Multiple Subject Credential Program and Combined Program

Fieldwork & Student Teaching Handbook

Department of Elementary and Bilingual Education

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Section One: General Information

Terms and Important Concepts

Block Leader (BL) - Main point of contact for TCs; liaises with academic faculty, coaches, and mentor teachers.

Clinical Coach (CC) – CSUF Faculty who supervise TCs during fieldwork and student teaching placements.

Fieldwork is an active time for TCs (TCs) to be involved in the classroom, get to know the students, and begin to work with small groups.

- Placement 1 - Fieldwork is one day per week for 9 weeks (during the first 10 weeks of the semester).
- Placement 2 - Fieldwork is one day per week for 6 weeks (during the first 7 weeks of the semester).

Lesson plans -

- **Abbreviated Lesson Plan** - shortened lesson plan for student teaching
- **Formal Lesson Plan** - complete the lesson plan used for formal observations, course work/assignments, and when your clinical coach or mentor teacher requests.

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

Observation Forms – Clinical coaches complete this observation form after each formal observation.

Program Learning Outcomes (PLOs) – listed in the syllabus and on observation forms.

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

Student teaching is a time for the TCs and their Mentor Teachers (MT) to co-plan and co-teach. Each week, the TC will take the lead in a content area and continue to build by adding another content area, eventually taking the full teacher-lead role.

- Placement 1 - Student Teaching is every day for 5 weeks (following the placed school calendar).
- Placement 2 - Student Teaching is every day for 8 weeks (following the placed

school calendar).

Teacher Candidate (TC) – CSUF Student enrolled in the MSCP

TK - Transitional Kindergarten is the first of a two-year kindergarten program. To teach TK in the future, TCs must complete additional teaching requirements in transitional kindergarten classrooms (see Appendix A).

TPE – Teaching Performance Expectations (This TPE 1-7 Document describes all 7 TPEs and requirements.)

Literacy Standards and TPE 7

California passed SB 488 that required the California Commission on Teacher Credentialing to adopt a new Literacy Standard and Teaching Performance Expectations (TPEs) for Multiple Subject and Single Subject Credentials and Education Specialist Credentials effective July 2024.

Multiple Subject and Education Specialist Credential teacher candidates will be formally assessed on these TPEs through a Literacy Teaching Performance Assessment (TPA) beginning July 2025 that will replace the RICA. The Literacy TPA will require Multiple Subject Credential and Educational Specialist Credential candidates to plan, teach, and assess foundational skills in their clinical practice setting. To ensure candidates' success, mentor/cooperating teachers will need to coordinate with teacher candidates to plan opportunities for candidates to implement and video record instruction for the Literacy TPA and CalTPA/edTPA.

Teacher candidates are required to gain knowledge, practice, and be assessed teaching focal literacy skills and strategies in their PK-8 clinical practice experiences. The Literacy Standard, TPEs, and Literacy TPA focus on the cross cutting literacy themes: **Foundational Skills, Meaning Making, Language Development, Effective Expression**, and **Content Knowledge** in alignment with the current English Language Arts/English Language Development (ELA/ELD) Framework. SB 488 emphasizes that candidates employ:

- Evidence-based means of teaching foundational reading skills in print concepts, phonological awareness, phonics and word recognition, and fluency to all pupils, including tiered support for pupils with reading difficulties, English learners, and pupils with exceptional needs.
- Monitor students' progress toward literacy development, including how to screen for potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. *California Dyslexia Guidelines*.

In addition to expectations that teacher candidates teach foundational reading skills, clinical practice settings must provide candidates with opportunities to:

- Engage students in literal and inferential comprehension of literary and informational texts using higher-order cognitive skills through reading, speaking, listening, and writing (TPE 7.6)
- Promote students' oral and written language development and use of discipline-specific academic language by leveraging students' existing linguistic repertoires (TPE 7.7)
- Develop students' effective expression as they write, discuss, present, and use language conventions (7.8)
- Practice screening and diagnostic techniques that inform teaching and assessment and early intervention techniques
- Observe and practice the concepts and strategies included in the *California Dyslexia Guidelines* with the understanding that not all candidates will teach a student with dyslexia.

Placement Requirements

Dual Immersion

In a dual immersion placement, the TC must stay with their students for instruction in both languages. The TC will observe, support, co-plan, and co-teach in both settings. The CC will observe the TC teaching in both language scenarios.

