CSUF | Elementary and Bilingual Education
COLLEGE OF EDUCATION

Multiple Subject Credential Program and Combined Program

Handbook

CSUF | Elementary and Bilingual Education
COLLEGE OF EDUCATION

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Terms and Definitions

Academic Advisor - Main point of contact for admissions, orientation, and ongoing registration concerns.

Assessments -

- CalTPA – California Teaching Performance Assessment - CalTPA Website
  - A two-part assessment based on TPEs* completed in each student teaching semester is required to secure your teaching credential.

- TPE Formal Evaluation
  - An assessment of candidates' knowledge of effective teaching and reading instruction is required to secure your teaching credential. An evaluation will be completed by the clinical coach and mentor teacher after fieldwork/student teaching as part of EDEL 438 and EDEL 439. This is required to secure your teaching credential.

Block Leader - Main point of contact for teacher candidates; liaises with academic faculty, coaches, and mentor teachers.

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

COE – College of Education

EDEL – Elementary and Bilingual Education Department

Fieldwork and Student Teaching Handbook

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

MSCP – Multiple Subject Credential Program

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

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

Candidate Improvement Plan (CIP) - An action plan addressing areas of growth for a TC during the program

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

TPE – Teaching Performance Expectations - CTC Website

Section 1: College of Education (COE) Information

Conceptual Framework and Program Outcomes

The MSCP and Combined Program are designed to meet the program outcomes 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 five years (COE Strategic Plan Website). Through a comprehensive planning process that involved faculty, staff, alums, students, and community representatives, beginning in fall 2018, the College of Education will begin implementation of major initiatives related to the plan's goals:

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

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 (COE) 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 the challenges and supports necessary for all students to attain high-quality outcomes, not predicted by race, ethnicity, socioeconomic status, 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 and as a mechanism to transform how we do our work.

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 COE'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. 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 leadership strategies for program and individual growth and improvement.

Maintain Professional and Ethical Standards

Candidates understand and fulfill educators' and specialists' ethical and professional

responsibilities as defined by 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 contributing to the profession's knowledge base. They act as responsible change agents in the field by contributing to the school as a learning organization to foster student learning and well-being.

Section 2: Program Overview

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

MSCP Program Options

The MSCP includes several options: Two Semesters, Three Semesters, Bilingual Authorization (Bilingual Cross-cultural Language and Academic Development), a Combined Credential/Master's Program, and an Intern Program. All programs meet state and national accreditation guidelines. Please visit the EDEL Academic Programs Website for more information on these programs.

Teaching Performance Expectations (TPEs)
Aligned with the California Standards for the Teaching Profession,

The MSCP is designed to support candidates in the development and growth of the TPEs.

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

Student Teaching Timeline

During the program, teacher candidates will complete program activities as follows:

First Student Teaching Placement

- Weeks 1 to 10 - Coursework and Fieldwork
- Weeks 11 to 15 - Student Teaching - Teacher candidates adhere to the placement school calendar

Second Student Teaching Placement

- Weeks 1 to 7 - Coursework and Fieldwork
- Weeks 8 to 15 - Student Teaching - Teacher candidates adhere to placement school calendar

Assessment of Teacher Candidate Proficiency

Multiple assessment measures 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 (Credential Only)
Transition Points – Key Assessments and Requirement

ADMISSION TO THE PROGRAM
Key Assessments: ● Passing score on faculty interview ● Demonstrate proficiency in fundamental skills which include written and spoken English ***Additional Requirements:*** ● Certificate of Clearance ● Verification of TB ● Verification of satisfying Subject Matter Competency ● 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 2.50 or GPA or 2.50 in the last 60 units ● Verification of child/youth experience

- Personal Statement: JEIE Admissions Statement (faculty review)
- Three letters of recommendation (faculty review)

ADMISSION TO FIRST STUDENT TEACHING

Key Assessments:

- Credit on all coursework to date (CR or grade of B- or better)
- Passing score on fieldwork evaluations by the mentor teacher and clinical coach (average ≥2.0 on program rubric; remediation for any area scored lower than 2)

ADMISSION TO SECOND STUDENT TEACHING

Key Assessments:

