



EDUCATION SPECIALIST CREDENTIAL PROGRAM HANDBOOK

*Preparing Educators to Be
Effective ♦ Reflective ♦ Engaged*

2019 - 2020

Revised January 2020

CALIFORNIA
STATE
UNIVERSITY
CHICO

SCHOOL OF
EDUCATION

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.



TABLE OF CONTENTS

SECTION 1 - [Credential Program Overview](#)

SECTION 2 - [General Policies and Procedures](#)

SECTION 3 - [Course Information](#)

SECTION 4A - [Teaching Practicum Policies and Information](#)

 4B - [Supervisory Forms](#)

 4C - [Evaluation](#)

SECTION 5 - [Teaching Performance Expectations \(TPEs\)](#)

SECTION 6 - [Teacher Performance Assessment \(edTPA\)](#)

SECTION 7 - [Glossary](#)

SECTION 1: CREDENTIAL PROGRAM OVERVIEW

Program Contacts

Rebecca Justeson	School of Education Director	rjusteson@csuchico.edu
Jamie Gunderson	Coordinator - Education Specialist	jlgunderson@csuchico.edu
Laura Loriano	Field Placement Coordinator	lloriano@csuchico.edu
Amanda Taylor	Credential Advisor	ataylor50@csuchico.edu
Rachelle Sousa	Credential Analyst	rrsousa@csuchico.edu
Rosa Rivera	Internship Coordinator	rmrivera@csuchico.edu

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 five dispositions as critical to effective, reflective, and engaged educators:

- The candidate appreciates and values human diversity recognizes community and cultural norms, shows respect for students' varied talents and perspectives, seek to foster culturally appropriate communications and demonstrate best practices in his or her field.
- The candidate believes that all children can learn, appreciates their varying abilities, and persists in helping all children achieve success.
- The candidate is committed to continuous, self-directed learning, and reflective practice in order to refine instructional practice and deepen knowledge in the academic disciplines.
- The candidate takes pride in the education profession and participates in collaborative relationships with colleagues, students, parents, and social and professional communities and agencies.
- The candidate is committed to the use of democratic values and to the creation of a learning environment that fosters active engagement in learning and encourages positive social interaction.

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 teaching practicum. Each candidate develops an individualized program plan with the assistance of his or her faculty advisor.

Consistency is maintained within the program through carefully developed courses. Standardized syllabi, including those for teaching practica, 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 teaching practicum. The specific requirements for teaching practica may be found in Section 4 of this handbook. All teaching practica assignments are arranged by the Field Placement Coordinator, who works with school districts to identify qualified Cooperating Teachers (CTs). The participation of the CTs 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' teaching practica, provide for transfer of theory to practice as candidates apply good instructional strategies and practices.

Candidate progress is monitored through a variety of assessments, including a Teacher's Performance Assessment (TPA), which is completed during the credential program. These carefully designed tasks verify that candidates meet California Teaching Performance Expectations (TPE) for new teachers. Successful completion of courses, teaching practica, and a TPA, along with verification of passing the Reading Instructional Competence Assessment (RICA; required for Education Specialist candidates), result in a recommendation to the Commission on Teacher Credentialing for a Preliminary SB2042 Teaching Credential.

SECTION 2: GENERAL POLICIES AND PROCEDURES

1. CTC Program Standards and California Teaching Performance Expectations

The School of Education credential programs are designed to meet standards established by the Commission on Teacher Credentialing (CTC). CTC standards of program quality direct the design of subject matter, professional education, and teacher induction programs. Candidates meet standards defined in the California Teacher Performance Expectations (TPEs), which are drawn from the California Standards for the Teaching Profession (CSTP). See details in Section 5.

2. Name, local residence address, telephone number, and e-mail address

Be sure to promptly notify the School of Education office, the Office of Graduate Studies, your University Supervisor, CT, and Credential Analyst if your local address, telephone number, email address or name changes. It is important to report these changes quickly to ensure that you will receive all information without delay.

