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CALIFORNIA STATE UNIVERSITY
BAKERSFIELD™
School of Social Sciences and Education

Department of Teacher Education
Multiple Subject and Single Subject Credential
Program Handbook
2024-2025

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Foreword

Dear Teacher Candidate,

We welcome you to our Teacher Education Programs at CSU Bakersfield. Thank you for making us your “university of choice!” CSU Bakersfield is accredited by the Western Association of Schools and Colleges (WASC) and the California Commission on Teacher Credentialing (CCTC).

We seek to provide you with an opportunity to become a highly effective professional within the K-12 field of education. Our highly qualified faculty and staff will assist you throughout the process of becoming a credentialed teacher. Our program is rigorous, attainable, and highly regarded by administrators in the field. We are here to assist you through your journey, so please do not hesitate to contact us for information to make your experience a rewarding one. We look forward to working with you and wish you success here at CSU Bakersfield!

Sincerely,

CSU Bakersfield Teacher Education Department

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Mission and Vision

CSUB Teacher Education Department Mission Statement

Our mission is to prepare educator advocates who are leaders in their communities and invested in developing students as capable and compassionate change-agents.

CSUB Teacher Education Department Vision Statement

Our vision is that all schools will have transformational educators who prepare and inspire students to create more just, inclusive, and informed communities.

Program Goals and Expectations

Program Goals

1. To empower candidates through a solid knowledge base for reflective decision making and other educational tasks.
2. To promote understanding about the contemporary role of teaching profession and the organizational system of schools.
3. To help candidates implement culturally responsive pedagogy through effective instructional strategies to facilitate learning.
4. To foster the development of educators who engage in inquires-based learning and teaching.
5. To enhance an understanding of the human growth and development and cultivate an appreciation for cultural differences and global perspectives.
6. To integrate appropriate technology and utilize various communication skills effectively.
7. To encourage literacy acquisition at all levels of the K-12 experience through a focus on meaning making, language development, and effective expression.

Teacher Performance Expectations*

Teacher candidates will leave the program being able to:

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning
3. Understand and organize subject matter for student learning
4. Plan instruction and design learning experiences for all students
5. Assess student learning
6. Develop as a professional educator
7. Provide effective literacy instruction for all students

*Beginning Fall 2024, all candidates will be required to [meet TPE 7: Effective Literacy Instruction](#) for all students. During clinical practice, university supervisors will observe how well candidates perform across all TPE's including TPE 7 and its overarching pillars: Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge. Supervisors will complete an observation form and debrief with candidates to ensure that all TPEs, including elements of the new TPE 7 are all addressed and met. Please see appendix for link to full discussion about TPE 7.

Introduction

The purpose of this handbook is to provide the necessary information to obtain a preliminary Multiple Subject or Single Subject teaching credential at CSU Bakersfield. The credential programs follow the guidelines as outlined by the State of California, The California Commission on Teacher Education, The California State University (CSU), CSU Bakersfield, and the policies of CSU Bakersfield's Teacher Education Department. The policies and requirements outlined in this handbook are subject to change to align with any adjustments that the guiding agencies of the Multiple Subject or Single Subject Credential programs may institute.

Applicants to the credential program are required to view or attend an information session which will explain the application process. Upon applying to the credential program, the Applicant acknowledges their understanding of the application process, and that eligibility is not a guarantee of admission to the credential program. The Applicant also acknowledges that if admitted to a credential program it does not guarantee recommendation for a California teaching credential.

Candidates who receive admission to the credential program are required to attend an orientation meeting. New Candidates will be informed of the date and time of their orientation with official confirmation of their admittance into a credential program. During the orientation meeting new candidates will learn about the requirements of the program and applying for their preliminary credential at the end of their program.

Candidates are encouraged to review and understand the policies within this handbook and the University's policies and regulations relating to their post-Baccalaureate studies which are located in the CSU Bakersfield [Catalog](#)

Program Policies

Application and Admission

California State University, Bakersfield is committed to Equal Opportunity for Students. Applicants will be considered regardless of age, disability, gender, genetic information, gender identity or expression, nationality, marital status, race or ethnicity, religion, sexual orientation, and veteran or military status.

