) and Professional Dispositions based on the Education Unit’s Framework
 - A just, equitable, and inclusive education requires an awareness of and willingness to interrupt and change policies and practices that have historically institutionalized the privileging of one group of students over others.
 - Reflect dispositions that represent the values and attitudes expected of professionals in the field of education. It is expected to demonstrate a commitment to fairness and a belief that all children can learn through an increasing ability to (promote diversity etc.).



STOP OUT APPEAL PROCEDURES

1. All students at CSUF have a right to academic appeal.
2. In the Department of Elementary and Bilingual Education, students who wish to appeal a program continuance decision (stop out) or a fieldwork or student teaching placement shall adhere to the following procedures:
 - a. Confer with the instructor or clinical coach involved.
 - b. Confer with the Block Leader, if the instructor or clinical coach is not able to provide resolution of the issues.
 - c. Confer with the Academic Advisor, if the block leader is not able to provide resolution of the issues.
 - d. If the Academic Advisor is unable to provide resolution, the teacher candidate must send a written appeal to the Department Chair of the Elementary and Bilingual Education Department. The teacher candidate's appeal shall state specifically the nature of the dispute and the remedy requested; describe the teacher candidate's attempts to resolve the dispute informally; and contain any supporting documentation such as exams, papers, assignments and/or other corroborating documents. Your letter must be received within 10 days of the final decision from Academic Advisor.
 - e. The Department Chair will consider the written appeal. The Department Chair's decision is final.

Please note: After a grade of No Credit has been earned for any MSCP course, the course may only be retaken one time. A second grade of No Credit for the same course will result in permanent removal from the MSCP.

- **Permanent Removal from the Program Appeal**

Policy 1: Appeal Procedure

http://ed.fullerton.edu/_resources/pdfs/faculty-resources/policy-one-standards-for-participation.pdf



- **Regarding Proficiency in Written and Spoken English , please see:**

Policy 2: Proficiency in Written and Spoken English

http://ed.fullerton.edu/_resources/pdfs/policy-two.pdf

GRADE APPEAL PROCEDURE

At CSUF, if a student alleges that a faculty member recorded a grade in class based on arbitrary or capricious treatment, a student may challenge the grade under the Academic Appeals Policy, UPS 300.030. A student shall adhere to the following procedures:

1. Attempt to resolve the matter with the faculty member, then proceed to the department chair and then to the dean's designee.
2. If it is not resolved at this level, the student may appeal in writing to the Academic Appeals Board.
3. Note: The student needs to initiate the appeals process by contacting the faculty member within 30 calendar days of the first day of classes of the regular semester (fall or spring) following the grade assignment. The written appeal must be submitted within 60 calendar days of the first day of classes of the regular semester (fall or spring) following the grade assignment.

From <http://www.fullerton.edu/integrity/student/ResolvingIssues.php>



SECTION TWO

Procedures and Responsibilities

The MSCP Placement Coordinator exercises great care in choosing both field and student teaching assignments. In order to maximize the opportunities for a successful student teaching experience, the following process is used in the selection of mentor teachers.

Districts may require that teacher candidates complete additional Fingerprint Clearance and TB Clearance before they can begin their placement. The program will notify teacher candidates if it were to occur. Please note that teacher candidates will be responsible for the costs of Fingerprint Clearance and TB Clearance. If this presents a challenge, the program will find an alternative placement.

TEACHER CANDIDATE PLACEMENT AND SELECTION OF MENTOR TEACHERS

1. CSUF Responsibilities

- a. Placements are made by the MSCP Placement Coordinator according to CCTC (California Commission on Teacher Credentialing) regulations. Teacher candidates are placed in schools within a 20-mile radius of the CSUF main campus. In all cases, candidates may not make their own placements.
- b. Each teacher candidate has two assignments from two of three grade spans: *TK-3, 3-6, and 6-8. One placement from *TK-3 and one from either 3-6 or 6-8. There must be at least one grade level separating the two placements. The placements must give the candidate a well-rounded experience and meet RICA and English learner requirements.
- c. The MSCP Placement Coordinator contacts district central offices regarding placement opportunities in their schools.
- d. The MSCP Placement Coordinator contacts school principals regarding placement of candidates in their schools.
- e. Clinical coach observes and confers with mentor teachers.

*TK is the first of a two-year kindergarten program. See Section One of this Handbook for additional information.

2. District Responsibilities

- a. District office determines schools within its boundaries available for placement of teacher candidates. The principals of those schools cooperate in the screening process to ensure that teachers are aware of the importance of being mentor teachers.
- b. Teachers at selected schools indicate to principals their desire to become mentor teachers. The MSCP placement coordinator confers with the district office and principals regarding criteria for mentor teacher selection, CSUF program design, and roles and responsibilities of all who are involved.



3. Joint CSUF/District Responsibilities

- a. The MSCP Placement Coordinator and principal (or district placement coordinator) plan specific teacher candidate/mentor teacher assignments.
- b. The MSCP Placement Coordinator and principal (or district placement coordinator) provide professional feedback to mentor teachers.
- c. Contractual procedures for finalizing student teaching placements are initiated by the MSCP Placement Coordinator. The teacher candidate agreements are prepared by the University Procurement Office as soon as possible. Invoices and billing from the district business offices are directed to the University Accounting Office. Compensation by the University shall be paid at the rate specified by the Board of Trustees of the California State Universities and Colleges, and is in addition to the required compensation insurance premium. The document used is the standard agreement required by the Board of Trustees of the California State Universities and Colleges.
- d. A teacher candidate may be reassigned if the principal, the mentor teacher, the clinical coach, the program coordinator, and/or the department chair believe the teacher candidate may perform better in a different class or situation. Such a judgment will be based on the expected benefits to the students, to the teacher candidate, and to the school. This reassignment may be initiated by any of the individuals above.
- e. A teacher candidate may be removed from student teaching if one's performance is detrimental to the welfare of the students. Removal of a teacher candidate may be initiated by the mentor teacher, the clinical coach, the principal, MSCP Program Coordinator, block leader and/or department chair. The decision to remove the teacher candidate shall be made only after consultation with the individuals indicated and with the clinical coach.

