

CALIFORNIA  
STATE  
UNIVERSITY  
CHICO

SCHOOL OF  
EDUCATION

# CONCURRENT CREDENTIAL PROGRAM HANDBOOK

*Preparing Educators to be  
Effective - Reflective - Engaged*

2022 - 2023

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**General Note:** Many of the sections in this handbook highlight important policies that students should be familiar with. These policies come from California Ed Code, the California Commission on Teacher Credentialing, CSU Chancellor's Office, official CSU, Chico policies, policies approved by the SOE, or policies adopted by the program. This handbook is intended to provide an easy resource for students to be more aware of these policies and how to locate them, if needed.

The guidance in this handbook is not a substitute for any official policy – official policies may change, even in the midst of an academic year. Students should be mindful to use the available links or resources to check official policies, or should reach out to their Program Coordinator with any questions.

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## CSU, CHICO SOE MISSION AND VISION STATEMENTS, AND CONCEPTUAL FRAMEWORK

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### VISION STATEMENT

The School of Education is a recognized leader in preparing educators to meet the needs of a diverse, democratic, and sustainable society through inquiry, collaboration, and service toward a socially and ecologically just world.

### MISSION STATEMENT

We believe in the power of education to create a strong democratic and sustainable society that honors diversity and inclusivity. The mission of the SOE, in collaboration with our community partners, is to support the development of effective, reflective, and engaged educators who value the identities of all students, their families, and the communities they serve. We are committed to scholar-practitioner inquiry and responsible praxis-based pedagogies that serve as tools toward cultivating socially and ecologically just practices in classrooms, local communities, and beyond.

### CONCEPTUAL FRAMEWORK - SOCIAL AND ECOLOGICAL JUSTICE

**Inclusivity** - Honoring inclusivity requires acknowledging that diversity is dynamic and ubiquitous and encompasses the abundance of differences among all living things. The acknowledgment and affirmation of diversity serves as the foundation for appreciating and building an inclusive community. Employing a social and ecological justice lens extends diversity beyond traditional consideration<sup>1</sup>, to include biodiversity. Diversity stems from the relationships and interactions among all these facets and when embraced, is at the core of an inclusive and resilient community. Inclusivity requires teachers to actively and intentionally engage with these understandings of diversity toward developing socially just, and sustainable communities.

**Democracy** - In a strong democracy, people participate individually and collaboratively, and act responsibly in the best interest of their communities and the public good. The fundamental principles of a strong democracy include: a) the right to participate, b) the responsibility to participate, and c) the will to make decisions that are fundamentally for the good of the whole. This “whole” includes all living and nonliving aspects of Earth’s systems. Mutual engagement in inclusive communities requires that teachers and students utilize restorative justice practices to negotiate and resolve conflict, in order to make anti-oppressive decisions that sustain democratic practices while advocating for social and ecological justice. Teachers play a central role in supporting students to engage with democratic practices. These practices promote inquiry, individual and collective agency, critical dialogue and debate, civic engagement. These are rooted in ecological and anti-oppressive literacy – in service for and with oppressed communities.

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<sup>1</sup> Diversity based on, but not limited to, ability, age, culture, disability, gender identity and expression, language, race/ethnicity, sexuality, regional and national origin, political affiliation, religion, socio-economic background, and neuro-diversity.

**Sustainability** - Sustainable communities work toward intentionally cultivating socially and ecologically just systems. Sustainable communities recognize that humans are part of and mutually dependent upon ecological systems and that underserved communities are increasingly and directly impacted in harmful ways by oppressive policies and practices. Mutually engaging with living economies, cultures, and democracies supports the development of healthy, socially just communities within a diverse global context. Teachers play a crucial role in supporting students to act responsibly toward sustaining and respecting life and the environment in all its forms.

**Service** - Service in education is a core value to a democratic society vested in principles such as empathy, individual responsibility, and collective action. Service is indicative of understanding how each person is part of a socio-political network, interconnected to a global community. Service goes beyond one-time community volunteerism to a more inclusive vision in which teachers work for and with diverse communities to communicate issues and ideas, solve problems, promote civic engagement, and enhance the wellbeing of all members of the community. Service draws from a vision of a socially and ecologically just society. Understanding the global interrelationships of environmental, geopolitical, economic, and social networks supports continual growth toward a more just and sustainable democracy. Teachers and students design and enact curricula that support underserved communities toward social and ecological justice.

**Inquiry** - The inquiry process is a fundamental framework for teaching and learning. Critical inquiry provides a structure wherein teachers and students co-construct knowledge through exploration, analysis, synthesis, and creative thinking. Critical inquiry and knowledge construction honors and draws on indigenous knowledge and cultural and ethical practices that support the preservation of the public commons and the public good<sup>2</sup>. Cultivating knowledge through questioning encourages transformative practices that draw on reasoning and analysis<sup>3</sup> toward a strong democracy. Inquiry that fosters healthy social and ecological relationships includes cultural, political, economic, environmental, and geographic factors. Centering social and ecological justice at the core of the inquiry process contributes toward co-creating the knowledge, dispositions, and practices toward a just world. Teachers and students develop critical inquiry questions and engage in research projects while taking action toward cultivating meaningful solutions in response to problems they identify within their local communities.

## PEDAGOGICAL APPROACH

**Praxis-based Pedagogy** - Praxis-based pedagogy draws on the tenets of critical pedagogy and cultural organizing in order to engage educational practitioners in action and reflection (Cammarota, 2009; Freire, 1970). By linking theory with practice, teachers work alongside students employing liberatory practices in their classrooms, local communities, and beyond. Praxis-based pedagogy requires grappling with knowledge, power, and language with the intention of abolishing systems

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<sup>2</sup> Doing so preserves the rich cultural practices that promote the cultural and ecological commons while avoiding constructing knowledge that is oppressive and anthropocentric.

<sup>3</sup> Utilizing multiple perspectives, formulating questions, literary analysis, evaluative thinking, and connections between inter- and intra-relationships. Students develop evaluative skills that include the use of evidence, logic, source analysis, reasoned and ethical judgment, hypothesis development, testing, drawing conclusions.

of oppression and dispossession. Students and teachers critically engage with socio-political, economic, and ecological analyses of oppressive policies and practices while leveraging their collective knowledge from a historical context as historical beings. As change agents, students and teachers draw on their lived experiences, critical consciousness, and collective agency with a commitment toward social and ecological justice by naming and confronting the oppressive systems and practices that exist today. Creating and sustaining classroom communities that embrace practices rooted in cultivating hope, healing, and care are crucial components of building thriving communities driven by action and reflection. It is within this context that legacies are shared, realized, and new stories have the potential to transpire. Classroom communities engaging with praxis-based pedagogy imagine their communities as they ought to be, while teaching and learning for social and ecological justice.

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## SECTION 1: SCHOOL OF EDUCATION OVERVIEW

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### CANDIDATE PROFICIENCIES

Three overarching purposes guide the programs of the CSU, Chico School of Education. Our programs prepare candidates to be effective, reflective, and engaged:

- **Effective Practice:** to provide meaningful educational experiences to promote achievement of learning objectives for all learners, based on knowledge of content, of learners, and of pedagogy and informed by appropriate assessment and analysis.
- **Reflective Practice:** to continuously reflect on and improve their own professional practice, based on information gleaned from data analysis, experts, peers, and research.
- **Engaged Practice:** to collaborate with others; to serve as instructional leaders and team members in their schools, districts, and professional organizations; and to be advocates for students, families, schools, communities, and the education professions.

Our mission and purposes are guided by the state and national standards specific to our programs and grounded in the professional literature on the preparation of teachers and other school personnel. The School of Education has formally endorsed a commitment to the following seven candidate competencies that undergird the unit's Conceptual Framework and serve as goals for all programs:

#### Effective Practice

- **Subject Matter Knowledge:** Candidates demonstrate solid knowledge of and currency in their subject matter/academic discipline and a commitment to continue to expand their depth and range of understandings.
- **Pedagogical/Professional Practice:** Candidates demonstrate a sizeable repertoire of pedagogical/professional practice and select strategies, techniques, and technological resources appropriately in relation to the learners.
- **Diversity:** Candidates are knowledgeable about and responsive to the needs of all learners, including linguistically and culturally diverse learners and special populations.
- **Assessment:** Candidates have expertise in the assessment and evaluation of pupil needs and achievements and use data in decision-making.

#### Reflective Practice:

- **Reflection:** Candidates have learned to reflect appropriately on their professional practice and exhibit evidence of having established a habit of self-examination that results in continual improvement of that practice.

#### Engaged Practice:

- **Collaboration:** Candidates actively engage in collaborative partnerships with colleagues, parents, community agencies and professional organizations.
- **Civic Engagement:** Candidates promote civic engagement and community partnerships and take an active leadership role in advocating for all learners.

## PROFESSIONAL DISPOSITIONS

Effective candidates should enter our programs with certain dispositions and continue to develop and demonstrate those dispositions through the experiences provided in our professional programs. The School of Education has identified the following six dispositions as critical to effective, reflective, and engaged educators:

- The candidate seeks opportunities to work and interact with those of different backgrounds, confronts use of negative stereotypes and language in interactions with others and promotes equitable practices. The candidate acts on the belief that all children can learn, sets challenging expectations, and serves as an advocate for **social and ecological justice** as described in the SOE conceptual framework.
- The candidate facilitates positive conversations with peers, professionals, families and/or community members, and adapts written and oral communication to situations. The candidate demonstrates integrity and diplomacy in communication and uses non-verbal **communication effectively**.
- The candidate is committed to **self-reflection** and seeks out suggestions for growth. The candidate proactively identifies potential problems and a range of solutions that are applied appropriately and articulates multiple perspectives independently.
- The candidate has an **impeccable reputation for always being honest** in dealing with others and is described as a model of integrity. The candidate maintains confidentiality and/or student anonymity, demonstrates and advocates for equitable treatment of others and initiates preventative methods to protect others from conditions that interfere with learning or are harmful to their health and safety.
- The candidate maintains and continually revisits **professional growth** and is highly engaged in professional development. The candidate provides leadership and/or is an advocate for individual students or the teaching profession.
- The candidate plans in advance for requirements and deadlines and takes **responsibility** for meeting program, degree, and certification requirements. The candidate recognizes the importance and purpose of policies and respects their intent.