Applicants seeking admission to the Multiple Subject or Single Subject Teaching Credential program must meet specific admission requirements set forth by the university and by the teaching credential program. The Application process is explained in detail on CSUB's Teacher Education Department [Application and Admission Guidelines](#).

Application Evaluation Procedure and Standards

Applicants to the Multiple and Single Subject Programs will be evaluated based on: [California Code of Conduct \(Title 5\): CSU Executive Order 1077](#), [The California Teaching Performance Expectations](#), and CSUB Teacher Education Department Candidate Dispositions.

An applicant to the credential program will be evaluated by the campus in accordance with the evaluation procedures established by the campus which will involve the Teacher Education Faculty and requirements prescribed by the CSU Chancellor Office. The decision of the campus is final.

Note: Authority cited: Section 89030, Education Code. Reference: Section 89030, Education Code

Candidate Dispositions and Assessment

Candidates are to reflect the personality and character traits expected of professionals in

the field of education. These traits include but are not limited to content, pedagogical, professional knowledge, and skills necessary to help students learn.

Dispositions are integrated and assessed throughout the credential program. Applicants are introduced to the dispositions during the application process. Candidates are evaluated based on the dispositions in each course and reflect upon them during the program. This helps Candidates stay familiar with expectations and encourages reflection upon their own professional attitudes and behavior. The adopted dispositions of the Teacher Education Department at CSUB are:

Professional Collaboration – Candidates will participate in action-oriented collaboration that will enable them to learn from others and provide leadership in partnerships with all stakeholders.

Reflective Practitioner – Candidates are reflective lifelong learners who apply problem-solving and critical thinking strategies and the respectful appreciation of differing points of view.

Ethical Professional – Candidates actions are based on accepted professional standards of conduct and reflect insight and awareness with respect to diverse perspectives, opinions, obligations, and ethical responsibilities of the profession.

Student/Client Centered – Candidates throughout their program will prioritize the needs of the students/clients they serve by maintaining trusting relationships built upon caring, nurturing (respective) and meaningful interactions.

Professional Leader – Candidates throughout their program will be strong, determined, professional leaders with a clear instructional focus using effective communication skills and a willingness to take risks to ensure the advancement, safety, and welfare of all students in our communities.

Professional Competence – Candidates will maintain high programmatic outcomes that reflect research-based practices, principles of learning differentiation, and standards-based instructions.

Disposition Assessment Appeal Process

If a Candidate demonstrates a regular pattern of behavior that fails to meet the disposition standards, an improvement plan will be completed with the Candidate and placed in their file. The plan may allow the Candidate the opportunity to work on the identified disposition.

The appropriate Program Director and/or University Supervisor will discuss any disposition improvement and progress the Candidate has made before approving final clinical practice or application for a credential. Candidates who have not made improvement toward the disposition standard will not be allowed to complete final clinical practice and their enrollment in the program will be evaluated. A decision letter regarding their evaluation will be sent to the Candidate.

If a Candidate is disqualified from the credential program for dispositions, they may initiate an appeal in writing using the [Appeal of Academic Disqualification Form](#) within 21 days of notification of disqualification and send it to the appropriate Program Director. The Program Director will inform the Student Appeals Committee of the Candidate's Appeal. The Student Appeals Committee will review the appeal and make a recommendation. The School of Social Science and Education Dean will make a decision on the recommendation. The decision is final. No further appeal may be made.

CSUB Program Expectations

Dress Code

Teacher Candidates are to dress professionally. Candidates should be aware that dress can affect the way students respond to them in the classroom and that a Candidate may be removed from the classroom for inappropriate dress. Candidates should abide by the district/school dress code to adhere to their professional expectations.

Digital Professionalism

Candidates are not permitted to utilize technology in the classroom for activities other than an instructional tool. Candidates may not document any part of their Clinical Practice experience via social media and are encouraged to maintain a professional presence on

social media.