- Credit on all coursework to date (CR or grade of B- or better)
- Passing score on fieldwork evaluations by the mentor teacher and clinical coach [if necessary] (average ≥2.0 on program rubric)
- Passing score on initial student teaching evaluations by the mentor teacher and clinical coach (average ≥2.0 on program rubric)

EXIT FROM THE PROGRAM: The program recommends candidates for the credential

Key Assessments:

- Credit on all coursework (CR or grade of B- or better)
- Passing score on final student teaching evaluations by the mentor teacher and clinical coach (average ≥ 2.85 on program rubric, with no TPE 1-7 can be lower than 2)
- Passing scores on CalTPA Instructional Cycles 1 (Math) and 2 (Literacy)
- Exit Survey

Additional Requirements:

- 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

POST-PROGRAM ASSESSMENT

- Year-out Program Survey (graduates and employers)

Combined Credential/Masters Program
Transition Points – Key Assessments and Requirement

To earn a Master's Degree, candidates must complete EDEL 594. If a TC cannot complete EDEL 594, a "Report Pending (RP)" will be assigned until the Teacher Candidate completes their final project. The teacher candidate can still apply for their preliminary teaching credential with an RP. However, candidates may be required to earn their preliminary teaching credential before being awarded their Master's Degree.

ADMISSION TO THE COMBINED PROGRAM
Key Assessments: ● Passing score on faculty interview ● Demonstrate proficiency in fundamental skills which include written and spoken English ***Additional Requirements:*** ● Baccalaureate degree from an 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 Subject Matter Competency ● Verification of satisfying the Basic Skills Requirement ● CPR training certificate ● Verification of child/youth experience ● Personal Statement: JEIE Admissions Statement (faculty review) ● Three letters of recommendation (faculty review)
ADMISSION TO FIRST STUDENT TEACHING & PROGRAM CONTINUATION
Key Assessments: ● Credit on all coursework to date (CR or grade of B- or better) ● Passing score on fieldwork evaluations by the mentor teacher and clinical coach (average ≥2.0 on program rubric; remediation for any area scored lower than 2) ● Midpoint Survey ***Additional Requirements:*** ● Diversity Survey

ADMISSION TO SECOND STUDENT TEACHING & QUALIFYING FOR CULMINATING EXPERIENCE

Key Assessments:

- Credit on all coursework to date (CR or grade of B- or better)
- Passing score on initial student teaching evaluations by the mentor teacher and clinical coach (average ≥2.0 on program rubric)

Qualifying for Culminating Experience:

- Grade of C or better in all graduate courses with a 3.0 overall GPA.

Additional Requirements:

Admission to final student teaching:

Qualifying for Culminating Experience:

- Faculty review of EDEL 594 proposal, OR
- Approval of thesis proposal (EDEL 598) [committee review]
- IRB approval (if applicable) [IRB board review]

EXIT FROM THE PROGRAM: The program recommends candidates for the credential

Key Assessments:

- Credit on all coursework (CR or grade of B- or better)
- Passing score on final student teaching evaluations by the mentor teacher and clinical coach (average ≥ 2.85 on program rubric, with no TPE lower than 2)
- Passing scores on CalTPA Instructional Cycles 1 (Math) and 2 (Literacy)
- Exit Survey

Additional Requirements:

- 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

POST-PROGRAM ASSESSMENT

- Year-out Program Surveys (graduates and employers)

Section 3: Department Policies

In order for teacher candidates to continue participation in the MSCP, they must meet CSUF College of Education's Policy One criteria as well as the Standards for Continued Participation specific to the MSCP.

CPC Policy One - For Policy One information, please visit the CSUF College of Education.

Standards for Continued Participation in the MSCP

Attendance

- Arrive on time and attend all class sessions for the entire time without exception.
- Arrive on time to fieldwork and expect to be at site on the days assigned and/or agreed upon with the mentor teacher.
- Maintain the mentor teacher's contracted hours at minimum, during student teaching.
- 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.

General Appearance

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

Professionalism

- Demonstrate willingness to complete assigned tasks.
- Take initiative in all aspects of the MSCP.
- React constructively to criticism.
- Show emotional control and poise.
- Use appropriate situational judgment.
- Know when to constructively criticize and/or praise educational practices.