Learning activities and assessments in both coursework and fieldwork provide opportunities for candidates to engage in behaviors that demonstrate these dispositions. Candidates are assessed on these dispositions at entry, mid-program and exit points. Candidates who fail to demonstrate adequate disposition development progress or exhibit behaviors counter to these dispositions are provided with advising and remediation opportunities.

## PROGRAM STRUCTURE

The School of Education credential programs are structured so that concepts of democracy and diversity and the application of democratic teaching practices are addressed in specifications of candidate competencies, foundational courses, teacher preparation courses, school experiences, and candidate assessments. Each program component contributes to effectively prepare candidates to teach all K-12 students and understand the contemporary conditions of schooling.



Candidates experience the School of Education credential programs through a sequence of courses that provide for developmental sequencing of learning experiences along with the flexibility to meet some of the personal needs of candidates. The courses guide the credential candidate through all requirements for the credential, from prerequisites through the second Clinical Practice. Each candidate develops an individualized program plan with the assistance of their faculty adviser.

Consistency is maintained within the program through carefully developed courses. Standardized syllabi, including those for Clinical Practice, present the University course catalog description, course goals, course objectives, standardized course assessments for all candidates regardless of course instructor, a list of course topics, and texts that have been selected for all sections of the course. Other courses develop essential prerequisite or related knowledge and understandings.

Credential programs require at least two semesters to complete. Each semester requires coursework and a Clinical Practice. The specific requirements for Clinical Practice may be found in Section 4 of this handbook. All Clinical Practice assignments are arranged by the Field Placement Coordinator, who works with school districts to identify qualified District-Employed Supervisors (DEs). DEs may be referred to as Cooperating Teachers (CTs), Mentors, or Local Support Teachers (LSTs), depending on the type of Clinical Practice. The participation of the CT and other school district personnel who have knowledge and experience in teaching all students extends and enhances candidate learning. Learning activities in courses, along with candidates' Clinical Practice, provide for transfer of theory to practice as candidates apply good instructional strategies and practices.

Candidate progress is monitored through a variety of course and practicum assessments, including the Teacher Performance Assessment (TPA). These carefully designed tasks verify that candidates meet California Teaching Performance Expectations (TPE) for new teachers. Successful completion of courses, Clinical Practice, and the TPA, along with verification of passing the Reading Instructional Competence Assessment (RICA; required for Multiple Subject and Education Specialist candidates only), result in a recommendation to the Commission on Teacher Credentialing for a Preliminary SB2042 Teaching Credential.

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## SECTION 2: CREDENTIAL PROGRAM OVERVIEW

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### PROGRAM NARRATIVE

The Concurrent Preliminary Education Specialist (Mild/Moderate Disabilities Authorization) Multiple Subject Credential Program combines special education and elementary education (K-6) preparation in order to prepare future teachers to meet the diverse needs of students. The Concurrent Preliminary Education Specialist (mild/moderate disabilities authorization) and Preliminary Single Subject Credential Program combines special education (K-12) and secondary education (7-12) preparation in order to prepare future teachers to meet the diverse needs of students, kindergarten through grade 12.

### STUDENT LEARNING OUTCOMES

To support the learning and development of **ALL TK-12 STUDENTS**<sup>4</sup>, candidates will be able to--

1. Engage and support all students in learning. (TPE 1)
2. Create and maintain an effective environment for student learning (TPE 2)
3. Understand and organize subject matter for student learning (TPE 3)
4. Plan instruction and design learning experiences for all students (TPE 4)
5. Assess student learning (TPE 5)
6. Develop as a professional educator (TPE 6)

### PROGRAM ASSESSMENTS

Candidates are evaluated in a variety of ways during their progress towards mastering the TPEs. Evaluations are based on (1) observations of your teaching performance and professional dispositions by the School of Education Supervisors and Cooperating Teacher (CT), (2) performance in program courses, (3) successful completion of the TPA, and (4) your ability to communicate clearly, accurately, and professionally especially in writing. If it is determined that you are not meeting School of Education expectations in any area, you may be asked to confer with the Program Coordinator and/or other faculty so that we can assist and support you.

**(1) Observations:** The School of Education uses the CORE Observation Record and Rubric along with the Lesson Plan to evaluate individuals' lessons presented by the candidate in Clinical Practice I and II.

**(2) Course Performance:** Candidates must also maintain a GPA of at least 3.0 during the program. That means that your GPA must be 3.0 or above for you to progress from the first semester to the second semester of the program. All courses listed on the program plan course sequence are used in the GPA calculation. Should your GPA fall below 3.0, you will be asked to confer with your adviser

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<sup>4</sup> The phrase "all students" is intended as a widely inclusive term that references all students attending public schools. Students may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin. The range of students in California public schools also includes students whose first language is English, English learners, and Standard English learners. This inclusive definition of "all students" applies whenever and wherever that phrase is used. (Adapted from TPE Standards document, CTC, 2016).

and possibly retake the course(s) in which you received the lowest grade(s). To participate in Clinical Practice II, you must have successfully completed Clinical Practice I. To be recommended to the CTC for the credential, you must have successfully completed the entire program, including passing the TPA, and have a program GPA of at least 3.0.

**(3) Teacher Performance Assessment:** In addition to coursework and Clinical Practice assessments in your program, the CTC requires candidates to submit and pass an approved performance assessment prior to being recommended for a Preliminary Teaching Credential. Performance assessments are designed to be authentic exercises in which you demonstrate how you will plan, instruct, assess, and reflect on real lessons as a teacher. To meet the performance assessment requirement, the Concurrent program relies on the Education Specialist CalTPA, a national examination developed by the California Commission on Teacher Credentialing and administered by Pearson. There are two cycles, and both will be completed in the Fall semester. More information about CTC performance assessment requirements and CalTPA will be provided.

### **About the Education Specialist CalTPA:**

Support & Guidance: The program implements as indicated below the following support activities for candidates.

These activities constitute **required** forms of support for candidates within the TPA process:

- Providing candidates with access to handbooks and other explanatory materials about the TPA and expectations for candidate performance on the assessment.
- Explaining TPA tasks and scoring rubrics.
- Engaging candidates in formative experiences aligned with a TPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work).
- Providing candidates who are not successful on the assessment with additional support focusing on understanding the task(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring.

These activities constitute **acceptable, but not required** forms of support for candidates within the TPA process:

- Guiding discussions about the TPA tasks and scoring rubrics.
- Providing support documents such as advice on making good choices about what to use within the assessment responses.
- Using TPA scoring rubrics on assignments other than the candidate responses submitted for scoring.
- Asking probing questions about candidate draft TPA responses, without providing direct edits or specific suggestions about the candidate's work.
- Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses.
- Arranging technical assistance for the video portion of the assessment.

These activities constitute **unacceptable** forms of support for candidates within the TPA process:

- Editing a candidate's official materials prior to submission and/ or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Providing specific critique of candidate responses that indicates alternative responses, prior to submission for official scoring and/or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Telling candidates which video clips to select for submission.
- Uploading candidate TPA responses (written responses or video entries) on public access websites, including social media.

**Scoring:** All Education Specialist CalTPA tasks must be submitted to Pearson for scoring by CalTPA trained scorers. Scorers are typically teachers with subject matter expertise in the area of the examinations that they are scoring. They have been trained by Pearson to be aligned to the scoring rubric. No scoring is completed by faculty members in the SOE, and CalTPA guidelines prohibit SOE faculty from grading candidate CalTPA submissions.

The passing score standards for the Education Specialist CalTPA will be provided at the start of the Fall 2022 semester.

Once your CalTPA examination is scored, you will receive an email to access your scores. Your scores will be reported to your program coordinator.

**Requesting Alternative Arrangements:** CalTPA candidates may submit a request for alternative arrangements due to 1) a diagnosed disability or 2) placement in a setting that prohibits video recording.

**Retakes, Remediation & Appeals:** If you do not pass the Education Specialist CalTPA with your initial submission, you will receive an email offering remediation support for a retake. The email will come from the SOE Assessment Analyst and will be followed up with contact from your assigned remediator and pathway coordinator to set up a conversation to discuss next steps. Your remediator will also set up a plan for support and remediation while you retake your examination, however, the remediator will still be limited, per the CalTPA guidelines regarding feedback and support.

If you require a retake, you must resubmit all of the sections of the CalTPA in order to raise your score by the necessary number of points, but it is not always necessary to redo the event. It is up to you if you wish to redo the event or rework sections of the CalTPA. In making a decision, you should consider the following information:

- To resubmit the event, the cost is \$150. CSU, Chico does not provide vouchers for resubmission, so resubmission fees are your responsibility.
- Additional information regarding retakes and retake options is available on the CalTPA website.

If you believe that a score (not a condition code) on one or more rubrics was reported in error, you may submit a written request for an appeal, called a request for a '[Score Verification](#)'. CalTPA charges a fee of \$100 per cycle. Your written request and the correct payment must be postmarked within three months (i.e., 90 calendar days) of the submission deadline and mailed to Evaluation Systems at the following address:

(Assessment Program)  
Evaluation Systems group of Pearson  
P.O. Box 340880  
Sacramento, CA 95834-0880

The score verification process will take place within 60 calendar days of receipt of the request. You will be mailed the results of the score verification.

**CalTPA Data & Privacy:** Your Education Specialist CalTPA score report will be reported to you and to CSU, Chico SOE, if you indicated your educator preparation program during exam registration. If applicable, scores are also reported directly to the relevant state agency responsible for educator licensure. Within the School of Education, your scores will be viewable by program faculty, the Credential Analysts (to verify passage for your credential), and to the CME Assessment Analyst (as the central CalTPA contact for the unit).