The Mentor/Cooperating Teacher/University Supervisor will notify the Program Director if technology is used inappropriately during school hours. Candidates who use technology during the academic day for activities other than student instruction will receive an improvement plan and possibly no credit or removal from their Clinical Practice.

Reporting Child Abuse

The state mandates that suspected child abuse be reported. You are required to take online mandated reporter training. Please visit the following address:

<https://mandatedreporter.ca.com/training/school-personnel> to complete the training if you have not already done so or if your certificate has expired. The certificate is valid for one year and must be current for all clinical practice. If you suspect child abuse in your classroom, talk to the cooperating teacher and designated school administrator responsible for reporting procedures.

Privacy of Personal Information-Confidential Records

Teacher Candidates must abide by prescribed confidentiality and privacy guidelines including pupils' records. Such records and information are to be held in strictest confidence under the Family Educational Rights and Privacy Act and the California Education Code and shall not be disclosed to third parties. Violation of these policies may result in immediate dismissal from the credential program.

Scholastic and Professional Expectations

Academic Integrity

Academic integrity violations include, but are not limited to, plagiarizing, cheating, providing unauthorized assistance, collaborating with other students without the approval of the instructor, using technology improperly, and falsifying university documents for the purpose of gaining an unfair academic advantage, improving a grade, or obtaining course credit. Academic Integrity violations are listed in the [Student Conduct Code](#) and the [University Handbook](#), and offenses listed below, but not limited to the following, are taken seriously.

Plagiarism is claiming the published or unpublished work of someone else as your own.

This includes handing in someone else's work; turning in copied or purchased compositions; using paragraphs, sentences, phrases, words, or ideas, including paraphrasing, written by another writer; or using data and/or statistics compiled by someone else as your own without giving appropriate credit to the original writer.

Plagiarism also includes using work submitted in another class without permission of the instructor.

Using Artificial Intelligence to complete an assignment or exam developed to assess your knowledge of a particular subject matter, idea, or concept or using it without the explicit permission of the instructor for the purpose of gaining an unfair academic advantage would also be considered a violation.

Please see the [Academic Integrity Policy](#) for graduate students.

Grade Point Average (GPA)

Post-Baccalaureate students must maintain a minimum grade point average (GPA) of 3.0. Candidates performing below this standard will be placed on Academic Notice. Failure to correct deficiencies may result in Academic Disqualification.

Course Grade

No grade below a "C" will be accepted. Any course that a grade below a "C" is received will have to be repeated.

Status/Completion Time Limit

Candidates who have been absent from their program without approved educational leave for more than one term is deemed inactive. A Candidate deemed inactive may be required to comply with any new program change and reapply for admission to the university/credential program.

Candidates should strive to complete their teacher credentialing requirements within 7 years of beginning their coursework. A course(s) may need to be repeated if the coursework is outside of the 7-year timeframe. This means the prerequisite courses should not be more than 5 years old when applying to the program. This will help keep the 7-year limit while finishing the credential program. A petition for an extension on coursework may be requested. Such requests are decided at the discretion of the Teacher Education Department, which will determine if the course still meets educational standards.

Technology/Internet

Candidates will need access to an electronic device and internet to complete some assignments and coursework. If you need to borrow an electronic device from CSUB, please contact the library to see what options are available for you.

Canvas

Some coursework will be completed using Canvas Learning Management Platform.

Candidates should ensure to back up work from each course as coursework will not be available after the end of the course.

Watermark/Livetext FEM

Candidates will need to purchase and use Watermark (Field Experience Edition) to submit assignments and clinical practice hours. Candidates should refer to their Watermark instructions from Clinical Practice Orientation when purchasing to ensure access to

required content.

Teacher Performance Assessment (TPA)

The Cal TPA is required by CTC for your credential. We provide a course to support you for each TPA. You are required to take the course and it will be a part of your program plan. The TPA instructors will provide timelines, expectations, and Pearson deadlines for you once you are enrolled in the course. Please work with your TPA instructor if you have any questions.