RESPONSIBILITIES OF THE MENTOR TEACHER (FIELDWORK – EDEL 438)

Mentor teachers are classroom teachers that have been identified as exemplary models of effective practice that work with teacher candidates during their fieldwork experience. Mentor teachers play an important role in introducing teacher candidates to the routine and duties of everyday teaching and provide the teacher candidates with experiences that will prepare them to teach and lead a class for a complete student teaching assignment.

Mentor teachers who work with teacher candidates in fieldwork assignments are expected to:

1. Share their experiences with the teacher candidates regarding:
 - Effective teaching strategies
 - Useful teaching materials
 - The planning process, through methods including co-planning
 - Classroom management techniques



- Non-instructional tasks that teacher perform
2. Supervise the teacher candidate in his/her classroom activities.
 3. Confer frequently with the teacher candidate to provide feedback on the teacher candidate's performance and to suggest improvements.
 4. Enable teacher candidates to perform student participation tasks within the time assigned to fieldwork activities.
 5. Arrange for teacher candidates to spend approximately one-half of the fieldwork participation working directly with the students.
 6. Complete an evaluation of the teacher candidate's performance, using the electronic Fieldwork Evaluation Form. Mentor teachers are encouraged to write comments to provide additional information.
 7. Carry out the policies of the school and district administration regarding student teaching when such policies have been established. Know the school and district policy regarding the presence of the supervising/mentor teacher in the classroom. Considerations regarding presence in the classroom include: Be present at all times in the classroom during the day and observe small group lessons so as to be able to give specific and substantial feedback to the teacher candidate and clinical coach, maintaining legal responsibility for the students at all times. The MSCP also recognizes that occasionally leaving the teacher candidate alone in the classroom (for relatively short periods of time) under appropriate conditions is also acceptable, per the school and district administrator's approval.

RESPONSIBILITIES OF THE TEACHER CANDIDATE (FIELDWORK - EDEL 438)

1. Teacher Candidates typically begin fieldwork during the second week of the CSU Fullerton academic semester and continue until the start of full-time student teaching.
 - a. First placement - Fieldwork continues through week 10 of the semester.
 - b. Second placement – Fieldwork continues through week 7 of the semester.
2. Teacher Candidates attend their fieldwork placement a minimum of one full day per week. A full day begins 30 minutes before the start bell until 30 minutes after the ending bell.
3. Teacher Candidates typically have an additional half or full day in their weekly schedule to participate in the classroom as needed (e.g., complete field-based course assignments and makeup missed days due to holidays or illness).



4. At the end of fieldwork, the Mentor Teacher and the Clinical Coach will sign the Final Paperwork Signature Sheet to confirm that the Teacher Candidate has met the fieldwork attendance requirement.

Additional Responsibilities:

1. Arrive to the school site on time, at least one-half hour before the start of school.
2. Dress professionally and in accordance with the school site standards.
3. Adhere to school's policies (e.g., sign in via front office binder, sign in via front office iPad, obtain a badge, etc.).
4. Observe the mentor teacher and supporting personnel (teacher specialists, counselors, administrators, etc.) at work.
5. Participate in school and classroom routines.
6. Help to administer and to grade tests.
7. Contribute to the development of the learning environment (e.g., centers, bulletin boards, instructional displays).
8. Participate in selected and planned teaching to small and large groups.
9. Conduct self in a professional manner at all times.
10. Communicate regularly and reliably with the mentor teacher and clinical coach.
11. Come prepared for all activities, including clinical coach visits.
12. Use English effectively and correctly.
13. Reflect upon the teaching practice.
14. Build rapport with the students.
15. Establish professional relationships with parents and families, school staff, administrators, and teachers.
16. Accept constructive criticism in a positive manner.
17. Teach small-group lessons and a limited number of large-group lessons.



18. Participate in co-planning with the mentor teacher.

The teacher candidate may also be expected to:

1. Study curriculum materials in school curriculum center and district resource center.
2. Participate in one or more community or school activities (e.g. Back to School night, Open House, etc.).
3. Participate in one or more school site professional development activities or trainings.



RESPONSIBILITIES OF THE MENTOR TEACHER (STUDENT TEACHING - EDEL 439)

1. Support the teacher candidate in becoming familiar with the school by introducing to other faculty members, inviting to faculty events and P.T.A. meetings, and extending other courtesies such as inclusion in pre-service, in-service, and orientation meetings. The mentor teacher should help the teacher candidate become acquainted with the school plan and as far as possible the total school program.
2. Inform the teacher candidate of the school calendar (holidays, special events, etc.).
3. Prepare the students in the class for the arrival of a teacher candidate; create an atmosphere of acceptance by introducing the candidate as a cooperating teacher and co-worker. Prepare the classroom by designating a specific desk/spot for the teacher candidate.
4. Periodically, write specific recommendations regarding the methods, materials, procedures, informational accuracy, successes and areas for growth by the teacher candidate. Make periodic progress reports on the progress of the teacher candidate to the clinical coach by using informal means and the format of the electronic evaluation forms. Working copies of the forms may be obtained from the Mentor Teacher Resource website.
5. Adapt and modify classroom programs, procedures, materials, and methods to the extent possible, in order to permit the teacher candidate maximum development of his/her potential.
6. Have frequent (daily, if possible) evaluative discussions with the teacher candidate regarding the progress of the class, the teacher candidate's growth (strengths and areas for growth), and the criteria used by the supervising teacher to evaluate growth. Written notes may be needed.