Please note that the School of Education is required to regularly examine and reflect on CalTPA data as a measure of candidate success, and so aggregate CalTPA scores and trends are often analyzed and discussed across the unit. The SOE may also be required to report aggregate CalTPA scores and passage rates to our accreditor (the CTC), grant funders, or other partners. For some programs with very few students, it can be more difficult to guarantee anonymity in aggregate data. As a best practice to secure student privacy, the SOE typically does not release student demographic or measurement data when a group of students is smaller than 10.

**Questions & Contact Info:** For general questions, please refer to the [CalTPA FAQ](#). For specific questions about the CalTPA administration and requirements, we encourage you to contact CalTPA and Pearson directly. Contacting the CalTPA is the best way to make sure you get accurate and complete guidance about examination policies. Within the School of Education, the CME Assessment Analyst is the unit contact person for CalTPA.

## PROGRAM COURSEWORK

### Concurrent Multiple Subject Program Course Sequence

**Note: All courses listed on this page must be completed with a grade of C- or higher and with a cumulative GPA of 3.0 in order to be recommended for a credential. Courses must be completed within seven years of applying for the credential.**

#### BLOCK 1 COURSES: PREREQUISITES

**Must be completed before beginning the credential program. Apply to the credential program by February 15 to progress to credential courses the following fall.**

##### Prerequisite Courses

Course #	Description	Units
EDTE 255 or 265	Introduction to Democratic Perspectives in K-12 Teaching/Exploration of Teaching and Learning in Diverse K-12 Settings	3
EDTE 302	Access and Equity in Education	3
ENGL 471	Intensive Theory and Practice of Second Language Acquisition	3
SPED 343	Overview of Special Education	3
SPED 569	Field Experience: General and Special Education (if EDTE 265 not taken)	3
SPED 561	Curriculum and Instruction for Inclusive Settings	3

#### BLOCK 2 COURSES: CREDENTIAL PROGRAM COURSES

**Must be accepted into the credential program in order to take these courses. Subject matter competence and basic skills requirement must be verified before applying to the program.**

**Program starts in the fall semester only.**

##### Fall Semester Courses

##### Fall Semester Courses

Course #	Description	Units
SPED 501	Seminar for Field Experience	1
SPED 520	Assessment and Evaluation	3
SPED 672	Curriculum and Instruction – Mild/Moderate Disabilities	3
SPED 582	Designated Instructional Supports in Special Education	3
SPED 691	Collaboration and Laws for Special Education	3
SPED 692	Classroom Management for Individuals with Exceptional Needs	3
SPED 525	Teaching Practicum II for Special Education	6
EDUC 503	Assessment of Teaching Performance: Application	3

## Spring Semester Courses

### Spring Semester Courses

Course #	Description	Units
SPED 501	Seminar for Field Experience	1
EDTE 663	Literacy Development and Assessment	4
SPED 664	Instructional and Assistive Technology	3
SPED 560	General and Special Education Methods for Teaching Mathematics	3
SPED 562	Methods for Science/Social Science/Arts: General and Special Education	3
EDTE 529	Teaching Practicum II for Multiple Subject	9
RDGL 540	Reading Competency Practicum	3
EDUC 503	Assessment of Teaching Performance: Application	3

### ADDITIONAL COURSES REQUIRED FOR A CSU, CHICO CREDENTIAL RECOMMENDATION

Complete at any time, but recommended before starting credential courses.

#### Additional Courses

Course #	Description	Units
CMST 131	Speech Communication Fundamentals (or CMST 132 or equivalent)	3
EDTE/HCSV 450	Health Education for Elementary School Teachers	3
POLS 155	American Government: National, State, Local (or equivalent or exam)	3
PSYC 414	Psychology of Teaching	3

**If courses from another university are used to satisfy prerequisites or other course requirements, an equivalency form, course descriptions, syllabi, and transcripts must be provided.**

### Concurrent Single Subject Program Course Sequence

**Note: All courses listed on this page must be completed with a grade of C- or higher and with a cumulative GPA of 3.0 in order to be recommended for a credential. Courses must be completed within seven years of applying for the credential.**

### PREREQUISITES

**Must be completed before beginning the credential program.**

*Apply to the credential program by February 15\* to progress to credential courses the following fall.*

*\*Deadline for Fall 2020 applications is Fall 2020.*

#### Prerequisite Courses

EDTE 255 or 265	Introduction to Democratic Perspectives in K-12 Teaching/Exploration of Teaching and Learning in Diverse K-12 Settings	3
EDTE 302	Access and Equity in Education	3
ENGL 471	Intensive Theory and Practice of Second Language Acquisition	3
SPED 343	Overview of Special Education	3

SPED 569	Field Experience: General and Special Education (if EDTE 265 not taken)	2
SPED 561	Curriculum and Instruction for Inclusive Settings (or EDTE 530)	3

### CREDENTIAL PROGRAM COURSES

**Must be accepted into the credential program in order to take these courses. Subject matter competence and basic skills requirement must be verified before applying to the program.**

**Program starts in the fall semester only.**

#### Fall Semester Courses

SPED 501	Seminar for Field Experience	1
SPED 520	Assessment and Evaluation in General and Special Education	3
SPED 672	Curriculum and Instruction – Mild/Moderate Disabilities	3
SPED 582	Designated Instructional Supports in Special Education	3
SPED 691	Collaboration and Laws for Special Education	3
SPED 692	Classroom Management for Individuals with Exceptional Needs	3
SPED 525	Teaching Practicum I for Special Education	6
EDUC 503	Assessment of Teaching Performance: Application	3

#### Spring Semester Classes

SPED 501	Seminar for Field Experience	1
EDTE 663	Literacy Development and Assessment	4
SPED 664	Instructional and Assistive Technology	3
SPED 520	General and Special Education Methods for Teaching Mathematics	3
EDTE 536	Subject Area Pedagogy II for Concurrent SS	3
EDTE 538	Teaching Practicum II for Single Subject/Concurrent	9
RDGL 540	Reading Competency Praticum	3
EDUC 503	Assessment of Teaching Performance: Application	3

### ADDITIONAL COURSES: REQUIRED FOR A CSU, CHICO RECOMMENDATION FOR A CREDENTIAL.

Complete at any time, but recommended before starting credential courses.

#### Course Sequence

CMST 131	Speech Communication Fundamentals (or CMST 132 or equivalent)	3
EDTE 451	Health Education for Secondary School Teachers	3
EDTE 580	Educational Psychology (or PSYC 414)	3
POLS 155	American Government: National, State, Local (or equivalent or exam)	3

If courses from another university are used to satisfy prerequisites or other course requirements, an equivalency form, course descriptions, syllabi, and transcripts must be provided.



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## SECTION 3: SOE PROGRAM POLICIES AND PROCEDURES

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### ADMISSIONS & EVALUATIONS

**ACCREDITED DEGREES:** In order to be accepted to a CTC Accredited Credential Programs, candidates must possess a bachelor's degree from an institution of higher education that was regionally accredited at the time the degree was conferred. The Credential Office will verify that a candidate's bachelor degree is accredited during the initial evaluation.

**BASIC SKILLS:** Verification of completion of the Basic Skills Requirement is required before entering Teaching Practicum I. This requirement may be satisfied by completing the California Basic Educational Skills Test (CBEST) exam, or, for Multiple Subject and Education Specialist candidates only, by passing all three subtests of the CSET for Multiple Subject and the California Subject Examinations for Teachers (CSET) Writing Skills exam. For more information on the Basic Skills Requirement, please contact the School of Education office.

**SUBJECT MATTER COMPETENCY:** Subject Matter Competence (SMC) is required before beginning Teaching Practicum I. Subject matter competence must be demonstrated through successful completion of all applicable CSET exams for the credential being pursued, or, for Single Subject and Education Specialist candidates only, by successful completion and verification of a CTC-approved undergraduate subject-matter program. Inquire at the School of Education office if you have questions about subject matter competence.

### ACCOUNTABILITY FOR ACCREDITATION & CTC STANDARDS

Pursuant to California Education Code, any program of professional preparation must adhere to the requirements of the Commission on Teacher Credentialing (CTC) and must maintain accreditation through the CTC by participating in a seven-year review cycle. Because the CTC also issues all teaching credentials in California, candidates are strongly encouraged to be familiar with the CTC, its policies, and its standards for educators. The School of Education Accredited Programs include:

Type of Preparation	Credential Program	Preparation Pathway
Elementary Teaching	Multiple Subject	Traditional and Intern
Secondary Teaching	Single Subject: Agriculture, Art, Business, English, Health, Home Economics, Industrial and Technology Education, Mathematics, Foundational Level Mathematics, Music, Physical Education, Science, Social Science, and World Languages	Traditional and Intern
Services Credentials	Administrative Services	Traditional and Intern

Special Education Added Authorizations	Added Authorization: Adapted Physical Education	Traditional
Special Education Teaching	Mild/Moderate and Moderate/Severe (Extensive Support)	Traditional and Intern
Teaching Specialists and Authorizations	Agriculture Specialist Instruction Credential  Bilingual Authorization: Hmong, Punjabi, and Spanish	Traditional

As part of accreditation, the above programs must adhere to the following CTC standards:

- **Preconditions** – General requirements for compliance with statutes, regulations, and policies. Preconditions generally govern admissions, program length, and credentialing. The 12 General Preconditions apply to all Accredited Programs, as well as specific Program Preconditions for Multiple and Single Subject (7), Special Education (4), Administrative Services (5), Agriculture Specialist (4), and Bilingual Education (3). The SOE reports on Preconditions twice during its seven-year Accreditation cycle.
- **Common Standards** – CTC Common Standards apply to all Accredited Programs and address issues of program infrastructure, stability, and processes, including: instructor recruitment, qualifications, and evaluations; candidate recruitment and support; guidelines for curriculum and clinical practice; assessment and continuous improvement; and program impact.
- **Program Standards** – Program Standards address aspects of program quality and effectiveness that apply to each type of educator preparation program. Additionally, the Teacher Performance Expectations are standards that describe expected candidate performance at the level of a beginning teacher. Teacher preparation programs use the TPEs as organizing concepts within preparation coursework, fieldwork, and assessments. CSU, Chico reports on the Program Standards, curriculum alignment, clinical practice, instructional faculty qualifications, and other specific program elements of each accredited program during the Program Review Process.
- **Annual Data Reporting** – Each Accredited Program submits an annual data report to the CTC, with data points including: acceptance rates, average GPA, candidate diversity, and program completion rates.