Updated TPA Policy (06/2024)

Candidates will be able to apply for a preliminary credential with an NC on their transcript for EDXX 4350 and/or EDXX 4360, although they must have taken the original course.

Candidates must submit evidence of successful completion of all relevant TPA exams, along with a course waiver to the credential analyst in their application process.

Due to the condensed time frame between Fall and Spring, candidates will be able to move on to TPA 2 and EDXX 4360 for the Spring semester without a passing TPA score if they have evidence of submission of TPA 1 at least two weeks prior to the start of Spring semester.

Candidates must show successful passage of TPA 1 to enroll in TPA 2 for the Fall semester. Candidates who meet the threshold for alternative assessment will enroll in the remediation course where they will receive guidelines about what needs to be added to their portfolios to meet the TPA requirements. The remediation instructor will evaluate the portfolios based upon CTC guidelines.

**CTC is currently piloting the Literacy Performance Assessment (LPA). This assessment incorporates elements of the RICA into one assessment cycle. Once this assessment is officially approved by CTC, the LPA will replace cycle 2 of the CalTPA.*

Dismissal Policy

The credential program provides opportunities for Candidates to develop foundational knowledge, professional skills, and dispositions. University faculty, coordinators, and supervisors make reasonable attempts to help Candidates develop these competencies. If

a Candidate is not developing the competencies required for recommendation for a credential, it may be necessary to take corrective action(s) as dictated by state, institutional, and departmental policies. If corrective action does not lead to necessary competencies, it may be deemed necessary to dismiss a Candidate from the credential program after due process is exhausted.

Accommodations for Students with Disabilities

Teacher Candidates who need accommodations for disabilities should provide instructors with their accommodation letter from Services for Students with Disabilities during instructor's office hours as soon as possible to discuss the specific accommodations needed for the Candidate. CSUB's accessibility policies and services are available at [Services with Students with Disabilities](#)

Program Information

Multiple Subject Credential Program

The Multiple Subject Credential Program prepares Teacher Candidates to teach in a self-contained classroom as generally found at elementary schools, such as seen in grades K-6.

The program is 50-52 units depending on the pathway of the Candidate.

Coursework required for the Multiple Subject Preliminary Credential is:

Foundation Stage (*Pre-program admission*)

EDTE 3000 - Introduction to Teaching

EDTE 3308 - Sociocultural Foundations in Education

EDTE 4100 - Teaching English Language Learners and Special Populations

EDTE 4200 - Technology for Educators

Stage 1 (*Must be admitted to the program*)

EDEL 5100 - Literacy and the Arts for Diverse Learners

EDEL 5200 - Math Methods and Assessment

EDEL 5300 - Classroom Management and Differentiated Instruction

EDTE 4350 - TPA Cycle One

EDEL 5800 or EDTE 5800 - Multiple Subject Clinical Practice or Intern/Resident Clinical Practice

Stage 2 (*Must be admitted to the program*)

EDEL 5400 - Interdisciplinary Studies

EDEL 5500 - Science Methods and Assessment

EDTE 4360 - TPA Cycle Two

EDEL 5810 or EDTE 5810 - Multiple Subject Final Clinical Practice or Intern/Resident Final Clinical Practice

Candidates should follow the education/program plan that was prepared with their program advisor and schedule appointment(s) for any updates needed to their education/program plan due to personal, academic, or professional changes.

All Candidates in Final Clinical Practice (5810) are required to complete and submit an Individual Development Plan (IDP) with their preliminary credential application. Candidates should provide their induction program with a copy of their IDP which University Supervisors will assist the Candidate in completing. The IDP must be reviewed and signed by all parties to be valid, the Candidate, Cooperating Teacher or Mentor, and University Supervisor.

Upon successful completion of their credential program, a Candidate should apply for their Multiple Subject Preliminary Credential. Requirements necessary to apply for their preliminary credential are found on the Credential Office Preliminary Credential Application webpage for [Multiple Subjects](#).