English Learners Placement

TCs must be placed in a classroom with at least 20% English Learners in one of the two placements. In the rare case where TCs do not get this experience, the TC will work with a teacher with English Learners for 15 hours of observation, support, co-planning, and co-teaching. The CC may observe one lesson in this setting, but it is not mandatory.

Primary Placement

If the TS's primary placement was in third grade, the TC will spend 15 hours in a first-grade classroom observing, supporting, and co-teaching to obtain experience with early literacy.

Substitute Teaching Policy

All TCs must be in good standing with the program and have their BL, Program Coordinator, and CC approval to substitute teach and have it count towards any required program elements. Under no circumstances will a TC be excused from coursework, assignments, or other program requirements to substitute teach. Multiple Subject TCs must complete a minimum of four weeks of solo teaching or co-teaching in

their assigned classroom during their program, and substitute teaching cannot count towards these four weeks.

Fieldwork

TCs are permitted to substitute teach 25% of the required fieldwork hours in their assigned classroom, excluding fieldwork hours in pre-requisite courses.

- The CC and MT both approve in advance
- The TC can sub for a maximum of two days in their own classroom.

Student Teaching – First Semester

TCs are permitted to substitute teach 25% of the required days in their assigned classroom during their first student teaching placement. The hours can count towards their student teaching hours under the following conditions:

- The CC and MT both approve in advance.
- The TC can sub for a maximum of five days in their own classroom.

Student Teaching – Second Semester

TCs are permitted to substitute teach 25% of the required days at their assigned school site during their second student teaching placement. The hours can count towards their student teaching hours under the following conditions:

- The CC and MT both approve in advance.
- The TC can sub for a maximum of 12 days in their own classroom.
- Their MT and/or site administration is willing to provide feedback and support as needed.

Section Two: Teacher Candidate Expectations

Districts may require that TCs complete additional Fingerprint Clearance and TB Clearance before they can begin their placement. The program will notify TCs in these cases. Please note that TCs will be responsible for the costs of Fingerprint Clearance and TB Clearance. If this presents a challenge, the program will find an alternative placement.

Fieldwork (EDEL 438) Responsibilities

- TCs typically begin fieldwork during the second week of the CSU Fullerton academic semester.
    - First placement - Fieldwork continues through week 10 of the semester.
    - Second placement – Fieldwork continues through week 7 of the semester.

- TCs may begin by working with individual students, small groups, or even with the whole class. TCs should volunteer to lead transitions and routines, read aloud to the class, take small group breakouts, and offer to pick up lines at recess, lunch, and before and after school. TCs should talk with their MT about how to be active in the classroom. During this time, co-teaching happens based on the MT's plans.
- TCs 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.
- TCs typically have an additional half or full day in their weekly course schedule to participate in the classroom as needed (e.g., complete field-based course assignments and makeup missed days due to holidays or illness).
- At the end of fieldwork, the MT and the CC will sign the Final Paperwork Signature Sheet and complete the online Fieldwork Evaluation to confirm that the TC has met the fieldwork attendance requirement.

Additional Professional Responsibilities

School Policy and Responsibilities

- Arrive at the school site on time, at least one-half hour before the start of school.
- Dress professionally and in accordance with the school site standards. Every day is an interview!
- Adhere to the school's policies (e.g., sign in the front office). Plan extra time for this.

Classroom Rapport, Preparation, and Responsibilities

- Learn the students' names and build rapport with the students.
- Conduct yourself in a professional manner at all times.
- Observe the MT and supporting personnel (teacher specialists, counselors, administrators, etc.) and reflect.
- Participate in school and classroom activities and routines.
- Contribute to the development of the learning environment (e.g., centers, bulletin boards, and instructional displays).
- Participate in selected and planned teaching of some small-group lessons.
- Establish professional relationships with families, caregivers, school staff, administrators, and teachers.

Professional Rapport and Communication with Mentor Teacher, CC, and BL

- Communicate regularly and reliably with the MT, CC, and BL and respond within 24 hours.
- Come prepared for all activities, including CC visits.
- Reflect upon the teaching practice.
- Receive and reflect on feedback constructively and positively.

The Teacher Candidate is expected to engage in continuous development, which may

include:

- Participate in one or more community or school activities (e.g., Back to School night, Open House, etc.).
- Participate in professional development activities or training along with the MT.
- Participate in additional professional development activities in consultation with MT, BL, and CC.
- Study curriculum materials (e.g. school curriculum center or district resource center).

Student Teaching (EDEL 439) Responsibilities

Student teaching is a time for the TC and MT to develop the co-planning and co-teaching relationship further. Each week, the TC will take the lead in a content area and continue to build by adding another content area every subsequent week.