#### PARTICIPATION IN SURVEYS & FEEDBACK

**RATIONALE & IMPORTANCE:** Across the field of education, a growing number of accreditors and government regulators are requiring demonstration of evidence-based decision making in schools and programs. In addition to these requirements, the SOE is firmly committed to engaging in on-

going continuous program improvement and self-reflection. The desire for student and stakeholder voice in these decision-making processes leads to an increasing request for survey feedback.

Well-designed surveys provide important information and insights that cannot be captured by GPAs, completion rates, and direct data alone. Surveys help the SOE to identify the root causes and contexts behind the successes and struggles of our teacher candidates, leading to better education and training for future teachers.

**COMMITMENT TO STRATEGIC AND EFFICIENT SURVEYS:** The SOE respects and appreciates the time and attention that you put into giving survey feedback. We recognize, however, that carefully crafting and developing survey responses can be laborious and may lead to ‘survey-fatigue’. Thus, we are committed to engaging in strategic, efficient, and purposeful survey efforts.

**The School of Education will only request survey feedback that is strategically designed to have an immediate and purposeful impact on our decision making.**

Additionally, the SOE may administer surveys at the request of external agencies, including the CTC, CSU, Chico, or research groups. The SOE recognizes that these requests are important (and often required as part of our accreditation), but we maintain our commitment to minimize over-surveying and to eliminate surveys might be redundant.

Common Types of Surveys: Students and stakeholders should expect to receive requests and reminders to respond to the following, highly important surveys:

- **Course Evaluation Surveys** – Administered through the Campus Climate system and overseen by the CSU, Chico department of Academic Personnel. Course evaluations provide direct feedback about instructional faculty. Instructors receive all data and comments after grades have been posted each semester.
- **Clinical Practice Evaluation Surveys** – Surveys may be sent to Teacher Candidates, CT, and Program Supervisors to request feedback about Clinical Practice. Data from these surveys is used to improve the Clinical Practice program and to provide training and workshops for DESs and Program Supervisors.
- **CTC Master Teacher Survey** – A CTC required survey that is sent to any CT who supervises a student during the second practicum. CSU, Chico receives the data from the CTC on an annual basis.
- **CTC Exit Survey** – A CTC required survey that graduating students must complete via an online portal when applying for their credential. CSU, Chico receives the data from the CTC on an annual basis.
- **CTC/CTQ 1-Year Out Survey (Alumni & Employers)** – A CTC required survey that will be emailed to students 1-Year after they complete their CSU, Chico program. This survey asks students to reflect on how the CSU, Chico program prepared them for their first year of teaching. A survey is also emailed to the administrator at the school that employs the teacher. CSU, Chico receives the data from the CTC on an annual basis.

**COLLECTING, STORING & SHARING DATA:** The CSU, Chico SOE follows all university policies for storing and handling survey and evaluation data. Data that contains respondents’ names, email addresses, or identifying information is only visible to the SOE Director, Assessment Coordinator,

and other key staff involved in the survey process. Aggregated data is shared with Program Coordinators, grant coordinators, and instructors for the purpose of analyzing trends and planning trainings and support. Comments may also be shared, although the SOE Staff makes an effort to remove identifying information. Students should always be aware that their comments may be shared and should not disclose any personal information in their comments unless they are comfortable with that information being distributed.

The School of Education is committed to diversity, inclusion, and equity in all its recruitment, admissions, hiring, instructional, and Clinical Practice practices. Our commitment to diversity and inclusion is grounded both in our accountability to CTC and CSU, Chico policies, as well as our core principles as educators which call on us to support equity, access, and respect for all learners, and to train future professionals who uphold these principles for the betterment of the field of education, and society at large.

### **CONSENT TO PARTICIPATE IN GRANT RESEARCH**

The School of Education participates in numerous grant funded research projects to learn more about the experiences of DESs, teacher candidates, Program Supervisors, and faculty in School of Education (SOE) programs, placements and/or professional development events. The purpose of these studies is to evaluate the effectiveness and impact of ongoing reforms and continuous improvement on credential program stakeholders and district partners (SOE faculty, Program Supervisors, teacher candidates, DESs, administrators, and K-12 student learners). You are a possible participant in these studies because you are enrolled in or working with one of the programs in the study.

All SOE candidates who may be included in the study are asked to sign a consent to participate in research. We encourage you to review the consent that you signed and to be familiar with how your data might contribute to SOE research, reporting, or possible publications.

Your decision whether or not to participate will not prejudice your relations with CSU, Chico. You are free to withdraw your consent and to discontinue your participation at any time without penalty. You also do not have to answer any questions you chose not to answer. The Human Subjects Committee at CSU, Chico has reviewed and approved this research.

### **STUDENT RECORDS AND PRIVACY**

The CSU, Chico School of Education protects student privacy in accordance with federally mandated FERPA guidelines and CSU, Chico records management and information security policies.

Some student information must be shared with partner school districts and the California Commission on Teacher Credentialing in order to maintain our accreditation and secure Clinical Practice placements for candidates.

CSU, Chico students and graduates have access to their official academic records and transcripts through the office of the CSU, Chico Registrar. Students and graduates can also view their unofficial academic records and progress through the online Portal system.

Students have access to view their credentialing records (such as submitted supplemental documents, credential evaluations, and program completion) through visit or request to the CSU,

Chico SOE Credentialing Office. The Credential Office is unable to provide students with photocopies of submitted documents (such as transcripts, TB tests, or other records). Students should be sure to maintain copies of all materials for their own records.

The SOE Credentialing office maintains additional digital records and checklists for all students, which are stored in a database server in CSU, Chico's secure data center.

The SOE Credentialing office maintains physical records and checklists for all credential candidates in accredited programs. These physical records are kept on file in the Credential Office during enrollment. Upon program completion, the files are moved to a secure file room in locked filing cabinets with access limited to Credential Office staff. Credentialing files are shredded after 7 years of inactivity.

### **INTERNSHIPS**

One option of completing the credential program is through a district supported (paid) internship. This means a full time paid teaching opportunity while completing a full time credential program. It is not a good fit for every candidate and must be approved by the Program Coordinator. The candidate applies for this directly through the district and if they secure the position, should contact the Credential Advisor and Program Coordinator for approval. Some credential programs require a three or four semester plan for interns and it is the responsibility of the credential candidate to call the SOE to make these appointments.

Upon acceptance into the internship program, it is the credential candidate's responsibility to notify the Credential Analyst and Credential Advisor if there are any changes in status (i.e. change of the local support teacher, change in school site or teaching assignment, etc).

### **CHICO STATE EMAIL & INTERNET ACCESS**

School of Education credential programs require that you have a CSU, Chico Wildcat email address, access to the Internet, and a CSU, Chico Portal account. Email is considered official correspondence at CSU, Chico, so it is essential that you check your email regularly. If you do not use your Wildcat Mail account, you should forward your Wildcat emails to an account that you do use. Responses to your emails should also come from your Wildcat email. Information and course resources will be accessible electronically. It is also required that you have *Microsoft Word* software in order to complete and submit the TPA.

### **CLASS ABSENCE POLICY**

It is expected that candidates attend all sessions of each course. If one class session is missed, the course grade may be adjusted accordingly, as indicated in the syllabus. If more than two sessions must be missed, for any reason, the candidate may receive no credit (NC). A session is defined by the instructor and delivery mode of course and will be specified in each class syllabus.

## **VIOLATIONS OF CRIMINAL LAW BY CREDENTIAL CANDIDATES**

Candidates charged with violations of criminal law must report such charges immediately to the School of Education Director, or to the Program Coordinator. Such candidates will be immediately suspended from participation in field placement experiences and/or suspended from the teacher education program until an evaluation and determination has been made concerning the seriousness of the offence or offences charged and the bearing, if any, that the criminal charges will have on the candidate's fitness or ability to perform the duties and responsibilities of the field placement or until the charges have been dismissed.

## **ACADEMIC STANDING/DISMISSAL PROCESS**

It is expected that all CSU, Chico students are enrolled for serious educational pursuits and that they conduct themselves to preserve an appropriate atmosphere of learning. It is also expected that all students who enroll at CSU, Chico are willing to assume the responsibilities of citizenship in the campus community. Association in such a community is voluntary, and students may withdraw from their graduate programs any time they consider the obligations of membership disproportionate to the benefits. While enrolled, students are subject to campus authority that includes the prerogative of dismissing those whose conduct is inimical to the aims of an institution of higher education. While enrolled, students are subject to the regulations governing discipline stated in Education Code Section 66017 and in Title 5 of the California Code of Regulations, Sections 41301–41302, and to such rules and regulations as have been approved and promulgated by authority of the University President.

**GRADING:** Credential courses use an A, B, C, and NC (no credit) grading system. The lowest passing grade that you can receive in a course listed on the program plan course sequence is C-. An NC (no credit) grade is a failing grade but does not affect your GPA. Some prerequisite undergraduate courses use an A-F grading system. Grades lower than C- for prerequisite or additional courses must be repeated for a higher grade. Clinical Practice is graded CR (credit) or NC. If you receive an NC grade in any course in any semester, you cannot proceed in the program until you have successfully repeated the course in which you received the NC. Candidates are not automatically dropped from a course if they do not attend. A 'no show' will result in an NC. It is your responsibility to withdraw from courses you do not plan to attend.