Single Subject Credential Program

The Single Subject Credential Program prepares Teacher Candidates to teach in a specific subject in departmentalized classes as generally found in middle schools and high schools, such as seen in grades 6-12. The program is 50-52 units depending on the pathway of the Candidate. Not all content areas are available at our Antelope Valley Campus so please inquire with an AV Admission Advisor, avted@csub.edu or (661) 952-5080.

Coursework required for the Single Subject Preliminary Credential is:

Foundation Stage (*Pre-program admission*)

EDTE 3000 - Introduction to Teaching

EDTE 3308 - Sociocultural Foundations in Education

EDTE 4100 - Teaching English Language Learners and Special Populations

EDTE 4200 - Technology for Educators

Stage 1 (*Must be admitted to the program*)

EDSE 5100 - Classroom Management and Differentiated Instruction

EDSE 5200-5280 - Methods of Teaching (one course)

EDSE 5200 – Math

EDSE 5210 – Science

EDSE 5220 - English

EDSE 5230 - Social Studies

EDSE 5240 - World Lang.

EDSE 5250 - Art/Music/PE
EDSE 5260 - Health Science/Ag.
EDSE 5270 - Industrial Tech Ed
EDSE 5280- Business
EDSE 5290-Dance

EDSE 5500 - Assessment for Single Subject Teachers

EDTE 4350 - TPA Cycle One

EDSE 5800 or EDTE 5810 - Single Subject Clinical Practice or Intern/Resident Clinical Practice

Stage 2 (*Must be admitted to the program*)

EDSE 5400 - Education Psychology

EDSE 5300 - Literacy Across the Curriculum

EDTE 4360 - TPA Cycle Two

EDSE 5810 or EDTE 5810 - Single Subject Final Clinical Practice or Intern/Resident Final Clinical Practice

Candidates should follow the education/program plan that was prepared with their program advisor and schedule appointment(s) for any updates needed to their education/program plan due to personal, academic, or professional changes.

All Candidates in Final Clinical Practice (5810) are required to complete and submit an Individual Development Plan (IDP) with their preliminary credential application. Candidates should provide their induction program with a copy of their IDP which University Supervisors will assist the Candidate in completing. The IDP must be reviewed and signed by all parties to be valid, the Candidate, Cooperating Teacher or Mentor, and University Supervisor.

Upon successful completion of their credential program, a Candidate should apply for their Single Subject Preliminary Credential. Requirements necessary to apply for their preliminary credential are found on the Credential Office Preliminary Credential Application webpage for [Single Subject](#)

Special Education Teachers working toward a Multiple or Single Subject Credential

Candidates possessing a special education preliminary or clear credential are required to

complete 150 hours of field work in a general education classroom for final clinical fieldwork.

Clinical Practice

Terminology

Clinical Practice—all fieldwork associated with the completion of a credential course or program requirement

Clinical Practice (5800)—fieldwork prior to student teaching associated with courses taken in the program. Candidates are placed for 20 days per term. Intern Teachers complete EDTE 5800 each term until they reach their final term in the program.

Final Clinical Practice (5810)—student teaching / co-teaching or Final Intern Teaching.

Traditional Teacher Candidate Placements

The CSUB (Clinical Practice Coordinator) makes all placements for clinical practice; candidates do not need to directly contact a teacher, school or district for a placement, however they may share potential placement contact information with the placement coordinator.

Candidates are placed based upon district collaborative selection; the district makes the final placement decision. Placement forms will be emailed to the students by the placement coordinator.

Main campus traditional candidates are required to submit the placement request form to the [box link](#) within two weeks of getting accepted to the TED Credential program. Antelope Valley campus traditional candidates are required to submit the placement request form to _____ within two weeks of getting accepted to the TED Credential program.

Continuing students must submit their placement form for a Fall semester placement by May 15th, and for a Spring semester placement by November 15th. If requests are

submitted late, the candidate may not be placed and may need to drop the course(s).

Clinical Practice (coursework) Candidate placements are generally completed and given to the candidates prior to the end of the 4th week of the term. The Clinical Practice Coordinator will communicate assignments to the candidates through email.