3. E-mail address and 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. Information and course resources will be accessible electronically. It is also required that you have *Microsoft Word* software in order to complete and submit a Teacher Performance Assessment (TPA).

4. Subject Matter Competence

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.

5. Basic Skills Requirement

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.

6. Reading Instruction Competence Assessment (RICA)

The RICA exam must be passed before candidates can be recommended for their credential. This exam is to be completed during or at the completion of the credential

program, after the relevant instruction and preparation has been provided through program coursework.

7. 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.

8. Grades and GPA

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. Teaching practica is graded CR (credit) or NC. If you receive an NC grade in any course in any semester, you cannot proceed in the program in a following semester 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. 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 advisor and possibly retake the course(s) in which you received the lowest grade(s). To participate in Teaching Practicum II you must have successfully completed Teaching Practicum I. To be recommended to the CTC for the credential you must have successfully completed the entire program, including passing a TPA, and have a program GPA of at least 3.0.

9. Candidate evaluation

Candidates are evaluated in a variety of ways. Evaluations are based on (1) observations made of your teaching performance and professional dispositions by University Supervisors and CT, (2) performance in program courses, (3) successful completion of a TPA, and (4) your ability to communicate clearly, accurately and correctly, especially in writing. If it is determined that you are not meeting department 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.

10. Dismissal from a program

Dismissal from a credential program is a serious matter that will occur when there is evidence of unsatisfactory performance or unprofessional conduct. Unsatisfactory performance can be based on inability to meet Teaching Performance Expectations or lack of academic performance. Unprofessional conduct is the inability to act in accordance with ethical considerations and demonstrate the professional dispositions of an educator. (For additional information, see the section on Teaching Performance Expectations and

Dispositions.) The School of Education follows a specific sequence of steps that includes a candidate improvement plan and may lead to dismissal. (See Candidate Dismissal Policy at the end of Section 4A.) Because programs place candidates in K-12 schools and require the participation of K-12 school personnel, the University has a responsibility to remove a candidate from a classroom immediately, when necessary.

11. Dismissal appeal and grievance procedures

The School of Education is committed to attempting to resolve problems. The initial process should begin within the School of Education with faculty, Program Coordinator, or Director (see Candidate Dismissal Policy). If these procedures do not resolve a problem, candidates in any credential program have access to the same appeal and grievance procedures that are available to all students of CSU, Chico. Details can be found in the University Catalog under Student Grievance or by contacting the Student Judicial Affairs Office, Kendall 110, or by phone at (530) 898-6897.

12. Applying for a teaching credential

Credential Services is the liaison between candidates and the Commission on Teacher Credentialing (CTC), the official state entity that issues California teaching credentials. Candidates must complete a Request for Recommendation form which can be downloaded from: <https://www.csuchico.edu/soe/credential/services.shtml> or picked up from the Credential Services office located in Tehama 209.

The Request for Recommendation form along with a valid *CPR certificate/card and RICA must be submitted to the Credential Services office TOGETHER to be recommended for your teaching credential. The recommendations are made in the order they are received. ALL documents listed in your portal under your "To Do List" must be submitted together (i.e. Request for Recommendation form, CPR, and RICA). Your "To Do List" will be updated for Fall Finishers by October 1st and Spring Finishers by March 1st. *CPR certification must be completed in person and include Infant, Child and Adult. The CPR must be valid at the time of the recommendation. No online courses are acceptable.

When the documentation has been received and all requirements are met, the Credential Analyst will send an electronic recommendation to the CTC. The candidate will then be notified via email to complete the CTC online application and pay the credential fee. Additional fees may be charged if the candidate does not respond in a timely manner. 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 CTC. The issuance date is normally the last day of the semester.

13. Education Specialist Credential & Early Childhood Ed. Credential

It is important to note that an Education Specialist Credential provides authorization for K-12th grades. Candidates who want to teach Early Childhood (infant to preschool), need to find a program that offers an Early Childhood Specialist Credential or Certificate. Candidates cannot fulfill the Education Specialists' Requirements in an Infant/Preschool, Early Childhood setting.