## **REMOVAL OF A CREDENTIAL CANDIDATE FROM THE SCHOOL OF EDUCATION:**

Dismissal from a professional education program is a serious action. All coordinators, supervisors, and faculty must be mindful that precise, careful, documentation of all behaviors, which precipitated the dismissal recommendation, is essential. Copies of all written communications and notifications throughout the process are also necessary documentation; this includes emails and notes of phone conversations.

In order for the University to recommend a candidate for a teaching credential, the candidate must demonstrate that they have developed necessary competence as defined by the standards of the Commission on Teacher Credentialing for preparing candidates in the specific areas of the credential. It is the institution's responsibility to assure that all candidates it recommends for credentials meet

the standards of candidate competence (competence includes knowledge, skill, and dispositions associated with teaching effectiveness)<sup>5</sup> and character appropriate to the public trust of education.

A professional education program provides opportunities for a candidate to learn theoretical understandings and develop appropriate teaching practices to demonstrate the competencies required to be recommended for a credential. The University Instructor(s), SOE Program Supervisor, and CT will make every reasonable attempt to help the candidate develop these teaching competencies. Should it be determined, however, that candidate competence has not developed and is not likely to develop in a sufficient manner to warrant a recommendation for a credential, it may be necessary to take corrective steps. If the corrective steps still do not lead to the necessary competence, then it may be necessary to dismiss the candidate from the professional education program. As part of the dismissal process the student has the right to have the School of Education decision reviewed by the College Dean and/or Student Conduct, Rights and Responsibilities (SCRR).

The following steps describe the formal process used in the School of Education to address situations in which there are concerns about a student's progress in fulfilling expectations in a program. The end result of following the complete process is the removal of a student from a School of Education Program.

1. When a concern is identified regarding a candidate in a School of Education program (e.g. low GPA, field placement concern, disposition concern, etc.), the coordinator of the appropriate program must be promptly notified. This notification may come from a faculty member, CT, site administrator, SOE Program Supervisor, or other responsible party.
2. Once notification is received by the Program Coordinator, s/he will investigate the concern. This may include, but is not limited to, calling a meeting to discuss the issue with faculty, the student, or other parties as deemed appropriate by the coordinator.
3. If it is determined to be a valid concern, the program coordinator, supervisor, and cooperating teacher will confer and a draft of the "Improvement Plan" will be sent to the student. The Improvement Plan is intended to be a support process and corrective process. If performance changes are not made, this could become a step in a more formal dismissal process.
4. A meeting will be held with the student to discuss the concern, corresponding actions to be taken, and timeline for anticipated improvement. The Improvement Plan will be finalized and all parties will sign it. A copy of the finalized plan will be given to all parties and the Director of the School of Education.
5. If the terms of the Improvement Plan have not been accomplished by the established timeline, a decision will be made by the program coordinator, in consultation with the Director of the SOE, regarding continuance or dismissal. The Program Coordinator will put the decision in writing for the student and the Director of the School of Education.

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<sup>5</sup> Skills, behaviors and competencies are defined in the CTC Standards of Program Quality and Effectiveness for Multiple and Single Subject Programs and the Teaching Performance Expectations.

6. For continuation, candidates will continue on the Improvement Plan for an additional two week cycle. For dismissal, candidates will be sent a formal dismissal letter. The letter of Dismissal to the candidate will clearly and unequivocally state that:

*You have been dismissed from the (name of teacher preparation) program for the reasons previously discussed and documented. You are not eligible to enroll or participate in any California State University, Chico course(s) leading to a recommendation for a credential while an appeal is in process.*

*School of Education policy requires that you be notified of complaint procedures regarding this dismissal in conjunction with Executive Memorandum 20-013.*

*If the decision is to dismiss the student from the credential program or to otherwise implement a decision that does not involve a grade appeal, discrimination, harassment and/or retaliation and it arises from a student's claim that a member of the faculty, staff, or administration has in some material way failed to meet their official obligations as agents of the University, resulting in an unjust or adverse impact on the student, the student must be informed by the School of Education of the requirements of EM 20-103. If the student wants to file a complaint regarding the dismissal or other decision as described above, the student must contact Student Conduct, Rights and Responsibilities (SCCR) before the School of Education's informal resolution process occurs.*

*The student must file a Notice of Complaint (<https://www.csuchico.edu/scrr/student-complaints.shtml>) with SCCR within ten instructional days of the dismissal notice, pursuant to the Student Complaint policy set forth in Executive Memorandum 20-103.*

*If SCCR determines, within five instructional days of receipt of the complaint that the complaint can move forward, the School of Education and the student will be notified. This starts the timeline for the College Level Review described below.*

7. Within five instructional days of submitting the Notice of Complaint to SCCR, the student shall contact the Dean of CME. The Dean of CME will review all written documentation noted in steps 1-6 above. The Dean will promptly schedule a meeting with the student, the coordinator and the Director of the School of Education to discuss the issue leading to dismissal or other decision.
8. If resolution is not reached within fifteen instructional days of submitting the complaint, the student may submit a Request for a Formal Student Complaint Hearing to SCCR, which initiates the Formal Student Complaint Process. This request must be submitted within two instructional days of failing to resolve the complaint at the college level. (See CSU Student Complaint Policy below)

## STUDENT COMPLAINT POLICY

**Department and College Level Review:** The SOE offers students a variety of opportunities to share feedback and address concerns about the SOE, its programs, and the Clinical Practice experience. The SOE Student Complaint process is designed to support and empower students to resolve issues within the unit, before triggering a full CSU, Chico complaint process. If the SOE Student Complaint process does not resolve an issue, students are encouraged to utilize the campus resources under the CSU, Chico Student Complaint process.



- **General Feedback** – Students in the School of Education are given regular opportunities to share concerns through surveys and evaluations. These surveys and evaluations are an opportunity to provide feedback to the SOE for the purpose of improving elements of our programs. They are not designed to address time sensitive issues or individual student-instructor relationships. Students should be aware that every attempt is made to protect their anonymity, however, the entirety of comments and feedback provided in these surveys and evaluations may be shared with SOE faculty and staff.
- **Academic/Grade/Dismissal Complaint** – Students are encouraged to discuss academic, grading, and dismissal related issues with the appropriate Program Coordinator. If the Coordinator is unable to resolve the complaint, students may appeal to the SOE Director (see below).
- **Clinical Practice Experience Complaint** - Students with concerns about the Clinical Practice experience (such as CT or Clinical Practice Supervisor placements) are encouraged to direct those concerns in writing to the Field Placement Coordinator and the Program Coordinator. The Field Placement Coordinator will record and monitor the recurrence of concerns, communicate with Program Coordinators and Clinical Practice personnel, and facilitate in determining if urgent issues require immediate resolution. If the Clinical Practice Coordinator is unable to resolve the complaint, students may appeal to the SOE Director (see below).
- **Appeal to the SOE Director** – Any concerns or complaints that cannot be addressed within the programs may be appealed to the SOE Director in writing. The SOE Director will review the appeal request and schedule meetings as appropriate. Student meetings with the SOE Director should not be scheduled without first submitting a written request for an appeal.
- **Appeal to the Dean of CME** - Should the candidates elect to pursue a further appeal, s/he will be referred to the College of Communication and Education to request a meeting with the Dean.

**CSU, Chico Student Complaint Policy:** The purpose of this policy is to set forth the guidelines and standards for student complaints NOT involving a grade appeal, discrimination, harassment and/or retaliation. EM 20-013 describes procedures that are to be used for resolving student complaints arising from a student’s claim that a member of the faculty, staff, or administration has in some material way failed to meet their official obligations as agents of the University, thus resulting in an unjust or adverse impact on the student. It has been established with the intent that complaints be addressed in a prompt, fair, and timely manner. This policy reflects the University’s commitment to the educational ideals of California State University, Chico (CSU, Chico).

Formal student complaints are initiated only after all attempts at the department and college level resolution have been exhausted. Initial complaints/notices of inquiry must be filed online (<https://www.csuchico.edu/scrr/student-complaints.shtml>) with Student Conduct, Rights, and Responsibilities no later than ten (10) instructional days after the student has discovered or reasonably discovered the adverse action. For general questions about grievances, contact the Office of the Vice President for Student Affairs, at 530.898.6131.

Title IX/Discrimination, Harassment or Retaliation: If a student reports experiencing sexual harassment or discrimination or harassment or discrimination based on other protected statuses or retaliation, they should promptly be referred to the Title IX office. Faculty and most staff have an obligation to report information to the Title IX office even when a student does not wish to file a complaint.

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## SECTION 4: CLINICAL PRACTICE POLICIES & INFORMATION

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### CLINICAL PRACTICE FIELD PLACEMENT ASSIGNMENT

The Field Placement Coordinator assigns all Clinical Practice field placements. Candidates are assigned an interview with a designated CT or in some circumstances with a site administrator. Candidates conditionally accepted into the program will not be assigned a field placement interview until all requirements have been met to start or continue the program. Field placements are not confirmed until the CT invites the candidate to co-teach in their classroom. If a candidate is assigned two interviews and is not offered a field placement after interviews, the candidate will need to meet with their Program Coordinator to determine if a third interview will be assigned. If a candidate is not offered a field placement after three interviews, the School of Education Director will review the candidates' status.

Field placement interviews are typically assigned within a 35-mile radius of campus. Candidates should be prepared to travel, if necessary, for their field placement. The Local Service Area (LSA) is defined by the following: Yuba City to the south, Redding to the north, Paradise to the east, and Willows to the west. Candidates may be assigned to any site within the LSA for a field placement interview. The SOE does not guarantee any particular placement, however, candidates' preference and site requests are considered when assigning field placement interviews.

### POLICY ON LOCAL AND DISTANCE SERVICE AREAS

A Distance Service Area (DSA) extends beyond the LSA to include the rest of the following counties in Northern California: Butte, Colusa, Glenn, Lassen, Modoc, Nevada, Plumas, Shasta, Sierra, Siskiyou, Sutter, Tehama, Trinity, and Yuba. Credential candidates needing to complete their field placement outside the LSA must make such a request via email to their Program Coordinator. The request should include a serious and compelling reason for the requested DSA placement. Any credential candidate who is approved to student teach or pursue an internship beyond our LSA, but in a county indicated above, must pay an additional fee to the CSU, Chico Center for Regional and Continuing Education (RCE) for each semester of enrollment in a Clinical Practice course that requires supervision (The fee is currently \$480 but may fluctuate.) This fee will be used to hire a local supervisor to observe the candidate's progress in the Clinical Practice.