Clinical Practice Stage I (5800—see syllabus for full information)

20 full days of clinical practice during the term. Specific dates are determined by the candidate and cooperating teacher. Clinical practice begins when placed and is two days per week through week 15 of the term. Changes to the phase in schedule may occur based on the university calendar. Candidates may not complete more than 2 days per week during the term without written permission from the appropriate Program Director.

Multiple Subject candidates will be placed at a site for 20 days in either primary or upper elementary grades. Single-subject candidates will be placed for 20 full days in a classroom where the majority of the periods are in the candidate's content area.

Final Clinical Practice Stage II (5810—see syllabus for full information)

60 full days of clinical practice Monday through Friday (dates will be provided to candidates each term). Candidates completing coursework with their 5810 course complete all fieldwork within their student teaching or intern placement. Changes to the phase-in schedule may occur based on the university calendar.

All Candidates taking courses requiring placement for clinical practice must submit the *CSUB Attestation Form* prior to completing any video assignments.

Candidates will be supervised by a university supervisor and cooperating teacher during their Clinical Practice.

University Supervisors will meet face to face, via phone or video conferencing with candidates to discuss observation notes. Final evaluations will be completed collaboratively between the cooperating teacher and university supervisor. A three-way, face to face conference will be held to review the final evaluation and to possibly begin collaboratively working on the Transition to Induction plan. University Supervisors will complete 6 observation rubrics each semester and the final evaluation rubric in Watermark/LiveText FEM. University Supervisors will be responsible for ensuring all evaluations are logged into Watermark/LiveText within 24 hours of the conferences. Watermark/LiveText FEM will be the holder for official copies of the observations and final evaluations. It is recommended that candidates download digital copies of these records for their personal files.

Supervisor Visits

It is the responsibility of the Teacher Candidate to arrange for a chair for the University Supervisor during the Clinical Practice visits. This place may include the Clinical Practice Binder, or any other necessary hard copies of materials, and should not distract from instruction.

University Supervisors will observe the Teacher Candidate a minimum of six times. Both face to face and video observations will be used during the term. University Supervisors will do a combination of scheduled and unscheduled visits in order to get a true picture of what is happening in the classroom.

Two video observations are optional during the term for each teacher candidate. These video observations will be 5-7 minutes in length and will be assessed in Watermark FEM by the assigned university supervisor.

University Supervisors will meet face to face, via phone, or through video conference with candidates to discuss observation notes. Final evaluations will be completed collaboratively between the cooperating teacher and university supervisor. A three-way, face to face

conference will be held to review the final evaluation and to possibly begin collaboratively working on the Transition to Induction plan. University Supervisors will submit 6 observation rubrics along with the final evaluation rubric in Watermark/LiveText FEM each semester. University Supervisors will be responsible for ensuring all evaluations are logged into Watermark/LiveText within 24 hours of the conferences. Watermark/LiveText FEM will be the holder for official copies of the observations and final evaluations. It is recommended that candidates download digital copies of these records for their personal files.

Supervisor Guidelines

For interns, the first meeting should take place the first or second week of the term. Interns are to request their mentor attend this meeting to allow everyone to meet and start on a positive note.

If requested by the school or candidate, supervisors may videotape candidates for the purpose of course or TPA evaluation. These videos should be discussed and reviewed together.

For student teachers (co-teachers) the first observation should be scheduled the fifth week of the term and the last observation is to be scheduled no earlier than the 14th week. Using the Candidate Dispositions, TPEs and TPA-based rubrics/outcomes as a guide, University Supervisors will complete an observation form for each visit with the Teacher Candidate. The observation form should include positive comments as well as suggestions for improving planning, instruction and assessment. Alternative methods for instruction should be considered so the Teacher Candidate will reflect on the experience. Discuss the alternative instruction with the Cooperating Teacher. Do not ask Teacher Candidates to go against the Cooperating Teacher or school policies when determining instructional strategies. Record and submit your observations in Watermark FEM.

Phase-In Schedules

Phase in schedules for all programs and courses are available in the Teacher Education Clinical Practice Canvas course. If you need access in a different way, please email the Department Assistant for a digital copy of the phase-in schedule for your program and course.