- By the end of the first week, the TC should take the lead role in at least one subject and write abbreviated lesson plans for that content area.
- Another subject with abbreviated lesson plans written for that content area should be added during the second week. The lesson plan book may be utilized for the first content area.
- The addition of subjects should continue until the TC has assumed the lead role for all the subjects during the day.

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

For the eight-week placement, the TC will assume the lead responsibility for the entire day for three weeks.

Additional Professional Responsibilities

- Attend the required block meetings scheduled for TCs.
- Attend classes and complete assignments.
- Adhere to the Lesson plan policy
- Maintain student teaching file to include:
    - Formal observations from clinical coach
    - IDP - signed by CC
    - Final signature documents
    - Reading/Language Arts Objectives signature document
    - Fieldwork and Student Teaching evaluations from CC and MT
- Correspond regularly and professionally with university faculty (i.e., Clinical Coach) and school site personnel (i.e., mentor teacher). This includes checking CSUF email at least once per day, accessing electronic information (e.g., Canvas), and responding within 24 hours.

School Policy and Responsibilities

- Follow the schedule of the school district.
- Attend orientations scheduled by the school and district before student teaching assignment begins and report to the school as directed by the placement coordinator.
- Attend faculty meetings and other school-related functions when these do not conflict with University coursework.
- Know the school regulations and rules affecting the students for whom the candidate is responsible.
- Become acquainted with the material and personnel resources available to teachers in the building, department, and school.
- Become aware of the types of populations served by the school to which the candidate is assigned.

Classroom Rapport, Preparation, and Responsibilities

- Dress and behave professionally and in accordance with the school site standards.
- Be punctual and regular in attendance.
- Keep the same hours and schedule as the MT. It should be at least one-half hour, but typically no more than one hour before and after school.
- Spend the beginning days of the student teaching assignment observing and assisting the MT in various activities, as well as participating in co-planning.
- Arrange regular time with the MT for co-planning, reflection, and feedback on lesson plans and teaching.
- Devote your time, attention, and preparation to maximizing the success of the student teaching assignment.
    - Determine with the MT the curricular units for which the TC will be responsible.
    - Prepare thoroughly and carefully for each day of teaching.
    - Make both long range and short-range plans.
- Absence is not authorized for any reason unless prior approval and supporting documentation is provided. In case of an unavoidable absence, provide substitute teaching plans for their MT, written in detail, so anyone could pick up and teach the lesson plan. The formal lesson plan template is expected to be used in these situations. Inform the MT, the school, the CC, and the BL as soon as possible. All absences must be made up before the candidate receives credit for student teaching (EDEL 439).
- 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 TC will:
    - Take the initiative for co-planning and teaching most of the lessons with the MT as the co-teacher.
    - Take the lead role in maintaining effective management and discipline with the MT as the co-teacher.

    - Take the lead role in assessing student work and maintaining student records with the MT as the co-teacher.
    - Take the lead role in communicating with family members and school personnel, as appropriate, with the MT as the co-teacher.

Professional Rapport and Communication with MT, CC, and BL

- Share unit plans, lesson plans, assignments, materials, etc., with the MT and the CC.
- Hold frequent evaluation and planning conferences with the MT and the CC.
- Follow the pacing guide in the syllabus. Assume responsibility for seeing that TPEs and PLOs are demonstrated and that completion is recorded on the observation form.
- Continually engage in self-reflection and evaluation of one's teaching performance. Written reflections will be submitted weekly to the CC.
- Become acquainted with the cumulative records and any other files pertinent to the students with whom the candidate works.
- Become acquainted with the various learning materials used for the subject matter assigned for upcoming weeks.
- Inform the MT and CC of any incidents potentially jeopardizing the candidates' safety.
- Inform the MT of suspected child abuse. Report suspected child abuse in accordance with state law.

The TPE Final Evaluation form will be completed by both the clinical coach and mentor teacher at the conclusion of each student teaching placement.

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Section Three: Mentor Teacher Expectations

Mentor Teacher Resource Page

Mentor teachers are classroom teachers who work with TCs during their fieldwork and student teaching experience. MTs play an important role in introducing TCs to the routine and duties of everyday teaching and provide the TCs with experiences that will prepare them to teach and lead a class for a complete student teaching assignment.

