

Teaching Credential Program Handbook 2025-2026



Pearl C. Schaffer
School of Education

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Table of Contents

PROGRAM CONTACT INFORMATION.....	3
PROGRAM & CREDENTIAL INFORMATION	4
PROGRAM OVERVIEW	4
CLINICAL PRACTICE PLACEMENTS.....	4
TEACHING PERFORMANCE ASSESSMENT.....	4
CREDENTIALS	5
LEVELS OF CREDENTIALS	5
TEACHING PERFORMANCE EXPECTATIONS (TPEs)	6
CANDIDATE POLICIES	7
TMU STUDENT HANDBOOK POLICIES	7
CHAPEL AND CHURCH ATTENDANCE	7
HOUSING	7
TRANSPORTATION	7
CANDIDATE DRESS CODES	7
OUTSIDE COMMITMENTS.....	7
WORK HOURS	8
SUBSTITUTE TEACHING	8
CLINICAL PRACTICE PLACEMENTS VIA EMPLOYMENT.....	8
TECHNOLOGY REQUIREMENTS	9
APPEAL PROCEDURES.....	9
CLINICAL PRACTICE POLICIES.....	10
CRITERIA FOR PLACEMENTS.....	10
PLACEMENT CALENDAR & HOURS.....	11
THE ROLE OF THE SITE ADMINISTRATOR	12
MENTOR TEACHER QUALIFICATIONS.....	12
MENTOR TEACHER STIPEND	13
MENTOR TEACHER AND CANDIDATE RESPONSIBILITIES.....	13
CO-TEACHING AS A MODEL FOR CLINICAL PRACTICE.....	14
CANDIDATE ACTIVITIES - FALL FIELDWORK PLACEMENTS.....	16
CANDIDATE ACTIVITIES - SPRING STUDENT TEACHING PLACEMENTS	17
CANDIDATE EVALUATIONS.....	18
INDIVIDUAL DEVELOPMENT PLAN (IDP)	20

CANDIDATE POLICIES FOR CLINICAL PRACTICE.....	20
GRADES FOR CLINICAL PRACTICE	20
SOURCES OF HELP DURING CLINICAL PRACTICE	21
EVALUATION OF CLINICAL PRACTICE EXPERIENCES	22
APPENDIX	23

PROGRAM CONTACT INFORMATION

Office phone: (661) 362-2235

Mary Beck

Administrative Assistant

mbeck@masters.edu

Lori Shanklin

Credential Analyst and Clinical Practice Placement Coordinator

ls Shanklin@masters.edu (661) 362-2233

Dr. Matthew Brown

Associate Professor

mbrown@masters.edu (661) 362-2232

Dr. Jordan Morton

Associate Professor & Dean, Pearl C. Schaffer School of Education

jmorton@masters.edu (661) 362-2234

PROGRAM & CREDENTIAL INFORMATION

PROGRAM OVERVIEW

The TMU Teaching Credential Programs are on-ground, post-BA programs; full-time enrollment is the norm, making the time to completion two semesters (Fall/Spring). Part-time options are also available, but the time to completion would be correspondingly longer.

Candidates should navigate to the Teaching Credential program section of the TMU website for detailed program information. Candidates should also read the Teaching Credential Programs section of the applicable Academic Catalog, also available on the TMU website.

Teach-out Policy

If it must discontinue a teaching credential program, the University commits to making provisions for all currently enrolled candidates to finish the program within a reasonable timeframe. The University commits to communicating with all constituents, including all currently enrolled candidates, regarding the proposed teach-out plan, including the specific timeline and type of services to be offered. All currently enrolled candidates will be provided with the opportunity to complete the program (unless they choose to withdraw or transfer to another program) and will be provided with individual program completion plans. All candidates and graduates will be provided with information on how to access their student records via the Registrar's Office.

CLINICAL PRACTICE PLACEMENTS

In addition to taking coursework at TMU, credential program candidates must complete integrated clinical practice placements in both Fall and Spring semesters.

See the Clinical Practice policies later in this handbook.

TEACHING PERFORMANCE ASSESSMENT

To be eligible for the teaching credential, candidates must successfully take and pass a state-required Teaching Performance Assessment, which TMU integrates into its credential programs. The TMU Credential Programs utilize the CalTPA, which has two cycles (parts). A practice TPA is included as coursework in ED500 Practicum (Fall course), and candidates are oriented to and provided instruction and support for the actual CalTPA as part of ED571 Colloquium I and ED573 Colloquium II (Spring courses). More information about the CalTPA can be found on the official CalTPA website:

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

Multiple Subject candidates will complete Cycle 1 of the CalTPA in math, and the second cycle will be a Literacy Performance Assessment, covering foundational literacy skills and other cross-cutting ELA themes.

Single Subject candidates will complete both cycles of the CalTPA in their content area.

Information about the CalTPA and its requirements will also be given to candidates and mentor teachers in the Orientation to Student Teaching, held in the Fall.

CREDENTIALS

(Official Names/Types of Credentials)

Preliminary 2042 Multiple Subject Teaching Credential

Teachers in elementary schools need a Multiple Subject Credential, as they teach multiple subjects to the same group of students in a self-contained classroom. As the 2042 Multiple Subject credential also authorizes the holder to teach English learners in the regular classroom, authorization to teach English Learners (EL Authorization) is embedded.