7. Help the teacher candidate to understand the capacities and goals of students in the class. Acquaint the candidate with the students' cumulative records. It is desirable to have the teacher candidate participate in evaluating student progress, reporting to parents, and participating in parent conferences. Give guidance to the teacher candidate concerning the individual and group needs of the class.
8. Carry out the policies of the school and district administration regarding student teaching when such policies have been established. Know the school and district policy regarding the presence of the supervising/mentor teacher in the classroom. Considerations regarding presence in the classroom include: Be present at all times in the classroom during the day and observe lessons closely so as to be able to give specific and substantial feedback to the teacher candidate and clinical coach, maintaining legal responsibility for the pupils at all times. The MSCP also recognizes that occasionally leaving the teacher candidate alone in the classroom (for relatively short periods of time) under appropriate conditions is also acceptable, per the school and district administrator's approval.
9. Provide the supervision and guidance needed to help the teacher candidate gain strength and effectiveness. When necessary, through encouragement and example, help the teacher candidate to improve in appearance and conduct appropriate to one in the teaching profession.
10. Provide time at their mutual convenience for conferences with the clinical coach following each visit, if feasible, and make specific comments to the clinical coach during the conferences regarding the behavior, achievements, and performance of the teacher candidate.
11. Require lesson plans from the teacher candidate, including daily plans, overviews, and long range plans. These should be reviewed with the teacher candidate before their implementation so that desired changes can be made. This should also be done with respect to tests prepared by the teacher candidate. Note: All planning should begin with a co-planning session that includes the mentor teacher and the teacher candidate.
12. Ensure that the teacher candidate has adequate time to prepare when he/she is to take over the class. Try to avoid abrupt shifting of plans.
13. Ensure that the course of study is followed in the classroom, to the degree required by the district.
14. Protect the educational welfare of the students by making sure that a satisfactory standard of class work is maintained at all times.
15. Demonstrate expert teaching for observation by the teacher candidate.



16. Help the teacher candidate develop proficiency in the techniques of individual and group guidance. Try to provide an opportunity for the teacher candidate to participate in co-curricular activities.
17. Keep the principal and clinical coach informed of the progress of the teacher candidate. If problems arise, seek solutions before the problems become too severe.
18. Be consistent.
19. Pace the teacher candidate so he/she becomes neither overwhelmed nor bored.
20. Complete an evaluation of the candidate's performance using the electronic Student Teaching Evaluation Form.
21. Complete a written evaluation of the candidate's performance using the electronic Narrative Evaluation form. The candidate's signature on the Final Paperwork Signature Sheet verifies it has been read and understood. This is in accordance with the appeal process that is available to the candidate (see sub-section on Appeal Procedures).
22. If there are any issues or events that could potentially jeopardize the safety of the teacher candidate, it is the responsibility of the mentor teacher to report the incident to the site administrator and the clinical coach within one business day.



**RESPONSIBILITIES OF THE TEACHER CANDIDATE
(STUDENT TEACHING - EDEL 439)**

The teacher candidate is in the advantageous position of being in charge of the classroom, yet having the strong support of a mentor teacher, the clinical coach, and the principal of the school in which s/he is doing student teaching.

1. Give top priority in time, attention, and preparation to the student teaching assignment.
2. Attend orientations, scheduled by the school and district, prior to the beginning of his/her student teaching assignment, and report to the school as directed by the clinical coach.
3. Report at the time designated to the appropriate authority in the school to which the teacher candidate is assigned. It should be at least one-half hour, but typically no more than one hour before and after school.
4. Dress professionally and in accordance with the school site standards.
5. Be punctual and regular in attendance.
6. Spend the beginning days of the student teaching assignment observing and assisting the mentor teacher in various assignments, as well as participating in co-planning.
7. Behave in a professional manner at all times.
8. Begin teaching only when in the judgment of the mentor teacher and the clinical coach the teacher candidate is ready.
9. Arrange time with the mentor teacher for assistance in co-planning and evaluating.
10. Inform the mentor teacher, the school, and the clinical coach as soon as possible in case of an unavoidable absence. All absences will be made up before the candidate will receive credit for student teaching (EDEL 439).
11. Attend the block meetings scheduled for teacher candidates.
12. Determine with the mentor teacher the curricular units of teaching for which the teacher candidate will be responsible.
13. Prepare thoroughly and carefully for each day of teaching.
14. Make both long range and short range plans.