Candidates approved for a DSA field placement or internship are responsible for locating a qualified supervisor if no Program Supervisor is available in the DSA. Qualified supervisors must hold at least a master's degree in Education or a related field, credential appropriate for the subject area being taught, and a minimum of three years of full-time K-12 teaching experience or other relevant K-14 experience.

Proposed DSA supervisors must submit a Non-Credit Workshop Proposal Form to the CSU, Chico RCE. The Non-Credit Workshop Proposal Form is available upon request to the Field Placement Coordinator. Approval by the SOE Director and RCE Coordinator are required to hire the supervisor.

## **REASSIGNMENT POLICY IN CLINICAL PRACTICE**

Regular communication with your District-Employed Supervisor (CT) and SOE Program Supervisor is essential. If you have concerns or problems regarding your classroom placement, you should first discuss them with your CT. If this does not lead to a solution, contact your SOE Program Supervisor, Field Placement Coordinator, Program Coordinator, or the School of Education Director.

Although rare, if reassignment seems advisable, the SOE Program Supervisor will report this to the Program Coordinator and Field Placement Coordinator, who will consult with the school administrators and DESs to make necessary reassignment. The newly assigned CT will be informed of the circumstances of the proposed transfer prior to accepting a reassigned student teacher.

## **CERTIFICATE OF CLEARANCE**

All candidates entering a Clinical Practice I or II are required to have verification of Certificate of Clearance. Candidates may have to do additional fingerprinting depending on the district policy of Practicum field placement assignment.

## **VERIFICATION OF SUBJECT MATTER COMPETENCE AND BASIC SKILLS**

All candidates entering Clinical Practice I or II are required to have submitted verification of subject matter competence and basic skills (see Section 2 for more information).

## **SUBSTITUTE TEACHING DURING THE PROGRAM**

Short-term (2 weeks or less) substitute work is only possible if it does not impede the fulfillment of Clinical Practice requirements and the candidate has received approval of their CT and SOE Program Supervisor. Teacher candidates in either practicum are only permitted to substitute teach in their assigned classroom placements. Candidates must hold a valid emergency teaching permit and have the approval of the district in which they are hired to work. Candidates are not permitted to substitute teach in another classroom. A long-term substitute position does not fulfill the requirements of a Clinical Practice placement. Permits for substitute teaching can be obtained by contacting the Office of Education in the county where the candidate will be substituting. Contact your Program Coordinator for more information.

## **WORKERS' COMPENSATION COVERAGE**

While you are working in the schools, you are covered by California Workers Compensation insurance. If you are injured, you must complete the "Employee's Claim for Workers' Compensation Benefits" form within one working day of the injury. To make a claim, this form must be returned to the School of Education office. If you are unable to fill out the form because of very serious injury, your designee may complete the claim form within the same time frame. In the event of death, the claim form can be filed by a relative. However, be aware that this is *not* personal liability insurance. You may obtain liability insurance from private carriers, or by becoming a member of Student California Teachers Association, SCTA.

## POLICY ON PROFESSIONAL CONDUCT FOR CREDENTIAL CANDIDATES

As candidates in teacher preparation programs, School of Education credential candidates must demonstrate not only their teaching competency but also their fitness for the profession of teaching. Candidates have an impact on their school communities through their teaching and professional conduct. Each candidate should be aware of how their professional conduct and appearance may influence children, young adults, and other professionals in a school community.

To aid each candidate in experiencing a successful placement and gaining employment after student teaching, the School of Education has developed this policy on professional conduct for credential candidates. Noncompliance with these standards may affect a credential candidate's evaluations, recommendations, and/or status in a student teaching placement.

The School of Education Policy on Professional Conduct is based upon the California Commission on Teacher Credentialing, Teaching Performance Expectations (TPEs). TPE 6, Professional, Legal and Ethical Obligations states that:

Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They maintain a non-hostile classroom environment. They understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

The following section of the Policy on Professional Conduct provides more specificity regarding the elements of professional dress and appearance. It is a requirement that candidates dress appropriately for the public-school environment. The following list was compiled with the goal of helping credential candidates move from the role of student to professional teacher.

Inappropriate clothing, appearance, and behavior includes, but is not limited to:

- Exposed midriffs, exposed bra straps, low cut tops, extremely tight clothing, spaghetti straps and backless dresses or tops, mini-skirts, and mini-skorts. Shorts should be walking style and a modest length. Tops should not expose the hip or waist area during typical school activities like writing on the board or leading P.E.
- Bare feet or sandals that do not comply with each school's sandal policy. For example, some schools require that all sandals be securely strapped to the foot and do not allow "flip flops" or other loose footwear.
- Clothing and/or tattoos that advertises or promotes the use of alcohol, tobacco or behaviors not appropriate for a school setting, including anything that is sexually suggestive, explicit or derogatory or advocates violence and/or has racial comments.
- Oversized tank tops, frayed, tattered or torn clothing, "sagged" pants or hip hugger pants that expose underclothing or body parts.
- Visible body piercing that constitutes a safety hazard or distraction during teaching.

- Lack of appropriate hygiene.
- Offensive language.

Each site may have a student dress code, and there is typically an unspoken dress code for adults. Just as we use informal English and more formal English without being told to “code switch,” for different settings, understanding and adhering to the unspoken dress code can affect each candidate’s success in a student teaching placement and success in gaining employment later. Please be aware that some people are sensitive to scented toiletries. Please use your professional judgment in this matter. It can be helpful to remember that first impressions often make lasting impressions, and candidates can choose the impression they make through their appearance. If candidates are uncertain about what clothing or appearance is appropriate, they are encouraged to discuss the matter with their supervisor or CT. In all cases, candidates shall comply with California State University, Chico School of Education Policy on Professional Conduct for Credential Candidates.

## **POLICIES AND PROCEDURES REGARDING CLASSROOM EXPERIENCE**

**CLINICAL PRACTICE DOCUMENTATION & FEEDBACK:** Retain supporting documentation of Clinical Practice I and Clinical Practice II activities for required reflections and assessments. Accept feedback as it is given with the expectation that performance may be improved with recognition and practice.

**PUNCTUALITY AND ATTENDANCE:** Punctuality is a vital and necessary characteristic for all professionals. If you must be late or absent, it is your responsibility to promptly notify the school site office, CT, and SOE Program Supervisor. If you are expected to carry out a specific responsibility in a class, you must also be sure that your CT has your lesson plans. More than three late arrivals or absences can result in a determination of unsatisfactory performance and unprofessional conduct. It is your responsibility to remain in the school each day as long as necessary to fulfill professional responsibilities. You are strongly encouraged to attend faculty staff meetings, if appropriate and assist in extracurricular activities when time and opportunity allow.

**CONFIDENTIALITY:** Do not discuss confidential information in non-professional settings. Never, under any circumstance, post information about your students, CT, or school site on any form of social media. Contact parents or guardians and confer with them only with the full knowledge and agreement of your CT.

**LESSON PLANNING & PREPARATION:** Plan all lessons in advance and make them available to your CT and Program Supervisor. Lesson plans should be carefully designed so that any professional can clearly understand your intentions. Show initiative - volunteer to plan and teach lessons. When appropriate, you may use and expand on the lessons in teachers’ manuals. If you borrow any material from your placement school, be certain to return it as soon as possible.

**CA STATE STANDARDS:** Study the appropriate California Common Core State Standards, English Language Development Standards, K-12 academic content standards, and curriculum frameworks in your subject areas. Familiarize yourself with California State, county, and school district documents, teachers’ manuals, published curriculum guides, and other relevant documents.

**MANDATED REPORTING OF SUSPECTED ABUSE OR NEGLECT:** When you become a holder of a credential, certificate, or permit which authorizes you to work with, observe, or have knowledge of children as part of your official duties, you are required to report every instance of child abuse which becomes known to you or which you reasonably suspect to have occurred to a child with whom you have professional contact. You must report your observations to a Child Protective Agency immediately, or as soon as practicably possible, by telephone and send a written report to the Child Protective Agency within 36 hours after you become aware of the abuse of the child. Your duty to report is individual, and no supervisor or administrator may impede or inhibit your duty to report, although you may also report to your supervisor or administrator. Your failure to report instances of child abuse known or reasonably suspected to you is a misdemeanor, punishable by up to six months in jail or by a fine of one thousand dollars (\$1000) or both. Reference: California Penal Code Section 11166.5. Your duty is to report, not investigate. If you have any knowledge or reasonable suspicion of child abuse you should not hesitate to inform your CT immediately.

### **THE DISTRICT-EMPLOYED SUPERVISORS (CT), MENTOR, OR LOCAL SUPPORT TEACHER**

DEs are dedicated professionals who work closely with SOE Program Supervisors to help candidates become successful teachers. They provide supervision, guidance, instruction, and coaching for candidates, and they regard the program as a gradual introduction to teaching for the candidate. Your CT's responsibilities include:

- Introducing the candidate to administration, staff, and colleagues; orienting candidate to school activities and culture.
- Providing a suitable workspace for candidates in the classroom.
- Establishing planning time with the candidate.
- Sharing with candidates the use of student assessment data to inform instructional practices.
- Modeling effective teaching and management strategies.
- Helping candidates make connections between course assignments, classroom practice, and student learning. (The candidate is responsible for letting the CT know, in a timely manner, about course assignments that involve the classroom placement.)
- Providing candidates multiple and varied opportunities to teach.
- Guiding candidates to develop lesson plans using evidenced-based instruction.
- Conducting observations and giving candidates clear written and verbal feedback with suggestions for developing their teaching.
- Discussing with the candidate how to make curricula accessible to all students and meet the needs of diverse learners.
- Providing a classroom that supports a diverse, democratic, and socially responsible environment.