14. 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 School of Education for advising on how you can earn a second credential.

15. Supplementary Authorizations

Supplementary and Degree Authorizations are available in a number of subjects. For information, please inquire at the School of Education office.

16. 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.

- 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.
- RICA: Scores are valid for ten years, and must be valid during the credential recommendation process at the end of the credential program (required for Multiple Subject and Education Specialist candidates only).
- 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 results are valid for five years and can be renewed online through the CTC website. A prior valid teaching credential or a valid emergency 30-day permit can also be used to verify this requirement, as both also require fingerprinting through the CTC.
- EDTE 450 and 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 or challenged through the Health and Community Services Department.
- 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.
- 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.

17. Internships

Periodically, credential candidates in high demand content areas are extended internship opportunities by school districts. If you are extended such an opportunity, you must contact the School of Education to make an appointment with the Internship Coordinator for requirements and approval. Please contact the School of Education for more information.

18. 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.

SECTION 3: COURSE INFORMATION

Current course information will be found electronically on the SOE website. Please visit each link for complete details.

Education Specialist Mild/Moderate Credential Program Course Sequence

Click [here](#) for the course sequence

Education Specialist Extensive Support Credential Program Course Sequence

Click [here](#) for the course sequence

Education Specialist Course Descriptions

For more information and course descriptions, click [here](#).

SECTION 4A: TEACHING PRACTICUM POLICIES & INFORMATION

Policy on Professional Conduct for Credential Candidates

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 his or her 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 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 not limited to:

- Exposed midriffs, exposed bra straps, low cut tops, extremely tight clothing, spaghetti straps and backless dresses or tops, miniskirts, and miniskorts. (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 dress code 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 use your professional judgment in this matter. If candidates are uncertain about what clothing or appearance is appropriate, they are encouraged to discuss

the matter with their supervisor or Cooperating Teacher. 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

- All candidates entering a Teaching Practicum I or II are required to have verification of Certificate of Clearance.
- All candidates entering Teaching Practicum I or II are required to have submitted verification of subject matter competence and basic skills (see Section 2 for more information).
- Candidates are expected to go to their placement sites from Monday-Thursday all day.
- 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, School Site Teacher Partner (CT), and University 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. Excessive late arrivals or absences can result in a determination of unsatisfactory performance and unprofessional conduct.
- Do not discuss confidential information in non-professional settings. Never, under any circumstances, post information about your students, CT, or school site in any form of social media.
- Contact parents and confer with them only with the full knowledge and agreement of your CT.
- Accept criticism as it is given with the expectation that performance may be improved through efforts to meet the criticism.
- Remain in school each day as long as necessary to fulfill professional responsibilities.
- If you borrow any material from your placement school, be certain to return it as soon as possible.
- Plan all lessons in advance and make them available to your CT and University Supervisor (check with CT and University Supervisor to determine if they prefer to receive plans electronically or via hard copy). Lesson plans should be carefully designed so that any professional can clearly understand your intentions. When appropriate, you may use and expand on the lessons in teachers' manuals.
- Be sure to retain supporting documentation of Teaching Practicum I and Teaching Practicum II activities for required reflections and assessments.
- Study the appropriate 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.
- Show initiative. Volunteer to plan and teach lessons.
- Attend faculty staff meetings, if appropriate and assist in extracurricular activities when time and opportunity allow.
- Your safety as a teacher candidate is of primary importance to the School of Education at California State University, Chico, and the public schools in which you

are placed for student teaching. Emergencies, disasters, accidents, and injuries can occur at any time without warning. Be prepared physically and mentally to handle emergencies as an individual as well as an organizational responsibility. In order to minimize the effects of these emergencies, please discuss these safety principles with your CT, university supervisor, and colleagues.