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15. Demonstrate competency by taking the role of lead teacher for at least one week during the first student teaching placement and three weeks during the second student teaching placement. As lead teacher, the teacher candidate will:
 - a. Take the initiative for co-planning and teaching the majority of the lessons with the mentor teacher as the co-teacher.
 - b. Take the lead role in maintaining effective management and discipline with the mentor teacher as the co-teacher.
 - c. Take the lead role in assessing student work and maintaining student records with the mentor teacher as the co-teacher.
 - d. Take the lead role in communicating with family members and school personnel, as appropriate, with the mentor teacher as the co-teacher.
16. Check unit plans, lesson plans, assignments, materials, etc., with the mentor teacher and the clinical coach.
17. Hold frequent evaluation and planning conferences with the mentor teacher and the clinical coach.
18. Initiate planning for ways in which competencies are to be met; assume responsibility for seeing that these are demonstrated, and that completion is recorded and filed using the appropriate forms provided.
19. Continually engage in self-evaluation of his/her teaching performance.
20. Learn students' names as soon as possible.
21. Become acquainted with the cumulative records and any other files pertinent to the students with whom the candidate works.
22. Become aware of the types of populations served by the school to which the candidate is assigned.
23. Know the school regulations and rules affecting the students for whom the candidate is responsible.
24. Become acquainted with the various learning materials used for the classes to which s/he is assigned.
25. Become acquainted with the material and personnel resources available to teachers in the building, department, and school.
26. Attend faculty meetings, PTA and other school-related functions when these do not conflict with University coursework.



27. Recognize that the mentor teacher and the school are legally responsible for his/her activities as well as the activities of pupils.
28. Observe the University and school regulations covering teacher candidates and student teaching.
29. Follow the schedule of the school district for vacations.
30. Take responsibility for ensuring that all forms are completed and submitted to the mentor teacher and clinical coach at appropriate times.
31. Obtain all necessary signatures on the Final Paperwork Signature sheet and submit completed sheet to Block Leader at the end of program.
32. Inform the clinical coach of any incidents that may potentially jeopardize the candidates' safety.
33. Inform the mentor teacher of suspected child abuse. Report suspected child abuse in accordance with state law.
34. Correspond regularly and professionally with university faculty and school site personnel (i.e. mentor teacher). This includes checking CSUF email at least once per day and accessing electronic information (via Titanium, CSUF email, etc.), as needed to remain informed of all MSCP expectations.

Minimum Student Teaching Expectations

During full-time student teaching the teacher candidate should be engaged in co-planning and co-teaching beginning the first week.

- By the end of the first week, the teacher candidate should take the lead role in at least one subject.
- During the second week another subject should be added.
- The addition of subjects should continue until the teacher candidate has assumed the lead role for all the subjects during the day.

For the five-week placement, the teacher candidate will assume the lead responsibility for the entire day for one week.

For the eight-week placement, the teacher candidate will assume the lead responsibility for the entire day for three weeks. At least one complete instructional unit should be taught during the eight-week assignment.



RESPONSIBILITIES OF THE CLINICAL COACH (EDEL 439)

Listed below are some of the most important responsibilities of the clinical coach; however, there may be additional ones depending upon individual situations.

➤ **Responsibilities to the teacher candidate:**

1. Visit the teacher candidate in accordance with department guidelines during the student teaching assignment. Provide written feedback to the teacher candidate during each visit, using the department observation forms. Provide an electronic copy of the observation form to the candidate within 24 hours.
2. Confer with the teacher candidate, assisting the candidate to evaluate procedures, progress, and development.
3. Provide appropriate professional guidance for the teacher candidate.
4. Be available to give individualized support needed by the teacher candidate.
5. Hold a final evaluation conference with the teacher candidate, indicating the composite evaluation the candidate has received for the semester's work.
6. Ensure that there is adequate communication among the three people most directly involved in the student teaching experience: the teacher candidate, the mentor teacher, and the clinical coach.
7. Immediately report to the Block Leader any incident that may potentially jeopardize the safety of the teacher candidate.
8. Communicate frequently with the Block Leader as to the progress of the teacher candidate.

➤ **Responsibilities to the University:**

1. Complete a written evaluation of the candidate's performance using the electronic Evaluation and Narrative Evaluation forms. The candidate's signature on the Final Paperwork Signature Sheet verifies it has been read and understood. This is in accordance with the appeal process that is available to the candidate (see sub-section on Appeal Procedures).
2. Become familiar with the state requirements of the Multiple Subject Credential.



➤ **Responsibilities to the school in which student teaching is taking place:**

1. Be available for special conferences about the teacher candidate and the candidate's work.
2. Inform the principal's office when supervising in a school. Follow school procedures for signing in.
3. Understand the program and philosophy of the University and the Department of Elementary and Bilingual Education.

➤ **Responsibilities to the Mentor Teacher:**

1. Hold an orientation meeting with the mentor teacher prior to or at the start of the teacher candidate beginning their placement. Address all topics listed on the Orientation Checklist. Obtain the mentor teacher's signature and turn in the signature sheet to the Program Coordinator. Give the mentor teacher copies of the observation forms in order to support the teacher candidate's development.
2. Confer, as frequently as needs indicate, with the mentor teacher, always at the mentor's, regarding the teacher candidate's progress.
3. Inform the mentor teacher of the evaluation procedure and due dates.

RESPONSIBILITIES OF THE SCHOOL ADMINISTRATOR

1. Carry out the policy of the district with regard to teacher candidates and other teacher candidates gaining pre-service experience in the school.
2. Provide teacher candidates with an overall view of the school, so they better understand that of which they are a part.
3. Indicate staff meetings, professional meetings, and committee meetings which will be open to teacher candidates and/or which they will be expected to attend.
4. Facilitate the acceptance of teacher candidates by the faculty of the school in which they are working.
5. Provide each teacher candidate with such experience in extra-curricular activities, as practicable.