Personal Wellness

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

Personal Responsibilities

- View self as a member of a professional team.
- Maintain effective human relations with students, other teacher candidates, faculty, mentor teachers, administrators, district personnel, and parents/families.
- Correspond regularly and professionally with university faculty and school site personnel (e.g., mentor teacher). This includes checking CSUF email at least

once per day and accessing electronic information (Canvas, Google Classroom, etc.), as needed to remain informed of all MSCP expectations.

Achievement of Program Objectives and Competencies

- Complete all listed program objectives and competencies of each phase of the program.
- Demonstrate 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.
- Satisfactorily complete 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.

Academic Achievement

- Maintain a minimum of a “B-” in all coursework.
- Demonstrate written and oral English proficiency in all aspects of the MSCP.

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.
- The teacher candidate is expected to reflect dispositions that represent the values and attitudes expected of professionals in the field of education.
- The teacher candidate is expected to demonstrate a commitment to fairness and a belief that all children can learn through an increasing ability to promote diversity, engage in collaborative endeavors, think critically, maintain professional and ethical standards, and value life-long learning.

Department Policies

The following department policies and protocols are in place to make sure candidates can meet the standards for continued participation:

Course Attendance Policy

To meet the California state credential standards, teacher candidates must arrive on time, and attend all class sessions, for the entire time, without exception. Any absences or tardiness may result in being placed on a teacher candidate improvement plan and may result in a grade of No Credit for the course. Documentation is required 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 classmate AND contacting the instructor in advance (when possible). Additional assignments may be required to address missed content (see the instructor) and must

be completed within the given timeline. The teacher candidate's work for this assignment will be kept as documentation that the credential competency was addressed during the missed class session has been met. Credit cannot be given for the course if the makeup work does not meet the assignment requirements.

Please note that some make-up assignments cannot replace the in-class experience.

Professional Dress and Appearance

Teacher candidates in the program are expected to dress professionally in field placements. TCs should familiarize themselves with their school site's dress and appearance policies. Some things to consider are:

- Piercings
- Visible tattoos
- Undergarments showing
- Short or low-cut tops
- Flipflops
- Length of shorts, skirts, and dresses

Placement Policy

The MSCP Placement Coordinator makes Placement Policy Placements according to CCTC (California Commission on Teacher Credentialing) regulations. Teacher candidates are placed, when possible, in schools within a 25-mile radius of the CSUF main campus, or from the candidate's zip code. In all cases, candidates may **not** make their own placements.

Student Fieldwork Expectations

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.

Teacher Candidates attend their fieldwork placement at least one full day per week. A full day begins 30 minutes before the start bell until 30 minutes after the ending bell. This includes being in the classroom ready and prepared for the day.

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).

At the end of fieldwork, TCs will prepare the final paperwork. The Mentor Teacher and the

Clinical Coach will sign applicable paperwork and complete the fieldwork evaluation for first-placement TCs.

Student Teaching Expectations

Student teaching is a time for the teacher candidate and the mentor teacher will begin co-planning and continue co-teaching. Each week, the teacher candidate will take the lead in a content area and continue to build by adding another content area each week.

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.
- In the case of severe illness or emergency (documentation is required), the TC must provide sub plans for their mentor teacher.

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

For the eight-week placement, the teacher candidate will assume the lead responsibility for the entire day for at least three weeks.

Protocol For Communicating Concerns

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

Concerns regarding mentor teachers:

1. Communicate concerns professionally and directly with the mentor teacher to resolve the concern.
2. If a resolution is not met with the mentor teacher, communicate with the clinical coach.
3. The Block Leader may be involved to help resolve the concern if steps 1 & 2 do not resolve the concern.

Under no circumstances should candidates discuss concerns regarding their mentor teacher with other school site personnel (e.g., other teachers; the principal) or fellow

candidates.

Concerns regarding clinical coaches:

1. Communicate concerns directly and professionally with the clinical coach to try and resolve the concern.
2. If a resolution is not met with the clinical coach, communicate with the Block Leader.