It is important that the TC and MT establish a rapport and set up a time to meet regularly to plan. Communication is very important within the placement between TC, MT, CC, and BL. If there is an emergency, illness, or unforeseen circumstance at any time, the TC must notify the MT, CC, and BL (in that order). Absence is not authorized for any reason unless prior approval and supporting documentation is provided. If a TC must miss a student teaching day, they must provide substitute teaching plans for their MT, written in detail so anyone could pick up the lesson plan and teach it. The formal lesson plan template is expected to be used in these situations.

Fieldwork (EDEL 438) Responsibilities

- Share effective teaching strategies and useful teaching materials (e.g., teacher's editions)
- Include TC in the planning process: lesson plan book, lesson plans, curriculum, and co-planning
- Share classroom management techniques
- Explain non-instructional tasks that the teacher performs
- Supervise the TC in their classroom activities
- Confer frequently with the TC to provide feedback on performance and to suggest improvements
- Ensure TC has time to complete program requirements and assignments that require student participation
- Arrange for TC to spend fieldwork participation working directly with the students (e.g., some planning for small group lessons and one or two whole class lessons)
- Complete an evaluation of the TC's performance using the electronic Fieldwork Evaluation Form (first placement only).
- 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 for classroom presence include being present at all times during the day and observing small group lessons to provide specific and substantial feedback to the TC and CC. It is essential to maintain legal responsibility for the students at all times. The MSCP also recognizes that, with the school and district administrator's approval, it is acceptable to leave the TC alone in the classroom for relatively short periods under appropriate conditions.

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Student Teaching Responsibilities

- Support the TC in becoming familiar with the school by introducing them to other faculty members, inviting them to faculty events and meetings, and extending other courtesies such as inclusion in pre-service, in-service, and orientation meetings. The MT should help the TC become acquainted with the school plan and, as far as possible, the total school program.
- Inform the TC of the school calendar (holidays, special events, etc.).
- Prepare the students in the class for the arrival of a TC; 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 TC.
- Review the resources on the Mentor Teacher Resource website.
- Adapt and modify classroom programs, procedures, materials, and methods to the extent possible to permit the TC maximum development of their potential.
- Have frequent (daily, if possible) discussions with the TC regarding the class's progress, the TC's growth (strengths and areas for growth), and the criteria used by the supervising teacher to evaluate growth.
- Help the TC understand the student's capacities and goals in the class. Acquaint the candidate with the students' cumulative records. Include TC, when possible, in evaluating student progress, reporting to parents/caregivers, and participating in parent conferences. Give guidance to the TC concerning the individual and group needs of the class.
- Adhere to school and district policies regarding student teaching and the supervising/mentor teacher's presence in the classroom. Be present and observe lessons to provide specific feedback while maintaining legal responsibility for students. Occasionally, with administrative approval, leaving the TC alone for short periods is acceptable.
- Provide the supervision and guidance needed to help the TC gain strength and effectiveness. When necessary, through encouragement and example help the TC to improve in conduct appropriate to one in the teaching profession.
- If feasible, provide time for conferences with the CC following each visit, and make specific comments to the CC during the conferences regarding the TC's behavior, achievements, and performance.
- Require lesson plans from the TC, including daily plans, overviews, and long-range plans. These should be reviewed with the TC before their implementation so that desired changes can be made. This should also be done with respect to assessments prepared by the TC. Planning should begin with a co-planning session that includes the MT and the TC.
- Ensure that the TC has adequate time to prepare when they are to take over the class. Try to avoid abrupt shifting of plans.
- Ensure that the course of study is followed in the classroom to the degree required by the district.
- Model differentiated teaching strategies.
- Help the TC develop proficiency in the techniques of individual and group guidance.

Try to allow the TC to participate in co-curricular activities.

- Keep the CC informed of the TC's progress. If problems arise, seek solutions before the problems become too severe.
- Complete an evaluation of the candidate's performance using the electronic **Student Teaching Evaluation** Information Form with substantive comments. Sample copy of the TPE Final Evaluation form is provided here.
- Sign the TC Final Paperwork and Reading/ELA form, initialing what was taught, planned, and/or observed in the classroom.
- If there are any issues or events that could potentially jeopardize the safety of the TC, it is the MT's responsibility to report the incident to the site administrator and the CC within one business day.

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Section Four: Clinical Coach Expectations

Responsibilities of the Clinical Coach (EDEL 439)

Listed below are some of the most important responsibilities of the CC, with considerations of individual situations.