Follow Instructions from the School Emergency Procedures: Obtain a copy of the school handbook and emergency procedures. Become very familiar with these instructions and the buildings on your school campus. Instructions from police, fire, or other emergency personnel on the scene always take precedence over any other instructions you receive.

- 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 School Site Teacher Partner (Cooperating or Local Support Teacher)

Cooperating Teachers (CT) and Local Support Teachers (LST) are dedicated professionals who work closely with University 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. Responsibilities include:

- Introducing candidate to administration, staff, and colleagues; orienting candidate to school activities and culture.
- Providing a suitable workspace for candidate in the classroom.
- Establishing planning time with the candidate.
- Sharing with candidate student assessment data to inform instructional practices.
- Modeling effective teaching and management strategies.
- Helping candidate make connections between course assignments, classroom practice, and student learning. (Candidate is responsible for letting the CT or LST 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 candidate clear written and verbal feedback with suggestions for developing his/her 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 CTs and LSTs is a collaborative process between schools and the University. CTs and LSTs 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 as an effective teacher (including literacy instruction in the content areas) who has potential for, or demonstrated competence as a CT or LST.
- Understand the aims, structure, and procedures of the professional education program.

Demonstrate willingness to work with School of Education faculty via orientation sessions, three-way conferences, and ongoing communication.

The University Supervisor

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

- Observe lessons and hold brief post-observation conferences with you. You will be formally observed teaching at least four times during the semester. Additional observations may occur as needed as determined by your CT, LST or your University Supervisor.
- Provide written feedback to you for each observation.
- Support the CT or LST 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.
- Act as a liaison between you and program faculty.
- Prepare a letter of reference at successful completion of Teaching Practicum II (if requested).
- Assist CTs and LSTs in further development of their supervisory responsibilities, if requested.

In addition to supervising credential candidates, many supervisors are responsible for teaching courses and conducting other duties at the University or a local school district. Since University Supervisor assignments change from semester to semester, you will not necessarily have the same University Supervisor for Teaching Practicum I and Teaching Practicum II. In an effort to continuously improve our program, we regularly ask CTs, LSTs and candidates to evaluate University Supervisors. In addition, all Teaching Practicum I and Teaching Practicum II candidates are required to complete a classroom environment survey each semester.

Reassignment policy in Teaching Practicum I or Teaching Practicum II

Regular communication with your CT and University Supervisor is essential. If you have concerns or problems regarding your classroom placement, you should first discuss them with your CT. If this doesn't lead to a solution, contact your University Supervisor, Field Placement Coordinator, Program Coordinator, or the School of Education Director. Although rare, if reassignment seems advisable, the University Supervisor will report this to the Program Coordinator and Field Placement Coordinator, who will consult with the school administrators and CTs to make necessary reassignment. The newly assigned CT will be informed of the circumstances of the proposed transfer prior to accepting a reassigned credential candidate.

Substitute teaching during the program

A long-term substitute position does not fulfill the requirements of a teaching practicum placement. Short-term (2 weeks or less) substitute work is only possible if it does not impede the fulfillment of teaching practicum requirements and you have received approval from your CT and University Supervisor. Permits for substitute teaching can be obtained by contacting the Office of Education in the county where you will be substituting. Contact your Program Coordinator for more information about substitute teaching during the credential program.

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.

Candidate Dismissal Policy

Dismissal from a professional education program is a serious action. All coordinators, supervisors, and faculty, must be mindful that precise, careful, written 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 he or she has 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, skills and dispositions associated with

teaching effectiveness) and character appropriate to the public trust of education.

A professional education program provides opportunities for a candidate to learn the theoretical understandings and develop appropriate teaching practice to demonstrate the competencies required to be recommended for a credential. The University instructor(s), 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.