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6. Make it possible for the mentor teachers to confer with teacher candidates at mutually convenient times.
7. Keep the district office informed, as necessary.
8. Keep informed about the successes or areas for growth of teacher candidates in the school.
9. Assist in the continuous search for mentor teachers by encouraging exemplary teachers and making sure that they understand the criteria involved; such as:
 - Being willing to have a teacher candidate.
 - Being aware that functioning as a mentor teacher is very important and that the assignment should be entered with enthusiasm.
 - Being well prepared for the field or grade level taught.
 - Being recognized not only as an effective classroom teacher, but also able to help another person learn to teach.
 - Being ready and willing to examine and evaluate classroom work with a view to improving it; being receptive to new ideas, and objective under criticism.
 - Being able to work comfortably with an observer in the room and to defer to others when it is desirable.
 - Being willing to continue to learn effective teaching and training techniques.
 - Approaching the business of preparing a new teacher with emotional maturity, does not get sentimental and defensive over the teacher candidate nor become impatient and indifferent.
 - Being able to use the services of the clinical coach, to communicate openly and freely, asking for information and advice, and deciding who shall take certain responsibilities.
 - Being willing, when needed, to write informal evaluations for the teacher candidates, as well as the required formal evaluations.
 - Being willing to give time for conferences with teacher candidates and clinical coach.



- Report any incident that may jeopardize the safety of the teacher candidate. The report to the clinical coach must be within 1 business day of the incident.



SECTION THREE

Department Policies

COURSE ATTENDANCE POLICY

To meet the California state credential standards, teacher candidates are required to attend all class sessions for the entire time without exception. Any absences or tardiness will result in being placed on a Contract for Success and may result in a grade of No Credit for the course. In cases of absences or tardiness due to a serious illness or emergency, teacher candidates are responsible for obtaining missed information including notes, handouts, etc., from a colleague (teacher candidate). Additional assignments will be required to address the content missed (see the instructor). The make-up assignment is due within two weeks following the absence. The teacher candidate's work for this assignment will be kept as documentation that the credential competency that was addressed during the missed class session has been met. If the make-up work does not meet the requirements of the assignment, credit cannot be given for the course. Please note that make-up assignments cannot take the place of the in-class experience.

GRADING POLICY

The final grade for each course* in the MSCP will be credit or no credit. To receive credit for a course, all work must be completed at a minimum of a B- level (80%). Successful completion of each semester coursework is necessary for advancement to student teaching and/or the following semester.

*EDEL 429 and EDEL 430 are graded courses. Grades in those courses must be 80% or higher for teacher candidates to transition into student teaching and subsequent semesters of the MSCP. Note: Teacher candidates in the Combined Credential/Master's Program must also maintain a 3.0 G.P.A. throughout their entire Master's Program.

After a grade of No Credit has been earned for any MSCP course, the course may only be retaken one time. A second grade of No Credit for the same course will result in permanent removal from the MSCP.

All students at CSUF have a right to academic appeal. In the Department of Elementary and Bilingual Education, students who wish to appeal a grade, a program continuance decision, or a field or student teaching placement shall adhere to the procedures presented in Section One.



COURSEWORK COMPLETION POLICY

All coursework has to be satisfactorily completed for a candidate to qualify for student teaching. This means:

- All coursework from courses that end prior to student teaching must be turned in and evaluated prior to the week student teaching begins. A candidate with incomplete (INC) or unsatisfactory coursework or a No Credit (NC) at the end of the course may not begin student teaching until all course requirements have been met.
- A list of candidates with incomplete coursework work or a NC will be submitted to the Academic Advisor one week after the final class meeting to verify candidate standing.
- Any candidate with incomplete coursework or a NC in a course will be issued a Contract for Success outlining what is required to successfully complete the necessary requirements for admittance to student teaching. This could result in the delay of student teaching for up to a semester.
- If the contract expectations are not met, the candidate may be stopped out or may result in a no credit.

CREDENTIAL CEREMONY PARTICIPATION POLICY

All program coursework, including all requirements for student teaching, must be satisfactorily met and the commencement fee must be paid in order to participate in the commencement ceremony. This includes all MSCP paperwork and evaluations. Candidates that complete program requirements after the ceremony date will be invited to participate in the ceremony the following year. Special circumstances may be presented to a designated faculty committee and permission to participate will be considered.

DUAL IMMERSION PLACEMENTS

In a dual immersion placement, the teacher candidate is expected to stay with their students for instruction in both languages. The teacher candidate will observe, support, co-plan and co-teach in both settings. It is suggested that the clinical coach observe in both language scenarios.

SECOND PLACEMENT TEACHER CANDIDATE WITHOUT A MINIMUM OF 20% ENGLISH LEARNERS IN EITHER PLACEMENT

In the rare instance that a teacher candidate is in two placements and each placement does not have at least 20% English Learners, the teacher candidate will work with a teacher who has English Learners for 15 hours of observation, support, co-planning and co-teaching. The clinical coach may observe one lesson in this setting, but it is not mandatory.



SECOND PLACEMENT TEACHER CANDIDATE- PLACEMENT FOR PRIMARY WAS THIRD GRADE

The teacher candidate will spend 15 hours in a first grade classroom observing, supporting and co-teaching (based on classroom teacher's lessons) within the host classroom in order to obtain experience with early literacy.

SUBSTITUTE TEACHING POLICY

Upon fulfilling all district requirements for substitute teaching and clearing this arrangement with the clinical coach, teacher candidates may substitute in classrooms on their free days.

During student teaching, teacher candidates may substitute **ONLY** for their own mentor teacher. This district-paid substitute teaching is limited to two consecutive days and to no more than five days during any one semester unless cleared with the Program Coordinator of the Multiple Subject Credential Program. Under no circumstances may a teacher candidate substitute for the mentor teacher on a scheduled field placement day. Under no circumstances will a teacher candidate be excused from coursework to substitute teach.