Preliminary 2042 Single Subject Teaching Credential

Teachers in junior high or senior high schools need a Single Subject Credential in the subject area they wish to teach, as they teach a single subject to different groups of students (classes) in a departmentalized setting. As the 2042 Single Subject credential also authorizes the holder to teach English learners in the regular classroom, authorization to teach English Learners (EL Authorization) is embedded.

LEVELS OF CREDENTIALS

Preliminary Credential

Candidates are recommended to the California Commission on Teacher Credentialing for the Preliminary Credential by The Master's University upon satisfactory completion of their credential program and certification of submission of all required documentation. The Preliminary Credential is valid for five years, during which time candidates can be employed as teachers while completing the requirements needed for the Clear Credential (the next and final level).

Clear Credential

Information about options for clearing a preliminary credential can be found on the website of the Commission on Teacher Credentialing (CTC): www.ctc.ca.gov

TEACHING PERFORMANCE EXPECTATIONS (TPEs)

The TMU Teaching Credential Programs prepare candidates to meet the adopted California Teaching Performance Expectations (adopted 2016, revised 2022). The full 2016 TPE document can be found here:

<https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf>

Overview information about the revised TPEs (the “placemat” including new TPE7) can be found here:

https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/tpe-1-6-placemat.pdf?sfvrsn=d9715cb1_2

The full document explaining the new Literacy program standards and 7th TPE can be found here:

https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/ms-ss-literacy-standard-tpes.pdf?sfvrsn=eea226b1_12

CANDIDATE POLICIES

Candidates who enroll in a TMU Teaching Credential Program agree to abide by all applicable policies as stated in the TMU Student Handbook, the Academic Catalog, and this Teaching Credential Program Handbook.

TMU STUDENT HANDBOOK POLICIES

Candidates in the TMU credential programs are bound by the policies and procedures in the TMU Student Handbook, including the Standard of Conduct policies. Exceptions are noted below.

CHAPEL AND CHURCH ATTENDANCE

Candidates are not required to attend TMU chapel or the Truth & Life Conference, but candidates may attend if attendance does not conflict with program responsibilities such as class or clinical practice.

Regular church attendance is expected and encouraged but will not be monitored.

HOUSING

Candidates are responsible for making their own housing arrangements. If candidates live in TMU housing, they must abide by TMU housing policies. Consult the TMU Student Handbook and/or contact the Office of Student Life for details.

TRANSPORTATION

Candidates are responsible for their own transportation. Since a significant component of the program is clinical practice, requiring daily attendance at a school site away from the TMU campus, candidates should ensure they have guaranteed access to their own reliable car.

CANDIDATE DRESS CODES

Class Dress Code. Candidates must follow the TMU Class Dress Code when attending classes on the TMU campus. (See the TMU Student Handbook for details).

Clinical Practice Dress Code. Candidates must dress professionally and modestly for clinical practice at school sites. No jeans, flip flops or sandals, tennis shoes, sweatshirts, or T-shirts are permitted. (Exceptions are allowed for special occasions.) Candidates must also dress in ways that will enable them to teach effectively, especially sitting on the floor, engaging in physical activities, stooping or bending over, or having knees at students' eye levels, etc. Remember also that the way one dresses communicates to all the attitude one has toward the job; candidates should seek to demonstrate professionalism in the way they dress. Candidates who are completing clinical practice via employment must still follow this clinical practice dress code even if the employer has more relaxed standards.

OUTSIDE COMMITMENTS

Though engaging and effective, the workload of a full-time credential program is demanding. Expectations for scholarship are greater than in an undergraduate program.

For these reasons, candidates are encouraged to carefully evaluate their commitments to other activities, and if necessary, limit any additional activities. Commitments made to optional responsibilities (ministries, community work, friends, etc.) must be flexible, based on the amount of time needed to complete all program responsibilities.

Candidates may not take other classes while in the program and may not participate in intercollegiate athletics.

WORK HOURS

Candidates who work should make sure they can still succeed in meeting their program responsibilities (attending classes, completing assignments, etc.). Candidates who are completing clinical practice placements via employment in a school are encouraged to work no more than 25-30 hours per week. See below for additional policies regarding substitute teaching and clinical practice placements via employment.

Candidates are not allowed to work during the Spring semester of the program (student teaching), except for substitute teaching or clinical practice placements via employment as described below, as student teaching is a full-time commitment (there are no part-time provisions). Candidates may petition for any Spring semester employment exceptions at admission, prior to the start of Fall semester, or at the time of formal advancement to student teaching at the start of Spring semester. Exceptions will be granted on a case-by-case, need-centered basis at the sole discretion of the program.

SUBSTITUTE TEACHING

TMU allows candidates to substitute teach during the program, if the district or school allows candidates to do so and if doing so does not conflict with program responsibilities such as attending classes and completing hours of clinical practice. To substitute teach, the candidate must have a valid substitute credential. It is the candidate's responsibility to obtain the appropriate substitute credential. See the Credential Analyst for assistance as needed.

During Fall semester, candidates will be in fieldwork placements Mondays – Thursdays. (Candidates completing clinical practice via employment may be required to work Fridays.) Candidates may substitute teach for their assigned mentor teacher if needed during their scheduled placement hours. Candidates may substitute teach for any teacher (in any district or private school) if the hours do not conflict with class attendance at TMU or their scheduled hours in the fieldwork placement classroom.

During Spring semester, candidates will be student teaching full-day, Mondays-Fridays, so they may only substitute teach for their assigned mentor teacher if needed during their scheduled placements.