The following process will be implemented to correct any serious lack of teaching competence and/or to dismiss from a program should correction be unsuccessful:

Process	Notes
Step 1 - Improvement Plan	
If the candidate is not developing necessary competence, the University Supervisor or University faculty member notifies the Program Coordinator(s), CT, site administrator and candidate in writing of this finding. An improvement plan/contract is developed by the course instructor and/or University Supervisor in consultation with the Cooperating Teacher and approved by the Program Coordinator and Director (and other involved parties as appropriate) and presented to the candidate in writing.	Notes of meeting(s) and recommended action(s) are given to the candidate in writing at a meeting attended by, but not limited to, the University Supervisor, CT and the candidate. The notes and recommended action(s) are signed by the candidate and program coordinator and are placed in the candidate file. Copies of all written communication, including electronic mail notification, throughout the process are placed in the candidate file. If the candidate continues to demonstrate ineffective teaching behaviors, skills, and/or competence, the site administrator (if applicable) is notified of candidate difficulties and potential actions; and the Program Coordinator, University Supervisor, CT, and Director discusses concerns for additional insight and/or second opinion. If new insight about the candidate's performance or a second opinion provides additional suggestions, those suggestions are presented to the candidate in writing, an agreement is signed by the Program Coordinator and candidate, and the suggestions are implemented. If no additional insight is gained, Step 2 is initiated. If major improvement is needed, an improvement plan/contract that includes timeline and expectations is presented to the candidate in writing. The improvement plan/contract must be signed by the candidate and the program coordinator and placed in the candidate's file. If the candidate declines to sign the corrective plan, Step 2 is initiated. The corrective plan/contract is communicated to the University Supervisor, CT, course instructor, and administrator(s). If a candidate is dismissed from a field placement for the first time, he or she must sign an improvement plan/contract before being assigned a new placement. Dismissal from a second placement will mean dismissal from the program. Candidates who violate EM 96-38, the Code of Student Rights and Responsibilities, may also be referred to Student Judicial Affairs.
Step 2 - Decision to Dismiss	
If the improvement plan does not result in the candidate developing the necessary competence by the date designated in the plan, and continuation in the program is not recommended, a decision to dismiss the candidate from the program may be made by the Program Coordinator and SOE Director, in consultation with the University Supervisor, CT, and program faculty.	The candidate is notified of dismissal from the program verbally (in person if possible) and by letter, signed by the program coordinator and director, through certified, receipt requested, mail. The dismissal letter contains appeal procedures for the candidate and a copy of the Notice of Inquiry ³ that must be returned to the department in order to initiate any appeal. A copy of the dismissal letter from the SOE Director is sent to the Dean of the College of Communication and Education (CME), the site administrator, the CT, the Director of Student Judicial Affairs, the Credentials Analyst, and placed in the candidate's file.
Step 3 - Informal Grievance Process	
Should the candidate (now grievant) elect to appeal (the first step in University grievance procedure), he/she will submit a Notice of Inquiry to the Director and meet with the Program Coordinator, and SOE Director. The Director of Student Judicial Affairs or designee attends the meeting as advisor to the process. ²	This meeting is designed to gather any additional information and to review the dismissal decision. A decision on the grievant's request will be made and communicated by the department chair to the grievant by letter, through certified, receipt requested, mail. That letter, a written summary of the meeting, and the Notice of Inquiry will be placed in the grievant's file. Copies will be forwarded to the CME Dean and the Director of Student Judicial Affairs. The grievant will be referred to the CME Dean's office if he/she wishes to pursue a further appeal.
Step 4 - Appeal to the Office of the Dean	
Should the grievant elect to pursue a further appeal, he/she will be referred to the College of Communication and Education to request a meeting with the Dean or his or her designee.	The meeting with the Dean, or his or her designee, must precede any further action.
Step 5 – Formal Grievance	
Should resolution not be reached upon consultation with the CME Dean or his or her designee, the grievant will be referred to the Student Judicial Affairs Office.	University approved formal grievance processes will be followed. Refer to EM 94-22, the <i>Student Grievance Procedures</i> .

¹Skills, 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.