Under no circumstances should candidates discuss concerns regarding their clinical coach with fellow candidates, mentor teachers, or other school site personnel.

At the end of the semester, teacher candidates can provide feedback to their clinical coaches on student opinion questionnaires (SOQs). Information from course evaluations is taken seriously and used for program improvement.

Concerns regarding course instructors:

1. Communicate concerns directly and professionally with the instructor to try and resolve the concern.
2. If a resolution is not met with the instructor, communicate with the Block Leader.

Under no circumstance should candidates discuss concerns with other instructors, fellow candidates, mentor teachers, or other school site personnel.

At the end of the semester, teacher candidates can provide feedback to their instructors on student opinion questionnaires (SOQs). Information from course evaluations is taken seriously and used for program improvement.

Concerns regarding Block Leaders:

1. Communicate concerns directly and professionally with the Block Leader and try to resolve the concern.

Under no circumstances should candidates discuss concerns regarding the Block Leader with fellow candidates, instructors, clinical coaches, mentor teachers, or other school site personnel.

In all the above scenarios, if a resolution is not met, the candidate may submit a written request to the Department Chair of the Elementary and Bilingual Education Department. The teacher candidate's written request shall state specifically the nature of the issue and the remedy requested; describe the teacher candidate's attempts to resolve the issue informally; and contain any supporting documentation such as exams, papers, assignments, and/or other corroborating documents. The Department Chair will consider

the written request and make a final decision.

Standards for Academic Progress

The final grade for each credential course in the MSCP will be credit (C) or no credit (NC), except for EDEL 429 and EDEL 430, which are graded courses. To receive credit for a course, all work must be completed with a minimum of a B- (80%). Successful completion of each semester's coursework is necessary for advancement to student teaching and the following semester.

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 according to CSUF Graduate Academic Policy. CSUF Graduate Studies Academic Policies

If a grade of "NC" is earned for any MSCP course, the course may only be retaken once and Candidate will be put on a CIP. A second grade of "NC" for the same course will result in permanent removal from the MSCP.

All students at CSUF have a right to academic appeal.

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 the dean's designee.
2. If not resolved at this level, the student may appeal to the Academic Appeals Board in writing.
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.

Lesson Planning Policy

During student teaching, candidates are required to plan for instruction using the formal lesson plan template or the abbreviated lesson plan templates. Below are the planning requirements.

- TCs will use the abbreviated lesson plan template for at least the first week of instruction for a new content area. This may mean daily, as in math or language arts, or several times that week (e.g., science and social studies), depending upon how often the subject is taught.

- After assuming the lead role for co-planning/teaching a particular subject for at least one week and demonstrating adequate preparation, organization, and confidence in the subject area (as approved by your mentor teacher and clinical coach), you may plan using a lesson plan book. Lesson plan books must contain topics (key content terms), pages if referencing a teacher edition curriculum guide, resources, materials, technology needed, and forms of assessment.
- Your mentor teacher should review all lesson plans before teaching the lesson.
- A formal lesson plan must be prepared for all lessons your clinical coach observes using the formal lesson plan template.
- Lesson plans should be shared with your coach 48 hrs in advance so they may send feedback. Your clinical coach will set a time for you to meet following the observed lesson.
- Copies of your lesson plans and lesson plan book should be kept in your Clinical Practice Notebook. If a subject has repetitive tasks, one lesson plan can serve for multiple days.
- Reflections are expected weekly in your notebook by Saturday at noon. Use the reflection questions provided on the lesson plan template.

Coursework Completion Policy

All coursework must be satisfactorily completed for a candidate to qualify for student teaching. Including:

- In student-teaching semesters, coursework must be submitted before student teaching begins. Satisfactory completion of coursework must be received before a candidate may begin student teaching.
- A CIP will be given to candidates with incomplete coursework or an NC. The CIP will outline course completion requirements for the candidate to continue on to student teaching. This could delay student teaching for up to a semester.

CalTPA Policy

The California Teaching Performance Assessment (CalTPA) measures a candidate's knowledge, skills, and ability in relation to California Teaching Performance Expectations (TPEs).