Seminars

University Supervisors provide 4 (1.5 hour) seminars for the Clinical Practice and Intern Teacher Candidates. CSUB Interns must attend the Intern Orientation. All other Clinical Practice Teacher Candidates attend the Clinical Practice Orientation and the Triad Training seminar. All final stage Interns and Final Clinical Practice Candidates (5810) must attend the Induction seminar. Teacher Candidates must attend all seminars to receive credit for their clinical practice course. An improvement plan will be completed after the first missed seminar listing the make-up work requirement and due date.

Make-up work, equal in rigor, is required of interns and teacher candidates who do not attend the seminar. This make-up work is determined by the university supervisor and given to the candidate. Candidates are to return the completed work to their supervisor for grading. Incomplete or non-submission of make-up work will result in no credit for the clinical practice course.

Professional Development Days

If the district has Professional Development opportunities (e.g. Professional Learning Communities, staff meetings, conferences) check with the Cooperating Teacher or Administrator to determine if attendance is appropriate. Most districts welcome the participation of Teacher Candidates in professional development activities. If Teacher Candidates do not attend the Professional Development, then they must spend the time in

the classroom preparing for instruction.

Substituting During Final Clinical Practice

If a Teacher Candidate has an emergency substitute permit and is registered to substitute in the district in which they are completing final clinical practice, he or she may substitute in their final clinical practice classroom for a maximum of five days during the term.

The Teacher Candidate must obtain permission in advance from the Administrator of the school and their University Supervisor and have the appropriate paperwork completed at the district office. The Teacher Candidate should be paid for these days.

If the Teacher Candidate substitutes in another teacher's classroom, those days may not be counted toward the days required for full responsibility. If you have any questions about substitute teaching during clinical practice, please contact the program director.

Long-Term Substitute Policy (Teacher of Record)

At times, a teacher candidate may be offered the opportunity by a district to complete a long-term substitute assignment during the program. Candidates may accept these positions during the foundational stage and stage 1 as long as they are able to use the assignment to complete the required fieldwork for each course. Exceptions for coursework assignments due to a non-appropriate long-term position will not be made. Candidates must submit the Teacher of Record Request Form from the clinical placement coordinator the term prior to clinical practice. It is advisable that the candidate contact the Program Director before accepting the assignment to confirm it will meet CTC expectations.

Long term substitutes who are employed as the teacher of record wishing to use their current teaching assignment as part of the Final Clinical Practice (5810) must get approval from the CSUB Teacher Education Department to student teach as a long-term substitute

prior to registering for EDEL or EDSE 5810. If the accredited school is within the geographic area served by CSUB, the teacher at a school may request to enroll in one term of clinical practice and complete the required activities as the long-term substitute. CSUB provides a University Supervisor but does not guarantee a site cooperating teacher. The school will be responsible to ensure the candidate is supported by a qualified cooperating teacher. Long-term substitutes are required to complete all clinical practice requirements and are governed by the 5810 syllabus. The long-term substitute position must be for the expected duration of Final Clinical Practice course. If the long-term substitute position ends early or starts late, the candidate must have prior approval in writing from the principal and permanent teacher that states they can complete the Final Clinical Practice requirements in the same classroom with that teacher for the duration of the term. CSUB must have a copy of the permission prior to the beginning of the term. CSUB is not responsible for candidate employment; if the candidate loses the placement they will not be offered a university placement to complete the Final Clinical Practice and thus will receive no credit for that course.

The school must be accredited by WASC, the Western Association of Schools & Colleges, a 501(c) (3) organization that is recognized as one of six regional associations that accredit public and private schools, colleges, and universities in the United States. The school must have a current Memorandum of Understanding (MOU) with CSUB.

The multiple subject teacher candidate must teach in a self-contained K-6 classroom for the full school day and teach a minimum of three (3) core content areas (English and Math are required). The single subject teacher candidate must teach a full day in their content area with no more than one prep period. The candidate's assigned class must include at least one identified EL student and one identified special needs student with an IEP, 504 plan or GATE identification.