CLINICAL PRACTICE PLACEMENTS VIA EMPLOYMENT

Candidates who complete clinical practice placements via employment in a local school or district can expect their employment to continue beyond the end date of the credential program. Employment dates, conditions, and duties may vary from employer to employer. Candidates should verify in advance that any employment placements they seek will meet

the CTC requirements for clinical practice placements. See the appropriate sections in this handbook and/or contact the Credential Analyst for details.

Per the CTC Program Standards for Preliminary Multiple Subject and Single Subject Credential Programs: "Candidates who are working in private schools and seeking a credential are required to complete a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population." Candidates who accept employment in a private school are responsible for planning to meet this requirement as needed. See the Credential Analyst for information and assistance.

TECHNOLOGY REQUIREMENTS

All candidates should have a "smartphone" or tablet capable of video recording, and an up-to-date notebook computer that can connect to the campus WiFi and save files "in the cloud." If you have questions about your specific devices, contact the TMU IT Service Desk.

APPEAL PROCEDURES

Credential program candidates who wish to appeal a **grade** received for a course, assignment, or examination should follow the Grade Appeals procedure described in the TMU Academic Catalog. (The first step is to address concerns with the faculty member directly.)

Candidates who seek **an exception to a credential program policy matter** must put their request in writing to the Dean of the School of Education, who will take the request to the School of Education full-time faculty, functioning as the School of Education Faculty Committee. The committee will consider the written request, and if necessary, ask the candidate to meet with them. For assistance with this procedure, candidates should contact the Credential Analyst.

If a credential program candidate wishes to appeal any type of **credential program academic decision** (including a decision of the Admissions Panel, or School of Education Faculty Committee) he or she must appeal in writing to the Dean of the School of Education within five days of the decision. The Dean will either bring the appeal to the School of Education Faculty Committee, or, if the appeal involves a School of Education full-time faculty member or a decision of the School of Education Faculty Committee, will send the appeal to the TMU Provost, following the Appeals Procedure described in the TMU Academic Catalog.

CLINICAL PRACTICE POLICIES

CRITERIA FOR PLACEMENTS

From the CTC Program Standards:

Clinical sites (schools) should be selected that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion. Clinical sites should also have a fully qualified site administrator.

Supervised, guided practice in clinical settings provides opportunities for candidates to apply what they have learned and to gain feedback on how to improve and/or develop their practice to meet the learning needs of their students. (Literacy Program Standard & TPEs – Multiple Subject & Single Subject, p. 8).

Multiple subject placements: Candidates should be placed in self-contained elementary grade classrooms. Placements with some student rotation or sharing will be considered, but a departmentalized (full rotation) placement is not conducive to candidate success. Classes with a combination of grade levels will be considered. Candidates will typically complete both a primary grade (TK- grade 3) and upper grade (grades 4-6) placement. Candidates completing clinical practice via employment may complete both placements at one level; note that a primary grade placement is recommended.

The program provides supervised, guided practice in clinical settings that allow candidates to provide comprehensive literacy instruction, including initial or supplemental foundational skills instruction at beginning levels of reading (i.e., before children have typically developed fluency in decoding). (Literacy Program Standard & TPEs – Multiple Subject & Single Subject, p. 4).

Single subject placements: Candidates should be placed in one department, ideally with one full-time mentor teacher (teaching a minimum four periods) with no more than two preparations. Placements may be split between mentor teachers (no more than two). Candidates will complete both a high school and junior high placement. Candidates completing clinical practice via employment may complete both placements at one level.

The program provides opportunities for credential candidates to learn to recognize and advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression. Candidates also learn to identify students with potential reading and writing difficulties that may be affecting students' progress in the specific subject area. Candidates learn to collaborate with other teachers, specialists, and administrators from the school to determine and provide viable accommodations and initiate needed specialist referrals. (Literacy Program Standard & TPEs – Multiple Subject & Single Subject, p. 4).

PLACEMENT CALENDAR & HOURS

	Fall Fieldwork (180 hours)		Spring Student Teaching (560 hours)	
Multiple Subject	<i>Primary Grade (TK - grade 3) 8 weeks (orientation/work days + first 7 weeks of school) (90 hours)</i>	<i>Upper Grade (grades 4 – 6) 8 weeks (90 hours)</i>	<i>Upper Grade (grades 4 – 6) 8 weeks (280 hours)</i>	<i>Primary Grade (TK – grade 3) 8 weeks (280 hours)</i>
Single Subject	<i>High School or Jr High 8 weeks (orientation/work days + first 7 weeks of school) (90 hours)</i>	<i>High School or Jr High 8 weeks (90 hours)</i>	<i>Jr High 8 weeks (280 hours)</i>	<i>High School 8 weeks (280 hours)</i>

Calendar. Candidates will observe school district holidays. Reminder: the TMU Credential Programs do NOT follow the TMU undergraduate calendar.

Prioritization. A candidate's K-12 classroom or clinical experience is the most significant component of their credential program. Candidates should always do their best, but in this component of their preparation, it is imperative that they demonstrate professionalism, enthusiasm, and reliability. Thus, candidates must make clinical practice responsibilities a top priority during the program.

Placement Hours. Candidates must arrive on time (if not early) at their placement as scheduled. They should not leave until all necessary preparations for the next day have been completed. Mentor teachers should notify the program if a candidate is late more than once. This is especially crucial during Spring student teaching, when it is expected that candidates will arrive at school with or before the mentor teacher and leave school with or after the mentor teacher.

Fall Fieldwork placement hours:

- **Multiple Subject:** Candidates will follow a schedule of regular, consistent fieldwork hours, centered on classroom instruction. PD or other staff meetings, conferences, etc. may also count toward fieldwork hours. Minimum total hours per placement: 90. The typical schedule is Monday-Thursday in a morning block of 3 instructional hours from the start of the school day. Note that the first Fall fieldwork placement starts the week before school begins, so it will be crucial that candidates attend PD/staff meetings that week to ensure candidates reach at least 90 hours for that placement.
- **Single Subject:** Candidates will follow a schedule of regular, consistent fieldwork hours, centered on classroom instruction. PD or other staff meetings, conferences, etc. may

also count toward fieldwork hours. Minimum total hours per placement: 90. Schedule will vary depending on mentor teacher schedule, but typical schedule is Monday-Thursday. Note that the first Fall fieldwork placement starts the week before school begins, so it will be crucial that candidates attend PD/staff meetings that week to ensure candidates reach at least 90 hours for that placement.

Spring Student Teaching placement hours:

Start of contractual school day until end of contractual school day (full day), Monday – Friday. However, it is expected that candidates will not leave the school site until fully prepared for the following day. Candidate attendance at staff meetings, PD, and any other teacher events is required. Minimum total hours per 8-week placement (based on 35 hours/week): 280, for a minimum total of 560 hours for the semester.

Total minimum clinical practice hours in the program: 740 (180 Fall semester + 560 Spring semester).

THE ROLE OF THE SITE ADMINISTRATOR

The site administrator (principal) is a valuable partner, setting the tone for the interactions between the program and the school. It is important that the principal:

- Demonstrate commitment to and value TMU students' (candidates') contributions to the classroom.
- Participate in the selection of willing mentor teachers who are qualified to serve as excellent teaching models.
- Meet candidates and help orient them to the school personnel, resources, and facilities as needed.
- Promptly notify TMU if a candidate's placement needs to be terminated or changed for any reason.
- If possible, observe and evaluate a candidate's lesson at least once during a Spring student teaching placement.

MENTOR TEACHER QUALIFICATIONS

A candidate's K-12 classroom or clinical experience is considered to be the most significant component of their credential program. The mentor teacher is a key influence in the candidate's professional development.

Per the CTC Program Standards, mentor teachers must meet the following criteria:

- Hold a valid Clear Teaching Credential (including EL authorization) for their assigned subject(s) and grade level.
- Have a minimum of three years of K-12 teaching experience in the appropriate subject area and grade level.
- Be acceptable to both the district and the university, having demonstrated exemplary teaching practices, and remaining current in the knowledge and skills related to teaching.
- Demonstrate skill in observation and coaching techniques.
- Give candidates support and guidance at a minimum of 5 hours per week during Spring student teaching.

- Relinquish control of the class or classes to the candidate following a “gradual release” model or progression of responsibilities.
- Participate in 10 hours of initial orientation, including professional development and training in supervision, adult learning theory, and coaching.
- Have a schedule that permits regular observation, supervision, and feedback for the student teacher.

MENTOR TEACHER STIPEND

A stipend will be paid to the mentor teacher for each completed placement, with additional stipend for each orientation attended. The program follows each district's procedures for disbursing stipends.

MENTOR TEACHER AND CANDIDATE RESPONSIBILITIES

The well-being and success of the K-12 students is the first priority of mentor teachers and candidates.

Mentor teachers and candidates must be willing to assume responsibility for the activities described in the sections that follow.

Mentor Teacher-Candidate Relationship. The mentor teacher should have high expectations for the candidate, balanced with the understanding that learning to teach is a developmental process. The mentor teacher should view the candidate as a “teacher in process” and expect that the candidate may make some mistakes. Mistakes provide opportunities for the mentor teacher and candidate to talk together about effective teaching techniques.

Mentor teachers should give candidates latitude to try new ideas but discuss any anticipated problems and solutions in advance. Mentor teachers need to give candidates direction but should allow them space to try rather than undermine their authority in front of the class, unless the safety or well-being of the students is at stake.

Candidates should view themselves as learners. They are expected to be competent, but not perfect. They should ask for, and willingly accept, constructive criticism. They should act on suggestions from the mentor teacher, university supervisor, or school administrator and make appropriate changes to their practices as a result.

Candidates should always treat the mentor teacher with the greatest respect. Mentor teachers are giving their time and opening their classrooms to help candidates become effective beginning teachers; mentor teachers are not obligated to accept candidates but do so out of service to the profession. Candidates should remember that the mentor teacher is always ultimately in charge of the classroom.

School Site Orientation. Candidates should seek to become part of the school site community. They should greet and thank office personnel, campus supervisors, and custodial staff. Candidates may join the teachers in the staff lounge or lunch room.

The mentor teacher should orient the candidate to the school site, the classroom, and the staff prior to or at the beginning of Fall placements. Orientation should include such details as teacher arrival and departure time, office check in/out procedure, special supervisory duties in halls and playground/campus, safety drills, and reporting student illnesses or accidents.

At the school site, candidates should refer to themselves as “teacher candidates from The Master’s University.” The mentor teacher should introduce the candidate to school staff and students, referring to the candidate as a “teacher candidate from The Master’s University.”