- During the Credential Program, candidates will have support for submitting materials for each of the two CalTPA Cycles at least once; in the case of a score below passing, resources are available to work on retakes, which may be submitted during or after the program.

- Candidates who do not submit CalTPA by the required due date will receive a No Credit in the corresponding CalTPA support course and may be placed on a Candidate Improvement Plan (CIP) if there are additional program concerns.
- Candidates who do not pass the required CalTPA cycles during the regular program timeline may be required to enroll in EDEL 499/599 during the Winter or Summer Intersession to receive faculty support on a retake submission.
- Candidates who do not enroll in the 499/599 independent study to receive additional support are still required to pass CalTPA Cycle 1 and Cycle 2 before they can be recommended for a preliminary credential.
- Candidates who do not submit the required CalTPA Cycle/s after completing EDEL 499/599 will receive “No Credit” for the course.

Candidate Improvement Plan Policy (CIP)

All faculty, mentor teachers and clinical coaches are committed to providing the necessary support for teacher candidates’ successful program completion. Teacher candidate progress is carefully monitored, and if it is determined that a teacher candidate is struggling to meet program requirements (e.g., TPEs, academic, and/or professional), a Candidate Improvement Plan (CIP) may be initiated.

The Candidate Improvement Plan (CIP) is developed by the Block Leader in collaboration with the Academic Advisor when Candidates have not met the standards set by the department or by the College (Policy One) typically after the first verbal and written warning has been communicated with the Candidate and improvement is not demonstrated. Egregious behaviors may lead to the Candidate being placed on a CIP without a verbal warning. The CIP outlines expected improvements and timelines for meeting requirements. The CIP will remain in place until the Candidate completes the program.T

The CIP may not be shared in any capacity with anyone outside the University, including the mentor teacher. The CIP may only be discussed among CSUF faculty and staff involved in the CIP process for the individual candidate.

A Teacher Candidate who fails to meet the CIP requirements within the time-frame indicated on the form may be removed from the program (dismissal). The Teacher Candidate may appeal the dismissal in such cases according to CPC Policy One.

In cases of severe violation of program regulations, a faculty committee may determine that immediate removal is warranted without a CIP being issued.

Program Continuance/Stop-Out Procedures

Candidates' continued participation in credential programs at Cal State Fullerton depends on their ability to adhere to professional standards as assessed within each credential program. Candidates may be stopped out from the program if TCs do not meet the TPEs and the policies outlined in this handbook. When candidates are stopped out of the program, they must withdraw from coursework and student teaching (if applicable). Cases where a TC may be stopped out of the program include:

- Academic dishonesty as defined by the University Catalog and Department Student Handbook
- Inappropriate student conduct defined by the University Catalog and Department Student Handbook
- Unacceptable academic, field, pedagogical, and/or clinical performance behaviors
- Failure to meet the standards set by the Commission on Teacher Credentialing, including CTC assessment standards
- Failure to behave according to the profession's standards, public schools, University, college, department, and/or program
- Failure to demonstrate credentialing competencies
- Failure to maintain a GPA of 2.75 or above (initial programs) and 3.0 or above (clear or advanced programs)

For program continuance/stop-out appeal procedures, refer to Policy One.

Guidelines For Teacher Candidates In Districts With Labor Disputes

Occasionally, 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 demanding 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 under challenging situations, our policy during labor disputes is as follows:

a. Teacher candidates will be removed from the site in such labor disputes where services are being withheld.
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 more prolonged 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.

The teacher candidate will not be penalized for these emergency actions.

Guidelines For Health Insurance And Teacher Candidate Injury

Purchasing and maintaining your health insurance is essential and highly recommended. Refrain from assuming that either the University or the school will provide medical coverage in your role as a teacher candidate. The Student Health Center on campus can provide treatment for some illnesses or injuries.

In case 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

Candidates who are removed from Fieldwork (EDEL 438) or Student Teaching (EDEL 439) for unsatisfactory progress or professional conduct issues 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 they are removed from a field placement, a decision to continue the program will follow the guidelines in this handbook. If the candidate is allowed to continue in the program, the course for which No Credit was received must be repeated.

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 what a TC 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 about mental health professionals (marriage and family therapists, clinical counselors). 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) encourages reporting by anyone who has direct contact with/or supervises 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."). View this website for more information.