The University is not responsible for actions taken by teacher candidates assigned to public schools on days when these candidates are paid substitute teachers.

Teacher candidates accepting paid substitute teaching must do so with the understanding that they must accept all liabilities normally encountered by substitute teachers.

SUBSTITUTE TEACHING POLICY Effective Fall 2022

All teacher candidates must be in good standing with the program and have their clinical coach/university supervisor or Subject Area Coordinator (SAC) approval to substitute teach and have it count towards any required program elements. Under no circumstances will a teacher candidate be excused from coursework, assignments or other program requirements to substitute teach. Teacher candidates must complete a minimum of 4 weeks of solo teaching or co-teaching in their assigned classroom during their program and substitute teaching cannot count towards these 4 weeks. For programs that are designed to have student teaching occur across multiple semesters, candidates must complete a minimum of 1 week solo teaching or co-teaching during their first student teaching experience and a minimum of 3 weeks solo teaching or co-teaching during their final student teaching experience.

CTC standards require programs to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required for the credential they seek within their student teaching experience. Programs must verify that teacher candidates have ongoing and consistent mentoring and feedback from a district employee (Mentor Teacher or Site Administrator). Teacher candidates are also required to plan, teach, assess and reflect throughout their student teaching experience which is why there must be parameters to the substitute teaching policy.



Fieldwork

Teacher candidates may substitute teach and count those hours towards their required fieldwork hours as long as they complete a minimum of 5 weeks of fieldwork within their assigned classroom. If the program requires fieldwork during multiple semesters, the 5 week requirement applies to each semester.

Full-time Student Teaching

Teacher candidates may substitute teach at the school site where they have been assigned and count those hours towards student teaching under the following conditions:

- Classroom must be in the candidates same credential area
- Mentor teacher and/or site administration is willing to provide feedback and support
- Candidates may serve as a daily substitute (single days vs consecutive days) teacher in their assigned classroom.
- Candidates may serve as a substitute teacher in another classroom at their assigned school site when it is for 3 or more consecutive days.
- Candidates may serve as a “long-term” substitute (a minimum of 6 consecutive weeks) at any school site within their assigned school district.



PROFESSIONAL DRESS AND APPEARANCE

Teacher candidates in the Multiple Subject Credential Program are expected to dress professionally for the field of teaching. It has been said that student teaching is like a 5- or 8-week job interview; the impression that one makes has an impact on the school site administrator and other staff members. Teacher candidates should portray a professional look and are expected to be a role model for the students. Some articles of clothing and jewelry may be considered “in fashion” but are not considered “professional” and it is recommended that they not be worn at the school site during fieldwork or student teaching. Examples include, but are not limited to:

- Tongue, eyelid, or lip piercing
- Visible tattoos
- Undergarments showing, such as bra straps, panties, or briefs
- Tops that allow midriff or cleavage to show
- Low-rise pants that allow torso and/or bottom to show
- Flip flop sandals
- Shorts
- Miniskirts or short dresses

GUIDELINES FOR COMMUNICATING CONCERNS

Candidates are expected to maintain standards of professional communication at all times while in the program and should follow appropriate procedures when expressing concerns regarding mentor teachers, clinical coaches, course instructors, block leaders, etc.

Communicating concerns regarding mentor teachers:

- Communicate concerns to the clinical coach.
- If necessary the clinical coach will consult with the Block Leader.
- Under no circumstances should candidates discuss concerns with other school site personnel (e.g., other teachers; the principal), or fellow candidates.

Communicating concerns regarding clinical coaches:

- Communicate concerns in a professional manner to the clinical coach to try and reach resolution.
- If concerns are not resolved, the candidate should speak directly to the Block Leader.
- Under no circumstances should candidates discuss concerns with fellow candidates, mentor teachers or other school site personnel.



- Clinical coaches (most often, through Block Leaders) provide opportunities for student feedback on course evaluations. Information from course evaluations is taken seriously and used for program improvement.

Communicating concerns regarding course instructors:

- Communicate concerns in a professional manner to the instructor to try and reach resolution.
- Under no circumstance should candidates discuss concerns with other instructors, fellow candidates, mentor teachers or other school site personnel.
- Instructors provide opportunities for student feedback via course evaluations. Information from course evaluations is taken seriously and used for program improvement.
- If issues remain unresolved, the candidate may make an appointment to speak with the Department Chair.

Communicating concerns regarding Block Leaders:

- Communicate concerns in a professional manner to the Block Leader to try and reach resolution.
- Under no circumstances should candidates discuss concerns with fellow candidates, instructors, clinical coaches, mentor teachers, or other school site personnel.
- If issues remain unresolved, the candidate may make an appointment to speak with the Department Chair.

GUIDELINES FOR TEACHER CANDIDATES IN DISTRICTS WITH LABOR DISPUTES

On occasion, disputes occur in locations where we have candidates doing supervised field placements (e.g., fieldwork and student teaching). In such instances teacher candidates may be placed in untenable positions between adversarial parties each of which demands allegiance, (e.g., teacher candidates asked to act as replacement employees vs. honor the strike.)

Because we value our relationships with these sites, do not wish to take sides, and wish to protect teacher candidates in difficult situations, our policy during labor disputes is as follows:

- a. In such labor disputes where services are being withheld, teacher candidates will be removed from the site.
- b. If a dispute is a few days only, alternate university assignments will be made until the dispute is sufficiently resolved to continue.



- c. In longer disputes, new placements will generally be made. In cases where a new placement is not feasible, the department/program faculty will make a case by case determination of appropriate alternative activities.

In no case will the teacher candidate be penalized for these emergency actions.

GUIDELINES FOR HEALTH INSURANCE AND TEACHER CANDIDATE INJURY

Purchasing and maintaining your own health insurance is very important and highly recommended. Do not assume that either the University or the school will provide medical coverage in your role as a teacher candidate. For some illnesses or injuries, the Student Health Center on campus may be able to provide treatment.

In the event of an injury on campus or at your school site, please contact your ***instructor (or clinical coach) and Block Leader*** within 12 hours of the incident. The instructor, clinical coach, or Block Leader must complete the [Student or Visitor Injury/Illness Report](#) and submit it to Environmental Health and Safety (T-1400), COE Dean's Assistant at extension 4021, and the Department Coordinator (EC-324) within 24 hours of the incident.

REMOVAL FROM FIELD PLACEMENT POLICY

Candidates who are removed from Fieldwork (EDEL 438) or Student Teaching (EDEL 439) for unsatisfactory progress or issues of professional conduct will receive a grade of No Credit for the course. Withdrawals are not permitted. This policy applies if a teacher candidate is asked to be removed by the mentor teacher, Principal, School Administrator, clinical coach, or Block Leader. If removed from a field placement, a decision for continuance in the program will be made following the guidelines listed in this handbook. If the candidate is allowed to continue in the program, the course for which No Credit was received must be repeated.

TEACHER CANDIDATE IMPROVEMENT PLAN POLICY

All faculty, mentor teachers, and clinical coaches are committed to providing the necessary support for teacher candidates' successful completion of the program. Teacher candidate progress is carefully monitored and if it is determined that a teacher candidate is struggling to meet program requirements (e.g., academic and/or professional) a Teacher Candidate Improvement Plan (TCIP) may be issued. A Teacher Candidate Improvement Plan is intended to provide guidelines and clear expectations so that teacher candidates may remediate any issues or concerns and successfully complete the program. Failure to meet the contract guidelines could result in a delay of program completion or removal from the program. Teacher candidates are given notice and counsel prior to the creation of a TCIP being issued.



Once a contract is issued it remains in effect until the candidate has completed the program.

In cases of severe violation of program regulations, it may be determined that immediate removal is warranted without a TCIP being issued. Such decisions will be made by a faculty committee.

A teacher candidate's right to privacy of personal information assures that contract information will not be shared with the new mentor teacher when a teacher candidate decides to continue in the MSCP. The contract information will be shared with Department Faculty, including the new clinical coach and block leader.

MANDATED REPORTER - CHILD ABUSE

If a child reports any type of abuse to you, as a student teacher, this is what the California Department of Social Services states that you should do:

CANRA (Child Abuse and Neglect Reporting Act) does not include "student teachers" in its definition of mandated reporters, and only refers to trainees/interns in reference to mental health professionals (marriage and family therapist, clinical counselor). All references to school personnel are either administrators or employees, except graduate assistants involved in coaching at public or private postsecondary institutions. So as long as the teacher candidate is not considered an employee in any way, they would not be a mandated reporter. However, PC (Penal Code) 11165.7 44(b) does encourage reporting by anyone who has direct contact with/supervision of students. ("...volunteers of public or private organizations whose duties require direct contact with and supervision of students are not mandated reporters but are encouraged to obtain training in the identification and reporting of child abuse and neglect and are further encouraged to report known or suspected instances of child abuse or neglect to an agency specified in Section 11165.9.") For more information:

<http://mandatedreporterca.com/faq/faq.htm>



SECTION FOUR

Performance Objectives and Competencies

STUDENT TEACHING PERFORMANCE OBJECTIVES AND COMPETENCIES

Competencies for the teaching of reading and language arts are satisfied by meeting the requirements of the coursework in EDEL 433 and EDEL 429 as well as the development and teaching of lessons in the public school classrooms. The mentor teacher and the clinical coach are responsible for determining whether the specific objectives have been accomplished. Competencies are demonstrated through the completion of the Reading/Language Arts Performance Objectives. As each objective is met by the candidate, the designated authorized person will verify it. The completed form is returned to the Block Leader at the end of the credential program.

Competencies in student teaching experiences are demonstrated by the candidate in the public school classroom and community. Coursework and field experiences are coordinated to allow each candidate the opportunity to apply theoretical knowledge in a real school setting. Competencies related to professional dispositions are assessed during fieldwork (EDEL 438) by both the mentor teacher and clinical coach using the Fieldwork Evaluation Form. Student teaching (EDEL 439) competencies are measured by assessing candidate's proficiency levels on all Teacher Performance Expectations (TPEs) using the Student Teaching Evaluation Form. Additional descriptions of these documents are provided on the following page.

Teacher candidates evaluate their performance and develop recommendations for professional development and growth in the candidate's clear/induction program (first year of teaching). To accomplish this, teacher candidates will develop an Individual Development Plan (IDP) in consultation with their Mentor Teacher and Clinical Coach before completing the program.

EVALUATION OF FIELDWORK AND STUDENT TEACHING EXPERIENCES

At the end of each segment of fieldwork, the mentor teacher and clinical coach with whom the candidate is working will evaluate the teacher candidate's professional disposition and potential for student teaching. The Fieldwork evaluation is filed electronically and archived in the evaluation database.