Selection of DEs is a collaborative process between schools, districts and the University. DEs exhibit the following characteristics before assuming the additional responsibility of guiding a credential candidate.

- Have at least three years of successful K-12 teaching experience.

- Hold a valid California teaching credential that authorizes them for the subject and services they are providing.
- Be recognized by the site principal and district administration as an effective teacher (including literacy instruction in the content areas) who has potential for, or demonstrated competence as, a CT.
- Understand the aims, structure, and procedures of the professional education program.
- Demonstrate willingness to work with School of Education faculty via orientation sessions, Cluster Conferences, and ongoing communication.
- Complete 10 documented hours of CT training.

### **THE SOE PROGRAM SUPERVISOR**

As representatives of CSU, Chico in the schools, SOE Program Supervisors promote close and continuing contact for instruction and guidance of credential candidates and make every attempt to be consistent, supportive, and objective. Your SOE Program Supervisor will:

- Observe and collect data on a minimum of six lessons and support the candidate through the plan-teach-assess-reflect cycle by providing timely feedback, resources, and guidance. Additional observations may occur as needed as determined by your CT or your SOE Program Supervisor.
- Hold an initial, mid-semester, and culminating conference to discuss and assess candidate progress.
- Support the CT in directing your classroom activities, planning, selection of instructional strategies and materials, management, and other tasks.
- Serve as a resource person for you and your CT.
- Schedule a conference as quickly as possible to develop specific plans for improvement if there are problems such as your competency or commitment to teaching.
- Act as a liaison between you and program faculty.
- Prepare an Induction Individual Development Plan (IDP) with the candidate and CT to support the candidate in the first years of employment.
- Prepare a letter of reference at successful completion of Clinical Practice II (if requested).
- Assist DESs in further development of their supervisory responsibilities, if requested.

In addition to supervising student teachers, many supervisors are responsible for teaching courses and conducting other duties at the University or a local school district. Since SOE Program Supervisor assignments change from semester to semester, you will not necessarily have the same SOE Program Supervisor for Clinical Practice I and Clinical Practice II.

In an effort to continuously improve our program, we regularly ask DESs and candidates to evaluate SOE Program Supervisors. In addition, all Clinical Practice I and Clinical Practice II candidates are required to complete a classroom environment survey each semester. The survey provides important information regarding the suitability of your clinical practice placements.



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## SECTION 5: APPLYING FOR A TEACHING CREDENTIAL

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Credential Services is the liaison between candidates and the Commission on Teacher Credentialing (CTC), the official state entity that issues California teaching credentials. The Credential Analyst will be recommending for the Preliminary teaching credential to the CTC once all the requirements are met and documents are received.

The following documents are required and can be emailed as soon as the candidate starts their last semester in the Credential Program. Both these documents must be included in ONE email as a PDF attachment and sent to [credentials@csuchico.edu](mailto:credentials@csuchico.edu)

If the documents are received after December 31 for Fall finishers or May 31<sup>st</sup> for Spring finishers, then the credential issue date becomes date sensitive.

Request for Recommendation <https://www.csuchico.edu/soe/advising/services.shtml>

Valid CPR card/certificate must include infant, child, and adult for all credentials. No online courses accepted (including renewals). You may find a course that includes a hybrid, the course work is online but then you meet in person and this is acceptable.

We will confirm we received the documentation with a reply. If you don't get a reply within a week please resubmit.

It is highly recommended the candidate check their profile at CTC ([ctc.ca.gov](http://ctc.ca.gov)) to verify the email is correct. Any errors with the email the candidate will NOT receive notification when the recommendation is made by the Credential Analyst.

The Fall semester officially ends 12/31 and Spring officially ends 5/31. If all documents are received before these dates, depending when you finish, you will have this as the issue date of your teaching credential. The issue date is important to employers because the candidate must have a valid document to work in the classroom and to get paid. The issue date would never be any earlier than the dates listed above. All courses with grade changes or documents received after these dates become date sensitive.

The recommendations for the teaching credentials are made in the order they were received and submitted electronically to the CTC ([ctc.ca.gov](http://ctc.ca.gov)) by the Credential Analyst. Recommendations for the Preliminary teaching credential will not start until the Credential Analyst receives a confirmation email that grades have been finalized from the CSU, Chico Registrar's office. The confirmation is expected for Fall semester is mid-January and Spring semester is mid-June, then the recommendations will begin. We will back date the credential to the December and May dates on the credential.

Once the recommendation is made, the candidate will then be notified via email to complete the CTC online application and pay the credential fee. If the candidate does not receive an email from the CTC, and all documentation and grades have been posted by mid-February for Fall finishers or mid-July for Spring finishers, contact the Credential Analyst at [credentials@csuchico.edu](mailto:credentials@csuchico.edu) or 530-898-6455.

Once the recommendation is made by the Credential Analyst, the candidate will receive an email from CTC stating they were recommended and need to pay for the Preliminary credential to the CTC.

After the payment is received and the credential has been issued, the candidate will be emailed instructions on how to print the credential from the CTC website. The credential will not be mailed to the candidate from the CTC. It will take ten business days for the credential to post at the CTC.

If you don't pay CTC for the credential before their deadline, they will delete the recommendations and the candidate will need to pay CSU, Chico additional fees to re-recommend. Contact the Credential Analyst at [credentials@csuchico.edu](mailto:credentials@csuchico.edu) or call 530-898-6455 if this happens.

### ADDING A SECOND CREDENTIAL

Once an initial credential program has been completed and your credential has been issued, if you would like to earn another credential you may certainly do so. Please contact the Credential Analyst at [credentials@csuchico.edu](mailto:credentials@csuchico.edu) or 530-898-6455.

### SUBJECT MATTER OR SUPPLEMENTARY AUTHORIZATIONS

Supplementary and Degree Authorizations are available in a number of subjects. For information, please contact the Credential Analyst at [credentials@csuchico.edu](mailto:credentials@csuchico.edu) or 530-898-6455.

### EXPIRATION DATES

Certain requirements for the program have expiration dates. It is important to be aware of these expirations and plan accordingly to prevent a delay in your progress during the credential program or in the issuance of your credential.

- a. **CSET:** Scores are valid for ten years and must be valid when applying to the program and throughout the credential program and recommendation process. Any expired subtests must be retaken. This expiration date does not apply to the CBEST, which never expires.
- b. **RICA:** Scores are valid for ten years and must be valid during the initial credential recommendation process at the end of the credential program (required for Multiple Subject and Education Specialist candidates only).
- c. **Certificate of Clearance (COC):** Your fingerprints must be cleared by the CTC before you can begin student teaching, and clearance must be valid throughout the program and credential recommendation process. COC are valid for five years and can be renewed online through the CTC website.
- d. **EDTE 450 or EDTE 451, Health Education for Elementary (or Secondary) School Teachers:** The EDTE 450 and EDTE 451 courses expire after seven years, and the course must be current during the credential recommendation process at the end of the program. An expired course must be retaken.
- e. **CPR verification:** Must be for Infant, Child, and Adult, and results must be valid through the credential recommendation process. CPR results are valid for two years. No online courses are accepted for meeting the CPR requirement.
- f. **Tuberculosis (TB):** TB results are valid for four years. Results must be valid when applying to the program and throughout the credential program and recommendation process.

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## SECTION 6: GLOSSARY

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Academic Language	Academic language is the language needed by students to understand and communicate in the academic disciplines. Examples of academic language include specialized vocabulary, conventional text structures with a field (e.g. essays, lab reports) and other language-related activities typical of classrooms (e.g. expressing disagreement, discussing an issue, asking for clarification). Academic language includes both productive (e.g. speaking, writing) and receptive (e.g. reading, listening) modalities.
Bilingual Authorization Spanish (BASP)	Embedded in the Preliminary Credential for candidates that complete the Bilingual Program for Spanish.
Bilingual Program	This program leads to a Bilingual Authorization allowing the holder to provide instruction in another language to English language learners, and either a Preliminary Multiple or Single Subject Credential.
California Standards for the Teaching Profession (CSTP)	See Section 5 for more information.
Clear Credential	The credential issued when a Preliminary Credential holder has completed a two-year teacher induction program. A Clear Credential must be renewed every five years.
Common Core	The California Common Core State Standards are educational standards that describe what students should know and be able to do in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school. The California Department of Education helps schools make sure that all students are meeting the standards.
Comprehensible Input	Describes understandable and meaningful language directed at people acquiring a second language. Characteristics include focus on communicating a meaningful message rather than on language forms; frequent use of concrete contextual referents such as visuals, props, graphics, and realia; acceptance of the primary language use by the learner; minimal overt correction by instructor; and the establishment of positive and motivating learning environments.

Concurrent Program	A program allowing credential candidates to earn two credentials simultaneously: Preliminary Education Specialist for Mild/Moderate Disabilities, and either a Preliminary Multiple Subject Credential or a Preliminary Single Subject Credential.
Content Area Tasks	The three Content Area Planning Tasks (social science, science, and math) are part of a state-adopted assessment for credential candidates. These tasks demonstrate your ability to organize curriculum, instruction, and assessment to help your students meet content standards and develop academic language. In addition, they provide evidence of your ability to select, adapt, or design learning tasks and materials that offer your students equitable access to curriculum in three content areas: history/social science, science and math.
Co-Teaching	Co-Teaching is defined as two teachers (teacher candidate and cooperating teacher) working together with groups of students; sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space. (Bacharach, Heck & Dank, 2004)
Contextualization	Embedding language in a context by using manipulatives, pictures, gestures, and other types of realia to make it more meaningful for students.
Cooperating Teacher (CT)	A district-employed supervisor who hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience.
Core Curriculum	Those subjects which a student must master in order to be promoted to the next grade, or to graduate. The implication is that the curriculum for the subject areas represents a core of knowledge which all students, regardless of language proficiency, must master.
Credential Candidate	A person admitted to the School of Education who is earning a teaching credential.
<a href="#"><u>Commission on Teacher Credentialing (CTC)</u></a>	The California agency responsible for licensing and credentialing professional educators.
Daily Lesson Plan	A general lesson plan format which includes the major components of a lesson plan. The model is adaptable to a variety of instructional strategies

such as Direct Teaching, Target Teaching, Concept Attainment, and Guided Discovery. Same as Lesson Plan Format. Please visit the [SOE Supervision Toolbox](#) to view lesson plan templates.