²These steps have been created in reference to EM 94-22, Revision to Student Grievance Procedure, April 27, 1994. They are a modification, which preserves the effect of the Informal Grievance Procedures. A grievant who has not found resolution after Step 3 may continue the Informal Grievance Procedure by meeting with the Dean of the College of Communication and Education, or his/her designee.

³The Notice of Inquiry is a document that allows a grievant to provide information contesting their dismissal and request a specific remedy. It is included in EM 94-22.

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 appeal procedures regarding this dismissal. Initial processing of appeals is conducted through the School of Education. Should you wish to appeal this decision, you must call the School of Education office to arrange a meeting at which information about your appeal will be gathered. You, the Program Coordinator, the School of Education Director, and the Director of Student Judicial Affairs will attend that meeting. Please return the Notice of Inquiry to the School of Education Director prior to your scheduled meeting time. This Notice of Inquiry must be received before any further action can be taken.

SECTION 4B: SUPERVISORY FORMS

The forms listed below will be used throughout your credential program. Current forms can be found electronically on the SOE website:

<https://www.csuchico.edu/soe/credential/special/spec/forms.shtml>

An explanation of select forms is included below:

University Supervisor Checklist - A checklist outlining the requirements for completion of Teaching Practicum.

Practicum Timesheet - Used to keep track of your hours at your field placement.

Absence Report - To be submitted to in the event that you must be absent from your field placement or program courses.

Field Assignment Tracking Form - A form the Candidate can use to track all assignments with their Cooperating teacher.

Initial Three-Way Conference - Preliminary agreement between candidate, Cooperating Teacher, and University Supervisor regarding the roles and responsibilities during the semester.

Mid-Semester Three-way Conference - Mid-semester verification of all documentation, planning, and satisfactory progress required for Teaching Practicum.

Final Three-Way Conference - Final verification of all documentation required at the end of Teaching Practicum.

Exit Interview & Induction Preview - Reflection of growth during practicum and plan for continuous improvement completed during the Final Three-Way Conference.

SECTION 4C: EVALUATION

You will be observed at least 6 times over the course of the semester. The following rubrics, observations and evaluations will be used and can be found electronically on the SOE website: <https://www.csuchico.edu/soe/credential/special/spec/forms.shtml>

An explanation of rubrics and evaluations is included below:

Chico Observation Rubric for Educators (CORE)

Effective candidates should develop and demonstrate competencies in instruction. The CORE Rubric describes the targets for mastery and is the measure used to score teaching observations.

SOE Professional Educator Dispositions Rubric

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 a set of dispositions as critical to effective educators.

Teaching Performance Expectations (TPE) Rubric

Credential candidates are evaluated on the Teaching Performance Expectations (TPE) as set forth by the Commission on Teacher Credentialing (CTC). The TPEs will be reviewed in coursework, evaluated during observation, and scored on the TPE rubric.

Teaching Self-Evaluation

Effective candidates devote time to reflect on their practice, expand on their strengths and actively engage in opportunities for continuous improvement.

CORE/ TPE & Dispositions Evaluation

This form is a final, overall evaluation of candidates' CORE Rubric scores, SOE Professional Educator Dispositions Rubric scores and TPE Rubric scores.

SECTION 5: TEACHING PERFORMANCE EXPECTATIONS (TPE)

California Standards for the Teaching Profession (CSTP) aligned with Teaching Performance Expectations (TPEs)

The TPEs are standards that define the areas of teaching performance expected of credential candidates as they complete professional preparation (credential) programs and are recommended for California teaching credentials. TPEs define credential candidate success in a credential program. TPEs also guide the curriculum of credential programs.

As you participate in a credential program, courses will provide instruction in areas related to the TPEs, supervisors and CTs evaluate your teaching on the TPEs, and you will be asked to analyze and reflect on your own growth in relation to the TPEs.