During student teaching, mentor teachers and clinical coaches will provide ongoing formative feedback or informal evaluations aimed primarily at assessing candidate's progress in ways that give guidance for future improvement. At the end of the student teaching placement two formal evaluations are conducted. One is an online evaluation that rates the candidate's proficiency level



on all of the Teaching Performance Expectations (TPEs) and one is a written narrative evaluation that speaks to candidate's abilities in five specific areas. Comments on both evaluations should provide realistic and frank information about strengths and weaknesses so that these are clear to the candidate and will serve as a guide to improvement. It is emphasized that the evaluations are not intended to measure "mastery," but instead should assess evidence of teacher candidate progress in terms of growth of knowledge, understanding and skills. Written comments should include statements regarding a teacher candidate's potential as a beginning teacher. Both evaluations are filed electronically and archived in the evaluation database.

CRITERIA FOR PASSING STUDENT TEACHING (EDEL 439)

To receive Credit for student teaching the following requirements must be met:

1st placement:

- An average of 2.0 or greater must be received on each evaluation.

2nd placement:

- An average of 2.85 or greater (no more than 2 "basic" ratings) must be received on each evaluation.
- A candidate cannot receive any "Unacceptable" ratings.

NOTES:

- There must be at least one score entered by either the mentor teacher or clinical coach in every category over the course of both placements (i.e., a candidate cannot have "No Evidence" ratings by both evaluators in any one category over both semesters).
- In cases of discrepancy between clinical coach and mentor teacher ratings, resulting in the candidate having only one passing evaluation, a department committee may override the lower score if qualitative data (observation notes, narrative evaluations, etc.) provide evidence the candidate meets program proficiency levels. If this is the case, an email stating the reason for the override must be sent by the Block Leader to the Program Coordinator.

Additional requirements:

- The requirements for working with English Language Learners and students with Special Needs must be met (see signature sheet).
- The Reading Competencies must be initialed and signed off as met by the mentor teacher course instructor, teacher candidate, and clinical coach.

ADDITIONAL PROGRAM ASSESSMENTS

As a state accredited University, we are bound to the standards set by the California Commission on Teacher Credentialing (CCTC). These standards are located on the CCTC website (<http://www.ctc.ca.gov/>) and are subject to change.



In addition to passing coursework and student teaching, students must pass additional assessments. These include the CalTPA (California Teaching Performance Assessment) and the RICA (Reading Instruction Competence Assessment). These assessments provide additional evidence of teacher candidates' ability to apply what they have learned from their credential program.

CalTPA - See California Teaching Performance Assessment (CalTPA) section. CSUF uses the CalTPA, which is comprised of two instructional cycles. Teacher candidates must pass the CalTPA to be recommended for a teaching credential.

RICA - Prior to being recommended for a credential, Multiple Subject Teaching Credential and Education Specialist Instruction Credential teacher candidates must pass the RICA to fulfill the teaching of reading methods requirements. The RICA requires an additional fee. For more information, see <http://www.ctcexams.nesinc.com/>.

CALIFORNIA TEACHING PERFORMANCE ASSESSMENT (CalTPA)

California's Senate Bill 2042 (1998) requires all teacher candidates to pass a summative teaching performance assessment to earn a preliminary Multiple Subject Teaching Credential. CSUF uses the CalTPA, which includes two instructional cycles. The assessment is administered by Pearson Education and includes a registration fee for the submission of each cycle. As of the publication of this handbook, the registration fee is \$150 for each submission. See CalTPA website for additional information:

http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalTPA_TestPage.html

Candidates receive support for CalTPA during the Fall and Spring semesters of the program. There is no additional support available during Winter or Summer Session. Candidates who do not pass CalTPA must re-register for each cycle failed, pay the additional \$150 per cycle registration fee to Pearson, retake, and pass the cycle(s) before they are recommended by the CSUF Credential Preparation Center for the preliminary Multiple Subject Teaching Credential. See

http://www.ctcexams.nesinc.com/TestView.aspx?f=CACBT_RegistrationPolicies_CalTPA.html for the Pearson/CTC retake policy.



CANDIDATE FILES - END OF PROGRAM PAPERWORK

Candidates are responsible for making sure all required paperwork is completed and collected. At the end of each semester paperwork is collected by the Block Leader and placed in the candidate's file. All completed paperwork must be turned in to earn Credit for student teaching.

Any missing or incomplete paperwork must be submitted prior to being recommended for a credential. Incomplete files will not be forwarded to the Credential Analyst's office until all paperwork is accounted for. Incomplete files may result in the delay of credential application and receipt.

REQUIRED FORMS AND MATERIALS

Forms and other important information can be found at <http://ed.fullerton.edu/edel/student-resources/>.

Please check with your Block Leader and clinical coach if you have questions regarding these forms.



SECTION FIVE

Opportunities for Candidates

STUDENT CALIFORNIA TEACHERS ASSOCIATION (SCTA)

MSCP candidates are strongly encouraged to join SCTA. Membership costs \$30 per year and provides personal liability insurance and legal protection for up to \$1 million during fieldwork and student teaching. Applications are available from the SCTA representative on campus or contact the SCTA adviser, Jennifer Robles at jerobles@fullerton.edu. For more information on SCTA, see their website at <http://www.cta.org/About-CTA/Who-We-Are/SCTA.aspx>.

FINANCIAL AID

The Department offers textbook scholarships: Please contact the department office for information.

There are over 20 scholarships and other financial aid available to education students through the College of Education: <http://ed.fullerton.edu/current-students/financial-aid.php>

MSCP iPad CHECK OUT

MSCP candidates are eligible to check out an iPad for the entire time that you are enrolled in the program. We have a limited number of devices so they will be checked out on a first come first serve basis. This is a free service.