Credential Ceremony Participation Policy

All program coursework, including all requirements for student teaching, must be satisfactorily met, and the credential commencement fee must be paid to participate in the commencement ceremony. This includes all MSCP paperwork and evaluations. Candidates who 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 committee, and permission to participate will be considered. Please note the $100 credential commencement fee cannot be waived, refunded, or prorated, and is paid regardless of participation in the ceremony.

Section Four: *Performance Objectives and Competencies*

Student Teaching Performance Objectives and Competencies

Competencies for teaching reading and language arts are satisfied by meeting the coursework requirements in EDEL 433 and EDEL 429 and the development and teaching of lessons in 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 completing the Reading/Language Arts Performance Objectives. The designated authorized person will verify each objective as the candidate meets each objective. 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 to apply theoretical knowledge in a natural school setting.

The Fieldwork Evaluation Form assesses competencies related to professional dispositions during fieldwork (EDEL 438) by the mentor teacher and clinical coach. Student teaching (EDEL 439) competencies are measured by assessing the candidate's proficiency levels on all Teacher Performance Expectations (TPEs) using the Student Teaching Evaluation Form.

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 the candidate's progress in ways that give guidance for future improvement at the end of the student teaching placement. TCs will be formally evaluated at the end of student teaching, including a narrative and quantitative element on all TPEs and subject-specific pedagogical skills. 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 to receive credit for the course.
- If a TC receives an unacceptable rating, they will be placed on a CIP.
- If a TC does not achieve a 2.0 or greater average, they will need to retake the course.

2nd placement:

- An average of 2.85 or greater (no more than 2 "basic" ratings) must be received on each evaluation.
- If a TC received any unacceptable ratings in their first placement, demonstrated improvement must be shown in their second placement.
- A candidate cannot receive any "Unacceptable" ratings.

NOTES:

- The mentor teacher or clinical coach must enter at least one score in every category throughout both placements (i.e., a candidate cannot have "No Evidence" ratings by both evaluators in any 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:

- Supporting English Learners as verified on the Final Signature Sheet.
- Supporting student(s) identified as GATE or student(s) identified as SPED as verified on the Final Signature Sheet.
- The Reading/Language Arts Performance Objectives Sheet must be initialed and signed by the mentor teacher, course instructor, teacher candidate, and clinical coach.

Additional Program Assessments

As a state-accredited University, we are bound to the California Commission on Teacher Credentialing (CCTC) standards. These standards are on the CCTC website and are subject to change.

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

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. Pearson Education administers the assessment 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 the CalTPA website for additional information.

Candidate Files - End of Program Paperwork

Candidates are responsible for ensuring all required paperwork is completed and collected. At the end of each semester, paperwork is collected by the Block Leader and the EDEL staff 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 before 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 on the CSUF student resource site.

The Block Leader and clinical coach should be contacted for questions regarding these forms.

Literacy Program Standards and TPEs 1-7

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.

Accordingly, teacher credential programs must guarantee all teacher candidates have opportunities to learn about, practice, and be assessed teaching focal literacy skills and strategies in their PK-12 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 supports 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.

Appendixes

Appendix A: 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, which changed the month and day by which a child must turn five 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, 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 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 meeting 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 the California Department of Education website.

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MSCP HANDBOOK & POLICY ACKNOWLEDGEMENT

Please initial each policy to acknowledge that you have read and understood each.

1. COE Policy 1 Standards for Continued Participation in the Credential Program
2. MSCP Standards for Continued Participation
3. MSCP Protocols for Communicating Concerns
4. Course Attendance Policy
5. Student Fieldwork Expectations
6. Student Teaching Expectations
7. Standards for Academic Progress
8. CalTPA Policy
9. Candidate Improvement Plan Policy
10. Credential Ceremony Participation

Acknowledgment

I understand that I am responsible for adhering to the aforementioned policies and to all the information found in this handbook. I understand that the handbook may change throughout the program and that it is my responsibility to make sure to review this document at the start of each semester.

My signature below indicates that I have read and understand the information presented in this handbook.

First and Last Name:

Signature:

Date: