

CSU Bakersfield
Multiple Subjects and Educational Specialist MMSN and ESN

SB 488 CERTIFICATION SUBMISSION REQUIREMENTS LITERACY INSTRUCTION PREPARATION FOR
PROSPECTIVE TEACHERS

***PART 3. PREPARING CANDIDATES TO UNDERSTAND AND TEACH FOUNDATIONAL SKILLS, AS
REQUIRED IN EDUCATION CODE SECTION 44259 (b)(4)(A)(i) and (B)***

Submission Requirements for Part 3

Part 3 addresses candidate preparation to provide effective literacy instruction consistent with the above requirements.

If there are differences in candidate preparation for these TPEs across the pathways offered by the institution, please indicate these differences and ensure they are clearly labeled.

While CSUB has multiple pathways, the program does not offer candidates different courses, assignments, or clinical practice requirements.

**3.1. Program/Coursework Coverage of TPEs –Table 3.1. Teaching Performance
Expectations: Foundational Skills**

Indicate in which courses the literacy concepts are:

- 1) introduced and are covered primarily,
- 2) where there are opportunities for candidates to practice the concepts, and
- 3) how candidate’s knowledge of the pedagogical skills related to these concepts are assessed.

7.5/U7.5 Foundational Skills. Develop students’ skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
a. print concepts, including letters of the alphabet	<i>EDEL 5100 Literacy and the Arts for Diverse Learners</i> - Reading Assignment , Lecture and Class Discussions (see syllabus weeks 2 , 4 , 5)	<i>EDEL 5100 Literacy and the Arts for Diverse Learners</i> - Literacy Assessments - Whole Group Literacy Lesson Presentations - Case Study Instructional Implications section of Analysis papers	<i>EDEL 5100 Literacy and the Arts for Diverse Learners</i> - Literacy Assessment Analysis Papers

b. phonological awareness, including phonemic awareness	<i>EDEL 5100 Literacy and the Arts for Diverse Learners</i> - Reading Assignment , Lecture, and Class Discussions (see syllabus week 4)	<i>EDEL 5100 Literacy and the Arts for Diverse Learners</i> - Literacy Assessments - Whole Group Literacy Lesson Presentations - Case Study Instructional Implications section of Analysis papers	<i>EDEL 5100 Literacy and the Arts for Diverse Learners</i> - Literacy Assessment Analysis Papers
c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences	<i>EDEL 5100 Literacy and the Arts for Diverse Learners</i> - Reading Assignment , Lecture, and Class Discussions (see syllabus week 6 , 8)	<i>EDEL 5100 Literacy and the Arts for Diverse Learners</i> - Literacy Assessments - Whole Group Literacy Lesson Presentations - Case Study Instructional Implications section of Analysis papers	<i>EDEL 5100 Literacy and the Arts for Diverse Learners</i> - Literacy Assessment Analysis Papers - Phonics Proficiency Test

7.5/U7.5 Foundational Skills. Develop students' skills in the following:	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
d. decoding and encoding, including morphological awareness	<i>EDEL 5100 Literacy and the Arts for Diverse Learners</i> - Reading Assignment , Lecture, and Class Discussions (see syllabus week 6 , 8 , 12)	<i>EDEL 5100 Literacy and the Arts for Diverse Learners</i> - Literacy Assessments - Whole Group Literacy Lesson Presentations - Case Study Instructional Implications section of Analysis papers	<i>EDEL 5100 Literacy and the Arts for Diverse Learners</i> - Literacy Assessment Analysis Papers
e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator	<i>EDEL 5100 Literacy and the Arts for Diverse Learners</i> - Reading Assignment , Lecture and Class Discussions (see syllabus week 7)	<i>EDEL 5100 Literacy and the Arts for Diverse Learners</i> - Literacy Assessments - Whole Group Literacy Lesson Presentations	<i>EDEL 5100 Literacy and the Arts for Diverse Learners</i> - Literacy Assessment Analysis Papers

of automaticity)		-Case Study Instructional Implications section of Analysis papers	
f. instruction that is structured and organized as well as direct, systematic, and explicit	<i>EDEL 5100 Literacy and the Arts for Diverse Learners</i> -Reading Assignment , Lecture and Class Discussions (see syllabus week 2)	<i>EDEL 5100 Literacy and the Arts for Diverse Learners</i> - Whole Group Literacy Lesson Presentations	<i>EDEL 5100 Literacy and the Arts for Diverse Learners</i> - Whole Group Literacy Lesson Presentations
g. connected, decodable text	<i>EDEL 5100 Literacy and the Arts for Diverse Learners</i> - Reading Assignment , Lecture and Class Discussions (see syllabus week 6)	<i>EDEL 5100 Literacy and the Arts for Diverse Learners</i> - Whole Group Literacy Lesson Presentations	<i>EDEL 5100 Literacy and the Arts for Diverse Learners</i> - Whole Group Literacy Lesson Presentations
h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.	<i>EDEL 5100 Literacy and the Arts for Diverse Learners</i> - Reading Assignment , Lecture and Class Discussions (see syllabus weeks 6 , 7 , 8)	<i>EDEL 5100 Literacy and the Arts for Diverse Learners</i> - Whole Group Literacy Lesson Presentations	<i>EDEL 5100 Literacy and the Arts for Diverse Learners</i> - Whole Group Literacy Lesson Presentations
i. 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.	<i>EDEL 5100 Literacy and the Arts for Diverse Learners</i> - Reading Assignment , Lecture and Class Discussions (weeks 9 and 10)	<i>EDEL 5100 Literacy and the Arts for Diverse Learners</i> - Whole Group Literacy Lesson Presentations	<i>EDEL 5100 Literacy and the Arts for Diverse Learners</i> - Whole Group Literacy Lesson Presentations

- 3.2. *Coursework Coverage of Standard 7* – Provide a narrative with links embedded to specific location(s) in course syllabi addressing **Standard 7a** describing how the program prepares candidates to teach foundational skills and the coverage of the above knowledge and skills (TPE 7.5), as specified in the excerpt from the Education Code.

*In EDEL 5100: Literacy and the Arts for Diverse Learners, multiple subject candidates are **prepared to understand** and teach the skills in TPE 7.5 through course readings, lectures, class discussions, and key assignments. Candidates **practice teaching** the foundational skills through class presentations, activities, and key assignments such as the [case study project](#). These assignments are integral in the **assessment** process to ensure that all multiple subject candidates demonstrate their knowledge and skill in designing and delivering lessons to teach foundational skills in literacy prior to advancing to stage 2 in the Multiple Subject Credential Program.*

*Introduction to concepts related to foundational literacy skills (TPE 7.5) occurs through course readings, weekly responses, and lectures that cover topics such as print concepts, phonemic awareness, phonics, spelling, and fluency (see [course outline](#) for weekly reading assignments). Candidates read from the course textbook (Gunning, T. (2019). *Creating Literacy Instruction for All Students* (10th ed.). Pearson) and supplemental texts including the ELA framework, online articles, the Dyslexia Guidelines, online briefs from the International Literacy Association, and literacy related podcasts. Candidates are taught the developmental progression of word recognition, phonics, and spelling through course readings and lectures.*

Candidates in EDEL 5100: Literacy and the Arts for Diverse Learners are taught phonics concepts and terminology in a very explicit way through course readings and lectures. Their knowledge is assessed through a [Phonics Proficiency Test](#). Candidates

are required to demonstrate passage of the phonics proficiency test with 80% accuracy to pass the EDEL 5100 course. This ensures that our candidates have a strong knowledge of phonics and are equipped to teach phonics in accurate and systematic ways.

*The **whole class literacy lesson** must demonstrate direct, systematic, and explicit instruction in the literacy skills (e.g. phonics, phonemic awareness, spelling, fluency) that are the focus of the lesson. The required lesson plan must be closely aligned to both the ELA framework/standards and the ELD framework/standards. In addition, candidates must include both formative and summative assessments throughout their lesson plans to monitor student progress. Candidates are explicitly taught and practice how to design lessons using the frameworks during the first weeks of the term. Candidates submit their **whole class literacy lesson plans** a week before their presentation to receive feedback for improvement to ensure that they have included the relevant standards and have designed instruction that is direct, systematic, and explicit. In addition, the lesson presentations are required to be motivating and engaging for students. Elements of linguistically and culturally sustaining instruction are also required. Examples of whole class literacy lessons that reinforce foundational skills are the following: Shared Book Experience, Elkonin Boxes, Word Building Approach, Tap It-Map It-Graph It, and Morphemic Analysis).*

*The **case study project** provides both practice and assessment of the candidate's ability to assess, analyze, and design instruction in foundational skills. The course instructor provides in-depth instruction in the literacy skills assessed as a part of the case study and in implications for instruction through course readings, written responses to*

readings, and lectures. Following instruction, Multiple Subject Credential Candidates identify one student in their clinical practice placements and administer the following literacy assessments:

- *Phonological Awareness Assessment (blending, segmenting, rhyming, and phonemic manipulation of individual sounds, syllables, onsets, and rimes)*
- *Alphabet Knowledge Assessment (identification and production of all letters by name and sound)*
- *Beginning Phonics Skills Test and Nonsense Words Test (decoding of phonics skills such as long and short vowels, blends, consonant digraphs, vowel digraphs, diphthongs, schwa, r-controlled vowels)*
- *Decoding of multisyllabic and multimorphemic words (e.g. affixes)*
- *Fluency (accuracy, rate, and expression in grade level text)*
- *Comprehension*
- *Spelling (orthographic elements analyzed by pattern)*
- *Writing Content and Conventions*

Candidates submit [Literacy Analysis Papers](#) that include a description of the assessment results, an analysis of the areas of literacy strength and need, and recommendations/implications for literacy instruction aligned to the ELA framework. Candidates use their knowledge of the developmental progression of foundational skills to analyze students' skills in these areas and are taught to use the developmental progression to determine whether a student's skills are at, above, or below expected levels. The instruction described in the Literacy Analysis Papers must be direct,

systematic, and explicit. It must be designed to build on students' areas of strength and remediate areas of need identified by the assessments.

3.3 Clinical Practice: Ensuring Opportunities for Candidates to Practice Teaching Foundational Skills

3.3a. Communication/Agreement with Districts regarding clinical practice –

We updated the MOUs ([Clinical Practice](#); [Intern](#)), to reflect the implementation of the new literacy TPE's. Additionally, this [letter](#) will be sent to all District Partners that includes documentation about the assessment.

3.3b. Candidate Information – Direct link(s) to location(s) in candidate handbooks or materials explaining the new standards, TPEs, and performance assessment requirements demonstrating that candidates have been provided accurate and timely information about what is required during clinical practice related to foundational skills.

The [student handbook](#) displays the TPE's that students will be evaluated upon, in addition to the [final rubric](#) that incorporates all TPE's, [including TPE 7](#).