Please visit the following links for Teaching Performance Expectations:

Multiple and Single Subject Credential Program Standards

[https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf
?sfvrsn=0](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf?sfvrsn=0)

Education Specialist Credential Program Standards

[https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-st
andards-pdf.pdf?sfvrsn=729750b1_26](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_26)

SECTION 6: TEACHER PERFORMANCE ASSESSMENT (TPA)

Candidates in the Education Specialist credential programs will need to successfully complete a Teacher Performance Assessment (TPA) for program completion. The edTPA is the selected performance-based assessment. Aspiring teachers prepare a portfolio of materials during their student teaching experience. edTPA requires teachers to demonstrate readiness to teach through lesson plans designed to support their students' strengths and needs; engage real students in ambitious learning; analyze whether their students are learning, and adjust their instruction to become more effective. Teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of a portfolio that is scored by highly trained educators.

Please visit the following link for more information:

<http://www.edtpa.com/Home.aspx>

SECTION 7: GLOSSARY

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 within 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 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.

CLAD - Cross-cultural, Language, and Academic Development. This CTC requirement serves to meet the needs of English language learners in the classroom and is embedded in all School of Education credential programs.

Clear Credential - See Professional Clear Credential for more information.

Common Core - The California Common Core State Standards are educational standards that describe what students should know and be able to do in each subject 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: a 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.

Contextualization - Embedding language in a context by using manipulatives, pictures, gestures, and other types of realia to make it more meaningful for students.

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 these 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.

CSTP- California Standards for the Teaching Profession. See Section 5 for more information.

CTC - Commission on Teacher Credentialing 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.

Education Specialist Program - This program leads to a Preliminary Education Specialist Credential in either Mild/Moderate Support Needs (for students with specific learning disabilities, mild/moderate intellectual disabilities, emotional disturbance, or other health impairments) or Extensive Support Needs (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.

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 for approval *prior* to graduation.

For salary schedule placement, most school districts currently will count only post-baccalaureate units as shown on the official transcript.

IEP - Individualized Education Program. 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.

Internship - Intern teachers are issued a temporary intern credential are employed by school districts as teachers of record while they complete a credential program. Generally, most of Teaching Practicum I and Teaching Practicum 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.

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.

Modeling - 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.

NCLB - Public Law 107-110 "No Child Left Behind" Act. Federal legislation that is promoting high quality schools, teacher and student learning across the U.S.

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 and is nonrenewable.

Professional Clear Credential - The credential issued when a Preliminary Credential holder has completed a two- year teacher induction program. A Professional Clear Credential must be renewed every five years. The credential is renewed through successful achievement of the activities specified by an approved "Professional Growth Adviser" within a school district and the person wishing to renew the credential. For specifics of this process, refer to the Professional Growth Manual published by the Commission on Teacher Credentialing.

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 each semester.

RICA - The Reading Instructional Competency Assessment, a test required of all Multiple Subject and Education Specialist credential applicants by the CTC.

Rural Teacher Residency (RTR) - This program leads to either a Preliminary Multiple Subject Credential or a Preliminary Mild/Moderate Education Specialist Credential. In addition to the credential, candidates simultaneously earn an M.A. in Education.

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, she or he gradually hands over responsibility to them. 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.

School SiteTeacher Partner - A teacher or other school site mentor who provides day-to-day guidance, assistance, and feedback for a credential candidate in the classroom. Depending on the specific role this individual may be referred to as a Cooperating Teacher, Mentor, or Local Support Teacher.

SDAIE - Specially Designed Academic Instruction in English. 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 and who possess basic literacy skills in their primary language.

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

SoloTeaching - A period of time during which the candidate has assumed all the responsibilities of a credentialed teacher in the classroom.

Teaching Unit - A group of several lesson plans that align in terms of content and objectives.

Three-Way Conference - Planning and evaluation conferences with a credential candidate, SSTP, and University Supervisor. The initial conference is ordinarily held during the first week of Teaching Practicum I or Teaching Practicum 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.

TPE - Teaching Performance Expectations. A version of the CSTP designed to be met by credential candidates.

University Supervisor - A University faculty member who guides and instructs credential candidates through Teaching Practicum I and Teaching Practicum II.