Candidates should ask the mentor teacher for curricular materials, and any other relevant materials (e.g. seating charts) and/or documents (e.g. student interest surveys, test scores, IEP or EL status) that will enable the candidate to get to know the students.

The mentor teacher should provide a place in the classroom for the candidate to put personal belongings and materials.

School Site Activities.

In Fall Fieldwork, besides fully participating in classroom activities, candidates should take the initiative to participate in other school activities to the greatest extent possible. These could include staff meetings, in-service training/professional development, and student performances. Candidates will attend Back-to-School Night in Fall and should be introduced to parents.

In Spring Student Teaching, candidates are expected to attend and (if appropriate) participate in staff meetings, grade-level or department planning, parent conferences, Open House, and student study teams/IEP meetings.

Mentor Teacher in the Classroom. The mentor teacher should be prepared to remain in the classroom until the candidate is deemed prepared to assume full responsibility for the class. The candidate will need to observe how the mentor teacher teaches and manages students, particularly in the Fall. The mentor teacher will need to observe the candidate teaching and to give feedback.

CO-TEACHING AS A MODEL FOR CLINICAL PRACTICE

From the beginning of the program (Fall semester), the candidate and mentor teacher should work toward implementing a co-teaching model, in which both work together with students, sharing in the planning, organization, delivery, and assessment of instruction. Though this arrangement is a partnership, the mentor teacher is still responsible for content, implementation, and management, and is the final authority in the classroom.

6 Approaches to Co-Teaching. Co-Teaching forms the philosophical basis for clinical practice. The following are examples of possible activities in a co-teaching model.

1. One teach, one observe – one teaches (modeling), and the other documents and analyzes examples of exemplary teaching practice and the resulting student learning.
2. One teach, one assist – one teaches, while the other circulates and provides assistance to students.

3. Parallel teaching – the class is divided into two groups, and both teach the same content simultaneously.
4. Station teaching – the class is divided into three (or more) rotating groups, and mentor teacher and candidate are responsible for teaching a specific portion of content at a station (station one and two), with the other station(s) being independent or other work.
5. Alternative teaching – one teaches the larger group, while the other works with a targeted smaller group (intervention or differentiation of content).
6. Team teaching – both deliver instruction to the class (tag-team or duo teaching).

Progression of Responsibility. In the beginning (Fall), the mentor teacher will model the responsibilities of teaching, gradually bringing the candidate alongside, as in a partnership. The mentor teacher and candidate should plan an overall schedule for Fall Fieldwork that allows the candidate to begin to take on some teaching responsibilities.

Lesson Plans. The mentor teacher **must** require written lesson plans from the candidate for any lesson the candidate will be teaching and should evaluate the plans prior to the time the lesson is taught. Candidates will use the TMU lesson plan forms for all planning, unless the district has a preferred or required lesson plan form. This is particularly important early in the process of transitioning the candidate into teaching responsibilities.

Video Recording. Candidates will need to video record themselves teaching in the classroom for coursework and/or teaching performance assessment purposes both in Fall and in Spring. The candidate will arrange for the video recording and will confirm or secure appropriate written permissions in advance. Candidates may not post or share any such video recordings, except to the TMU learning management system or to the CTC-approved site for the required Teaching Performance Assessments (TPAs).

Teaching Performance Assessment Cycles. As stated earlier in this handbook, TMU utilizes the CalTPA model of Teaching Performance Assessments. Candidates will complete one practice TPA cycle in the Fall semester, and two official TPA cycles in the Spring. Mentor teachers may be one of the sources of information for candidates as they complete any assigned TPA cycles. Candidates may need to have access to student records to complete assigned cycles. Candidates are responsible for orienting mentor teachers to the schedule of cycles, particularly as they impact the classroom. Mentor teachers are not involved in the evaluation of the TPA cycles, which are evaluated and scored by outside, trained assessors. Like other colleagues, mentor teachers can help candidates with the TPA by asking clarifying questions and giving general advice.

Grades. Mentor teachers should orient candidates to their grading philosophy and system. A candidate who is given responsibility to plan, assign, and evaluate student work should *propose* grades for each student. The mentor teacher should review and as necessary discuss these grades with the candidate to ensure that they are fair and justifiable. Mentor teachers may or may not choose to use these grades at their discretion. Mentor teachers should orient candidates to specific grading and report card procedures.

CANDIDATE ACTIVITIES - FALL FIELDWORK PLACEMENTS

Before school begins, candidates will:

- Assist the mentor teacher(s) with room/class set-up
- Attend district, school, and/or department meetings (orientations, staff PD, etc.)

When school begins, candidates will:

- Observe the mentor teacher modeling instruction
- Keep notes and complete selected course assignments involving working with students (fieldwork reports, etc.)
- Assist mentor teacher with planning as able and discuss lesson decisions, management, and assessment
- Work with small groups or individual students (intervention)
- Assist mentor teacher with part or all of whole class lesson implementation (set up, deliver instructions, teach content, circulate, etc.)

Special activities:

- Candidates will attend at least one Back-to-School Night
- If possible, candidates will attend staff meetings, IEP meetings, parent conferences, PD sessions, or other "teacher meetings."