3.3c. Candidate Clinical Practice Opportunities – Direct link(s) to [locations in clinical practice observation tools/assessments](#) to ensure that candidates are practicing teaching these skills and are being provided formative feedback to guide improvement.

Our program is unique in that we embed clinical practice in each of our credential courses. As such, students implement their learning in the courses with their classes as well as in the field. In our EDEL 5100 course, students are required to assess students and develop instructional strategies for the chosen students in their [Literacy Assessment assignment](#).

In addition to their embedded clinical practice, they also complete supervised clinical practice. The syllabus for the final semester of clinical practice (EDEL 5810) can be found [here](#). Students complete six total observations with a university supervisor. The process is intended to help teacher candidates develop their skills in key areas of teacher competency and to provide actionable feedback aligned with the Teacher Performance Expectations. They are also required to develop

[Go to Top of Document](#) (Click Twice)

detailed lesson plans for each observation.

The formative Clinical Practice Observation Protocol, which is used five times throughout the semester can be found [here](#). The final evaluation form is found [here](#).

CSUB Multiple Subject Course Syllabi



CALIFORNIA STATE UNIVERSITY
BAKERSFIELD™

**Department of
Teacher Education**

“Expanding minds. Engaging hearts. Enhancing communities.”

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
SCHOOL OF SOCIAL SCIENCES AND EDUCATION
DEPARTMENT OF TEACHER EDUCATION
(Term)**

**EDEL 5100: Literacy and the Arts for Diverse Learners
3 + 1 Semester Coursework Units**

Instructor:

Instructor’s office location:

Instructor’s office hours:

Class Meeting Times:

Class Meeting Location:

Phone:

E-Mail:

Educator Preparation Program Vision

The CSUB Educator Preparation Programs will be the nexus of a network of ethical educational leaders who promote student growth and improve the quality of life in their communities.

Educator Preparation Program Mission

CSUB Educator Preparation Programs cultivate school, university, and community partnerships that prepare highly qualified education professionals, who work collaboratively to nurture an equitable and informed education community.

Mission of the Department of Teacher Education

The mission of the CSUB Department of Teacher Education is to prepare educator advocates who are leaders in their communities and invested in developing students as capable and compassionate change-agents.

Vision of the Department of Teacher Education

All schools will have transformational educators who prepare and inspire students to create more just, inclusive, and informed communities.

Candidate Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn.

- **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 programs, 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 programs, 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 instruction.

Course Description

The course focuses on teaching literacy skills to students in transitional kindergarten through sixth grade. Theory, research, and practice related to all students, including those with disabilities, successfully acquiring literacy skills will be emphasized. The course includes instruction in knowledge of literacy skills, methods, and materials for the primary and intermediate grades; assessment procedures and materials for students at all levels of literacy acquisition; integration of technical subjects (visual and performing arts; technology) which enhance and support literacy acquisition; meeting the needs of literacy learners with culturally and linguistically diverse backgrounds; and instructional strategies and materials for use in a culturally and linguistically diverse classroom. The course includes an emphasis on assessment (diagnostic, formative, and summative) and data driven instruction. Candidates will acquire the knowledge to use data to form small flexible groups and intervene with students' needs. This is a service learning course.

Candidates who are enrolled in this course non-concurrently with final clinical practice are required to complete a minimum of 20 full days of clinical practice (2 days a week for 10 weeks) during the term in an elementary setting (TK-6) co-teaching with a cooperating teacher to provide assistance and support. If this course is taken concurrently with final clinical practice, candidates will complete 60 consecutive days of co-teaching during weeks 2-15. Specific dates for final and part-time clinical practice will be provided each term. All candidates will be supervised by an assigned university faculty member during the term.

Course Goals and Objectives

The course objectives focus on the requirements of CTC and the Teaching Performance Expectations (TPEs) as well as the national AAQEP standards.

TPE Link: [TPEs 1-7 \(2022\)](#)

Literacy TPE Links: [Literacy Standard & TPEs](#)

AAQEP: [AAQEP Standards](#)

[Go to Top of Document](#)

At the conclusion of this course, candidates will be able to apply their knowledge of literacy acquisition to their own classrooms. Under each of the headings, candidates will complete tasks to demonstrate their proficiency in applying the knowledge bases listed below:

A. Diversity, Equity, and Inclusion TPE 2, 6, 7.1, 7.2, 7.3, 7.11 AAQEP: 1c, 2b

1. Understand, respect, and value cultural, linguistic and ethnic diversity.
2. Identify and use a wide variety of instructional strategies, activities, and materials that promote equal learning opportunities for students from diverse backgrounds (cultural, linguistic, ethnic, socioeconomic status, etc.)
3. Use culturally responsive literature that reflects students from diverse cultures, languages, abilities, identities, perspectives and socioeconomic backgrounds to teach reading while promoting cultural awareness and belonging.
4. Adapt lessons for culturally and linguistically diverse students employing integrated and designated ELD strategies and activities.
5. Model professional, responsible, and ethical behaviors to support equity and establish a culturally responsive learning environment.

B. Phonological Awareness TPE 1-5, 7.1, 7.2, 7.5 AAQEP: 1a, 1b, 1c, 1d

1. Understand and apply the use of explicit instructional methodologies, effective programs, materials and activities for teaching phonological awareness including onsets and rimes, syllables, phonemes, and morphemes using blending, substituting, segmenting and manipulating.
2. Select and use a variety of materials and activities that begin to make the connection between oral language and print (e.g., big books, literature, songs, word play).

C. Concepts About Print TPE 1-5, 7.1, 7.2, 7.5 AAQEP: 1a, 1b, 1c, 1d

1. Understand and apply the use of explicit instructional methodologies, effective programs, materials and activities for teaching letter names and shapes and book parts.
2. Gain the ability to use materials, activities, and methodologies to teach concepts about print (e.g., big books, literature, and language experience).

D. Phonics and Other Word Identification Strategies TPE 1-5, 7.1, 7.2, 7.5 AAQEP: 1a, 1b, 1c, 1d

1. Know the terminology and concepts to be taught for effective phonics, decoding, encoding, and word analysis of single and multisyllable words (e.g., onsets, rimes, consonant blends, consonant digraphs, syllable patterns, morphology, sight words).
2. Identify the characteristics of and utilize effective programs, materials (decodable texts), and activities that can be used for the constructive, explicit, systematic teaching of word identification skills to support fluency.
3. Assess phonics and alphabet knowledge using a broad base of measurement tools.
4. Understand that systematic, explicit phonics and other word identification strategies affect reading

development.

[Go to Top of Document](#)

5. Demonstrate knowledge of key indicators of reading fluency and their interrelationships: rate, accuracy, and prosody.

E. Spelling TPE 1-5, 7.1, 7.2, 7.5 AAQEP: 1a, 1b, 1c, 1d

1. Understand the orthographic patterns of written English that should be taught sequentially as students are gaining mastery of word identification skills (e.g., reciprocity of word identification and orthographic knowledge)
2. Assess the stages of spelling development and utilize the results to make instructional decisions.

F. Vocabulary Development TPE 1-5, 7.1, 7.2, 7.7 AAQEP: 1a, 1b, 1c, 1d

1. Understand and apply different levels of academic vocabulary (Tier 1, Tier 2, Tier 3) and academic language
2. Apply a variety of instructional methods, engaging materials, activities, and techniques to help students increase their vocabulary knowledge directly and indirectly (e.g., classification, word banks, word sorts, morphology, etymology, non-linguistic representation, context).
3. Demonstrate knowledge of the role of vocabulary and academic language in reading development.

G. Reading Comprehension TPE 1-5, 7.1, 7.2, 7.6 AAQEP: 1a, 1b, 1c, 1d

1. Gain knowledge of the structure of literature (narrative) and informational text (expository) and instructional approaches to teach these text types (e.g., reciprocal teaching, graphic organizers, story mapping) along with other organizational patterns (images, videos, music, etc.).
2. Understand and apply the use of appropriate text levels and other materials for discussion, questioning (text dependent questions utilizing Depth of Knowledge levels), modeling, scaffolding, explicit instruction and coaching in developing students' reading comprehension.
3. Understand literal, inferential, and evaluative comprehension and develop lessons that teach students to develop these types of comprehension as well as to read critically, analytically and strategically.
4. Understand factors affecting reading comprehension (fluency, academic language, background knowledge, motivation etc.)

H. Independent Reading TPE 1-5, 7.1, 7.6, 7.9 AAQEP: 1a, 1b, 1c, 1d, 2b, 2c

1. Gain knowledge of contemporary, classic, and multicultural children's authors and literature.
2. Gain knowledge of appropriate expository text for students' reading levels.
3. Plan adequate amounts of time for students' to spend reading which will support the students' receptive vocabulary, verbal fluency, and reading achievement.
4. Design and motivate students' independent reading and understand its relationship to improved reading performance.

I. Relationship among Reading, Writing, & Oral Language (listening and speaking) TPE 1-5, 7.1, 7.8 AAQEP: 1a, 1b, 1c, 1d, 2b, 2c

1. Know the stages of development of reading, writing, and oral language and the correlations and differences between them for first and second language learners.
2. Know the development of students' writing and its relationship to teaching reading.

[Go to Top of Document](#)

3. Demonstrate knowledge of the interrelationships among word analysis skills, fluency,

vocabulary, academic language, background knowledge, and comprehension.

4. Design writing lessons that support students' abilities to write increasingly complex text structures (opinion, informative, narrative, etc.) as applicable to task and audience using appropriate conventions (spelling, grammar, punctuation, etc.).
5. Understand the value of multilingualism and its benefit in the classroom to assist students in transferring skills across languages and using the languages to apply background knowledge that support and promote learning and expression.
6. Plan and teach literacy instruction that is grounded in the ELA and ELD standards and supports the themes of the CA ELA/ELD Framework: foundational skills, meaning making, language development, effective expression, and content knowledge.

J. Diagnosis of Reading Development TPE 4 & 5, 7.4, 7.10 AAQEP: 1a, 1b, 1c, 1d, 2b, 2c

1. Know well designed and non-biased resources for assessment in a culturally responsive environment.
2. Select, administer, analyze and use informal and formal literacy assessments to inform instruction (e.g., Tier 1 screening tools, interviews, anecdotal observations, running records, informal reading inventory) (e.g., flexible groups, whole class, independent).
3. Administer and analyze data from multiple reading assessments, interpret data, communicate results to stakeholders (e.g., parents, specialists, other professionals) and use results to guide reading instruction
4. Identify, assess and support students with reading difficulties, including dyslexia.

K. Development of Literacy through the Arts (Dance, Media Arts, Music, Theater, Visual Arts) and Technology TPE 1, 3, 4, 5, 7.4, 7.9 AAQEP 1a, 2c

1. Develop ways to integrate the arts creatively across the curriculum to increase literacy learning.
2. Gain knowledge of and use assistive technology to provide literacy support for all learners.
3. Develop ways to integrate technology to engage students, promote digital literacy and support their literacy learning.

Required Texts/Materials

1. Gunning, T.G. (2020). *Creating Literacy Instruction for All Students (10th edition)*. Boston, MA: Pearson.
2. Fox, B. J. (2014). *Phonics and Word Study for the Teacher of Reading*. Pearson Education. **(Any edition will be appropriate.)**
3. Geary, C. (2019). Music as a Conduit to Enhanced Literacy. *CCNews*, 30(4), 26–29. <https://ccte.org/wp-content/pdfs-newsletters/ccnews-2019-winter.pdf>
4. Meller, W., Richardson, D., & Hatch, J. (2009). Using Read Alouds with Critical Literacy Literature in K-3 Classrooms. *Young Children*, 64, 76–78. <https://www.readingrockets.org/article/using-read-alouds-critical-literacy-literature-k-3-classrooms>
5. International Literacy Association (2020). *Phonological Awareness in Early Childhood Literacy Development*. https://literacyworldwide.org/docs/default-source/where-we-stand/9457_Phonological_Awareness_1-2020_Final.pdf
6. International Literacy Association (2019). *Meeting the Challenges of Early Literacy Phonics*

Instruction.

<https://literacyworldwide.org/docs/default-source/where-we-stand/ila-meeting-challenges-early-literacy-phonics-instruction.pdf>

7. International Literacy Association (2019). *Creating Passionate Readers Through Independent Reading.*

<https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-creating-passionate-readers-through-independent-reading.pdf>

8. International Literacy Association (2018). *The Power and Promise of Read Alouds and Independent Reading.*

<https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-power-promise-read-alouds-independent-reading.pdf>

9. Stavelly, Z. (2021). *Why Phonics Instruction is Not Enough for English Learners.* EdSource. <https://edsource.org/2021/why-phonics-instruction-is-not-enough-for-english-learners/661487>

10. International Literacy Association (2018). *Explaining Phonics Instruction.*

https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-explaining-phonics-instruction-an-educators-guide.pdf?sfvrsn=1a16a48e_8

11. Hwang, H., Orcutt, E., Reno, E.A., Kim, J., Harsch, R.M., McMaster, K.L., Kendeou, P. and Slater, S. (2023), *Making the Most of Read-Alouds to Support Primary-Grade Students' Inference-Making.* Reading Teacher.

<https://ila.onlinelibrary.wiley.com/doi/10.1002/trtr.2226>

12. International Literacy Association (2019). *Teaching and Assessing Spelling.*

<https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-teaching-and-assessing-spelling.pdf>

13. International Literacy Association (2017). *Characteristics of Culturally Sustaining and Academically Rigorous Classrooms.*

https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-culturally-sustaining-classrooms-brief.pdf?sfvrsn=7b80a68e_10

14. UC/CSU Collaborative for Neurodiversity and Learning (2023). *Introduction to Dyslexia.*

<https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/introduction-to-dyslexia/>

15. Reading Rockets (2023). *Basics: Phonological and Phonemic Awareness.*

<https://www.readingrockets.org/reading-101/reading-and-writing-basics/phonological-and-phonemic-awareness>

16. Youtube (2019). *Understood What is Phonological Awareness?*

<https://youtu.be/K0G6teawxls>

17. Framework: Bookmark the CA ELA/ELD Framework

<http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

18. Standards: Bookmark the CA Common Core Standards in Language Arts

<http://www.cde.ca.gov/be/st/ss/documents/finaelacccsstandards.pdf>

[Go to Top of Document](#)

19. Standards: Bookmark the CA ELD 2012 Standards

<https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>

20. Standards: Bookmark the CA Arts Standards

<https://www.cde.ca.gov/be/st/ss/documents/caartsstandards.pdf>

21. Dyslexia Guidelines: Bookmark the California Dyslexia Guidelines

[Go to Top of Document](#) (Click Twice)

<https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>

22. LiveText by Watermark Subscription (Program requirement)

<https://sll.watermarkinsights.com/>

23. Achieve the Core.org-opinion writing prompts and student samples (K-5)

<http://achievethecore.org/page/1261/argument-opinion-writing-on-demand>

[Go to Top of Document](#)

Course Assignments/Requirements

The following is a brief description of the course and clinical practice assignments with the total possible points awarded indicated in parentheses. Detailed requirements regarding content and format are included below and will be given in class at the time of each assignment. Assignments are due at the beginning of class. No additional assignments will be given to account for late, missed, or unacceptable work.

Reading Assignments based on reading MS TPEs 1-5, TPE 7, AAQEP 1a-d (100 points total/10 points each):

Candidates are expected to read the assigned readings and be prepared to discuss the material during class. An assignment, based on textbook or supplemental reading for the week, will be due prior to the beginning of class as outlined in the course schedule. Assignments may represent application writing tasks or academic literacy activities that can be used in the candidate's current or future classroom to support student comprehension and learning of content material. Missed reading assignments may not be made up and late assignments will not be accepted. Eleven (11) assignments will be given and the lowest grade will be dropped.

Culturally Responsive Interactive Read Aloud MS TPEs 2.2, 2.3, 4.4, 7.1, 7.3, 7.4; AAQEP 1c, 2f (20 points):

Candidates will:

1. Be assigned a grade level team.
2. Select a culturally sustaining text from the literacy course library, or elsewhere, and consider their reason for selecting this text.
3. Use the information provided in class as well as the lesson plan template to plan a culturally responsive interactive read aloud lesson.

[Go to Top of Document](#)

4. Teach the culturally responsive interactive read aloud lesson during the literacy course to a small group of candidates.
5. Submit the lesson plan incorporating the culturally sustaining, anti-bias and ELL benefits rationale for selecting this text by the end of the assigned class.

Co-taught Whole Group Literacy & the Arts Lesson MS TPEs 1.4, 1.7, 3.1, 3.3, 3.5, 3.6, 4.4, 4.6, 4.7, 7.1, 7.2, 7.3, 7.4, 7.11; MS TPEs 7.5, 7.6, 7.7, 7.8, 7.9 as appropriate to lesson ; AAQEP 1a, 1b, 1c, 2b, 2c, 2f as appropriate to lesson (50 points):

Candidates will be partnered to plan and co-teach an assigned literacy lesson. Presenters will be evaluated based on a lesson plan (*modified* CSUB format) and lesson delivery, including student engagement and participation. Lesson plans must include differentiated accommodations and/or modifications for ELLs, CA Arts Standards and activities, and Co-Teaching strategies. You will plan the lesson for an appropriate group of TK-6 grade students as a complete lesson. The literacy lesson presentation should be approximately 10 minutes in length and elements of the full lesson may need to be omitted. Please plan wisely and practice. All candidates will also participate in peer evaluations; these will be distributed to candidates and submitted to the instructor. Final lesson presentation grades will be adjusted no more than 15% based on peer evaluation. A one-page general procedure summary of the lesson must be provided for classmates on the day of presentation and uploaded to the LMS or other site provided by your instructor. The lesson plan (*modified* CSUB format) must be submitted to the instructor on the day of the presentation, *before* the lesson begins. Please use the *modified* CSUB lesson plan template found in the EDEL 5100 materials packet for this assignment.

Family Literacy Night MS TPEs 1.1, 1.2, 1.3, 7.3, 7.4; MS TPEs 7.5-7.9 as appropriate to activity; AAQEP 2a, 2b, 2c, 2f (15 points):

Candidates will prepare and present a literacy game or activity to engage students and their families in literacy activities. Literacy games or activities must reflect the current CA ELA CCSS; a tent card or poster is required to show which standard is being targeted. Location and date will be announced. In extreme instances and with prior consent, an alternative assignment may be provided where candidates will complete an online activity to discover the benefits of engaging students and their families in literacy activities. Family literacy activities will impact students and students' families from various cultural backgrounds, while improving student learning.

UC/USC Dyslexia Module MS TPEs 7.2, 7.10 AAQEP 1a, 1c, 2a (15 points)

Candidates will complete the [Introduction to Dyslexia Module](#) from the UC/CSU California Collaborative for Neurodiversity and Learning. Upon completion of the module, candidates will understand the major concepts of the existing definition of dyslexia, identify the key features of dyslexia, describe potential characteristics of dyslexia across the school-age years, and identify strategies for consulting with families.

[Go to Top of Document](#)

Clinical Practice ED 5800-5810 Activities MS TPEs 3.1, 3.3, 3.4, 3.6, 4.1, 4.2, 4.4, 4.6, 4.7, 5.1, 5.2, 5.8, 7.1-7.11 AAQEP 1c, 1d, 2c (80 pts total):

Throughout clinical practice, candidates are expected to participate and work with students in the placement classroom. The co-teaching strategies should be used daily.

***Literacy Assessments & 2-3 page Analysis Papers**

Together with the cooperating teacher, select one (or more) student(s) who will be appropriate for the assessments. Be sure to get signed permission from a parent or guardian before beginning the **assessments** [reading/interest survey; phonological awareness; alphabetic principle, phonics; spelling; writing; informal reading inventory IRI+ (text reading, comprehension, fluency)]. See materials packet for more information. Assessment results will

be analyzed in 2-3 page analysis papers using quantitative and qualitative criteria. The analysis will include the following components as sub-headings: 1) Describe the **results** of the assessments 2) Describe **areas of assets/strengths and/or needs** based on the CA Common Core Standards for English-Language Arts and/or the Preschool Learning Foundations (cite the standards) 3) Suggest **instructional implications** for improving areas of need and/or building on assets/strengths.

The IRI+ is the signature assignment for EDEL 5100 and will also be submitted via LiveText. (See rubric on the final page of the syllabus.)

[Go To Top of document](#)

Phonics Proficiency Test MS TPE 3.1; 7.1, 7.2; AAQEP 1a (40 points):

Candidates will have three attempts to pass the phonics proficiency test with an 80% or better.

Final Exam MS TPEs 1, 3, 4, 5, 7 and AAQEP 1a-d based on question (80 points):

The final exam contains multiple choice and application essay questions and will cover content from the entire course. Content of the exam will come from lectures, course assignments, and course readings.

Participation (40 points):

Evaluation criteria include: a) appropriate responsiveness to presenters, b) ability to interact constructively with group members, c) appropriate contributions to lectures and small group activities (both in class and on-line), d) submission and presentation of course assignments in a timely manner, e) class attendance and promptness, and f) overall professionalism. Points will be deducted for lack of engagement or inappropriate actions (e.g. texting, using devices for other coursework, checking social media).

Each tardy or early class departure will result in a minimum of a 2% point deduction from the final course grade. Each absence will result in a 5% point deduction from the final course grade. If a candidate is absent more than three times, the candidate will receive a failing grade in the course.

Registration for the RICA exam (Extra Credit 10 points):

Candidates who register for the RICA exam prior to the start of the next term, or students who take the RICA exam prior to the start of the next term **AND** provide a copy of their registration receipt (date, time and location) or a copy of their RICA results to the instructor by the final exam date will have 10 points added to their final course grade.

Grading/Evaluation

Summary of Assignments	Points Possible
Reading Assignments (Quiz/Study/Reading Guide)	100
Culturally Responsive Interactive Read Aloud	20
Co-taught Whole Group Literacy & the Arts Lesson	50
Family Literacy Night	15
Dyslexia Module	15
Clinical Practice:	80
❖ Literacy Assessments/Analysis Papers (50)	
❖ IRI+ with analysis	

(Signature Assignment) (30)	
Phonics Proficiency Test	40
Final Exam	80
Participation	40
Total Points Possible	440
RICA (proof of registration, or testing)	10 Extra Credit

Late assignments will not be accepted for credit. All exams will be given on the scheduled days unless prior arrangements are made with the instructor. Such arrangements will only be made under extreme or unusual conditions. Retakes of examinations and "extra credit" projects will not be given to compensate for poor performance on any assignment. The final course grade will be calculated using the following percentages:

A	94% and above	B-	80-83%	D+	67-69%
A-	90-93%	C+	77-79%	D	64-66%
B+	87-89%	C	74-76%	D-	60-63%
B	84-86%	C-	70-73%	F	59% or below

Attendance Policy

It is the expectation that candidates will cultivate professional attitudes and mannerisms. Coursework is seen as a prelude to employment where punctuality, courtesy, and full engagement are expected. For this reason, absences, tardiness, and early class departures will influence the final grade earned in this course. *Each tardy or early class departure will result in a minimum of a 2% point deduction from the final course grade. Each absence will result in a 5% point deduction from the final course grade. If a candidate is absent more than three times, the candidate will receive a failing grade in the course.*

Clinical Practice General Information

All candidates will be supervised during the semester by an assigned university supervisor and must enroll in the appropriate clinical practice course.

Special Education Candidates enrolled in EDEL 5100 will be required to complete **25 hours** of clinical practice in general education literacy. The EDEL 5100 literacy assessments conducted with a general education student will count toward this requirement.

Bakersfield Campus: Candidates completing any Teacher Education 5000 level course are required to read all documentation associated with your ED 5800 or 5810 course.

AV Campus in Canvas:

Candidates completing any Teacher Education 5000 level course are required to self-enroll using this Canvas link <https://csub.instructure.com/enroll/DGPLHF> and read all documentation associated with your ED 5800 or 5810 course.

Accommodations for Students with Disabilities

The Mission of Services for Students with Disabilities (SSD) is to provide support services that enable every student, regardless of disability, to have access to a University education at CSU Bakersfield. Please contact SSD at (661) 654-3360 or visit their website: <https://www.csub.edu/ssd>

Antelope Valley Campus: To request academic accommodations due to a disability, please

[Go to Top of Document](#) (Click Twice)

contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is in Bldg. 200, and they may be reached at (661)952-5061 (voice) or (661)952-5120 (tdd). If you have an accommodation letter from the SSD Office documenting that you have a disability, please present the letter to me during my office hours as soon as possible so we can discuss the specific accommodations that you might need in this class.

[Go to Top of Document](#)

Academic Honesty Policy

Students at CSUB are expected to do all their academic work (coursework, assignments, exams, research, etc.) without getting or giving unauthorized assistance. Faculty have the responsibility of planning and supervising academic work so that honest effort is encouraged and positively reinforced. Source for full policy: <https://maindata.csub.edu/media/48386/download?inline>

Satisfactory Academic Progress

Students must adhere to federal standards to maintain Satisfactory Academic Progress (SAP) to remain eligible for financial assistance. You may view the standards here: <https://www.csub.edu/financial-aid/satisfactory-academic-progress.shtml>

Course Schedule			
Class #	Lecture Topics	Textbook/ Other Reading Due	Assignments
1	<ul style="list-style-type: none"> Overview of Course/Preview syllabus and clinical practice expectations Reading Enjoyment/Read Aloud/Interactive Read Aloud Phonics Proficiency Pretest 		
2	<i>The Nature of Literacy</i> <ul style="list-style-type: none"> Theoretical Instructional Models CA Common Core ELA Standards/Analyze Anchor Standard RIT #3 K-12 Five Key Themes of ELA Literacy and ELD Instruction Integrated Model: Literacy and the Arts Shared Reading Arts Standards (dance, media arts, music, theater, visual arts) Phonics Rules Lecture #1 	-Gunning 1 focus. pgs. 13-18 -ELA/ELD Framework pgs. 187-188, 367-369 - CCTE Article (pgs. 26-29) Literacy Leadership Brief: The Power and Promise of Read-Alouds and Independent Reading (literacyworldwide.org) - Literacy TPEs pgs. mid 2-mid 5 Dyslexia Guidelines pages 38-41	~Reading Assignment #1
3	<i>Teaching All Students</i> <ul style="list-style-type: none"> ELD Standards Integrated & Designated ELD strategies Universal Design for Learning Culturally Responsive Literacy Instruction Response to Intervention (RTI) and 	-Gunning 2 focus pgs. 27-29, 37-45, 49-51 -ELA/ELD Framework pgs. 104-119, 341-349 Dyslexia Guidelines pgs. 42-49; 60-63	~Reading Assignment #2

	<ul style="list-style-type: none"> Multi-Tiered Systems of Support Phonics Rules Lecture #2 	Using Read Alouds with Critical Literacy Literature in K-3 Classrooms Reading Rockets Characteristics of Culturally Sustaining and Academically Rigorous Classrooms	
4	<i>Assessing for Learning Foundational Skills</i> <ul style="list-style-type: none"> Range, Quality, and Complexity of Reading K-5 with Benchmarks Introduction to CCSS 10 Phonemic and Phonological Awareness Reading and Interest Survey Concepts About Print Phonics Rules Lecture #3 	-Gunning 3 focus pgs. 78-92 -Dyslexia Guidelines Pgs. 9-13; 50-54 ILA Brief: Phonological Awareness Basics: Phonological and Phonemic Awareness Video: What is Phonological Awareness?	~ Reading Assignment #3 ~Literacy & the Arts Lessons
5	<i>Emergent/Early Literacy Foundational Skills</i> <ul style="list-style-type: none"> Reading/Oral/Written Language Development Alphabetic Principle Assessment #1: Phonological Awareness Review Phonics Proficiency Pretest 	-Gunning 4 focus pgs. 122-135, 145-167	~Reading Assignment #4 ~Literacy & the Arts Lessons ~Reading and Interest Survey
6	<i>Teaching Phonics and Syllabic Analysis Foundational Skills</i> <ul style="list-style-type: none"> Teaching Consonants and Vowels Syllabic Analysis Using Decodable Text Assessment #2A, B, C: Alphabet Inventory/Beginning Phonics Skills Test/Nonsense Words Test 	-Gunning 5 focus pgs 182-184, 186-214, 228-236 ILA Brief: Phonics Explaining Phonics Instruction	~Reading Assignment #5 ~Assessment #1: Phonemic Awareness & 2 page analysis paper ~Literacy & the Arts Lessons
7	<i>High-Frequency Words, Fluency, and Extended Reading Foundational Skills</i> <ul style="list-style-type: none"> High Frequency Words Fluency (rate, automaticity, prosody) Culturally Responsive Interactive Read Aloud Planning and Presentations 	-Gunning 6	~Reading Assignment #6 ~ Assessment #2 A & B: Alphabet Inventory/ Beginning & ONE combined 2 page analysis ~Literacy & the Arts Lessons
8	<i>Building Vocabulary and Spelling Language Development</i> <ul style="list-style-type: none"> Academic Language and Basic Academic Word List (Tier 2 vocabulary) Morphemic Analysis Contextual Analysis Developmental Spelling Stages Orthography and Word Study 	Gunning 7 focus pgs. 261-271, 279-287, 290-299 & pgs. 140-145 Dyslexia Guidelines pages 33-37 Why phonics instruction is not enough for English learners EdSource Teaching & Assessing Spelling	~ Phonics Proficiency Test #1 ~Reading Assignment # 7 ~Literacy & the Arts Lessons

	<ul style="list-style-type: none"> Assessment #3 Spelling 		
9	<p>Comprehension: Theory and Strategies</p> <p>Meaning Making</p> <ul style="list-style-type: none"> Focus on Literature/Narrative Text Literal and Inferential Comprehension Depth of Knowledge (DOK-Webb) Assessment #4: Writing Sample with Rubric 	<p>-Gunning 8 focus pgs. 317-349</p> <p>ELA/ELD Framework pg. 68</p> <p>Making the Most of Read-Alouds to Support Primary-Grade Students' Inference-Making</p>	<p>~ Reading Assignment #8</p> <p>~Assessment #3: Spelling & 2</p> <p>~Literacy & the Arts Lessons</p>
10	<p>Comprehension: Text Structures and Teaching Procedures</p> <p>Content Knowledge</p> <ul style="list-style-type: none"> Focus on Informational /Expository Text Graphic Organizers Pattern Guides/Expository Text Structures Writing text dependent questions for close reading of text Assessment #5-6: Informal Reading Inventory (IRI+) 	<p>-Gunning 9 focus pgs. 368-379, 389-393,411-414 & pgs. 450-457</p>	<p>~Reading Assignment #9</p> <p>~Assessment #4: Writing Samp</p> <p>page analysis paper</p> <p>~Literacy & the Arts Lessons</p>
11	<ul style="list-style-type: none"> Family Literacy Night or Module Dyslexia Module <p>Floating Class</p>	<p>-Gunning bottom 560-top 562 (Involving Parents/Family Literacy Programs)</p> <p>-Read Dyslexia Guidelines Chapters 1, 2, 4, 5, 6 & 13</p> <p>-Complete the Introduction to Dyslexia Module</p>	
12	<p>Effective Expression</p> <ul style="list-style-type: none"> Writing Process Approach Interactive-Shared Writing Technology and Literacy Assessment Accommodations for Students with Special Needs Analysis of IRI+ 	<p>-Gunning pgs. 131-140; 427-430; Chapter 13 focus pgs. 512-524, 531-533, 545; 551-552; 563-568</p> <p>-ELA/ELD Framework 954-964</p> <p>-Dyslexia Guidelines pgs. 76-81</p>	<p>~Reading Assignment #10</p> <p>~Literacy & the Arts Lessons</p> <p>~Completed signature assignm</p> <p>ONLY (IRI+)</p>
13	<ul style="list-style-type: none"> Grouping Strategies Organization and Management of a Literacy Classroom Peer Evaluations of Literacy & the Arts Lessons 	<p>-Gunning Chap 12 focus pgs. 480-490, 496-507; 555-560</p> <p>-Dyslexia Guidelines pgs. 64-75; 96-99</p> <p>ILA Brief: Independent Reading</p>	<p>~Reading Assignment #11</p> <p>~Phonics Proficiency Test #2</p>
14	<ul style="list-style-type: none"> Review key components of literacy instruction (theory, assessments, strategies) RICA REVIEW 		<p>*Signature Assignment (Asses with analysis)</p> <p>*Post essay on LiveText</p>

15	FINAL EXAM		*Final Exam ~Phonics Proficiency Test #3
----	------------	--	---

This is a tentative course schedule. Assignments are due at the beginning of class on the dates indicated.

[Go to Top of Document](#)

Assessment Analysis (Signature Assignment) Rubric

TPE/Criteria	Unsatisfactory	Basic	Proficient	Distinguished
Assessment Results (10%) & Areas of Strength and Need (20%): TPE 3: Understanding and Organizing Subject Matter for Student Learning TPE 5: Assessing Student Learning TPE 7: Effective Literacy Instruction for All Students AAQEP: 1a & 1d	Data and/or explanation is missing or incomplete. Assets/strengths and needs are missing or not clearly explained within the context of the data. Literacy terminology or assessment results are not discussed or used to determine grade level knowledge/ability.	Data is minimally represented and may be hard to follow. Data explanation is represented, but is unclear. One or more of the assets/strengths and needs are unclear or not included.. Literacy terminology and assessment results are unclear, unsupported, or not used to make judgments for grade level knowledge/ability.	Data is clearly represented with adequate information. An explanation of results is developed with assessment support/evidence. Assets/strengths and needs are identified. Evidence from the assessments and the use of literacy terminology are included. Judgment of grade level knowledge/ability is accurately discussed.	Quantitative and qualitative data are detailed, accurate and provide a clear explanation of results. Assessment support/evidence is provided. Assets/strengths and needs are explained in depth, clear and professional. Evidence from the assessments and the use of literacy terminology are clearly explained. Judgment of grade level knowledge/ability is clearly explained and supported.
Instructional Implications (30%): TPE 3: Understanding and Organizing Subject Matter for Student Learning TPE 4: Planning Instruction and Designing Learning Experiences for All Students TPE 7: Effective Literacy Instruction for All Students	One or more of the strategies provided are unclear, or there is a lack of strategies presented. Explanation/steps are vague or missing. Teacher and/or student actions are unclear/not explained. Undeveloped or no rationale connected to student needs is given. If needed, adaptations for ELL are missing or inadequate.	Two literacy strategies are provided. A simple explanation and steps are provided. Teacher and/or student actions may be vague. A rationale is given for at least one strategy. If needed, adaptations for ELL are basic or vague.	Two literacy strategies that will support the student's literacy learning are provided. An explanation with some detail including steps is provided. Teacher and/or student actions are identifiable. A clear rationale connected to student needs is given for each strategy. If needed, adaptations for ELL are present.	In depth, clear and detailed two literacy strategies that support the student's literacy learning are provided. An explicit step-by-step explanation of strategies is represented. Teacher and/or student actions are easily identifiable. A clear component of teacher instruction is given in the lesson.. A detailed rationale for student needs is given for each strategy. If needed, adaptations for ELL are clear and detailed adaptations for ELL are present.

[Go to Top of Document](#) (Click Twice)

Instruction for All Students AAQEP: 1a, 1c, 2c				
Assessment(s) and Supporting Documents Provided (30%): TPE 5: Assessing Student Learning TPE 7: Effective Literacy Instruction for All Students AAQEP: 1d	No Documents Submitted	Several Documents Missing	One Document Missing	All Documents Missing
General Presentation (10%): Overall English conventions (spelling/ grammar/ punctuation) are appropriate. Formatting rules are followed.	4 or More Errors	1-3 Errors	1 Error	No Errors

[Go to Top of Document](#)

[Go to Top of Document](#) (Click Twice)

[Go to Top of Document](#)

“Expanding minds. Engaging hearts. Enhancing communities.”

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
SCHOOL OF SOCIAL SCIENCES AND EDUCATION
EDEL 5810 Multiple Subject Final Clinical Practice (8)
EDSE 5810 Single Subject Final Clinical Practice (8)**

Instructor:

Instructor’s office location:

Instructor’s office hours:

Seminar Meeting Times:

Phone:

E-Mail:

Mission and Vision of the Department of Teacher Education

The mission of the CSUB Department of Teacher Education is to prepare educator advocates who are leaders in their communities and invested in developing students as capable and compassionate change-agents.

[Go to Top of Document](#)

All schools will have transformational educators who prepare and inspire students to create more just, inclusive, and informed communities.

[EPP mission vision](#)

Candidate Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn.

- **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 programs, 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 programs, 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 instruction.

COURSE DESCRIPTION:

EDEL 5810

This is a clinical practice experience course taken during the final stage of the preliminary credential program. Candidates are provided with opportunities to engage in Final Clinical Practice/co-teaching with a Cooperating Teacher in a TK-6 setting. Each candidate is required to assume responsibilities of teachers for 60 full academic days during the semester. This course is scheduled daily during regular school sessions. Each candidate will be supervised by a Cooperating Teacher and University Supervisor in a public-school setting. Candidates must be concurrently enrolled in their appropriate CalTPA course.

[Go to Top of Document](#)

EDSE 5810

This is a field experience course taken during the final stage of the preliminary credential program. Candidates are provided with opportunities to engage in Final Clinical Practice/ co-teaching with a Cooperating Teacher in a single subject classroom setting. Each candidate is required to assume responsibilities of teachers for 60 full academic days during the semester. This course is scheduled daily during regular school sessions. Each candidate will be supervised

[Go to Top of Document](#) (Click Twice)

by a Cooperating Teacher and University Supervisor in a public-school setting. Candidates must be concurrently enrolled in

COURSE GOALS AND OBJECTIVES:

All Teacher Education Courses are aligned with the California Teaching Performance Expectations (TPEs) and CSUB Candidate Dispositions. Embedded in the planned curriculum of coursework and clinical practice are formative assessments of each candidate's performance on pedagogical assignments and tasks, similar to those used in the institution's teaching performance assessment (TPA).

During this course candidates will apply and demonstrate all TPEs and begin making progress toward the California Standards for the Teaching Profession (CSTPs).

Full TPE placemat

https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/tpe-1-6-placemat.pdf?sfvrsn=d9715cb1_8

REQUIRED TEXTS/READINGS:

CSUB Credential Program Handbook

Clinical Practice Binder (see description below)

Watermark-FEM <https://www.Watermark.com/>

Students must purchase a Watermark membership through the website through a credit or debit card: <https://sll.watermarkinsights.com/>

* If you have an active membership on www.livetext.com you do not need to pay for Watermark: Student Learning & Licensure. If you have an active LiveText account but you are prompted to pay when you log into sll.watermarkinsights.com, contact our Support Team by clicking "Submit A Request."

To purchase your Watermark Subscription:

1. Visit <https://sll.watermarkinsights.com/> and log in with your school email address and the password provided by your school. If you do not have a password, then use the Forgot Password Link.
2. Review the Terms of Service.
3. After you agree to the terms, select the pay with a credit or debit card option.
4. Complete the payment form.
5. Click on the continue button to check out.

Watermark Student Learning & Licensure will be used for linking to Canvas and Field Placement Management. If you are submitting assignments and receiving a grade return you will be using the link in Canvas (indicated in the Canvas assignment) to login. If you are entering your time log(s) and/or completing fieldwork assessments, you may use this link: <https://sll.watermarkinsights.com/>

COURSE REQUIREMENTS:

Co-Teaching:

Co-teaching is defined as two teachers (cooperating teacher and teacher candidate) working together with groups of students - sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space. CSUB candidates are assigned to trained cooperating teachers and mentored through the process by trained university supervisors. Candidates are to develop a timeline with the cooperating teacher to gradually take responsibility for all planning and leading student learning in the assigned class. Candidates are expected to have full control of planning and instruction for 25% of the assignment. Up to 3 of the university supervisor observations should be made during co-teaching activities.

General Policies:

The Teacher Candidate is a guest in the assigned school; they are not peers of the credentialed staff. As a guest, you are expected to support school policies and personnel, follow all rules and regulations, and conduct yourself as a professional educator in your manner, dress, and communication. Many things happen in the classroom that must be kept confidential, (i.e., classroom files, discipline, learning outcomes, parents, etc.), and all communication must be kept at a professional level. Candidates must conduct themselves accordingly in a professional manner when relating to students and others. Create a warming, caring classroom environment, implement the existing discipline plan, and develop a positive and respectful rapport with students—as well as with others.

[Go to Top of Document](#)

Remembering that the Cooperating Teacher and school are legally responsible for the instruction and welfare of the students in the classroom, the Teacher Candidate must accept the responsibility to practice in a reflective manner the art and science of teaching students. This career choice requires a life-long commitment to serve as an on-going role model to students, colleagues, and members of the community. This commitment includes high standards in all phases of life and professionalism regarding the Teacher Candidate assignment. Please refer to the Credential Program Handbook for additional program requirements.

Roles and Responsibilities in the Final Clinical Practice Experience

- Submit a Placement Form in the Credentials Office by week seven the term prior to enrolling in Final Clinical Practice.
- Candidates are expected to follow all Clinical Practice expectations listed in this syllabus and the Program Handbook.
- Attend the Clinical Practice Orientation Session, the Triad Training, Induction Seminar, and all required seminars each term. Seminar absences must be made up as directed by

the university supervisor. Attend faculty meetings, in-service training, and other school-related activities.

- Keep the Clinical Practice assignment as the top priority and complete all district and university expectations.
- Absence should be avoided at all possible during the semester. All absences must be cleared by making up the time prior to the end of the term.
- Absences are for serious and compelling reasons, not personal days. Unexcused absences will result in no credit for the course. Up to 5 days may be made up with a doctor's note. More than 5 days will lead to no credit for the course.
- **Taking time off to complete coursework will be considered an unexcused absence and could cause the candidate to immediately receive no credit for the course.** A doctor's note could be required.
- All unavoidable absences must be dealt with in a professional manner. This means that the teacher candidate must notify the cooperating teacher(s) and the university supervisor. The cooperating teacher(s) must have in hand a copy of the day's lesson plans and materials needed.
- If district approved, Teacher Candidates may substitute for their Cooperating Teacher if they receive permission from the University Supervisor for a maximum of 5 days each term. Additional time may be approved by the university supervisor and program director if warranted by district needs.
- Dress professionally.
- Accept classroom responsibility (in agreement with the cooperating teacher's feedback) with enthusiasm. This includes a willingness to accept advice and direction from the cooperating teacher and to follow the course of study for the assigned classes.
- Candidates must be in charge of all planning and instruction for 25% of the assignment (16 academic days).
- Remain on the school site campus for the entire school throughout the entire Final clinical practice assignment. At least 30 minutes before student arrival and 30 minutes after final dismissal is the minimum requirement. Candidates are not to leave school until they are prepared for the next instructional day.
- If there are scheduled pupil-free days, you are still to be at school. Teacher Candidates follow the Cooperating Teacher's schedule, not the students'. If professional development is made available to you – attend!
- The teacher candidate will utilize any non-instructional class periods as preparation time, observing other teachers as necessary and becoming acquainted with school personnel and procedures. Any other assignments of this time should be made only after consultation with the University Supervisor.
- Confer regularly with the cooperating teacher(s) daily to cover such issues as course and lesson planning, evaluation of teacher candidate effectiveness and feedback on instructional activities and skills.
- Adhere to the local school site's schedule, not that of the university. Attending all teacher candidate seminars is required (Seminars normally take precedence over local school co-curricular activities, except as arranged with supervisor). All absences must be made up by completion of the university supervisor's make-up assignment.
- Maintain an up-to-date Clinical Practice binder that conforms to program guidelines, directions will be in the syllabus. The University Supervisor will review the binder during each visit. Accumulating materials for the Professional Portfolio.
- You are the teacher – Do not treat the students as peers or pals.

- Follow the Cooperating Teacher's discipline policy. If you would like to try another approach, consult the cooperating teacher and your university supervisor first.
- If you have to reschedule a visitation, call your university supervisor as soon as possible.
- Learn to use instructional resources of the district, adhere to all local regulations, procedures and policies of the district.
- Be professional and discrete regarding "gossip".
- Notify the cooperating teacher and the university supervisor immediately if there is any change in personal data: name, address, phone number, email, or plans involving the assignment.
- Speak immediately to the university supervisor regarding any misunderstandings with the cooperating teacher or any other school site personnel.
- Know your content and be a continuous learner; be enthusiastic and show initiative. Know and implement Co-Teaching strategies.
- Carefully plan each lesson and include appropriate standards and learning goals. Submit lesson plans to the cooperating teacher and university supervisor for approval 3 days prior to teaching.
- Introduce yourself to team members and school personnel.
- Ask questions and discuss issues professionally. Share ideas and work collaboratively; be flexible.
- Assist with all responsibilities (record keeping, grading, yard duty, etc...) with enthusiasm.
- Be proactive in initiating communication with your triad members.
- Demonstrate respectful interactions and behaviors.
- Accept advice, direction and feedback from cooperating teachers and university supervisors and put suggestions for improvement into practice.
- Commit to a minimum of one hour per week of co-planning. Maintain the weekly co-planning sheet (give them to your University Supervisor at the end of Clinical Practice).

[Go to Top of Document](#)

- Return all school equipment and materials upon checking out of school at the end of the assignment: keys, textbooks, records, etc.
- Complete and submit the Teacher Candidate Evaluation of University Supervisor
- 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.

Assignments

6 Lesson Plans (TPE 1.1, 1.4, 1.6, 3.1, 3.6, 4.1, 4.4, 4.6, 5.1, 5.2, **7.1, 7.3 7.6, 7.8, 7.10**)

Over the course of the semester, you will create 6 detailed lesson plans using the [CSUB Lesson Plan Template](#). Your plan should include clearly defined learning objectives, instructional strategies, learning activities, assessment methods, and differentiation techniques that reflect best practices in teaching and support the diverse needs of all students. The lesson should also demonstrate your ability to create an inclusive classroom environment and integrate evidence-based literacy instruction. ** Each lesson plan must be sent to your University Supervisor 3 days prior to your scheduled observation.*

When developing your lesson plan, consider how you will:

- Ensure your lesson reflects an understanding of students' prior experiences, interests, social-emotional learning needs, and cultural, language, and socioeconomic backgrounds to engage them in learning.
- Define clear and measurable learning objectives that align with the California State Standards and curriculum frameworks.
- Use information about students' current academic status, assessment data, and language proficiency to inform your objectives.
- Use materials, resources, and technology needed for the lesson, including any assistive technologies to support equitable access to the curriculum.
- Describe a variety of developmentally and ability-appropriate instructional strategies, including the principles of Universal Design for Learning (UDL) and Multi-Tiered System of Supports (MTSS).
- Integrate evidence-based literacy instruction and content knowledge into your lesson, focusing on the California ELA/ELD Framework themes.
- Engage students in meaning-making through the use of complex texts, questioning, and discussion.
- Design learning activities that reflect current subject-specific pedagogy and integrate cross-disciplinary learning when applicable.
- 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
- Plan activities that maximize learning opportunities and provide access to the curriculum for all students, including the use of instructional technology.
- Include activities that develop students' effective expression through writing, discussions, and presentations.
- Use assessment methods to determine student learning
- Monitor and assess students' literacy development using formative assessments and progress monitoring techniques.
- Provide strategies for supporting first and/or second language acquisition and addressing the needs of students with disabilities.
- Adapt the curriculum and instruction to support the academic language needs of all students, including English learners and students with disabilities.

Observations (TPE 1 - 7)

Students will complete **SIX** formal observations conducted by the University Supervisor. The process is designed to support your development in key areas of teaching competency and to provide actionable feedback aligned with the Teaching Performance Expectations (TPEs). For each observation, you are required to submit a detailed lesson plan to your University Supervisor 72 hours before teaching the lesson. This preparation allows your supervisor to assess your instructional strategies and alignment with the lesson objectives and standards. Your lesson plans should demonstrate your ability to engage students in meaningful learning experiences that build on their prior knowledge and meet diverse learning needs.

During the observation, your university supervisor will focus on various aspects of your teaching, including your ability to create a positive learning environment, differentiate instruction, and **integrate literacy instruction effectively**. They will also look for how you apply pedagogical strategies that are responsive to the cultural, linguistic, and learning differences in your classroom, ensuring that all students can access and engage with the content. Additionally, your ability to assess student progress and adjust instruction accordingly will be evaluated, as this is essential for promoting academic growth and development

[Go to Top of Document](#)

Two of the six observations may be recorded for further review and reflection. These recordings should be uploaded to Watermark within 24 hours from the time of their recording. This practice not only provides an opportunity for self-reflection but also contributes to your overall professional growth by allowing you to revisit and analyze your teaching practices.

Throughout the observation process, your supervisor will provide you with constructive feedback aimed at helping you refine your instructional approaches and better meet the needs of your students and will evaluate your lesson using the [CSUB Observation Protocol](#). Your ability to incorporate this feedback into subsequent teaching will also be an important focus of the evaluation process.

**It is the responsibility of the student to schedule each observation with the University Supervisor.*

Reflections (TPE 6.1, 6.3, 6.4) Throughout the semester, students must complete **10** reflections. These reflections should be 1 to 2 pages in length and should examine your instructional practices and classroom management strategies over the week.

When writing your reflection, be sure to:

- Reflect on what worked well, what challenges you encountered, and how you addressed them.

- Consider how your actions and decisions align with your professional goals, ethical responsibilities, and the impact on your students' learning and well-being. Your reflections should demonstrate your commitment to continuous improvement.
- Discuss how you have used feedback from your university supervisor, mentor teacher, or colleagues to refine your teaching practices. Reflect on your collaboration with colleagues, administrators, and support staff to enhance student learning.
- Discuss how these interactions have informed your instructional decisions and contributed to a positive learning environment.

Final Clinical Practice Binder

A binder can be a physical binder or digital based on U. Supervisor's preference. As a teacher candidate, you need to have a central place for your plans and reflections for each class you teach. A binder will serve the function of keeping you organized; further, your University Supervisor will be able to assess events that have transpired since the last visitation. As a continuing function, it will serve as a record of your experience throughout the year and, therefore, be a significant force for metacognition regarding your growth as a teacher. Last of all, it will serve as a repository of plans and unit work to draw on in your future instructional work.

Guidelines for the binder:

1. Information
 - i. Candidate Schedule and School Schedule(s)
 - ii. Seating charts
 - iii. Emergency procedures
 - iv. Class letters
 - v. School/District policies
2. Lesson Plans
 - i. Daily Lesson Plans
 - ii. Weekly Plans (code co-teaching strategies for each lesson)
3. Weekly Reflective Journal
 - i. Date each weekly journal entry
4. Samples of Student Work
 - i. Grades (by subject or period)
5. Evaluations
 - i. Include copies of any observations and evaluations provided to you.

The University Supervisor will check the binder during their first visit to the classroom to ensure that it is set up according to the guidelines. In addition to these items, consult with the University Supervisor for any other elements to be included. This binder is to be up to date and available to the University Supervisor or assigned university personnel at any time. Binders will be reviewed at each observation (scheduled and unscheduled).

Conferences with the Cooperating Teacher

It is the Teacher Candidate's responsibility to plan a daily conference with the Cooperating Teacher to discuss all lesson plans and presentations. The Teacher Candidate should make a list

of questions to discuss prior to each conference; keep these in your binder. Ensure you are co-planning a minimum of 1 hour per week.

Conferences with University Supervisor

The university supervisor will meet with the Teacher Candidate following each visit—either in person or via a phone conference. You will also be required to attend Final clinical practice orientation, four seminars facilitated by the university supervisor; the university supervisor will arrange the time and place. There is one final Induction seminar presented in the last stage of the program. The date and time for the seminar will be announced when scheduled. Missing a seminar will result in a required make-up assignment provided by the assigned university supervisor.

Seminars

University Supervisors provide 4 seminars for the Final Clinical Practice and Intern Teacher Candidates. All Final Clinical Practice Teacher Candidates are required to attend the Final Clinical (Student Teaching) Practice Orientation and the Triad Training seminar. Final Clinical Practice Candidates 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. Candidates that miss more than one seminar will receive a NC grade for the clinical practice course.

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.

University Supervisor Visit Expectations:

It is the responsibility of the Teacher Candidate to arrange for a chair for the University Supervisor during the Clinical Practice visits. This place should include the Clinical Practice Binder and lesson plans for the lesson-- make sure the binder has been updated with reflections and materials--goes toward your professionalism scores.

Candidates are responsible for planning with the Cooperating teacher an appropriate time to have them rotate into your lesson to work with the students as you conference with the University Supervisor (approximately 40-50 minutes into the visit).

The 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 present a true picture of what is happening in the classroom.

Observations and Final Evaluation:

University Supervisors will meet face to face, via phone or video conferencing with candidates to review 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 assist the teacher candidate with the Transition to Induction plan. University Supervisors will complete 6 observation rubric and the final evaluation rubric in Watermark FEM. University Supervisors will be responsible for ensuring all evaluations are logged into Watermark within 24 hours of the conferences. Watermark 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.

Clinical Practice Video Information:

- Candidates must use district created or CSUB provided permission slips.
- Candidates are to start the Release Form process with their site administrator at the beginning of the assignment. Take your syllabi with instructor expectations for clinical practice to your administrator with the Administrator Release Form.
- If the administrator is willing to sign the Administrator Release Form you do not need to send out the Student Release forms to parents/guardians. You will sign the CSUB Attestation Form and submit only the CSUB Attestation Form to Box link on the Canvas course 6th week of the semester. If the administrator will not sign the administrator form, you will be required to send the Parent/Student forms home for signature. Give the students a due date well in advance of your due date.
- You may not videotape any student or adult prior to turning in the Attestation Form. Students not returning the signed release forms are never to be within the view of the video.
- ALL clinical practice expectations are the decision of your course instructor. Consult your syllabi and your instructors for directions regarding your clinical practice expectations including video requirements.
- Candidates may not submit the same video for multiple course assignments. Failure to submit the required video assessments will result in no credit for the course.
- Video assessment is through Watermark only. Candidate videos for clinical practice will need to be compressed to 50 megabytes or smaller by the candidates prior to submission to the video assignment. Recommended length of the video for compression purposes is no more than 10 minutes. Consult your instructor for expected video length. All videos are to be submitted through Watermark. No video is to be submitted to any other digital platform.

Watermark Video Submission

50 megabyte limit for file size—must compress files before uploading
HandBrake tutorial: <https://www.youtube.com/watch?v=2F8yM6uiLsU>

Phone/ Tablet applications--this is not an endorsement or expectation to purchase

iDevice application (\$2.99) Video Slimmer

Android application (free) Video Compress--Developer is Netcomps

Android application (\$2.99) Video Compress + Check to see if this version will compress 20 minute files

Observation videos are to be no more than 10 minutes in length and compressed to 50 megabytes or smaller prior to submission in Watermark. Your university supervisor will give you the length, content and expectations for each video; remember to annotate your videos prior to submission based on university supervisor expectations. Submit a full lesson plan for the lesson segment you are submitting. Please contact your university supervisor with any questions.

Privacy of Personal Information-Confidential Records

All 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.

Digital Professionalism

Teacher Candidates are not permitted to utilize technology in the classroom for activities other than as an instructional tool. Teacher Candidates may not document any part of their Clinical Practice experience via social media. Teacher Candidates are encouraged to maintain a professional presence on social media. A lack of digital professionalism may result in dismissal from the credential program.

The Cooperating teacher or University Supervisor will notify the Director if technology is used inappropriately during school hours. If needed for instruction, personal technology may be used as an instructional tool. Candidates who use technology during the academic day for activities other than student instruction will receive an Improvement Plan and possible removal from the placement.

Dress Code

Teacher Candidates are to dress professionally.

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 allowed. 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.

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:

<http://educators.mandatedreporterca.com/default.htm> 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.

Teaching Difficulties

We realize some Teacher Candidates may experience difficulty in planning, executing lesson plans and maintaining classroom management. When a Cooperating teacher/Site Administrator/Peer Coach notices a Teacher Candidate is experiencing difficulty, s/he will discuss the problem with the Teacher Candidate and supervisor immediately. At this time, the University Supervisor will begin to make additional visits to the classroom. The visits will be well documented and provide a record of what was observed in the classroom and will give suggestions that must be implemented immediately. The University Supervisor and Cooperating teacher/Peer Coach/Site Administrator will refer to the original observation to determine if the suggestions have been followed and meet and discuss the Teacher Candidate's progress. If the Teacher Candidate continues to have difficulty, an Improvement Plan will be completed. This form gives the Teacher Candidate specific suggestions that must be completed in a week or less. During this week, the University Supervisor and another faculty member may conduct classroom observations and another joint meeting will be held. If the Teacher Candidate has not improved since s/he was informed of the problem, the Clinical Practice Coordinator is required to remove the Teacher Candidate from the classroom; the Teacher Candidate will receive No Credit for the course and repeat the course the next term in a different placement.

If at any time, the Cooperating teacher or the Site Administrator believes the class is in jeopardy and learning in the classroom is deteriorating, a request can be made to the Clinical Practice Coordinator to have the Teacher Candidate removed from the classroom.

Evaluation of the Supervisor

Teacher Candidates will be asked to complete an evaluation of the University Supervisor and Clinical Practice Coordinator at the end of the term.

Transition Plan for Induction

All Interns and Final Clinical Practice candidates are required to complete and submit a Transition to Induction 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.

GRADING AND EVALUATION:

Final clinical practice is graded on a credit/no credit basis. The CSUB Candidate Dispositions are evaluated during this assignment in addition to the Teacher Performance Expectations (TPEs).

Title 5 Regulations

Title V. of the State Commission regulations states: "Regarding professional aptitude, personality and character, that Teacher Candidate candidates shall demonstrate suitable aptitude for teaching in public schools in accordance with standards and procedures determined by the campus, and shall include interviews, letters of recommendation and a statement of professional goals or philosophy written by the candidate...and demonstrate personality and character traits

which satisfy the standards of the teaching profession. The assessment of the candidate shall be made by the teacher education faculty of the campus who may also consider information from public school personnel as well as others. Tests, observations, and interviews may be employed by the campus for this assessment.”

Accommodations for Students with Disabilities (for Bakersfield campus)

To request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is located in SA 140, and they may be reached at 661-654-3360 (voice), or 661-654-6288 (TDD). If you have an accommodations letter from the SSD Office documenting that you have a disability, please present the letter to me during my office hours as soon as possible so we can discuss the specific accommodations that you might need in this class.

Accommodations for Students with Disabilities (for AV campus)

To request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is located in Bldg. 200, and they may be reached at 661-952-5061 (voice) or 661-952-5120 (tdd). If you have an accommodation letter from the SSD Office documenting that you have a disability, please present the letter to me during my office hours so we can discuss the specific accommodations that you might need in this class.

Academic Honesty

There are certain forms of conduct that violate the university’s policy of academic integrity. Academic dishonesty (cheating) is a broad category of actions that involve fraud and deception to improve a grade or obtain course credit. Academic dishonesty (cheating) is not limited to examination situations alone, but arises whenever students attempt to gain an unearned academic advantage. Plagiarism is a specific form of academic dishonesty (cheating) which consists of the misuse of published or unpublished works of another by claiming them as one’s own. Plagiarism may consist of handing in someone else’s work as one’s own, copying or purchasing a pre-written composition and claiming it as one’s own, using paragraphs, sentences, phrases, words or ideas written by another without giving appropriate citation, or using data and/or statistics compiled by another without giving appropriate citation. Another example of academic dishonesty (cheating) is the submission of the same, or essentially the same paper or other assignment for credit in two different courses without receiving prior approval from the instructors of the affected courses. Source: 2011-2013 CSUB Catalog, p.78

Satisfactory Academic Progress

Students must adhere to federal standards to maintain Satisfactory Academic Progress (SAP) to remain eligible for financial assistance. You may view the standards here:

<https://www.csub.edu/financial-aid/satisfactory-academic-progress.shtml>

Professional Liability Insurance

[Go to Top of Document](#) (Click Twice)

As of August 1, 2006, the CSU Chancellor's Office of Risk Management is requiring all students in various fields, including the Credential Program, to purchase Professional Liability Insurance. This fee may be paid at the Cashier's window or online.

<p>Good Questions to Ask Your Cooperating Teacher or Mentor</p> <p>How closely should I follow the textbook?</p> <p>What type of instructional strategies would you like me to use/try? What are some of your favorites?</p> <p>How much noise do you tolerate?</p> <p>When do you want to meet with me for planning, and lesson review?</p> <p>How can I contribute to the department, PLC, class and school?</p> <p>What type of assessments do you use?</p> <p>How should I create my grade book? How shall I give you my grades? It is not advised that you enter official school grades for the cooperating teacher.</p> <p>Are there volunteers to run off papers and prepare materials?</p> <p>What technology is available for student and teacher use?</p> <p>If I need help with technology, who should I contact?</p> <p>What special things should I be aware of regarding the students?</p> <p>What special things should I be aware of regarding school policy or procedures?</p> <p>How do you balance the need for re-teaching with keeping up with Scope and Sequence plan?</p> <p>Do you have suggestions about how to set up attendance/grading within student information system (i.e. Synergy, Aeries)?</p>	<p>Reflection Questions for Reflection section of Binder</p> <p>What did I set out to teach? Did I accomplish my objectives?</p> <p>Did the students accomplish the objectives? Reteach? How?</p> <p>How effective were my materials? Why?</p> <p>How effective were my teaching strategies / methods? Why?</p> <p>What strategies should I use again? Not use again?</p> <p>What grouping did I use? Was it effective?</p> <p>Were my lessons dominated by the teacher or the students? Am I happy about that? Why?</p> <p>What kinds of teacher-student interaction occurred? Did anything unusual happen?</p> <p>Did I have problems with a lesson? If so, articulate some possible corrections.</p> <p>Did I do anything differently? Should I do something differently next time?</p> <p>What were the main accomplishments of my lessons?</p> <p>What parts of each lesson were the most successful?</p> <p>What parts of each lesson were the least successful?</p> <p>Would I teach these lessons differently if I taught them again? Why? How?</p> <p>Was my personal philosophy of teaching evident in this lesson?</p> <p>Did I discover anything new about my teaching style?</p> <p>Did I discover anything new about my students or their learning styles?</p> <p>What changes should I make in my teaching style for this group?</p> <p>Did I teach ALL of my learners today?</p> <p>Did I allow my students to contribute to the lessons today?</p> <p>How did I respond to the learner's needs?</p> <p>Were the learners challenged by the lesson?</p> <p>What do I think they really learned from this lesson? Does this meet the lesson objectives?</p> <p>Did the learners like the lesson? Why, what was important to them?</p> <p>What didn't they respond well to? How might I teach the students differently next time?</p>
---	--

[Go to Top of Document](#) (Click Twice)

[Go to Top of Document](#)

CSUB Final Clinical Practice and Intern Final Evaluation

The category “Proficient” means the teacher candidate is demonstrating proficiency in the standard and the candidate needs little prompting or direction by the University Supervisor, Cooperating Teacher or Mentor. Proficient is “where the candidate needs to be” to demonstrate successful Clinical Practice proficiency for the standard. “Proficient” means the candidate is consistently demonstrating above average proficiency in the TPE standard, with very little prompting needed from the Cooperating Teacher or Supervisor. “Distinguished” means the candidate is demonstrating comprehensive and excellent proficiency in the standard, with no prompting needed from Cooperating Teacher or Supervisor. The “Distinguished” category is for candidates who are truly above and beyond the Proficient level.

Passage of EDEL, EDSE or EDTE 5810 requires a candidate to earn a minimum of proficient in 7 TPEs with no score marked as unsatisfactory.

****Rubric follows on next page**

Component	Unsatisfactory	Basic	Proficient*	Distinguished
Engaging and Supporting All Students in Learning Go to Table of Contents (Click Twice) Standards: TPE 1, CSTP 1 AAQEP 1c, 2a, 2b	The candidate minimally demonstrates an understanding of students and does not tailor instruction and/or communicate effectively with families to establish a strong home-school partnership. They minimally attempt to connect subject matter to real-life contexts. Using minimal instructional strategies, the candidate attempts to address diverse learning styles. Opportunities for curriculum access are minimally provided, and attempts to monitor students for adjustments in instruction are lacking.	The candidate demonstrates an understanding of students and attempts to tailor instruction and communicate effectively with families to establish a strong home-school partnership. They attempt to connect subject matter to real-life contexts. Using instructional strategies, the candidate attempts to address diverse learning styles, encourage critical thinking, and demonstrate efforts in maintaining a supportive and inclusive classroom environment. Opportunities for curriculum access are minimally provided, and attempts to monitor students for adjustments in instruction are present.	The candidate demonstrates a deep understanding of students and tailors instruction effectively, fostering frequent, clear communication with families and establishing a strong home-school partnership. They connect subject matter to real-life contexts, promoting relevance and engagement. Using instructional strategies, the candidate addresses diverse learning styles, encourages critical thinking, and demonstrates efforts in maintaining a supportive and inclusive classroom environment. Opportunities for curriculum access are provided, with monitoring leading to occasional adjustments in instruction to ensure student progress.	The candidate consistently demonstrates a deep understanding of students and tailors instruction effectively, fostering frequent, clear communication with families and establishing a strong home-school partnership. They excel in connecting subject matter to real-life contexts, promoting relevance and engagement. Using a wide range of instructional strategies, the candidate addresses diverse learning styles, consistently encourages critical thinking, and maintains a supportive and inclusive classroom environment. Abundant opportunities for curriculum access are provided, with ongoing monitoring leading to regular adjustments in instruction to ensure continuous student progress.
Component	Unsatisfactory	Basic	Proficient*	Distinguished
Creating and Maintaining Effective Environments for Student Learning Standards: TPE 2, CSTP 2; AAQEP 1a, 1c, 1e, 2c, 2d	The candidate is unable to create an effective learning environment. The classroom environment is disruptive, disorganized, or is unable to support learning. There is a lack of student engagement, motivation, and a clear sense of purpose.	The candidate is able to partially create an effective learning environment. The classroom environment is somewhat conducive to learning, but there are occasional disruptions. Student engagement and motivation may vary, and there is room for improvement in maintaining a consistent positive environment.	The candidate is able to consistently create and maintain an effective learning environment. The classroom environment is conducive to learning, with few disruptions. Students are generally engaged, motivated, and feel a sense of purpose in their learning.	The candidate is able to create and excel in maintaining an exceptionally effective learning environment. The classroom environment is consistently positive, engaging, and inspiring. Students are highly engaged, motivated, and feel a strong sense of purpose in their learning.
Component	Unsatisfactory	Basic	Proficient*	Distinguished
Understanding and Organizing Subject Matter for Student Learning Standards: TPE 3, CSTP 3; AAQEP 1a	The candidate is unable to demonstrate an understanding of the subject matter. The instruction is unorganized and lacks consistency. Students struggle to grasp the material due to inadequate explanations	The candidate is able to demonstrate partial understanding of the subject matter but lacks depth. The instruction is somewhat organized, but there are gaps in explanation and consistency.	The candidate is able to demonstrate a strong understanding of the subject matter and can organize it effectively. The instruction is well-structured, with clear explanations and consistency. Students are provided	The candidate is able to thoroughly understand the subject matter and excels in organizing the instruction for student learning. The instruction is structured, engaging, and consistent. Students are provided

	and lack of structure.	Students may face challenges when comprehending the material.	opportunities to comprehend the material, with additional opportunities for improvement or refinement needed.	highly engaging opportunities to comprehend the material.
Component	Unsatisfactory	Basic	Proficient*	Distinguished
Assessing Student Learning Standards: TPE 5, CSTP 5; AAQEP 1d	The candidate does not assess student learning using appropriate methods. Assessment methods are ineffective without attention to individual student needs. Assessment data does not inform instruction, and lacks adjustments to meet the needs of students.	The candidate assesses student learning using appropriate methods. Assessment methods are somewhat effective with minimal attention to individual student needs. Assessment data minimally informs instruction, and lack adjustments to meet the needs of students.	The candidate effectively assesses student learning using a variety of appropriate methods. Assessment methods are effective and tailored to individual student needs. Assessment data informs instruction, and adjustments are made to meet the needs of most students.	The candidate excels in assessing student learning using a variety of appropriate methods. Assessment methods are innovative, highly effective, and tailored to individual student needs. Assessment data consistently and comprehensively informs instruction, and adjustments are made to meet the needs of all students.
Component	Unsatisfactory	Basic	Proficient*	Distinguished
Developing as a Professional Educator Standards: TPE 6, CSTP 6; AAQEP 1f, 2e, 2f	The candidate does not demonstrate reflection on teaching practice. Professional learning goals are not established or achieved. Collaboration and communication with stakeholders is missing. Current trends in best teaching practices and education research are not understood or applied.	The candidate demonstrates reflection on teaching practice and an understanding of its impact on student learning. Professional learning goals are established and achieved. Collaboration and communication with all stakeholders is minimal. Current trends in best teaching practices and education research are somewhat understood and applied.	The candidate effectively demonstrates an insightful reflection on teaching practice, showcasing an understanding of its impact on student learning. Professional learning goals are effectively established and achieved on an ongoing basis. Collaboration and communication with all stakeholders is consistent and effective. Current trends in best teaching practices and education research are effectively understood and applied.	The candidate excels in demonstrating a deep and insightful reflection on teaching practice, showcasing a comprehensive understanding of its impact on student learning. Professional learning goals are exceptionally established and achieved on an ongoing basis. Collaboration and communication with all stakeholders is consistent and exceptional. Current trends in best teaching practices and education

				research are exceptionally understood and applied.
Component	Unsatisfactory	Basic	Proficient*	Distinguished
Effective Literacy Instruction for All Students Standards: TPE 7; AAQEP	<p>The candidate does not plan and implement instruction, demonstrating understanding of applicable literacy standards and evidence-based practices. Asset-based pedagogies and inclusive approaches are not integrated, or do not celebrate the diversity of students. Literacy instruction is not active, motivating, and engaging, with no responsiveness to students' developmental needs, family engagement, and trauma-informed practices. Assessment practices are not comprehensive, including neither formative assessments, progress monitoring, and diagnostic techniques, to address literacy-related difficulties.</p>	<p>The candidate plans and implements instruction, demonstrating some understanding of applicable literacy standards and evidence-based practices. Asset-based pedagogies and inclusive approaches are integrated, celebrating the diversity of students. Literacy instruction is somewhat active, motivating, and engaging, with responsiveness to students' developmental needs, family engagement, and trauma-informed practices. Assessment practices are somewhat comprehensive, including formative assessments, progress monitoring, and diagnostic techniques, with effective collaboration to address literacy-related difficulties.</p>	<p>The candidate effectively plans and implements instruction, demonstrating an understanding of applicable literacy standards and evidence-based practices which may include students with dyslexia. Asset-based pedagogies and inclusive approaches are effectively integrated, celebrating the diversity of students. Literacy instruction is active, motivating, and engaging, with responsiveness to students' developmental needs, family engagement, and trauma-informed practices. Assessment practices are mostly comprehensive, including formative assessments, progress monitoring, and diagnostic techniques, with effective collaboration to address literacy-related difficulties including dyslexia.</p>	<p>The candidate meticulously plans and implements instruction, demonstrating a deep understanding of applicable literacy standards and evidence-based practices including for students with dyslexia. Asset-based pedagogies and inclusive approaches are skillfully integrated, celebrating the diversity of students. Literacy instruction is highly active, motivating, and engaging, with responsiveness to students' developmental needs, family engagement, and trauma-informed practices. Assessment practices are comprehensive, including formative assessments, progress monitoring, and diagnostic techniques, with effective collaboration to address literacy-related difficulties including dyslexia.</p>

Applying for your Preliminary *Multiple* or *Single* Subject Credential

1. Application forms and complete instructions are available online at <https://www.csub.edu/sse/credentials/preliminary-credential-requirements>
2. Your application and supporting documents must be merged into one (1) PDF file. You can use a free PDF merge software such as: [I love PDF](#) or [PDF Merge](#) or [PDF Joiner](#).
3. Name your document: Last name_First name_CSUB ID_program_campus (i.e., Smith_John_0123456789_MS_Bakersfield)
4. Upload this document to the [Preliminary Submittal Portal](#).

Bakersfield Campus:

Jayne Barton, 661/654-3075 or jbarton5@csub.edu



CALIFORNIA STATE UNIVERSITY
BAKERSFIELD™
School of Social Sciences and Education

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

Updated January 2025

Table of Contents

Foreword.....	49
Teacher Education Faculty and Staff	50
Mission and Vision	50
Program Goals and Expectations	50
Introduction	51
Program Policies	
.....	53
Application and Admission	53
Application Evaluation Procedure and Standards	53
Candidate Dispositions and Assessment	53
Disposition Assessment Appeal Process	54
CSUB Program Expectations	55
Dress Code	55
Digital Professionalism.....	55
Reporting Child Abuse.....	56
Privacy of Personal Information-Confidential Records.....	56
Scholastic and Professional Expectations	56
Academic Integrity	56
Grade Point Average (GPA).....	57
Course Grade	57
Status/Completion Time Limit	57
Technology/Internet	58
Teacher Performance Assessment (TPA).....	58
Dismissal Policy	59
Accommodations for Students with Disabilities	59
Program Information	61
Multiple Subject Credential Program	61
Single Subject Credential Program	62
Special Education Teachers working toward a Multiple or Single Subject Credential	63
Clinical Practice	64

Terminology	64
Traditional Teacher Candidate Placements	64
Clinical Practice Stage I (5800—see syllabus for full information)	65
Final Clinical Practice Stage II (5810—see syllabus for full information)	65
Supervisor Visits	66
Supervisor Guidelines	67
Phase-In Schedules	67
Seminars	68
Professional Development Days	68
Substituting During Final Clinical Practice	68
Long-Term Substitute Policy (Teacher of Record)	69
Teacher of Record (TOR): Private School Teachers, Long-term Substitutes, Pre-Intern	70
Permit (PIP) Candidates and Short-Term Staff Permit (STSP) Candidates	70
CSUB Intern Teacher Candidates	71
Mentor Responsibility with Interns	71
Improvement Plans	72
Individual Development Plan	72
Applying for your Preliminary Multiple or Single Subject Credential	73
Appendix	1

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

Dr. Alice Hays, Department Chair
ahays2@csub.edu 661- 654-3129

Bakersfield Campus

Bryan Maddern, Single Subject Program Director/Advisor
bmaddern@csub.edu

Vanessa Soto, Multiple Subject Program Director/Advisor
vsoto11@csub.edu

Ms. Luz Roldan, Clinical Practice Specialist
lroldan@csub.edu 661-654-2728

Antelope Valley Campus

Dr. Stacy Schmidt, Program Director/Advisor
sschmidt3@csub.edu, (661) 952-5084

Mrs. Rhonda Conte, Placement Coordinator/Lecturer
rconte@csub.edu, (661) 952-5036

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

[Go to Top of Document](#) (Click Twice)

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

[Go to Top of Document](#) (Click Twice)

[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

[Go to Top of Document](#) (Click Twice)

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 the 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)
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

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](#)