Responsibilities to the Teacher Candidate:

- Visit the TC in accordance with department guidelines (once during fieldwork and at least once during student teaching) during the placement. Provide written feedback to the TC during each visit using the department observation forms. Provide the candidate with an electronic copy of the observation form within 24 hours.
- Debrief the observation with the TC within 24 hours post-lesson.
- Provide appropriate professional guidance for the TC.
- Be available to give individualized support needed by the TC.
- Review and discuss the TC's IDP.
- Communicate areas of growth with the TC in timely and actionable ways.
- Respond to TC and BL communication within 24 hours or the next business day if contacted on a weekend or holiday.
- Ensure that there is adequate communication between the TC and the MT.
- Immediately report any incident that may potentially jeopardize the safety of the TC to the BL.
- Proactively communicate with the BL regarding any concerns.

Responsibilities to the University:

- Complete the electronic Evaluation. A copy of the electronic form can be found here: Sample TPE 1-7 Final Evaluation Form.
- Sign the Final Paperwork, Reading/ELA form, and IDP. This is in accordance with the appeal process that is available to the candidate (see sub-section on Appeal Procedures).
- Become familiar with the state requirements of the Multiple Subject Credential.

Responsibilities to the school in which student teaching is taking place

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

Responsibilities to the Mentor Teacher:

- Attend the scheduled orientation meeting at the beginning of the semester.
- Proactively communicate with the MT regarding the TC's progress.
- Inform the MT of the evaluation procedure and due dates.
- Complete the electronic Evaluation. A copy of the electronic form can be found here: Sample TPE 1-7 Final Evaluation Form.

Section Five: Selection of Mentor Teachers

The MSCP Placement Coordinator exercises great care in choosing both field and student teaching assignments. To maximize the opportunities for a successful student teaching experience, the following process is used to place candidates and select MTs.

CSUF Responsibilities

- Placements are made by the MSCP Placement Coordinator according to CCTC (California Commission on Teacher Credentialing) regulations. TCs are placed, when possible, in schools within a 25 mile radius of the CSUF main campus. Candidates may **not** make their own placements.
- Each TC has two placements, typically from two of three grade spans: *TK - 2, 3 - 6, and 6 - 8. One placement is *TK-3, and one is from either 3-6 or 6-8. There is typically at least one grade level separating the two placements.
- In the instance where third grade is the primary placement, TC must observe early literacy practices for 10 hours in a first-grade classroom. TC must get initials from MT and CC on the Reading Language Arts Performance Objectives Sheet.
- The placements must give the TC a well-rounded experience and allow them to practice and acquire the knowledge and skills included in the California Teacher Performance Expectations (TPEs 1 to 7). The placements must also allow for the opportunity to support English Learners and students with diverse needs, as well as experience in all the content areas of a multiple-subject setting.
- The MSCP Placement Coordinator contacts district central offices regarding placement opportunities in their schools.
- The MSCP Placement Coordinator contacts school principals regarding the placement of TCs in their schools.

*TK is the first of a two-year kindergarten program.

District Responsibilities

- The district office determines schools within its boundaries that are available for the placement of TCs. The principals of those schools cooperate in the screening process to recommend MTs and to ensure that teachers are aware of the requirements, responsibilities, and importance of being an MT.
- Teachers at selected schools indicate to principals their desire to become MTs. The principal determines recommendations of teachers for the role of MT. The MSCP

placement coordinator confers with the district office and principals regarding criteria for MT selection, CSUF program design, Teacher Performance Expectations (TPEs 1 to 7), and roles and responsibilities of all who are involved.

Joint CSUF/District Responsibilities

- The MSCP Placement Coordinator and principal (or district placement coordinator) plan specific TC/MT assignments.
- The MSCP Placement Coordinator and principal (or district placement coordinator) provide professional feedback to MT.
- Contractual procedures for finalizing student teaching placements are initiated by the MSCP Placement Coordinator. The University Procurement Office prepares the district placements 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 California State Universities and Colleges Board of Trustees.
- A TC may be reassigned if the principal, MT, CC, BL, MSCP Placement Coordinator, MSCP Program Coordinator, and/or the department chair believe the TC may perform better in a different setting. Such a judgment will be based on the expected benefits to the students, to the TC, and to the school. This reassignment may be initiated by any of the individuals above.
- A TC may be removed from student teaching if their performance is detrimental to the welfare of the students. Removal of a TC may be initiated by the principal, MT, CC, BL, MSCP Placements Coordinator, MSCP Program Coordinator, and/or the department chair. The decision to remove the TC shall be made only after consultation with the individuals indicated and with the CC.
- MTs will support TCs in the development of progress toward accomplishing the TPEs 1-7 as specified on the MSCP Observation Form and Final Evaluation Form. This includes the new literacy standards in TPE 7.