Education Specialist Program	This program leads to a Preliminary Education Specialist Credential in either Mild/Moderate Disabilities (for students with specific learning disabilities, mild/moderate intellectual disabilities, emotional disturbance, or other health impairments) or Moderate/Severe Disabilities (for students with Autism, moderate/severe intellectual disabilities, deaf-blindness, emotional disturbance, or multiple disabilities) in grades K-12 and in classes organized primarily for adults through age 22. The credential authorizes instruction, assessment, and special education support to individuals in settings including resource rooms, general and/or special education classrooms.
Emergent Bilingual	A student who speaks a language other than English and is in the process of acquiring English while still developing first language skills and culture.
English as a Second Language (ESL)	English as a Second Language (ESL) is an educational approach in which English language learners are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to content) and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream/inclusive classrooms, an immersion program, or a bilingual education program. Every bilingual education program has an ESL component (U.S. General Accounting Office, 1994).
English Language Development (ELD)	English Language Development (ELD) is instruction designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English.
English Language Learner (ELL)	Students whose first language is not English and who are in the process of learning English.
English Learner Authorization Ed Specialist (ELAE)	The scope of this English Learner Authorization is for SDAIE and ELD for students with special needs across the full continuum of placement options indicated in the students' IEP and in alignment with the disability categories authorized by the teacher's credential and authorizations. This is embedded in the Preliminary Credential when candidates complete the Education Specialist program.

English Learner Authorization Multiple Subject (ELAM)	The scope of this English Learner Authorization is for SDAIE and ELD in self-contained and core settings. This is embedded in the Preliminary Credential when candidates complete the Multiple Subject program.
English Learner Authorization Single Subject (ELAS)	The scope of this English Learner Authorization is for SDAIE and ELD in self-contained and core settings. This is embedded in the Preliminary Credential when candidates complete the Single Subject program.
Every Student Success Act (ESSA)	Implemented December 10, 2015, ESSA is the national main education law for all public schools. This law holds schools accountable for how students learn and achieve. ESSA aims to provide equal opportunities for students who receive special education services.
Excess Units	Extra college credits taken in the last semester of your senior year that are in excess of those required for the degree. You may petition the University for excess units if you submit your petition <i>prior</i> to graduation. For salary schedule placement, most school districts currently will count only post-baccalaureate units as shown on the official transcript.
Funds of Knowledge	Defined by researchers Luis Moll, Cathy Amanti, Deborah Neff, and Norma Gonzalez “to refer to the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being” (Moll, Amanti, Neff, & Gonzalez, 1992, p. 133). When teachers shed their role of teacher and expert and, instead, take on a new role as learner, they can come to know their students and the families of their students in new and distinct ways. With this new knowledge, they can begin to see that the households of their students contain rich cultural and cognitive resources and that these resources can and should be used in their classroom in order to provide culturally responsive and meaningful lessons that tap students’ prior knowledge. Information that teachers learn about their students in this process is considered the student’s funds of knowledge.
Individualized Education Program (IEP)	A mandate of the Individuals with Disabilities Education Improvement Act (IDEIA) that requires a collaborative assessment of a student’s abilities in order to develop an educational program to help students with disabilities reach specific educational goals.
Inclusion Requirement	A CTC regulation for special education training of teachers and administrators. CSU, Chico courses that meet this requirement are EDTE

534, Teaching Special Populations, and SPED 343, Overview of Special Education. This requirement applies to all credential programs.

Induction Individual Development Plan	Before exiting the preliminary program, candidates, district-employed supervisors, and program supervisors collaborate on an individual development plan (IDP) consisting of recommendations for professional development and growth in the candidate's clear program. The plan is a portable document archived by the preliminary program and provided to the candidate for transmission to the clear/induction program.
Internship	Intern teachers are issued an intern credential and are employed by school districts as teachers of record while they complete a credential program. Generally, most of Clinical Practice I and Clinical Practice II requirements are covered by the intern's position, and interns complete the same coursework as non-interns.
Language Proficiency	To be proficient in a second language means to effectively communicate or understand thoughts or ideas through the language's grammatical system and its vocabulary, using its sounds or written symbols. Language proficiency is composed of oral (listening and speaking) and written (reading and writing) components as well as academic and non-academic language (Hargett, 1998).
Learning Segment	A set of lessons that build upon one another toward a central focus that reflects key concepts and skills, with a clearly defined beginning and end. It may be part of a larger instructional unit that includes multiple learning segments.
Lesson Plan Format	A general lesson plan format, which includes the major components of a lesson plan. The model is adaptable to a variety of instructional strategies such as Direct Teaching, Target Teaching, Concept Attainment, and Guided Discovery. Same as Daily Lesson Plan. Please visit the <a href="#">SOE Toolbox</a> to view lesson plan templates.
Limited English Proficient (LEP)	Limited English Proficient is the term used by the federal government, most states, and local school districts to identify those students who have insufficient English to succeed in English-only classrooms. Increasingly, English Language Learner (ELL) or English Learner (EL) are used in place of LEP.
Linguistically and Culturally Diverse (LCD)	The term "linguistically and culturally diverse" is commonly used to identify communities where English is not the primary language of

communication, although some individuals within the community may be bilingual or monolingual English speakers.

Local Support Teacher (LST)	A district-employed supervisor who holds a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience.
Modelling	Giving students clear examples of what is requested of them for imitation. Learners need to see or hear what a developing product looks like.
Multiple Subject Program	This program leads to a Preliminary Multiple Subject Credential for teaching all subjects in self-contained classroom settings, such as the classrooms in most elementary schools, in grades preschool, K-12, or in classes organized primarily for adults.
Preliminary Credential	A credential issued to candidates who have completed a state-approved program of initial teacher preparation. The Preliminary Credential is valid for five years.
Clear Credential	The credential issued when a Preliminary Credential holder has completed a two-year teacher induction program. A Clear Credential must be renewed every five years.
Professional Learning Communities (PLC)	Ongoing collaborative efforts to improve student learning through collective inquiry and action research of student assessments, which ultimately inform instruction.
Program Coordinator	A faculty member who is responsible for overseeing the operation of a specific credential program.
Realia	Authentic objects and sources of information used as a resource for students to develop meaning from language.
Recognition Ceremony	A gathering honoring candidates completing credential programs and school personnel with whom they have worked. The Recognition Ceremony is held at the end of the semester.
Reading Instructional Competency Assessment (RICA)	A test required of all Multiple Subject and Education Specialist credential applicants by the CTC.



Scaffolding	Instruction or support mechanisms given in such a way that enable students to safely take risks, handle tasks involving complex language, and reach for higher goals with the help of teachers or more capable peers. Scaffolds are temporary because as the teacher observes that students are capable of handling more on their own, they gradually hands over responsibility to the student. The ideal scaffolds are support mechanisms that teachers build in order to enable their students to perform at higher levels than they are right now. Built into the concept of scaffolding is the idea of handing responsibility over to the learners for the kinds of actions they engage in. Types of instructional scaffolds include modeling, bridging, contextualization, schema building, metacognitive development, and text representations.
Schema	Clusters of meanings that are interconnected. Schema building is when new information is woven into pre-existing structures of meaning so that students see the connection through a variety of activities.
Sheltered Instruction	A means for making grade-level academic content (e.g., science, social studies, math) more accessible for English language learners while at the same time promoting their English language development.
Single Subject Program	This program leads to a Preliminary Single Subject Credential for teaching only the specific subject(s) named on the credential in departmentalized classes, such as those in most middle schools and high schools, in grades preschool, K-12, or in classes organized primarily for adults.
Specially Designed Academic Instruction in English (SDAIE)	SDAIE is the teaching of grade-level subject matter in English specifically designed for speakers of other languages. It is most appropriate for students who have reached an appropriate level of proficiency in English <sup>6</sup> and who possess basic literacy skills in their primary language.
Solo Teaching	A period of time during which the candidate has assumed all responsibilities of a credentialed teacher in the classroom. <sup>7</sup> The Multiple Subject Program requires a minimum of two weeks of solo teaching in Clinical Practice II.
Teacher Performance Assessment (TPA)	An assessment of credential candidates' abilities to successfully plan, teach, assess student learning, and reflect on instruction.

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<sup>6</sup> Speaking, comprehension, reading and writing.

<sup>7</sup> Lesson plans for solo teaching require prior approval of both the CT and the Program Supervisor.

Teaching Performance Expectations (TPE)	Teaching Performance Expectations. A version of the CSTP designed to be met by credential candidates.
Teaching Unit	A group of several lesson plans that align in terms of content and objectives. In the Single Subject program, two-week teaching experience that occurs at the end of Clinical Practice I.
Three-Way Conference	Planning and evaluation conferences with a credential candidate, CT, and Program Supervisor. The initial conference is ordinarily held during the first week of Clinical Practice I or Clinical Practice II to discuss procedures, expectations, and long-term and short-term goals. A final conference serves as a summary and evaluation of the credential candidate's professional development. Additional three-way conferences are held as necessary.
Universal Design for Learning (UDL)	A set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that can be customized and adjusted for individual needs. UDL curriculum calls for creating curriculum that provides multiple means of representation to give learners various ways of acquiring information and knowledge; multiple means of action and expression to provide learners alternatives for demonstrating what they know; and multiple means of engagement to tap into learners' interests, challenge them appropriately, and motivate them to learn.
Program Supervisor	A University faculty member who guides and instructs credential candidates through Clinical Practice I and Clinical Practice II.