KEY ACTIVITIES:

First Fall placement:

Candidates will:

- Plan, teach, and video-record a mini-unit of at least four lessons to the whole class or group of students:
 - Multiple Subject: foundational reading skills & other ELA framework themes
 - Single Subject: appropriate content for the subject area

Second Fall placement:

Candidates will:

- Plan, teach, and video-record two to four lessons to the whole class (or group) for Practice TPA Cycle 1
 - Multiple Subject: math
 - Single Subject: appropriate content for the subject area
- Plan unit(s) of instruction for implementation in the first Spring student teaching placement

Candidates are responsible for keeping their assigned professor informed of their schedule and type of teaching activities, and any problems they are experiencing. Mentor teachers are asked to report any concerns promptly to the program.

CANDIDATE ACTIVITIES - SPRING STUDENT TEACHING PLACEMENTS

During Spring Student Teaching, the candidate's responsibilities will be structured so that responsibility for teaching, planning, and assessing shifts from the mentor teacher to candidate. Rather than a sink-or-swim approach, this progression of responsibility follows Fisher and Frey's Gradual Release of Responsibility model.

Candidates will:

- Work out a schedule (progression of responsibility) with the mentor teacher, ideally at the November Orientation to Student Teaching meeting
- Assist mentor teacher by planning for the placement weeks (and beyond as appropriate) per the agreed-upon schedule
- Coordinate with their University Supervisor for a minimum of 5 observations per Spring Student Teaching placement
- Submit a Weekly Overview of Lessons to TMU a week in advance, after reviewing with the mentor teacher
- Gradually assume more and more teaching duties, adding subjects or sections in structured order per the agreed-upon progression of responsibility
- Assume full or majority of responsibility of the duties of teaching for the last four weeks of each placement per the agreed-upon progression of responsibility

KEY ACTIVITIES: Candidates will:

- Video-record themselves teaching at various times during Spring Student Teaching to complete required Teaching Performance Assessments (TPAs)
- Participate in weekly planning meetings with mentor teacher, as part of weekly minimum required hours of support provided by mentor teacher (5 hours per week)

Note: Lack of acceptably prepared lesson plans on **three occasions** during a Spring student teaching placement may result in failure of that placement.

Candidates will provide a written copy of lesson plans to their University Supervisor in advance for all scheduled observations. The supervisor may ask to see all of the candidate's prepared lesson plans at any observation.

Candidates are responsible for keeping their University Supervisor informed of their schedule and type of teaching activities, and any problems they are experiencing. Mentor teachers should report any issues or concerns promptly to the University Supervisor.

CANDIDATE EVALUATIONS

Evaluations by Mentor Teachers. The mentor teacher needs to provide frequent, regular, detailed, constructive feedback to the candidate. This can be oral, but there should also be written feedback on lesson plans (especially important on a regular basis during Spring student teaching). Any concerns should be immediately addressed with the candidate and communicated with the program. The university supervisor will also seek weekly feedback from the mentor teacher on the candidate's progress during Spring student teaching.

Mentor teachers will formally evaluate candidates according to the following schedule:

<i>Fall Fieldwork Placements</i>	<i>Spring Student Teaching Placements</i>
• Mid-term evaluation (end of week 4) • Final evaluation (end of week 8)	• Mid-term evaluation (end of week 4) • Final evaluation (end of week 8)

All evaluations will be completed on TaskStream and should be reviewed with the candidate prior to submission. Mentor teachers will also discuss evaluations with program representatives (assigned professors or university supervisors) as warranted. The evaluation forms become part of the candidate's record. Please see the appendix for a copy of the Spring student teaching evaluation form with rubrics to be used and note the alignment with the 7 TPEs.

The mid-term evaluation is meant to help the candidate see areas of strength and weakness and also alert the candidate and the program to areas where the candidate has not yet demonstrated acceptable levels of competence. Any necessary improvements for the remaining weeks of the placement will be identified, and, if necessary, an improvement plan will be created (see below). It should be noted that some issues may not occur or be apparent until the candidate assumes more responsibility, so earning a successful mid-term evaluation by the mentor teacher does not guarantee the candidate will pass the final evaluation.

Evaluations by University Supervisor. In the Spring student teaching semester, the university supervisor will formally observe the candidate approximately once per week for at least **five** observations in each of the two placements (for a minimum total of **10** per semester). Prior to the visit, the university supervisor will review the lesson plan(s) prepared by the candidate. During the lesson, the university supervisor will fill out an observation report, which has a rating scale for a variety of specific criteria related to the TPEs, and space to indicate activities, observations and suggestions. The form is used during the candidate feedback conference held immediately following the lesson or at the end of the school day. During the conference, the candidate will also self-evaluate the lesson. The supervisor will ask questions to help the candidate think more deeply and elaborate more fully on the lesson reflection. A copy of the report becomes part of the candidate's record. The university supervisor will also confer with the mentor teacher on the candidate's progress.

Also during the Spring student teaching semester, the university supervisor will complete a mid-term evaluation of the candidate during each placement. This is to alert the candidate of ways he or she needs to improve. It should be noted that some issues in teaching may not

occur or be apparent until the candidate assumes more responsibility, so earning a successful mid-term evaluation by the supervisor does not guarantee the candidate will pass the final evaluation.

The supervisor will complete a final evaluation of the candidate at the end of each Spring student teaching placement. The evaluation will be reviewed with the candidate prior to submission. All evaluation forms become part of the candidate's record.

Candidate Self-Evaluation. Candidates will complete a self-evaluation at the mid-term and final week of each Spring student teaching placement.

Candidate Improvement Plan. Every effort will be made to help candidates be successful in all clinical practice placements. If the program faculty, mentor teacher, or university supervisor observe weaknesses in candidate performance, they will first address those directly with the candidate; if no improvement is noted, the mentor teacher and/or university supervisor should contact the program so a Candidate Improvement Plan can be created. The candidate is expected to fulfill the terms and conditions of the plan to be retained in the program. If candidate performance does not improve to an acceptable level, candidates may withdraw from the program, or may be given a failing evaluation, which may result in a failing course grade and dismissal from the program. The program will determine what would best help the candidate be successful in the placement at its discretion.

In some cases, as part of the improvement plan, the candidate may be moved to another placement, or the placement may be extended beyond the scheduled time (with mentor teacher consent), or a third placement in a subsequent semester may be required at candidate expense.

As a reminder, the mentor teacher, supervisor, and/or candidate must report any issues or problems in clinical practice to the program as soon as they occur.

Failing a Final Evaluation. If a candidate earns a failing final evaluation for any clinical practice placement, with or without a Candidate Improvement Plan, they are subject to failure of the relevant course and/or dismissal from the program.

Evaluation Discrepancies – Spring Student Teaching. The program will review the university supervisor's and mentor teacher's midterm evaluations of the candidate and will work with all to eliminate any discrepancies. If needed, the program will arrange a conference between a program representative, the candidate, the university supervisor, and the mentor teacher to attempt to come to an agreement regarding the candidate's progress.

The program will also review the supervisor's and mentor teacher's final evaluations. In rare cases where the mentor teacher final evaluation and the university supervisor final evaluation are not aligned (including having different final outcomes of candidate pass or fail), the program will determine the final outcome of the evaluation (candidate pass or fail).

INDIVIDUAL DEVELOPMENT PLAN (IDP)

Candidates are required to participate with university faculty to create an Individual Development Plan (IDP) at the end of their program. This plan will be used as the candidate develops a plan for Induction and will be based on the candidate's demonstrated strengths and areas of improvement related to the TPEs as evidenced by evaluations (final evaluations by the mentor teacher and the university supervisor, and candidate self-evaluations) and other evidence, such as assignments in coursework. Candidates are free to seek advice from mentor teachers, program faculty, and the university supervisor when working on their IDP.

CANDIDATE POLICIES FOR CLINICAL PRACTICE

Absences. Illness or other emergencies are the only acceptable reasons for candidate absence from a placement. When candidates are ill they should contact the mentor teacher immediately. Candidates must send any lesson plans and materials for which they are responsible to the mentor teacher before the start of the school day. Candidates should contact the program and (in Spring student teaching) their university supervisor by telephone or email before the absence if possible, but definitely the morning of the absence. Mentor teachers should report any noticed pattern of absences to the program or university supervisor.

Because teaching experience cannot be gained without being in the classroom, candidates who are absent the equivalent of **more than three days** during a placement may be required to extend their placement for longer than originally scheduled, or to complete an additional placement in a subsequent semester or year at their own expense. This is especially crucial in the Spring semester. The TMU credential program will determine whether a placement must be extended because of absence at its sole discretion. Any placement extensions will only be granted with consent of the mentor teacher.

Visitors to the Classroom. Candidates are professionals in training. It is not appropriate for candidates' friends or family to visit their placement classroom.

School Disruption. If an event occurs which results in school disruption (e.g. a lock down, power outage, or evacuation), candidates should notify the program (credential analyst or administrative assistant or faculty member or university supervisor) as soon as it is safe to do so. In the event of a teacher strike or any type of protest, candidates will not report to the school site and will not participate.

GRADES FOR CLINICAL PRACTICE

Fall Semester. ED510 or ED540: Grades. Fall clinical practice hours (fieldwork) may be tracked through ED510 (multiple subject) or ED540 (single subject). Successful completion of fieldwork hours may factor into the letter grade for those classes. (In addition, other courses in the program will require assignments that need to be completed in fieldwork, which will

count toward the grades for those courses.) **Failure to complete the required fieldwork hours and/or an unsatisfactory evaluation by a mentor teacher may result in the candidate being dismissed from the program.** In addition, failure to complete fieldwork hours may result in a non-passing grade in ED510 or ED540 (below B-), which would require the course to be repeated, and may disqualify the candidate from continuing in the program. Candidates are required to upload a fieldwork log of hours for each placement to TaskStream.

Spring Semester: ED581 & ED582 or ED591 & ED592: Credit (CR)/No Credit (NC). ED581 & ED582 (multiple subject), and ED591 & ED592 (single subject), are the courses that correspond to Spring student teaching placements. For each course, the candidate will earn either a final grade of “credit” or “no credit”. **Failure to complete the required student teaching hours and/or an unsatisfactory evaluation by a mentor teacher may result in the candidate being dismissed from the program.**

Occasionally, in spite of assistance and intervention, candidate evaluations will reveal that a candidate will be unable to be successful in student teaching and a grade of “no credit” will be earned in ED581, ED582, ED591 or ED592. If a candidate earns a “no credit” in ED581 or ED591, they may not be eligible to continue on to take ED582 or ED592 and may be dismissed from the program.

The program is responsible for determining the final grade for each course but does so only after consultation with mentor teachers and the university supervisor(s) who have been involved in the candidate’s progress. The supporting documentation for the final grade may include:

- Weekly supervisor observation forms
- Any notes from conferences which may have occurred between mentor teacher, university supervisor, university faculty, and candidate
- Mid-term and Final Evaluation Forms

SOURCES OF HELP DURING CLINICAL PRACTICE

Candidates who need help should actively seek it. They should initiate communication with the mentor teachers, professors, and/or the university supervisor.