Teacher of Record (TOR): Private School Teachers, Long-term Substitutes, Pre-Intern

Permit (PIP) Candidates and Short-Term Staff Permit (STSP) Candidates

Private School teachers, Long-term substitutes, PIPs and STIPs must submit the *Teacher of Record Request* form prior to the beginning of the academic term. We must also have a copy of your employment contract on file in order to approve your placement.

Candidates working as a Teacher of Record must meet the department requirements for their employment to count as clinical practice. Candidates serving as the Teacher of Record must submit the CSUB Attestation Form prior to completing any video assignments. Failure to submit the required forms will result in no-credit for the course or courses enrolled in for the term. Candidates must enroll in the Canvas course: Teacher Education Clinical Practice.

CSUB Intern Teacher Candidates

Candidates admitted to the CSUB Intern credential program and working in their appropriate content area will complete all program clinical practice with their district assigned class. University Supervisors will submit observation forms and final evaluations to Watermark. Interns should complete the CSUB Attestation Form prior to completing any video assignments.

Mentor Responsibility with Interns

	TOTAL HOURS REQUIRED PER YEAR	INTERN & MENTOR COMBINED (Per Year)	UNIVERSITY (Per Year)	Intern & Mentor Combined (CSUB term)	University (CSUB term)
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General Support and Supervision	144	120	24	60	12
EL Specific Support and Supervision (if needed)	45	30	15	15	7.5
Total Support and Supervision Hours	189	150	39	75	19.5

Improvement Plans

Candidates who do not demonstrate proficiency in the Teaching Performance Expectations (TPEs) or Candidate Dispositions will receive no credit for Clinical Practice and will be required to repeat the course. Some Teacher Candidates may experience difficulty in planning, instructional practice, and/or classroom management. When a Cooperating Teacher, Administrator, or University Supervisor notices a Teacher Candidate is experiencing difficulty, s/he will discuss the issue with the candidate. If there is a lack of progress, an Improvement Plan will be initiated by the University Supervisor.

If a teacher candidate has not demonstrated adequate progress to complete Final Clinical Practice (traditional or non-traditional), the candidate will not receive credit for the course for that term. Candidates are allowed to repeat Clinical Practice a maximum of two times in different school settings if recommended by the improvement plan findings.

The candidate is not eligible to use substitute teaching in place of a traditional clinical

practice placement for the second course placement. The candidate is not Intern eligible.

If school district personnel formally request that a Teacher Candidate be removed from a clinical practice placement, the Credential programs faculty must immediately comply with this request. In these cases, candidates may be placed on probation or be dropped from the program

Individual Development Plan

All Interns and Final Clinical Practice (5810) candidates are required to complete and submit an Individual Development Plan with their preliminary credential application. The candidate is required to provide their Induction Program with a copy of this plan. University supervisors will support the candidate with the completion of the document. The document must be reviewed and signed by the cooperating teacher, university supervisor, and teacher candidate.

Applying for your Preliminary Multiple or Single Subject Credential

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1. Application forms and complete instructions are available online at <https://www.csub.edu/sse/credentials/preliminary-credential-requirements>
 2. Complete the credential application. Submit the application along with any additional requirements not already on file (see checklist in the application). Applications may be submitted to the online portal.
 3. Do not submit documents you have already submitted for your program file.
 4. It is recommended that you make a copy of your application documents for your records.

Credentialing Contact:

Gillermina Martinez credentialanalyst@csb.edu

Appendix

- [Teaching Performance Expectations 1-7 Placement](#)
- [CSUB Observation Protocol \(ED5800\)](#)
- [CSUB Observation Protocol \(ED5810\)](#)
- [Clinical Practice Final Evaluations \(5800-5810\)](#)
- [CSUB Standards Based Lesson Plan Template](#)
- [What is Co-Teaching?](#)
- [CSUB School of Social Sciences and Education Diversity Policy](#)
- [Candidate Dismissal Policy](#)
- [Credential Candidate Improvement Plan](#)
- [Updated TPE 7 Literacy Expectations](#)