- Questions about instruction should be directed to the mentor teacher.
- Questions about the clinical practice experience, lesson plans, and/or expectations should be directed to the program professor or university supervisor.
- Difficulties with mentor teachers should be addressed immediately and professionally with the mentor teacher. If the candidate feels he/she needs guidance in doing this, the candidate should discuss the problem with the university supervisor or program professor.
- Difficulties with the university supervisor should be addressed immediately and professionally with the university supervisor. If not resolved, the candidate should contact the program professor. If that professor is the university supervisor, the candidate should contact the dean.

EVALUATION OF CLINICAL PRACTICE EXPERIENCES

Candidates will be given opportunity to evaluate the effectiveness of their placement circumstances (mentor teacher and school site), university supervisor support, and their own learning as a result of their placement experiences. This information is considered when evaluating the programs' suite of clinical practices experiences.

APPENDIX

Student Teaching Evaluation Form Rubrics:

	Emerging - 1	Developing - 2	Applying – 3	Innovating – 4
TPE1: Engaging And Supporting All Students in Learning	Aware of curriculum and instructional practices to support understanding and engage students in learning	Uses some instructional practices to teach curriculum and support student understanding and engagement	Uses a variety of instructional practices selected to improve student understanding and engagement	Designs and implements curriculum with multiple and varied instructional practices to support and promote high levels of student understanding and engagement

Beginning teachers:

1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

Evidence to Support Score:

	Emerging - 1	Developing - 2	Applying – 3	Innovating – 4
TPE 2: Creating and Maintaining Effective Environments for Student Learning	Aware of importance of building a positive learning environment	Begins the development of a respectful learning environment focused on student achievement	Maintains a respectful and supportive learning environment in which all students can achieve	Facilitates a learning environment that is respectful, rigorous, and responsive in advancing student achievement

Beginning teachers:

1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

Evidence to Support Score:

	Emerging - 1	Developing - 2	Applying – 3	Innovating – 4
TPE 3: Understanding and Organizing Subject Matter for Student Learning	Aware of discrete teaching skills and grade-level content	Demonstrates some knowledge of related elements of effective instruction, learning goals, assessments, and content	Utilizes knowledge of standards and students to make connections between elements of effective instruction, learning goals, assessments, and content standards	Articulates and applies in-depth knowledge of standards and students to interconnect effective instruction, learning goals, and assessment within and across content areas

Beginning teachers:

1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.
4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.
8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

Evidence to Support Score:

	Emerging - 1	Developing - 2	Applying – 3	Innovating – 4
TPE 4: Planning Instruction and Designing Learning Experiences for All Students	Aware of need to plan lessons using available curriculum and resources	Plans lessons using expanded understanding of students, curriculum, related materials, and assessments	Plans differentiated instruction using a variety of strategies and curriculum resources, informed by assessments	Plans effective instruction utilizing a repertoire of instructional practices to differentiate, informed by ongoing assessments

Beginning teachers:

1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:

- appropriate use of instructional technology, including assistive technology;
 - applying principles of UDL and MTSS;
 - use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
 - appropriate modifications for students with disabilities in the general education classroom;
 - opportunities for students to support each other in learning; and
 - use of community resources and services as applicable.
5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning

Evidence to Support Score:

	Emerging - 1	Developing - 2	Applying – 3	Innovating – 4
TPE 5: Assessing Students in Learning	Aware of need for assessments and includes them in plans	Begins to use assessments to understand student learning and support instructional planning	Utilizes a variety of assessments that provide targeted data on student learning to guide instructional planning	Develops, adapts, and integrates assessments into instruction that provide ongoing data to guide planning differentiated instruction matched to assessed student needs

Beginning teachers:

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

Evidence to Support Score:

	Emerging - 1	Developing - 2	Applying – 3	Innovating – 4
TPE 6: Developing as a Professional Educator	Aware of need to work with colleagues and others to reflect on and improve teaching practice	Occasionally collaborates with colleagues and others to reflect on ways to improve teaching practice	Collaborates and reflects regularly with colleagues and others and integrates information to improve teaching practice	Engages in a collaborative learning community as a habit of practice to improve teaching practice and raise student achievement

Beginning teachers:

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

Evidence to Support Score:

	Emerging - 1	Developing - 2	Applying – 3	Innovating – 4
TPE 7: Effective Literacy Instruction for All Students	Aware of components of evidence-based literacy instruction	Occasionally includes components of evidence-based literacy instruction in planning and practice	Regularly includes components of evidence-based literacy instruction in planning and practice	Systematically engages in evidence-based literacy instruction as a habit of planning and practice

Beginning teachers:

1. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.
2. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California’s Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).
3. Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students’ cultures, languages, dialects, and home communities. Promote students’ literacy development in languages other than English in multilingual (dual language and bilingual education) programs.
4. Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students’ age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on

students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.

5. **Foundational Skills:** Multiple Subject Candidates: Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Multiple Subject and Single Subject English Candidates: Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Multiple Subject and Single Subject Candidates: Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.
6. **Meaning Making:** Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.
7. **Language Development.** Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.
8. **Effective Expression.** Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.
9. **Content Knowledge.** Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.
10. **Multiple Subject and Single Subject English Candidates:** Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.⁸ Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students.⁹ If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.
11. **Multiple Subject and Single Subject Candidates:** Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes

both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

Evidence to Support Score: