



SACRAMENTO STATE

**PK-3 ECE Specialist
Instruction Credential Program**

PROGRAM HANDBOOK

for

***Teacher Candidates, Mentor/Cooperating Teachers,
Supervisors, and District Partners***

College of Education - Teaching Credentials
PK-3 ECE Specialist Instruction Program
2026-2027

Greetings!

Congratulations on becoming a member of the Sacramento State College of Education, PK-3 ECE Specialist Instruction Credential Program (PK-3rd Program). We are excited to be launching this new program which will serve an important need in the lives of our region's youngest learners! As a teacher of our youngest learners, you will help them establish a strong and deep foundation for learning, exploring, and fully developing as active contributors to their communities and our society. Our faculty take tremendous pride in the social justice focus, rigor, and quality of our program, and we are committed to providing you with the experiences essential to your development as a competent and confident equity-minded beginning teacher.

This handbook is designed for a diverse audience: our teacher candidates, our supervisors, our cooperating teachers, administrators, and district/community partners. It provides practical information about—and outlines expectations related to—our candidates' coursework, field experience and student teaching. It should be used in conjunction with the Policies and Procedures Handbook for the College of Education Teacher Preparation Programs which contains more general program policies and procedures.

We feel honored to have such a diverse community with whom to work. We truly value the expertise, time, and effort our many partners and collaborators devote to our candidates and our program. We know that high quality teacher preparation happens when many education stakeholders work together toward closing the opportunity gap and the resulting achievement gap and promoting equity at all levels. We hope that this Handbook provides a clear roadmap for how our collaborative work will proceed so that together we can support optimal growth and professional development for our candidates toward these ends.

The PK-3 ECE Specialist Instruction Program is housed in the Teaching Credentials Branch. The mission and vision of our branch, implemented in all aspects of its various programs, are:

MISSION: The Teaching Credentials Branch prepares socially just teachers and teacher leaders to be agents of change, committed to equity and inclusion in culturally and linguistically diverse schools and communities.

VISION: Our vision is to be the regional leaders in preparing and developing excellent teachers. In collaboration with our schools and communities, teachers prepared at Sacramento State create and sustain equitable inclusive educational environments which are designed to optimize access and student success.

The Teacher Credentials Program has adopted the California Teachers Association Definition of Social Justice:

We, as educators, have a responsibility for the collective good of students, members, communities, and society while ensuring human and civil rights for all. Social Justice encompasses educational, economic, and political arenas. Social justice is a commitment to equity and fairness in treatment and access to opportunities and resources for everyone, recognizing that all is not equal. Social justice means that we work actively to eradicate structural and institutional racism, sexism, classism, linguisticism, ableism, ageism, heterosexism, gender bias, religious bias, and xenophobia. Social Justice means that we as educators are responsible for the collective good of society, not simply our own individual interests.

The *specific principles and values* guiding the Vision for the PK-3 ECE Specialist Instruction program are:

Building on our candidates' knowledge and previous experiences, we prepare them to design learning experiences for a diverse group of early learners in an inclusive, multi-lingual, culturally responsive, and empowering environment. Together with practitioners and our communities, we build a future where educators use their knowledge, skills, and mindset to foster joyful, culturally sustaining, and developmentally appropriate learning environments. By embracing the power of play, inquiry, cultural responsiveness and active learning, our teachers will be educators who positively shape the lives of their students and lead the teaching profession and society towards greater justice and equity.

These guiding statements emerge from the belief that the uniqueness of every child is a strength rather than a weakness or deficit and comes to life through focused, rigorous coursework and structured field experiences in contexts that serve large numbers of low-income, culturally, and linguistically diverse students with diverse abilities. Our adoption of the CTA's definition of social justice allows us to further define our commitment to

equity and social justice and the work we do at the classroom, community, and state levels to disrupt persistent structural patterns of inequity. Our programs' integrated coursework and fieldwork strengthens candidates' commitments, knowledge base, and skills needed to achieve educational equity and address the opportunity and achievement gap in our region.

We are continually energized and excited by the prospect of preparing new teachers and supporting practicing teachers in the field in working toward the collective educational good of our community. We look forward to working with you and know that together, we will make a positive difference in the lives of children in our region.

Best wishes, **The Faculty and Staff of the Teaching Credentials Branch**

Contents

GLOSSARY OF TERMS	4
TEACHING CREDENTIALS BRANCH AND THE STUDENT SUCCESS CENTER (SSC) OFFICE.....	7
GENERAL ACADEMIC AND PROGRAM SERVICES:.....	7
OVERVIEW OF THE PROGRAM	9
CLINICAL EXPERIENCE PLACEMENTS	11
EXPECTATIONS FOR TEACHER CANDIDATES	13
ETHICAL PROFESSIONAL STANDARDS FOR TEACHER CANDIDATES	15
OBSERVATION GUIDELINES FOR TEACHER CANDIDATES.....	17
LESSON PLANNING OVERVIEW.....	19
INFORMATION FOR MENTOR TEACHERS	20
EXPECTATIONS OF UNIVERSITY SUPERVISORS.....	22
EVALUATION OF THE TEACHER CANDIDATE	23
WHAT TO DO IF A TEACHER CANDIDATE IS STRUGGLING	28
STATEMENT OF CONCERN.....	31
COLLEGE OF EDUCATION:.....	31
FIELD PLACEMENT	31
PERFORMANCE CONTRACT FOR CONTINUATION IN FIELD PLACEMENT:.....	32
POLICIES FOR SERVING STUDENTS WITH DISABILITIES.....	33
SUBSTITUTE TEACHING	33
ADDITIONAL PROGRAM COSTS	34
CREDENTIAL RECOMMENDATION.....	34
NON-DISCRIMINATION STATEMENT	34
CHAIN OF COMMAND FOR FIELD-PLACEMENT RELATED ISSUES	35
CO-TEACHING FOR COOPERATING TEACHERS AND TEACHER CANDIDATES: AN OVERVIEW.....	36
PK-3 ECE Specialist Instruction:	38
Clinical Experience Evaluation Rubric.....	38
PK-3 ECE Instruction Specialist Teaching Performance Expectations	46
SIGNATURE PAGE	53

GLOSSARY OF TERMS

Bilingual Authorization – Those candidates earning a Bilingual Authorization can provide instruction in another language. Sacramento State can offer this authorization in either Spanish or Hmong. The Bilingual Authorization was formerly named the **BCLAD**.

California Standards – Educational standards that describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school. The California Department of Education helps schools make sure that all students are meeting the standards.

CLAD – Cross-cultural, Language, and Academic Development Certificate. This CTC requirement serves to meet the needs of English learners in the classroom and is embedded in the PK-3 ECE Specialist Instruction Credential Program. **The CLAD Certificate is currently named the English Learner Authorization (see below).**

Clear Credential – See Professional Clear Credential for more information.

Clinical Experience – The clinical experience (sometimes informally called the field placement or student teaching) is the all-encompassing term used to refer to different phases of the student teaching experience. The clinical experience takes place in local schools or centers/agencies, is overseen by a district- or agency/center-employed site supervisor and candidates both put into practice what they are learning in coursework and follow the modeling and guidance of their site mentor(s) and supervisor(s). A University Supervisor is assigned to each candidate and this person conducts formal observations and completes formal evaluations of the candidate’s performance (detailed below).

Co-Teaching Model – “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. Both teachers are actively involved and engaged in all aspects of instruction” (Bacharach, N. and Heck, T., 2011).

Cohort – A group of teacher candidates who take classes together. Candidates in the PK-3 ECE Specialist Instruction program are cohorted for all coursework except the Inclusive Practices courses.

Competencies – The competencies are the measurable and observable knowledge, skills, and dispositions that the university uses to evaluate candidates. These competencies include the California PK-3 ECE Specialist Instruction Teaching Performance Expectations ([TPEs](#)- see below for detail) and additional competencies added by the program faculty. The competencies form the basis of evaluation of candidate progress and are used to assess candidates in the field and provide feedback on their performance.

Cooperating Teacher/Mentor Teacher (CT/MT) – The in-service teacher who collaborates with and mentors a teacher candidate. The CT/MT receives initial training and orientation from the program for

this role. The CT/MT also communicates regularly with the University Supervisor (see below). The CT/MT volunteers his/her time as a partner to our teacher preparation program.

CSTP – **California Standards for the Teaching Profession**. Standards that are used to evaluate credentialed teachers who are employed in California school districts.

CTC – **Commission on Teacher Credentialing**. The California agency responsible for licensing and credentialing professional educators.

English Learner Authorization (ELA) – Formerly the Cross-cultural Language and Academic Development (CLAD) Certificate, this authorization authorizes teachers to deliver instruction to English Learner students in California. All candidates enrolled in California Teaching Credential programs, including Sacramento State’s Teaching Credential program, earn their English Learner Authorization.

Field Placement Coordinators – The Sacramento State faculty and staff members who assign candidates their clinical experience placements, provide support to supervisors, and troubleshoot major issues that arise in the field.

Learning Segment – A set of lessons that build upon one another toward a central focus that reflects key concepts and skills, with a clearly defined beginning and end. It may be part of a larger instructional unit that includes multiple learning segments.

Lesson Plan Format – A general lesson plan template which includes the major elements of a lesson plan. The model is adaptable, depending on the goals of a lesson. Candidates will be required to complete some lesson plans using the program’s adopted format.

PK-3 ECE Specialist Instruction Program – This structured set of coursework and clinical experiences leads to a Preliminary PK-3 ECE Specialist Instruction Credential for teaching all subjects in grades Pre-Kindergarten through 3rd.

CalTPA – A teaching performance assessment of credential candidates’ abilities to successfully plan, teach, assess student learning, and reflect on instruction. A teaching performance assessment is state-mandated for each teacher preparation program. Currently, the CalTPA is the only state-approved teaching performance assessment for the PK3 ECE Specialist Instruction credential.

Pacing Guide – A guide that identifies the tasks and responsibilities of the candidate as s/he proceeds through the field placement aspect of the program. The guide provides basic orientation to candidates, supervisors, CTs, and instructors as to activities that should occur in the field placement. It is meant to orient, not dictate!

Preliminary Credential – The first of two tiers in acquiring a Professional Clear Credential. The Preliminary Credential is issued to candidates who complete a state-approved program of initial teacher

preparation. The Preliminary Credential is valid for five years. After a candidate successfully completes the Sacramento State PK-3 ECE Specialist Instruction Teaching Credential Program, the program will recommend the candidate for a Preliminary Credential. Sacramento State does not grant Preliminary Credentials - only the CTC can grant a credential. Once a candidate gains a Preliminary Credential (1st tier) they begin work through their district-sponsored Induction Program during their first years of teaching on their Professional Credential (see below.)

Professional Clear Credential – The credential issued when a Preliminary Credential holder has completed a two-year teacher induction program as part of their employment as a teacher. Induction programs are most often run by local districts, not through Universities. A Professional Clear Credential must be renewed through the CTC every five years.

Professional Learning Communities (PLC) – Ongoing collaborative efforts by small groups of teachers to improve student learning through collective inquiry and action research, which ultimately inform instruction.

Solo Teaching – A period of four weeks during which the credential candidate assumes all responsibilities of a credentialed teacher in the classroom (lesson plans for solo teaching require prior approval of the Cooperating Teacher). This typically occurs during weeks 10 to 15 of the final semester of the program.

Supervisor (also called University Supervisor) – The Sacramento State faculty member who evaluates the candidate’s performance in the host classroom and acts as a liaison between the university and the public school or center/agency. The university supervisor plays a key communication role among the school/site administrators, the cooperating teachers, and the program’s instructional faculty/staff in support of the teacher candidate. University supervisors meet monthly with program instructional faculty. They also follow a standard procedure for evaluating candidate performance and use multiple sources of evidence, following guidance from the Teaching Credentials Branch.

Teacher Candidate (TC) – A student enrolled in the teaching credential program who concurrently works in the field alongside a cooperating teacher.

Teaching Performance Expectations (TPEs) – A description of the set of knowledge, skills, and abilities that the State of California expects of each candidate recommended for a PK-3 ECE Specialist Instruction Teaching Credential. The Sacramento State College of Education midterm and final evaluation are based on the California TPEs, which are based on the California Standards for the Teaching Profession (CSTPs).

Evaluation Meeting – A conference held with the teacher candidate, the cooperating teacher, and the university supervisor. These take place to support sharing the midterm and final evaluations. Additional meetings are held as necessary.

TEACHING CREDENTIALS BRANCH AND THE STUDENT SUCCESS CENTER (SSC) OFFICE

The Teaching Credential Programs are supported by expert staff at the program, department, and college levels. Staff in our branch office provide admitted candidates with resources related to courses, required forms, any program continuation issues, and faculty information. Staff advisors in the Student Success Center (SSC) provide resources related to exploring graduate programs, support for required credential exams, scholarship information, as well as assist credential candidates at the final stages of their program when a credential recommendation is needed.

Teaching Credentials Branch Office – Eureka Hall 401

Student Success Center Office – Eureka Hall 437

Credential Analysts’ Office – Eureka Hall 414

The academic year hours for the offices listed above are:

Monday – Friday, 8 a.m. – 12 p.m. & 1 p.m. – 5 p.m.

(check website for the summer hours)

Please see the [SSC website](#) for more information about scheduling appointments for advising, or the [Teaching Credentials website](#) for more information about drop-in hours with staff from Eureka Hall 401 (the reception area).

GENERAL ACADEMIC AND PROGRAM SERVICES:

- The Academic and Program Services is the one-stop shop for all student services. Staff in this office are generalists and can help with add/drop forms, course schedule/room assignments, faculty office hours, and general advising questions as well as direct students to specific staff or faculty who can answer more complex questions.
(916) 278-6639 | Eureka Hall 401 | coe-cred@csus.edu

CONTACTS for Program Personnel:

- **Dr. Brian Lim, Teaching Credentials Chair**
lim@csus.edu, Eureka Hall 401
(The Department Chair handles student complaints and student discipline.)
- **Dr. Pia Wong, PK-3 ECE Specialist Instruction Program Co-Coordinator**
wongp@csus.edu, Eureka Hall 302
Dr. E’leva Gibson, PK-3 ECE Specialist Instruction Program Co-Coordinator
Eleva.gibson@csus.edu, Eureka Hall 402

(The Program Co-Coordinators oversee all aspects of program operations. They can answer general questions about program operations (student teaching placement process, course schedule, etc.), can facilitate with conflict resolution if other remedies are not successful – see “Chain of Command” on page 37, will support candidates/supervisors/mentor teachers during the Statement of Concern/Action Plan process.)

- **Dr. Juan Jose Bueno Holle, Bilingual Coordinator**
buenoholle@csus.edu, Eureka Hall 420A

Bilingual Authorization: Candidates who read, write, and speak Spanish or Hmong can earn a Bilingual Authorization, by completing additional courses during the credential program. This qualifies you to teach in a bilingual program in Spanish or Hmong, and can be advantageous in gaining and retaining employment in any teaching position. Please see the [Bilingual Authorization Flyer](#) for more information. (NOTE: this authorization was termed the BCLAD in the past and some cooperating teachers may have this authorization still.) PK-3 ECE Specialist Instruction Bilingual Authorization candidates will complete their student teaching in Spanish or Hmong in a bilingual school/program with a bilingual cooperating teacher and a bilingual university supervisor.

Field Requirements for Bilingual Authorization candidates:

1. Follow and complete all requirements for student teaching as outlined by regular content area supervisors, such as lesson plan requirements, reflections, etc.
2. Prepare and teach lessons in Spanish or Hmong.
3. Communicate with parents and the Spanish or Hmong speaking community as needed (guided by the cooperating teacher), including sending home an introduction letter explaining your role in the classroom, goals for students' language use, and what you will be teaching.
4. Provide a written lesson plan in Spanish or Hmong to the University supervisor for each scheduled observation.

- **Professor Robert Brewer, Teaching Performance Assessment (TPA) Coordinator, robert.brewer@csus.edu, Eureka Hall 322**
(Has resources – handbooks, rubrics, etc. – related to the TPA, supports instructors teaching the TPA preparation course, facilitates the re-submission process.)

CONTACTS for Program Specific Services:

- **Linda Lugea, Branch Administrative Analyst, llugea@csus.edu, Eureka Hall 401**
(Can address questions about course schedule and enrollment, faculty office hours and contact information, department chair schedule)
- **Mercedes Hipolito, Applications and Admissions Administrative Support Coordinator m.dawal@csus.edu, Eureka Hall 401**
(Can address questions about program admissions requirements – subject matter competence, Certificates of Clearance, etc. – and maintains all candidate records.)
- **Jennifer Clark, Placement Coordinator, coe_cred_placements@csus.edu, Eureka Hall 403**
(Can answer general questions about student teaching placements – more specific questions should be directed to program coordinator)
- **Elizabeth Christian, Lead Credential Analyst, echristian@csus.edu, Eureka Hall 414**
Jessa Jimenez-Estrada, Credential Analyst, j.jimenez-estrada@csus.edu, Eureka Hall 414
(Can answer questions about credential requirements and the process for obtaining a credential recommendation and any supplemental authorizations. The Credential Analyst meets with all candidates in the final semester of the program with explicit information about the credential application.)
- **Ashley Ciraulo-Stuart, SSC Programs Lead Advisor, aciraulo@csus.edu, Eureka Hall 437**
(Can address program application process, advises on subject matter competence and supplemental authorizations, etc.)
- **Gabriel Delgado, SSC Programs Advisor, gabrieldelgado@csus.edu, Eureka Hall 437**
(Can address program application process, has specific expertise on financial aid processes)
- **Karina Figueroa-Ramirez, COE, Educational Equity Coordinator**

figueroaramirez@csus.edu, Eureka 437

(Can address questions about scholarships, grants, and general questions about the bilingual authorization; coordinates Peer Mentor program which supports candidates needing subject matter authorization.)

OVERVIEW OF THE PROGRAM

The PK-3 ECE Specialist Instruction Program uses a framework designed to ensure that future educators for PK-3rd grades have a robust knowledge base and comprehensive pedagogical skills needed to be effective instructors of foundational literacy and mathematics. Further, these future PK-3rd grade teachers will be well-versed in creating classroom communities that are inclusive, build on students' assets, sustain students' funds of knowledge, foster students' creativity, curiosity, and agency, and welcome parents/families/caregivers as partners. To achieve this, the program uses the conceptual and content building blocks linked below.

- a. California K-12 [Content Standards](#) (specifically, ELA, ELD and Mathematics through grade 3) California Pre-School [Learning Foundations](#), California Multi-Tiered System of Support-[MTSS](#)
- b. California PK-3 ECE Specialist Instruction Teaching Performance Expectations ([TPEs](#))
- c. [Total Participation Techniques](#)

Candidates will learn both the content of this framework and will be guided on integrating these building blocks as they apply them to instruction, curriculum planning, assessment, building a classroom community, establishing the classroom environment, and reflection. These references have been carefully selected to ensure that future PK-3 ECE Specialist Instruction have solid content foundations, robust pedagogical tools, and inclusive dispositions so they are able to address the important learning, development, and equity issues present in any PK-3rd classroom.

This program is designed with the working ECE professional in mind. Coursework is spread out over 3 semesters, with content organized in a developmental manner and assuming candidates can put most course tasks into action in their work place and/or clinical practice setting. The primary program components are displayed below:

	Summer	Fall	Spring
Courses	EDMS236A: Foundations of teaching EDMS311A: Literacy I EDSP217: Creating supportive environments	EDMS312: Math Methods EDMS273: Educating ELs EDMS313: Social Science/Science Methods EDMS236B: Principles of teaching EDMS330A/B: Ed Tech	EDMS236C: Adv. principles of teaching EDSP93: Inclusive practices EDMS311B: Literacy II EDMS232: Assessment Lab
Clinical practice	All PK3 candidates must complete 600 hours of clinical experience. As detailed below, upon admission, the program communicates with each candidate to determine the clinical experience elements they will need to complete, taking into consideration prior qualifying coursework, prior qualifying employment, and current (if any) employment. Candidates receiving no equivalencies will complete 100 hours of PK/TK clinical practice in the summer, 200 hours of PK/TK clinical practice in the fall, and 300 hours of K-3 clinical practice in the spring in a clinical practice setting identified by the program. There are 3 clinical practice courses: EDMS401A, EDMS424A, and EDMS424B.		

	Summer	Fall	Spring
Co-curricular experiences		Parent-teacher home visit training	Multi-cultural Education Conference IEP Simulation Day

As a teacher candidate, you will interact with multiple “teacher educators” including the faculty teaching your courses, your mentor teacher, your university supervisor and other educators at your school site and associated with the credential program. Each of these teacher educators will offer you guidance, coaching, and help you grow and develop as an effective PK-3rd teacher for low income, linguistically, racially, culturally, and developmentally diverse students.

The clinical practice for the PK-3 ECE Specialist Instruction credential program follows policies established by the Commission on Teacher Credentialing-CTC including: **a minimum of 600** clinical practice hours of which 200 must be in PK/TK and 200 must be in K-3rd grades. Equivalency for up to 400 hours of prior experience and/or coursework may reduce some of the hours required for the clinical practice. Information about the clinical experience and processes for requesting a review of prior coursework and/or prior employment can be found at [this link on the program webpage](#).

Summer Semester: Initial Clinical Experience (PK/TK)

A field placement orientation will be held during the Foundations of Teaching course. During this orientation, candidates will be provided with in-depth information about their different clinical experiences, requirements, and evaluation protocols and processes. Candidates will complete their initial clinical experience during the summer session in a classroom identified by the program (unless granted clinical experience equivalency).

Fall Semester: Clinical Experience (PK/TK with some activities in K-3)

Your unofficial start and end date varies by school/district and conforms to the calendar of the district to which you are assigned. We strongly recommend that you attend the first day of school at your placement site as a volunteer; we also strongly recommend that you continue co-teaching in your classroom until the conclusion of the public school academic year. Your first official day during the Sacramento State semester will be the first day of instruction on campus. The last day in your placement is the last day of finals week. The final evaluation meeting with your supervisor will occur **any day** during finals week (Monday – Friday). (See Sacramento State [Academic Calendar here](#))

Spring Semester: Clinical experience (K-3)

❖ **Student Teaching Placement- Winter Recess**

Due to the clinical practice requirements of the PK-3 ECE Specialist Instruction Credential, candidates will be required to complete some student teaching activities during winter recess.

❖ **Sacramento State Spring Break**

Candidates are required to be in their placement classrooms during the CSUS spring break if their districts are in session. Sacramento State and District Spring Breaks may or may not be in alignment- if a candidate’s placement school is in session, they are required to attend their student teaching placement during the CSUS spring break.

❖ **IEP Simulation**

During Spring Semester, in person on campus, mandatory attendance on a Saturday

❖ **Education & Social Impact Career Fair**

The Career Center holds an Education & Social Impact Career Fair each year, typically during the spring semester. The Career Center [website](#) will have more information and program coordinators will provide advanced notice of the event. The event attracts employers from Northern California and candidates will be excused from their placement so they can attend the fair to learn about job openings and apply for jobs.

❖ **CSUS College of Education Multicultural Conference**

For over three decades, the College of Education has offered the Multicultural Conference, an inspiring and energizing gathering of educators who connect over shared commitments to educational equity, social justice, excellent teaching, and advocacy. Candidates are required to attend the entire conference and should expect to be inspired! The conference occurs in-person during the spring semester on a Saturday.

CLINICAL EXPERIENCE PLACEMENTS

The preliminary PK-3 ECE Specialist Instruction credential program at Sacramento State focuses on the Program Standards and Teaching Performance Expectations developed by the California Commission on Teacher Credentialing and the definition of Social Justice as outlined by the California Teachers Association. University coursework is tied closely to community-based field experiences with university supervision in classroom contexts where a diverse student population is served. Candidates seeking this credential will have intensive experiences focused on teaching foundational literacy and mathematics in ways that foster students' sense of excitement, curiosity and engagement for learning.

Candidates have a clinical experience every semester during the program and course assignments very often require a practice element in a relevant classroom (either the candidate's place of employment or student teaching classroom). Each semester, candidates develop and deepen their skills and knowledge base related to all aspects of the cycle of teaching (Plan, Instruct, Assess, Reflect). All clinical experiences take place in public schools and in classrooms serving socio-economically, culturally, and linguistically diverse students and their families.

Coursework and fieldwork are closely integrated so that the specialized knowledge and skills required to teach in developmentally appropriate ways and within the specific disciplines are reflected in the field practice, including specific pedagogy and research related to Universal Design for Learning, inclusive education, English language development, and the California State Standards. Supervisors, along with university instructional faculty and school-based educators, provide professional guidance, feedback, and evaluation consistent with the program performance standards and guidelines.

Our program requires the implementation of co-teaching strategies by the teacher candidate and the cooperating teacher jointly during all three clinical experiences. Co-teaching is a model developed by special education teachers and general education teachers and is currently being adopted for use in

general education classrooms as well. The majority of cooperating teachers and all teacher candidates and university supervisors will receive professional development on co-teaching. The co-teaching strategies are available at the end of this handbook for reference. During the Weekly Growth and Planning Hour, the candidate and mentor teacher are expected to identify the co-teaching strategies to be used during the subsequent week. Candidates will incorporate co-teaching strategies into their planning and will reflect actively during each formal lesson observation debrief on the effectiveness of the co-teaching strategy in supporting student learning (see Lesson Plan template and Observation Protocol prompts.)

Field experiences for candidates vary based upon their prior experience and their employment during the program. In all cases, candidates' experiences must reference the appropriate clinical practice syllabus; the syllabus ensures that candidates and mentor teacher can plan an appropriate developmental sequence and also provides a common reference point for the triad – candidate, mentor teacher, university supervisor.

During all field experiences, the cooperating teacher will provide the candidate with the opportunity to demonstrate competency in teaching all subject areas, with a specific emphasis on reading, literacy, and mathematics. The candidate should also have intentional opportunities to integrate science and social studies as well as to assess student learning. The teacher candidate must share any requirements for specific course assignments with the cooperating teacher at the beginning of each semester or when they are first assigned. The university supervisor and the cooperating teacher will evaluate candidates regularly by completing observations, as well as a final evaluation during the fall semester, and a midterm and final evaluation during the spring semester. They will use the program's clinical experience evaluation rubric for this assessment.

Work-embedded field experience:

Per guidelines in the CTC's PK-3 ECE Specialist Instruction Clinical Practice Guidance document, candidates whose workplace meets criteria established by the CTC may continue in their place of employment for the PK/TK clinical experiences. More information can be found [at this link](#) on the program's clinical experiences webpage.

Policy for progressing from one clinical experience to the next:

Upon accepting our offer of admission, candidates are sent a policy statement that carefully outlines expectations about course grades (including courses related to clinical experiences), overall and cumulative GPA minimums, and state requirements for a credential (e.g., demonstration of subject matter competence, basic skills, etc.). We expect that teacher candidates will carefully monitor their own progress in courses, field experience/student teaching, and in meeting all state requirements. This program is carefully sequenced, and candidates risk timely completion of the program if they do not meet all program policies, especially those related to minimum grade requirements, subject matter competence, and meeting expectations in their field placement.

EXPECTATIONS FOR TEACHER CANDIDATES

Your clinical experience placements are intended to give you the opportunity to apply, in a classroom setting, the content and strategies learned and practiced in your coursework, with special focus on strategies for advancing students' literacy, reading, and mathematics learning implemented in alignment with equity goals. Your university supervisor and cooperating teacher are there to offer support and feedback throughout the semester. Our main priorities are your personal and professional growth in education and increasing success in your ability to contribute positively to all students' academic and social-emotional learning in your assigned classrooms. To set yourself up for success in the program, please make sure you have completed the following:

1. Carefully read this Handbook and the Teaching Credentials Department Policies and Procedures [Handbook](#) before the beginning of the program. They will be referred to throughout the program, and you are responsible for knowing their content before the program begins.
2. Develop a communication plan with cooperating teachers and supervisors (preferred mode of communication, times of day that are off limits, etc.).
3. Ask to have access to, and read carefully the core curriculum for your grade level before you begin in the classroom. Be very familiar with upcoming lessons, and be prepared to ask questions about the curriculum during your weekly 'Growth and Planning Meeting' with your cooperating teacher.
4. Be fully proficient in the California Pre-K/TK Learning Foundations, Preschool Curriculum Framework, K-3 Student Content Standards, and Frameworks appropriate to the age/grade levels of the children. While you will focus on the grade/age level of the students in your host classroom, please remember your ultimate responsibility is the PK-3rd grade span; developing a working familiarity with the levels prior and subsequent to the one you are teaching is recommended.
5. Be fully proficient in the PK-3 Frameworks and Math, English Language Arts, Science, and Social Studies Standards (content knowledge) for your grade level. All relevant reference documents can be found on the Commission on Teacher Credentialing [resource page](#). Standards may have changed since you were in school, and the Common Core English/Language Arts and Math Standards and Next Generation Science Standards are much more rigorous than previous Standards. If there are areas that you do not feel completely comfortable in, it is contingent upon you to take the time to educate yourself in those areas. You can use Khan Academy or other free, online resources to do so. You will not have time to learn this content once the program begins in the fall; it will be necessary to take this upon yourself as part of your own professional learning.
6. During the program, complete the Observation Protocol for each formal observation, and write lesson plans in advance for full lessons that are implemented in the classroom. The thoughtful crafting of lesson plans is an effective tool to help with preparedness and increase the likelihood of successful and confident teaching. While on the spot decision-making is an essential part of teaching, moment to moment decisions are of higher quality if the parts of a lesson that can be planned are well planned ahead of time. Teacher candidates are required to use the program's

Lesson Plan Template. Lesson plans will be kept in an e-binder that will be checked regularly by your supervisor and cooperating teacher.

7. Meet with mentor teachers *once a week* (your ‘Planning and Growth Meeting’) for planning and discussion of lessons as well as to discuss candidate progress. This time is designated for debriefing on any issue related to the clinical experience as well as deliberate planning for implementing co-teaching strategies (see Co Teaching Models Overview below), completing course assignments that include field tasks, and discussing TPEs and the candidate’s progress towards meeting them.
8. Remain at your school site during minimum days after the students have been dismissed. Staff development and workdays are also considered student teaching days if they fall within the required student teaching schedule. Teacher candidates will attend professional development with cooperating teachers if it is not a financial hardship to the school or the district.
9. Solo teaching will take place during the final semester, full-time for four weeks, contingent upon demonstrated readiness to do so. The “solo teaching experience” requires the candidate to initiate all planning tasks, implement all instructional and assessment tasks, and act as the primary teacher making all decisions pertaining to children and the classroom. Takeover is recommended five to six weeks **prior** to the last week of placement to ensure a smooth transition; however, dates may be adjusted due to the testing schedule, etc., at the school site. See the spring clinical experience syllabus for additional information.
10. Review the teacher candidate evaluation form at the beginning and throughout the semester.

ETHICAL PROFESSIONAL STANDARDS FOR TEACHER CANDIDATES

You are representing Sacramento State specifically and the teaching profession in general—strive to uphold the highest standards for professionalism (focus on student assets, equity-mindedness, hard work, preparation, cultural humility, persistence, open-mindedness, respect, willingness to experience discomfort when discussing difficult topics, dependability, integrity, discretion, flexibility, etc.).

1. Professional Attitude—Candidates are expected to:

- a. Demonstrate openness to the feedback that they receive, and to incorporate feedback into subsequent lessons.
- b. Believe and act with the understanding that **all students can learn**. Candidates must have high expectations for all students, and willingness to provide the support needed so that all students can learn.
- c. Be willing to engage in courageous conversations about people who are different from the candidate in race, gender, socio-economic status, home language, culture, and other categories of difference. Candidates will be willing to examine their own preconceived notions and to learn about these categories. Candidates should not harbor ill feelings toward peers, cooperating teachers, supervisors, or professors who express differing opinions from their own; should understand the difference between opinions and facts; and, need to be willing to continue relationships even after disagreeing.
- d. Take responsibility for student learning and not locate responsibility for student learning in contexts outside the classroom and school/center. Candidates will use knowledge about students' and their caregivers' funds of knowledge to assure that learning is engaging, relevant, and accessible.

2. Attendance, Absences, and Punctuality—Candidates are expected to:

- a. Arrive at placement classroom one half hour before school begins and stay one hour after school to plan, attend staff meetings, in-services, parent conferences, and other school functions, such as “Back to School Night” and “Open House” as their schedule allows, and as the school schedule allows. If two absences occur without previously informing the cooperating teacher **and** the supervisor, a Statement of Concern/Performance Contract will be initiated. If more than two excused absences occur a Statement of Concern/Performance Contract may be initiated.
- b. Arrive on time. If three tardies occur, a Statement of Concern/ Performance Contract will be initiated.
- c. Schedule regular appointments (e.g., dentist) outside of time in the placement classroom.
- d. Inform their cooperating teacher and supervisor when an absence is unavoidable. In this case, the candidate will provide their cooperating teacher with lesson plans, if scheduled to teach that day. Candidates are expected to use the preferred mode of communication to immediately inform their supervisor of any absence (especially important for planned observations). Candidates will make up any missed day(s) and communicate their plan to

make up missed days to their CT and supervisor.

- e. Maintain appropriate hours at placement sites to plan and implement teaching and learning tasks, even if this must take place outside of the hours outlined above.

3. Lesson Plans/Preparedness—Candidates are expected to:

- a. Meet deadlines for completing the Observation Protocol, lesson planning and any other requests from cooperating teachers and supervisors.

4. Professional Conduct—Candidates are expected to:

- a. Maintain flexibility in planning and implementing instruction so as to meet the needs of all students.
- b. Orient teaching practice so as to engage all students, with a special focus on students who are historically marginalized.
- c. Reflect and self-assesses to improve practice, with a special focus on equity.
- d. Collaborate effectively with all school personnel, student caregivers, and university personnel.
- e. Be discreet. Candidate does not share information about students nor post pictures or information about students on social media.
- f. Act professionally from the moment of arrival onto campus to the moment of departure from the school grounds.
- g. Maintain good rapport and appropriate professional interactions and relationships with all building staff, faculty, administration, students, and caregivers.
- h. Teach, observe, or assist the cooperating teacher and the students during all times when in the field. Candidates will strive to do everything possible to contribute positively to the learning of all students, especially in the domains of reading, literacy, and mathematics. Candidates will plan, prepare, and complete CSUS coursework (not related to assignments that involve students or CT) outside of time in the placement.
- i. Act with discretion. Be discreet in conversation and refrain from judging others quickly and harshly. Candidates will approach situations with empathy and an open mind, understanding that having an open, accepting attitude towards others is critically important in supporting each other and becoming a member of a community of learners.
- j. Use appropriate, professional language with instructors, other teacher candidates, students, school faculty, staff, and caregivers.
- k. Remember that as a guest at the school/agency, one may learn confidential information about a student; keeping these issues confidential is essential.
- l. Use cell phones only when students are not present. Candidates will keep their cell phone on silent, as opposed to vibrate or ring tone, and will not take out their phone to look at it while students are present. Candidates will not share their contact information with children/students.
- m. Refrain from communicating negatively in public domains about previous or current experiences, cooperating teachers, caregivers, principal, supervisor, or school/district.
- n. Listen attentively during IEPs, SSTs, and parent conference meetings, and not offer opinions unless asked to by those in charge. Candidates should never offer advice or recommend services or materials for children as this may be interpreted as binding upon the district.

- o. Maintain a “growth” mindset. Candidates are confident that purposeful and diligent effort brings results—therefore, are open-minded and intellectually curious, engage in activities that will deepen and/or broaden their perspective and knowledge base, seek out feedback, receive it with grace and objectivity, and implement/apply it thoughtfully. Candidates are expected to proactively ask questions anytime clarification is needed.

5. Appropriate Professional Appearance is very important in this profession

In educational settings, a type of dress can be interpreted as being respectful or disrespectful to the profession and to the students and their caregivers. Be mindful and purposeful about how you present yourself.

Candidates are expected to:

- a. Dress appropriately for the classroom. Check clothing for appropriate tightness and how much skin or if undergarments are revealed. Discuss any questions regarding dress with your supervisor and cooperating teacher.
- b. Tattoos with language or images that could be considered offensive to others or inappropriate for children must be covered.

6. Effective Communication—Candidates are expected to:

- a. Communicate effectively, orally, and in writing, in all settings related to the field (cooperating teacher, supervisor, field placement coordinator, parents, principals, paraprofessionals, etc.). Consistently use a salutation and closing in all written communication, including email messages.
- b. Understand that anything in writing, including emails, can be taken and shared with others. Use discretion and be professional in all contexts including social media accounts.
- c. Use Sacramento State email address for all program communications, and check email frequently and answer emails sent by program faculty (instructors, supervisors, CTs) or staff within 24 hours, 48 hours on the weekends.

OBSERVATION GUIDELINES FOR TEACHER CANDIDATES

Throughout your clinical experience you should observe closely how students and adults function, behave, and interact in the school environment. Many factors influence the individual and group behavior of teachers, students, administrators, or volunteers, among them their perceptions of role and duties, social and peer pressures and hierarchies, time and schedules, and physical characteristics of the classroom, school, and facilities. Schools and classrooms are microcosms of society—in both positive and negative ways. Initially, you will have a golden opportunity to observe your students and your CT with few responsibilities. This is a time to be focused, systematic and detailed in your observations. With each observation, you can build a more intricate and nuanced understanding of students’ engagement, their relationships with each other and with you and the cooperating teacher, and of teaching and learning.

Here are some **tips for professional observation**. Notice everything, defer judgment, make

connections between coursework and the classroom, generate questions and take notes so that you have them to refer to throughout the year, and during your first year of teaching. As often as you can, connect what you observe to concepts, theories, and frameworks presented in your university coursework. Be sure to observe the students as much if not more than you observe your CT. Observe for—when are the students engaged? Less engaged? What motivates them? What makes them happy? Less happy? Which students might you want to reach out to first in establishing relationships? Why? Who do the students interact with when given a choice? What do they like doing when they are directing their time and activity? Much of teaching involves putting theory into practice or using reflection on practice to bolster theory; when you think at this metacognitive level, you make great strides as a reflective, purposeful teacher who is focused on equity and educational excellence.

If possible, position yourself on a diagonal so you will have a good view of the students. Only observe while observing (e.g., refrain from doing CSUS homework unless it is an assignment that requires completion while in the field). Especially at the beginning of the school year, but after breaks as well, focus on the following areas:

Building Respectful Relationships

- **How does the teacher build relationships with their students as a group? As individuals?**
 - **Among students?**
 - **How does the teacher get to know about their students?**
 - How does the teacher interact with students before class begins?
 - How are students supported to learn how to care about each other, and learn how to positively interact with each other and build relationships with each other, and how to build a classroom community?
- **Establishing Norms and Routines**
 - How does the teacher empower the students to learn how to manage the classroom? Manage their own learning?
 - What are the rules/expectations of the classroom? Did the students contribute to the classroom expectations?
- **One Lesson: These prompts should be used with one lesson at a time**
 - How does the teacher build engagement?
 - How does the teacher build on knowledge that the students bring from home and community (Funds of Knowledge)?
 - How does the teacher tie the lesson to past learning or experiences?
 - What kinds of questions does the teacher ask?
 - When are the students most engaged?
 - Are there any academic or behavioral challenges? If so, what does the teacher do to help his/her students?
- **Procedures and Expectations**
 - How does the teacher help students co-create and understand classroom routines and procedures?

*In the beginning, use the One Teach, One Observe Co-Teaching Strategy to focus your observations. These questions are **appropriate starting points** for your inquiry; you and your cooperating teacher and/or supervisor should collaborate to determine other areas of focus for later observations.*

LESSON PLANNING OVERVIEW

Teacher candidates should observe their cooperating teachers model lessons and strategies in specific content areas before they assume responsibility for teaching lessons in those content areas. The teacher candidate should observe the cooperating teacher plan a lesson, either on his/her own or with grade-level teammates. The first and most important step in teaching, beyond building relationships with students and getting to know them and their backgrounds and interests, is planning, and knowing how to plan, starting with the knowledge of one's students and the grade level standards. As candidates observe their cooperating teacher plan lessons, they will grow more competent in weaving together their knowledge of the students with the content, skills and strategies taught in the lesson.

E-Binders—information will be shared in your Technology and Foundations/Principles of Teaching courses, and by your supervisors. E-Binders are used both as an organizational tool for candidates and as a repository of lessons for professors to gauge candidates' progress in the program.

Candidates will use “e-binders” as opposed to physical binders to organize their weekly lesson plans, Observation Protocols, weekly overview, etc.. This will allow CTs, supervisors, and professors to access the binders online, providing an opportunity for the three groups of teacher educators to give 360⁰ support for our candidates. Candidates, please carefully read the E-binder Tutorial, and set up your ebinder by the end of the summer session.

Lesson Planning

When writing a lesson plan for a formal observation, candidates will start by filling out the Observation Protocol. All lesson plans will use the program's lesson plan template (to be provided and taught during EDMS 236A) and should be written at the level of specificity that a substitute would need in order to follow the plan. For example, language such as ‘teacher will go over vocabulary’ is too vague— write the plan in such a way that someone unfamiliar with the classroom would be able to carry out your plan without having to guess at the details.

1. What procedure will the cooperating teacher follow when plans are poorly done or not ready in advance of teaching the lesson(s)?

Out of respect for the cooperating teacher's time and to ensure that student learning is maximized, the timeframe for submitting the lessons to the cooperating teacher prior to instruction is at least two days before the lesson is taught. All plans must be thoroughly thought through and written at an acceptable level (level of specificity that a substitute could follow) before the teacher candidate will be allowed to teach the lesson. In many instances the candidate may only have to make minor modifications to the original lesson.

At other times, the candidate will need to edit or rewrite the entire lesson, following suggestions made by the cooperating teacher. Not having lessons ready places a severe burden on the

cooperating teacher because alternative lessons, often hastily prepared, will have to be implemented; and this is unfair to them and to the students.

2. What procedure will the supervisor follow when plans are poorly done or not ready in advance of teaching the lesson/s?

The timeframe for submitting the formal lessons (lessons that are observed) prior to instruction is stated in the Supervisor Syllabus. The supervisor will “discuss” any rough spots with the lesson (via email) prior to the lesson implementation with the goal of maximizing success. This process may go back-and-forth several times. All plans must be acceptable before the teacher candidate will be able to teach. The candidate will not be allowed to teach if plans are not ready.

Candidates who repeatedly fail to meet the expectations related to lesson planning will be given a Statement of Concern/Performance Contract. Continued sub-par performance may result in serious sanctions including immediate termination of the placement and/or dismissal from the program.

INFORMATION FOR MENTOR TEACHERS

All Mentor Teachers will complete three phases of orientation and professional learning for this role. Your selection letter will specify the dates and content of each phase of professional learning. We are honored to collaborate with you on preparing the next generation of PK3 teachers for social justice!

Selection Criteria for Mentor Teachers:

The procedure for selecting mentor teachers involves school district administrators, site principals or directors, mentor teachers themselves, university supervisors assigned to the program, and the program coordinator. A **mentor teacher** is an employer-based educator who supports a pre-service candidate who is completing a clinical practice experience. The mentor teacher provides systematic guidance and support to the candidate. In accordance with the clinical experience equivalencies approved by the CTC for pre-service candidates pursuing this credential, mentor teachers will either host pre-service candidates in their own classroom or they will provide systematic and regular support to a pre-service candidate who may also be a district employee operating at their same site.

The following criteria are used to identify mentor teachers (referred to herein as employer-based supervisors):

1. The employer-based supervisor holds the appropriate credential and/or license, which is verified by the employer and can be furnished to the program sponsor upon request:
 - Those in a K-3rd grade classroom hold a California multiple subject credential or the equivalent;
 - Those in a PK or TK classroom hold a Master Teacher level or higher Child Development permit.
2. All employer-based supervisors meet these criteria:

- A minimum of three years of appropriate teaching experience (e.g., preschool, TK, K-3), verified by the employer;
- Demonstration of exemplary teaching practices
 - Most recent evaluation by the employer verifies these practices and/or employer-based supervisor has documentation of having completed relevant professional learning.

Responsibilities of the Employer-based Supervisor

The employer-based supervisor is one of the candidate's most important resources. You are the candidate's professional coach and mentor. As such, you will need to provide modeling and constructive and positive feedback regularly so that your teacher candidate may improve and grow into the professional we all want her/him to be. Your active involvement is critical to a successful field experience.

Basic responsibilities for this role include:

1. Complete a mandatory orientation consisting of an initial orientation that addresses the program curriculum, effective supervision approaches, implementation of co-teaching practices, and current pedagogical and instructional practices aligned to the PK3 ECE credential. This initial orientation encompasses 10 hours of on-line instruction; a portion of the content can be substituted with evidence of equivalent professional learning (e.g., cognitive coaching certificate or sessions offered by other entities, preparation as an induction support provider, etc.). Upon selection as an employer-based supervisor, an invitation to the 10 hours of online training will be forwarded.
2. Provide a minimum of 5 hours per week of support and guidance which may include:
 - A weekly 'Planning and Growth Meeting' with the teacher candidate to plan lessons and to provide written or verbal feedback on the observed lessons (using the TPEs in the evaluation tool as a reference); review curriculum, instructional resources, and assessment tools; prepare for upcoming instructional tasks; review course requirements, especially those that must be implemented in the classroom; and, identifying co-teaching strategies to be implemented in the subsequent week;
 - Discussing difficult topics with the candidate- e.g., implicit bias, racism, sexism, how the "isms" can manifest in the classroom between the teacher and students, and between students, and how to combat their effect in the classroom through building relationships, effective instruction, engagement activities, careful curation of adopted and other curriculum, and socially just assessment practices.
 - Modeling for the candidate effective teaching strategies, particularly in foundational reading, literacy, and mathematics, providing 'just in time' coaching, and effective modeling of establishing a just, inclusive, caring classroom community that emphasizes positive reinforcement, proactive strategies, and the promotion of self-directed student behavior.
 - Supporting the candidate with more routine questions and concerns
 - Connecting the candidate to other informal mentors at the school/center as well as to key staff roles on the campus (e.g., custodial staff, school office staff, etc.)

- Ensuring the candidate is connected to school/center-wide and district-wide (as appropriate) communication tools and has current information about school policies, practices, and procedures (especially those related to safety).
3. Maintain ongoing communication with the university supervisor, apprise them of any concerns with the candidate, and work as a team with the supervisor to address any field-related challenges. If the teacher candidate is struggling or not meeting competency, timely written documentation of the teacher candidate's performance is especially critical. It is also critical that such documentation begin as early as possible and is updated regularly. Concerns (e.g., attendance, punctuality, preparedness, proactiveness, attitude towards the students and teaching, etc.) need to be communicated to the supervisor immediately.
 4. With the university supervisor, complete all required clinical experience evaluations.
 5. Sensitivity to the needs of a developing teacher (for example, the need to experiment with teaching techniques suggested in university courses and/or by the university supervisor).
 6. Skill in “making one’s thinking visible”- communicating about expectations, rationale for decisions, and evaluations of teaching.
 7. A willingness to share one’s own journey in teaching, what has been hard, what’s been rewarding, how to avoid burnout and stay centered and mindful, how to avoid avoidable stress, and how to maximize enjoyment of teaching.
 8. A willingness to help the candidate see how they are seen through the lens of others (e.g., caregivers, administrators, teacher colleagues, and of course, the classroom students).
 9. A desire to grow professionally through the exchange of ideas with the teacher candidate.

EXPECTATIONS OF UNIVERSITY SUPERVISORS

The university supervisor is a faculty member who regularly observes the teacher candidate and works with the employer-based supervisor in planning and directing the clinical practices experiences. Selection of university supervisors is based on their skills in working with beginning teachers, competence in appropriate grade levels, and prior teaching experience. University supervisors for the PK3 ECE program shall have 3 years or more of documented experience in PK-3rd grade settings, with at least one year of experience in a PK/TK setting. The university supervisor will have also performed coaching, mentoring, and evaluative roles in an educational setting (e.g., department chair, professional development provider, induction support provider, supervisor for candidates in other credential programs, etc.).

The university supervisor is a teaching expert, a voice of experience, and the university’s representative in the field. His/her primary responsibility is to ensure that the program’s policies are appropriately implemented, especially in terms of the implementation of the clinical practices experience. S/he must

maintain regular and productive communication with the district-employed mentor and s/he also serves as a connector between programmatic content and opportunities to apply it in a clinical setting.

The university supervisor is required to conduct a minimum of three observations for each candidate during the summer session (semester one) and six observations during each of the remaining semesters (semesters two and three). This requirement assumes that the candidate is making satisfactory progress and continues in his/her placement through the end of the semester. The university supervisor also completes a final evaluation for the summer session of clinical practice and a midterm and a final evaluation for the subsequent two semesters of clinical practice.

Roles and Responsibilities of the University Supervisor

1. Acts as liaison between teacher candidates, district-employed supervisor, school administrators, and the university.
2. Develops a mutually beneficial observation schedule and shares with pre-service candidate and district-employed supervisor.
3. Uses the TPE-aligned evaluation tool as a reference in providing oral and written feedback from each observation to pre-service candidate and makes written feedback available to district-employed supervisor; feedback includes next steps and areas of focus, which should be developed collaboratively with the candidate and the district-employed supervisor;
4. Reviews the “Teaching Candidate e-Binder” before **each** visit, and weekly.
5. Monitors and encourages the use of the co-teaching strategies.
6. Collaborates with candidate and district-employed supervisor to complete all required clinical practice evaluations.
7. Follows the early warning process by completing a Statement of Concern/Performance Contract for any candidate who is experiencing difficulties in making progress towards the competencies and schedules a conference with the cooperating teacher as quickly as possible to develop and carry out specific plans for improvement.
8. Maintains ongoing communication with the principal and district-employed supervisor and assists in solving field-related problems.
9. Assigns grades through an “on-line” system via MySacState.

Since supervisor assignments may change from semester to semester, it is possible that the teacher candidate may not have the same supervisor for all semesters.

EVALUATION OF THE TEACHER CANDIDATE

Candidates are monitored carefully throughout their credential program to ensure that they are making adequate progress toward meeting the program standards and all other performance standards. Evaluation of candidate development occurs using formative assessments (those done at key transition points which are used to provide feedback to candidates and program faculty) and summative assessments (those that culminate the program and are used to determine whether a candidate can be recommended for a credential).

Overall, a comprehensive set of artifacts and evidence that teacher candidates produce are assessed and aggregated to produce a final decision about their attainment of the applicable performance standards and their suitability for a credential recommendation. There are many opportunities for candidates to demonstrate what they know and can do; correspondingly, they will be evaluated at many points as they complete the program requirements. While this may seem like many assessments, this kind of continuous assessment provides candidates with multiple opportunities to understand how their performance is meeting standards and where they can make specific improvements. Moreover, our instructors and supervisors are conscientious in providing candidates with clear and timely feedback, especially at key transition points, so that they have a good sense of the rate of progress they are making towards the credential program expectations. Below, we list the most significant assessments that candidates must successfully pass in order to be recommended for their credential.

- I. Subject Matter Competence: In the majority of cases, Subject Matter Competence for the PK-3rd ECE Specialist Instruction credential will have been attained at the point of admissions; in rare cases, candidates work on this requirement during the first months of the program.
- II. Completion of Credential Program requirements (courses and assessments): All candidates must complete coursework with a grade of C- or higher, pass the clinical experience courses (EDMS401A, EDMS424A/B), maintain an overall program GPA of 3.0 or higher, and pass both cycles of the CalTPA.

Formative Assessments:

Candidates are assessed in a formative manner throughout the program. There are key assessments (observation protocol, lesson plans, reflections, course assignments) that are used to inform the faculty about a candidate's progress and are used by the candidate to self-assess, particularly within the context of the "triad conference" which occurs formally with the candidate, the district-employed supervisor and the university supervisor during formal observations. During the clinical experiences, the mid-term evaluation serves as a formative assessment and feedback from the triad conference on that assessment tool should be immediately implemented so that a successful final evaluation can be obtained. The triad conference is required twice per semester, but in practice, it usually occurs more frequently and can be arranged by any member of the triad for myriad reasons ranging from noticing excellent performance and practices to identifying concerns.

The assessments conducted via course assignments and the mid-term clinical practice evaluations are formative because the data they generate are used to shape the candidate's next steps, acknowledging strengths and identifying areas for growth. Formative assessments also identify areas of strengths and weaknesses, but the results are used for formal decisions – ability to proceed to the next semester, solo teaching weeks, etc.

Summative Assessments:

Our program uses three primary summative assessments: embedded signature assessments (ESAs) integrated into specific courses, the two cycles of the CalTPA, and the evaluation of the final semester of clinical practice. Summative assessments also identify areas of strength and weakness, but the results are used for formal decisions—progress from one semester to the next and, ultimately, recommendation for a credential.

CalTPA: A Brief Overview

In 1998, the Senate passed SB2042, comprehensive legislation that established new program standards for teacher preparation programs throughout the state. This legislation charted a new vision for teacher development in our state – from subject matter preparation (at the undergraduate level) through pedagogical preparation (in credential programs) through the first two years of professional practice (through induction programs). Through SB2042 and subsequent legislation (e.g., SB1209), the Legislature and its attendant bodies, like the CTC, have sought to bring coherence to pre-service and in-service teacher preparation and development in our state. One strategy for bringing this vision to reality is through the assessment process. SB2042 established the Teaching Performance Expectations (TPEs), a set of candidate outcomes that are meant to guide program content and experiences. Each teacher preparation program is mandated to implement a Teaching Performance Assessment where attainment of the TPEs is measured for each candidate. The TPEs map directly onto the California Standards for the Teaching Profession (CSTPs), which outline 6 domains of performance for in-service teachers. The CSTPs guide the induction programs that all new in-service teachers complete, and in many districts, they are also the basis for in-service teacher evaluation. The TPA is a tool for evaluating a candidate’s attainment of the TPEs.

The PK-3 ECE Specialist Instruction Teacher Preparation Program provides candidates with structured opportunities to understand the requirements of the CalTPA and to practice and receive feedback on specific tasks. As the chart below exemplifies, candidates complete assignments throughout the program that use prompts and scoring rubrics modeled after those in the CalTPA. In addition, in EDMS 312 (Mathematics Curriculum and Instruction for the Diverse PK-3rd Classroom), candidates complete a mini-CalTPA; this course is taken in the second semester of the program. EDMS312 (fall) and EDMS 232 (spring) provide candidates with support in preparing for the Cycles of the CalTPA. In each course, candidates will learn about the various policies and procedures associated with the CalTPA, particularly those related to appropriate permissions, integrity of the candidate’s submission, and scoring protocols. They will work within a guided community of practice, where peer support is central, to complete the requirements of the CalTPA.

Candidates complete CalTPA at a cost of approximately \$300 (\$150 per cycle). It is designed so that candidates can display knowledge of students, curriculum and content, effective instructional strategies, appropriate assessment tools, and reflection strategies. The tasks are based on the PIARA cycle – Plan, Instruct, Assess, Reflect, Apply and address students’ Academic Language Development. Candidates have several opportunities to gain expertise and skill with this cycle, specifically through assignments in EDMS312, EDMS313, and EDMS293 as well as throughout their clinical practice experiences.

Midterm Evaluations, Final Evaluations, and Grading

The university supervisor and the district-based supervisor jointly complete formal evaluations for each candidate, using the program’s evaluation tool, which is aligned to the TPEs and other key research about effective teaching. The candidate also completes a self-evaluation and the employer-based supervisor reviews their evaluation with the candidate before meeting with the supervisor in a group of three to create the final draft of the evaluation. This process provides valuable opportunities for reflection and setting professional goals. The university supervisor typically provides the timeline for

the evaluation and will schedule the meeting in which the evaluation is finalized. The evaluations, particularly the final evaluation during the fall clinical experience semester and the midterm during the spring clinical experience semester, serve as a critical benchmark for providing specific feedback to the candidate and informing any special arrangements if the candidate is experiencing difficulty in meeting competencies. If there is concern that a teacher candidate is not meeting competencies in a timely fashion, a Statement of Concern, accompanied by a Performance Contract, should be completed. All evaluations should be based on evidence of the teacher candidate's performance in relation to each of the competencies; such evidence can take the form of direct observation of teaching as well as artifacts related to the candidate's teaching (observation protocols, lesson plans, reflections, group meetings, discussions, self-evaluations, Teacher Candidate E-Binder, etc.)

The university supervisor, after consultation with the cooperating teacher, recommends a grade of either credit (CR) or no credit (NC) each semester. If a grade of no credit is assigned, the supervisor reviews the supporting evidence with the cooperating teacher and the Program Co-Coordinator to determine whether the candidate will receive an opportunity to repeat the experience or if the grade is a No Credit with no opportunity to repeat which disqualifies the candidate from continuing in the program. Those who are assigned "No Credit/No Repeat" may appeal this decision through the Credential Appeals process (explained in the Policies and Procedures Handbook available on the College of Education website.)

The chart below maps out the assessment and feedback cycle that a candidate will typically experience during the program. The majority of signature assessments incorporate prompts and scoring rubrics from the CalTPA; this is explicitly highlighted for candidates so they understand that these are both moments to demonstrating knowledge and skill as well as opportunities to become familiar with the demands of the Teaching Performance Assessment.

Key elements of the assessment and feedback cycle for PK3 candidates

Candidates will be assessed in multiple ways throughout the program. Candidates complete many assignments for each course including at least one “embedded signature assessment” or ESA. ESAs align to several Teaching Performance Expectations and constitute a summative assessment for the course; this means the candidate’s ESA must meet passing criteria to successfully complete the course. All courses must be passed in order to progress from one semester to the next.

Semester One

- **Embedded Signature Assessments:** Educational Philosophy and Diversity Statement (EDMS236A); Concepts of print video lesson & analysis + Dyslexia Module 1 (EDMS311A); PBIS Behavior Support Plan (EDSP217)
- **ECE Initial Clinical Experience:** 4 observations & triad conference with final evaluation + action steps for subsequent clinical experience

Semester Two

- **Embedded Signature Assessments (all use CalTPA prompts and rubrics):** Small Conversations Assignment, Developmentally Appropriate Assessment, & Humanizing Classroom Plan (EDMS236B); ELD Lessons Plans and Unit Plan (EDMS273); Student interview/observation & Mini TPA (EDMS312);
- **ECE Second Clinical Experience:** 6 observations & triad conference with final evaluation + action steps for subsequent clinical experience
- **CalTPA: Cycle 1**

Semester Three

- **Embedded Signature Assessments (all use CalTPA prompts and rubrics):** Iterative teaching cycles (3 video taped lessons) and Individual Development Plan (EDMS236C); Dyslexia Module 2 + UDL project (EDMS293); Integrated Teaching Cycle Project-Science and Social Studies (EDMS313); Parent/Caregiver interview & Literacy Case Study (EDMS311B);
- **K-3 Clinical Experience-Student Teaching:** 6 observations & triad conference with final evaluation
- **CalTPA: Cycle 2**

WHAT TO DO IF A TEACHER CANDIDATE IS STRUGGLING

In order for the University to recommend a candidate for a teaching credential, the candidate must demonstrate that he or she has developed necessary competence as defined by the standards of the Commission on Teacher Credentialing for preparing candidates in the specific areas of the credential. It is the institution's responsibility to assure that all candidates recommended for a credential meet the standards of candidate competence (competence includes: knowledge, skills and dispositions associated with teaching effectiveness) and character appropriate to the public trust of education.

A professional education program provides opportunities for a candidate to gain theoretical understandings and develop appropriate and equitable teaching practice to demonstrate the competencies required to be recommended for a credential. The supervisor and cooperating teacher will make every reasonable attempt to help the candidate develop these teaching competencies. Should it be determined, however, that candidate competence has not developed appropriately and is not likely to develop in a sufficient manner to warrant a recommendation for a credential, it may be necessary to take corrective steps. If the corrective steps still do not lead to the necessary competence, it may be necessary to dismiss the candidate from the credential program.

It's very important that cooperating teachers and/or supervisors document concerns early. Candidates need time to remediate and implement suggestions provided in the Statement of Concern and Performance Contract. The following process will be implemented to correct any lack of competence and/or dismissal from the program should correction be unsuccessful:

Step 1 – Statement of Concern/Performance Contract	
Process	Notes
<p>If the candidate is not developing necessary competence, the supervisor notifies the Field Placement Coordinator, cooperating teacher, and candidate in writing of this finding. If the concerns are not corrected within a reasonable amount of time a Statement of Concern and a Performance Contract (SoC/PC) are developed by the supervisor in consultation with the cooperating teacher and approved by the Field Placement Coordinator, (and other involved parties as appropriate) and presented to the candidate in writing.</p> <p>The SoC/PC should include:</p> <ol style="list-style-type: none"> 1. Statement/s of the area/s of inadequate performance. 2. Suggested actions to be taken to improve performance. 3. What will be accepted as evidence of satisfactory performance and how this will be assessed. 4. Statement of acceptable time lines, which are in effect until the end of the program. 5. Statement of what will occur if performance does not improve. 	<p>The Statement of Concern and Performance Contract are given to the candidate in writing at a meeting attended by, but not limited to, the supervisor, the cooperating teacher and the candidate. The Statement of Concern is signed and dated by the candidate acknowledging receipt. The Performance Contract is signed and dated by the supervisor, the cooperating teacher, the candidate, and the Program Co-Coordinator. The signed Statement of Concern and Performance Contract are then submitted to the Department of Teaching Credentials for the Department Chair’s review and signature. Both are placed in the candidate’s file. A signed copy is sent to the candidate for his/her records.</p>

Step 2 –Decision to Dismiss	
Process	Notes
<p>If the Statement of Concern and Performance Contract do not result in the candidate developing the necessary competence by the date designated in the Performance Contract, the outcome is dependent upon the individual circumstances.</p> <p>Termination of a field placement may include either removal from the placement altogether (with a grade or impending grade of NC being assigned) or removal from regular field placement duties, but approval to remain in the classroom to observe and participate in a limited fashion (generally also with a grade of NC being assigned). A decision to dismiss the candidate from the program is also an option.</p> <p>These decisions will be made jointly by the Field Placement Coordinator and Program Coordinator in consultation with the supervisor and cooperating teacher.</p>	<p>The candidate is notified of dismissal from the program verbally (in person if possible).</p> <p>Sacramento State candidates are guests at the school site. Therefore, if a site level administrator (usually the principal) or cooperating teacher asks that a candidate be removed from the school site, they will be removed.</p>

The Department of Teaching Credentials tracks the outcomes of Statements of Concern/Performance Contracts. In most cases, the candidate makes adequate corrections and proceeds to the next semester of the program. In some cases, however, there are additional difficulties. These sometimes stem from continued disruptive and/or unprofessional behavior. In these instances, more severe corrective action may be required, including immediate removal from the placement and/or discontinuation from the program.

In addition to the information below, candidates are encouraged to consult the Policies and Procedures Handbook for Teacher Preparation Programs (on the CoE website).

Examples of unprofessional, disruptive behavior include (but are not limited to):

- Violation of any article of the university student conduct code at:
[Student Conduct Code-STU-0116](#)
- Violation of the conduct code for guest teachers in effect for the candidate's clinical experience site and host district. (It is the candidate's responsibility to obtain information about this conduct code and abide by it.)
- Any action by the candidate that is deemed by the cooperating teacher and/or university supervisor to be a threat to the safety and well-being of children at the school/agency site. Action could include inattentiveness (on cell phone rather than observing students, completing coursework rather than working with students, etc.), frequent absences or lateness (which can impact student learning), reporting to duty while under the influence of drugs or alcohol, etc. In some cases, candidate actions that take place not on the school site (e.g., in an on-line or virtual environment, at a community event sponsored by the school, etc.) may be deemed inappropriate or a threat to the safety and well-being of children associated with that candidate's placement.
- Disruptive or unprofessional behavior including such actions as:
 - Repeated rejection of the authority of the cooperating teacher, school administrators, or university supervisor; violations of student or teacher confidentiality; inappropriate use of social media and other online communication protocols/venues (see below); continued unprofessional dress, speech; continued unexcused absences (e.g. unrelated to excused absences caused by medical issues), tardiness, lack of preparation, lack of effort, etc.;
 - Breakdown in communication and mentoring relationship between the cooperating teacher and candidate and/or supervisor and candidate due to candidate rejection of constructive criticism, inability to implement suggestions in a timely and consistent manner and/or unprofessional behavior.
- Slow progress towards competencies such that the classroom learning environment is compromised; coupled with breakdown in mentoring relationship, or disruptive/unprofessional behavior. More information about Sacramento State University's policy on disruptive behavior can be found at:
[Student Conduct Code-STU-0116](#)
- Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness. At all times, the standards of conduct established by Sacramento State University are in effect; these can be found at this link: [Student Conduct Code-STU-0116](#)

**STATEMENT OF CONCERN
COLLEGE OF EDUCATION:
FIELD PLACEMENT**

The Statement of Concern is designed to clearly identify issues that may prevent a candidate from successfully completing a credential program. This statement is accompanied by a Performance Contract that provides guidelines for the teacher candidate to address the identified issue(s).

Candidate:

Date SOC issued:

Credential

Program:

Clinical Experience (course #):

TPE	DESCRIPTION OF CANDIDATE PERFORMANCE

(If needed, add additional rows.)

Required Signature:

<p><i>I acknowledge receipt of this Statement of Concern</i></p> <p>Candidate: _____ Date: _____</p>
--

PERFORMANCE CONTRACT FOR CONTINUATION IN FIELD PLACEMENT:

Candidate:

Date Performance Contract Issued:

Credential Program:

Clinical Experience (Course #):

The following plan is a performance contract stipulating specific actions that must be completed by the teacher candidate. The signatures verify that the teacher candidate and others monitoring the contract agree to the performance standards specified and the timeline provided. The following timeline supersedes any prior calendar or timeline.

Performance Expectation ADDRESSED	PERFORMANCE BENCHMARK The candidate will....	TIMELINE
TPE		
TPE		
TPE		

(If needed, add additional rows.)

Should the stipulations in this contract not be met, the following consequences will result: *If the timeline and performance benchmarks described above are not met, the candidate will be subject to disqualification from the program.*

Required Signatures:

I acknowledge receipt of this Performance Contract. I agree to meet the timeline and performance benchmarks described above:

I am in agreement with the Performance Contract.
University Supervisor: ___ Date: _

I am in agreement with the Performance Contract.
Cooperating Teacher: ___ Date: _

I am in agreement with the Performance Contract.
Field Placement Coordinator: ___ Date: _

I am in agreement with the Performance Contract.
Department Chair: ___ Date: _

POLICIES FOR SERVING STUDENTS WITH DISABILITIES

California State University does not discriminate on the basis of a disability with regard to admission or access to programs and services provided through either on-campus and off-campus based programs. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, students with disabilities are entitled to reasonable accommodations related to their specific learning challenges.

It is the responsibility of the student with a disability to contact the appropriate offices **prior to enrollment** in a program or a specific course to obtain special services. A student must contact the **Services to Students with Disabilities Office** located on the main campus in Lassen Hall, Room 1008, (916) 278-6955 (voice) or (916) 278-7239 (TDD), at least 15 working days prior to the first day of class and provide verification of a disability and need for specific accommodations. More lead time may be necessary, if reasonable accommodations include the hiring of sign language interpreters, note takers, or the pre-preparation of written or taped materials. In all cases, students must provide written documentation of specific needs to the instructor within a reasonable time frame to assure that specific accommodations can be provided in a timely fashion.

SUBSTITUTE TEACHING

During fieldwork, teacher candidates may have an opportunity to serve as a substitute teacher. This section describes the Program policy about what is allowed. This policy applies only to substitute teaching in the field on *days that are part of your CSUS field placement*. It does not apply to days when the candidate is not required to be in the field or attending courses (e.g., winter break).

Candidates may substitute teach for their cooperating teacher for two days during the fall Clinical Experience semester and ten days during the spring Clinical Experience when they have been found ready to do so by their university supervisor, have all of the proper paperwork completed (this should be completed with the district during the fall semester) and have the approval of the supervisor and the cooperating teacher.

Candidates can only substitute teach in their cooperating teacher's classroom. If there is a shortage of substitutes in the school on a specific day, the school can choose to have the teacher candidate act as a substitute for his/her cooperating teacher and the cooperating teacher can be the substitute in another classroom.

To be eligible for substitute teaching, candidates must complete required forms for the school district and they must hold the appropriate permit. Teacher candidates are not to miss any of their program courses to substitute teach.

ADDITIONAL PROGRAM COSTS

In addition to registration and books the following costs will (1–4) / may (5) be incurred while in the program:

Taskstream account—Taskstream, which is part of Watermark, is the program’s electronic portfolio system. Student teaching evaluations are completed in Taskstream. In addition, many classes include signature assignments as summative assessments. Not only will the signature assignments be graded for the purpose of a letter grade or CR, but they will also be scored on a rubric. This allows faculty to provide specific feedback to candidates aligned with the Teaching Performance Expectations (TPEs) and to provide specific information to our programs for the purpose of program review/revision. Cost: \$60.00 per academic year.

1. **CalTPA**—The CalTPA is a performance-based, subject-specific assessment used by teacher preparation programs in California to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. Aspiring teachers must prepare a portfolio of materials during their clinical experiences. Cycle 1 of the CalTPA for the PK3 credential focuses on mathematics planning and instruction and Cycle 2 of the CalTPA for the PK3 credential focuses on literacy planning and instruction. In addition to passing all program coursework, passing the CalTPA is required in order to be recommended for the Preliminary Credential. Cost of the CalTPA is \$150 per cycle.
2. **Required Textbooks**—Costs vary.

CREDENTIAL RECOMMENDATION

At the end of the credential program, the Credential Analyst will be exclusively responsible for submitting credential recommendations to the CCTC for candidates in our program.

NON-DISCRIMINATION STATEMENT

We do not discriminate in the admission process or activities on the basis of race, color, national or ethnic origin, ancestry, age, religion or religious creed, disability or handicap, sex or gender (including pregnancy, sexual harassment and other sexual misconduct including acts of sexual violence such as rape, sexual assault, sexual exploitation and coercion), gender identity and/or expression (including a transgender identity), sexual orientation, military or veteran status, genetic information, or any other characteristic protected under applicable federal, state or local law.

CHAIN OF COMMAND FOR FIELD- PLACEMENT RELATED ISSUES

If issues arise, please follow the chain of command outlined below.

Teacher candidate experiencing difficulty with cooperating teacher:

- ✓ If the teacher candidate is experiencing difficulty with the cooperating teacher, address the concern with him/her.
- ✓ If a 'good faith effort' with the cooperating teacher does not result in a satisfactory resolution, then contact the supervisor.
- ✓ If a 'good faith effort' with the supervisor does not result in a satisfactory resolution, then the supervisor will contact the Program Co-Coordinator.

Teacher candidate experiencing difficulty with supervisor:

- ✓ If the teacher candidate is experiencing difficulty with the supervisor, address the concern with the supervisor.
- ✓ If a 'good faith effort' with the supervisor does not result in a satisfactory resolution, then contact the Program Co-Coordinator.

Cooperating teacher experiencing difficulty with teacher candidate:

- ✓ If the cooperating teaching is experiencing difficulty with the teacher candidate, address the concern with the teacher candidate.
- ✓ If a 'good faith effort' with the teacher candidate does not result in a satisfactory resolution, then contact the supervisor.
- ✓ If a 'good faith effort' with the supervisor does not result in a satisfactory resolution, then contact the Program Co-Coordinator.

Cooperating teacher experiencing difficulty with supervisor:

- ✓ If the cooperating teacher is experiencing difficulty with the supervisor, address the concern with the supervisor.
- ✓ If a 'good faith effort' with the supervisor does not result in a satisfactory resolution, then contact the Program Co-Coordinator.

CO-TEACHING FOR COOPERATING TEACHERS AND TEACHER CANDIDATES: AN OVERVIEW

The co-teaching model originated to facilitate collaborative teaching between general education and special education teachers. This model has been adapted to support student learning in a general education classroom when a cooperating teacher and teacher candidate are teaching together. 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.

Both teachers are actively involved and engaged in all aspects of instruction” (Bacharach, N. and Heck, T., 2011). As a result of research conducted by St. Cloud University, and our own experiences with successful informal co-teaching arrangements, our programs are committed to implementing co-teaching as the primary model guiding the work of cooperating teachers and teacher candidates.

Successful co-teaching BUILDS on:

- An attitude: of sharing the classroom and the students. Co-teachers must always be thinking: we are both teaching all the time.
- A commitment: develop a successful collaboration between the cooperating teacher and the teacher candidate. This involves self-awareness, flexibility, communication skills, and open mindedness.
- Use of the co-teaching strategies: one teach/one observe; one teach/one assist; station teaching; parallel teaching; supplemental teaching; alternative teaching; and team teaching.

Successful co-teaching RESULTS in:

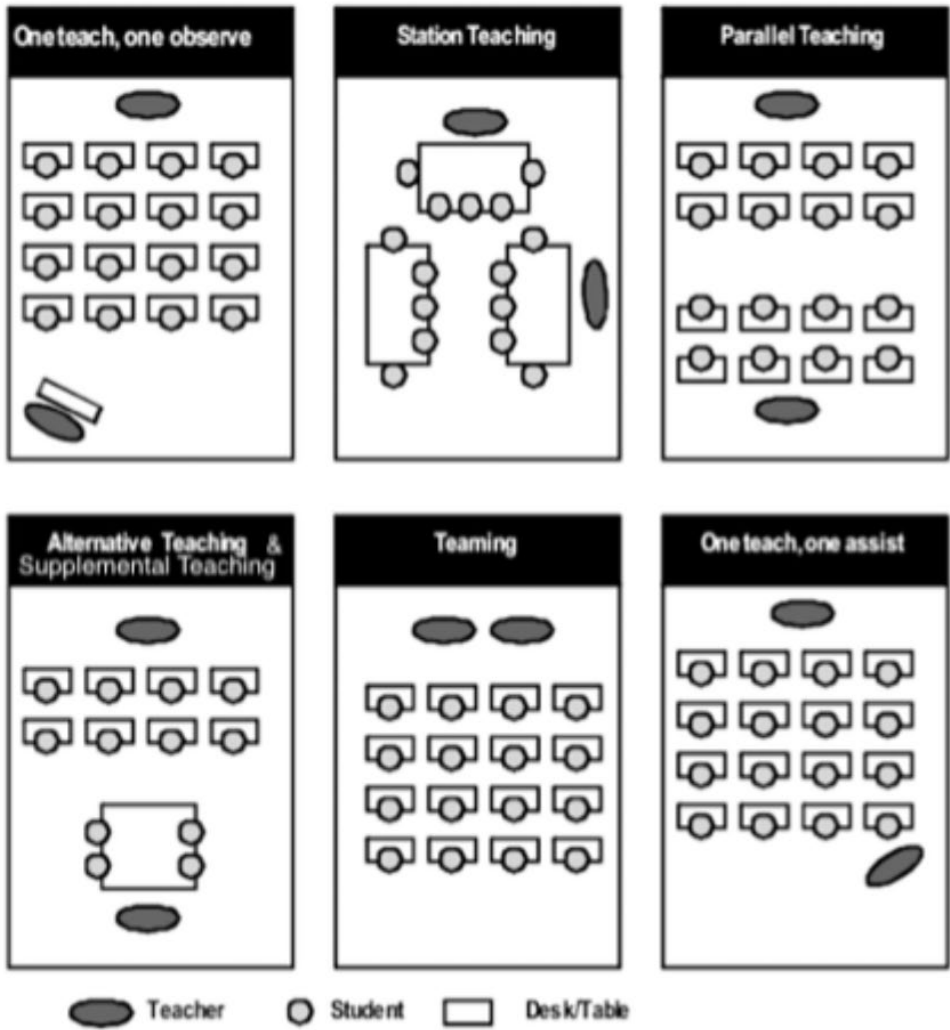
- Improved student outcomes due to a reduced student/teacher ratio and an enhanced ability to meet diverse student needs.
- Opportunities for greater student participation and engagement, more diversified teaching strategies, and increased instructional options for all students.
- Enhanced skills for CT and TC, especially planning, assessment and collaboration.

The majority of cooperating teachers have been trained in co-teaching. If you were unable to attend, please familiarize yourself with these co-teaching strategies and put them into practice with your teacher candidate as he/she advances in competence throughout the semester.

- One Teach, One Observe with intention and specificity (one co-teacher observes while the other observes with a specific focus)
- One Teach, One Assist (one co-teacher assists, clarifying directions, providing feedback, monitoring behavior, etc.)
- Station Teaching (CT and TC prepare stations, each instructs at one station and there is usually one independent station; students rotate through stations)
- Parallel Teaching (the class is divided; CT and TC teach the same lesson using the same strategies, thus cutting class size in half)

- Supplemental Teaching (one teacher teaches the main lesson; the other teacher works with a small group to accelerate or remediate)
- Alternative Teaching (class is divided, CT and TC teach the same content but use different strategies)
- Team Teaching (CT and TC teach together from a collaboratively planned lesson plan)

Co-Teaching Models



Bacharach, N. and Heck, T. (2011) “Mentoring teacher candidates through co-teaching. Train the trainer Workshop.” Minneapolis, MN: St. Cloud University. For data from St. Cloud University about co-teaching impacts on student learning, go to: <http://coehs.umt.edu/deanoffice/accred/ncate/standard3/St.%20Cloud-Co%20Teach%20Model.pdf>

PK–3 ECE Specialist Instruction: Clinical Experience Evaluation Rubric

Overall Dispositions and Professional Expectations

PK3 Teacher candidates are expected to consistently demonstrate:

- Reflective practice and openness to feedback
- Collaboration with families, colleagues, and specialists
- Inclusive and culturally sustaining practices within an anti-bias, anti-racist stance
- Advocacy for children and equitable access to learning
- Professionalism, integrity, and ethical conduct
- Persistence, resilience, and problem-solving
- Commitment to play-based, developmentally appropriate instruction
- Belief in the strengths, assets, and potential of every child

Performance Levels (see [this document here](#) for additional descriptors by TPE)

Level	Descriptor
4 – Exceeds Expectations	Performs at a consistently exceptional level, implementing the practice in a sophisticated manner that demonstrates deep knowledge, sound judgment, create and appropriate application, attention to a wide range of appropriate and specific details, and responsive integration of prior feedback and recommendations.
3 – Meets Expectations	Performs at an acceptable level, implementing the practice in ways that have been modeled or described and that demonstrate deepening knowledge, sound judgment, attention to some details, and integration of prior feedback and recommendations.
2 – Approaching Expectations	Performs in an uneven manner, occasionally implementing the practice in ways that have been modeled or described but still requires support and additional effort to consistently use the practice as designed. Inconsistently integrates feedback and recommendations.
1 – Beginning	Performs in a manner that demonstrates limited understanding and inconsistent implementation of the practice. Requires significant guidance and support to meet expectations. Inconsistently integrates feedback and recommendations.

Domain A: Engaging and Supporting All Young Children in Learning

Teaching Performance Expectation	Meets expectation (3)	Candidate Rating 4=Exceeds expectation 3=Meets expectation 2=Approaches expectation 1=Needs additional support/Beginning
1.1 Creating culturally relevant and developmentally appropriate instruction	Designs developmentally appropriate lessons that generally support children’s learning and participation.	
1.2 Leveraging children’s assets	Uses children’s interests and backgrounds to support engagement and learning.	
1.3 Building respectful relationships and culture for learning	Maintains respectful relationships and encourages positive participation.	
1.4 Designing meaningful and relevant learning experiences	Provides meaningful learning experiences connected to children’s lives and interests.	
1.5 Partnering with families and educators	Communicates respectfully and collaborates appropriately with families and educators.	
1.6 Monitoring and adapting	Monitors children and adjusts instruction to support participation.	
1.7 Promoting critical thinking through purposeful play	Uses developmentally appropriate play and inquiry to support thinking and learning.	
COMMENTS:		

Domain B: Creating and Maintaining Effective Environments for Children’s Development and Learning

Teaching Performance Expectation	Meets Expectation	Candidate Rating 4=Exceeds expectation 3=Meets expectation 2=Approaches expectation 1=Needs additional support/Beginning
2.1 Ensuring inclusive learning environments	Maintains organized and developmentally appropriate learning environments.	
2.2 & 2.6 Creating a caring classroom community	Demonstrates care and respect for children and their identities. Maintains a generally safe and supportive classroom community.	

Teaching Performance Expectation	Meets Expectation	Candidate Rating 4=Exceeds expectation 3=Meets expectation 2=Approaches expectation 1=Needs additional support/Beginning
2.3 Collaborating and communicating with team members	Communicates appropriately with colleagues and families.	
2.4 Creating and reinforcing responsive routines and procedures	Maintains clear routines and expectations that support learning.	
2.5 Fostering social-emotional development and self-regulation	Supports respectful interactions and positive behavior development.	
2.7 Accessing inclusive resources	Accesses appropriate supports and resources for children when needed.	
COMMENTS		

Domain C: Understanding and Organizing Core Curriculum for Children’s Learning

Teaching Performance Expectation	Meets Expectation	Candidate Rating 4=Exceeds expectation 3=Meets expectation 2=Approaches expectation 1=Needs additional support/Beginning
3.1 & 3.2 Designing standards-based integrated curriculum	Uses standards and frameworks to guide developmentally appropriate instruction.	
3.4 Individualizing goals and adaptations	Adapts instruction to address varied learning needs.	
3.5 & 4.7 Ensuring equitable access to curriculum	Uses differentiated strategies to support diverse learners.	
3.6 & 4.6 Integrating Technology, UDL, and MTSS	Uses technology and instructional supports appropriately.	

Teaching Performance
Expectation

Meets Expectation

Candidate Rating

4=Exceeds expectation

3=Meets expectation

2=Approaches expectation

1=Needs additional support/Beginning

3.7 Promoting digital
literacy and citizenship

Promotes safe and appropriate technology use.

COMMENTS

Domain D: Planning Instruction and Designing Developmentally Appropriate Learning Experiences

Teaching Performance
Expectation

Meets expectation

Candidate Rating

4=Exceeds expectation

3=Meets expectation

2=Approaches expectation

1=Needs additional support/Beginning

4.1 & 8.5 Planning to
support comprehensive
development

Plans developmentally appropriate lessons that support learning goals.

4.2 Integrating content
knowledge, language and
literacy development, and
SEL

Supports content learning and social-emotional growth appropriately.

4.3 Affirming identity and
background

Includes children's backgrounds and identities in instruction.

4.4 Supporting full access
and participation for all

Provides accommodations and supports for children with identified needs.

4.5 Integrating
multisensory experiences

Includes multisensory activities in instruction.

COMMENTS

Domain E: Assessing and Documenting Children’s Development and Learning

Teaching Performance Expectation	Meets Expectation	Candidate Rating 4=Exceeds expectation 3=Meets expectation 2=Approaches expectation 1=Needs additional support/Beginning
5.1 & 4.8 Assessing in purposeful and holistic ways	Uses a range of assessments appropriately to inform planning and monitor learning.	
5.2 & 5.3 Engaging in ongoing assessment cycles	Uses assessment data to monitor progress and guide instruction.	
5.4 & 5.5 Using assessments collaboratively	Uses assessment information and collaborates appropriately to support children.	
5.6 Supporting self-assessment and reflection	Encourages children to reflect on learning and progress.	
5.7 Communicating with families	Shares assessment information appropriately with families.	
COMMENTS		

Domain F: Developing as a Professional Early Childhood Educator

Teaching Performance Expectation	Meets Expectation	Candidate Rating 4=Exceeds expectation 3=Meets expectation 2=Approaches expectation 1=Needs additional support/Beginning
6.1 Reflecting on practice	Reflects on practice and applies feedback appropriately.	
6.2 Promoting equity and fairness	Demonstrates fairness and respect toward all members of the learning community.	
6.3 Committing professional responsibility	Maintains professional responsibilities appropriately.	
6.4 Acting with ethics and integrity	Demonstrates ethical and professional conduct.	

Teaching Performance Expectation	Meets Expectation	Candidate Rating 4=Exceeds expectation 3=Meets expectation 2=Approaches expectation 1=Needs additional support/Beginning
6.5 Collaborating and pursuing professional growth	Collaborates appropriately with colleagues and mentors.	
COMMENTS		

Domain G: Effective Literacy Instruction for PK–3 Settings

Teaching Performance Expectation	Meets Expectations	Candidate Rating 4=Exceeds expectation 3=Meets expectation 2=Approaches expectation 1=Needs additional support/Beginning
7.1 Implementing evidence-based literacy instruction	Provides literacy instruction aligned to standards and developmental levels.	
7.2 Integrating UDL, MTSS, and dyslexia protocols into literacy instruction	Uses inclusive literacy practices and targeted supports appropriately.	
7.3 Using asset-based literacy practices	Uses culturally and linguistically responsive literacy practices.	
7.4 Ensuring literacy-rich environments	Maintains literacy environments that support learning and engagement.	
*7.5 Promoting foundational literacy skills	*Teaches foundational literacy skills appropriately. (See supplemental checklist to be used as a formative assessment for EDMS401A and as a summative assessment for EDMS424A)	
7.6 Supporting meaning making	Supports comprehension and meaning making appropriately.	
7.7 Supporting language development	Supports oral and written language development appropriately.	
7.8 Promoting effective expression	Provides opportunities for communication and expression.	

Teaching Performance Expectation	Meets Expectations	Candidate Rating 4=Exceeds expectation 3=Meets expectation 2=Approaches expectation 1=Needs additional support/Beginning
7.9 Supporting content knowledge and digital literacy	Integrates literacy and content instruction appropriately.	
7.10 Engaging in literacy assessment and intervention	Uses literacy assessments appropriately to guide instruction.	
7.11 Supporting English language development	Supports English learners using appropriate ELD practices.	
COMMENTS		

Domain H: Effective Mathematics Instruction in a PK–3 Setting

Teaching Performance Expectation	Meets Expectations	Candidate Rating 4=Exceeds expectation 3=Meets expectation 2=Approaches expectation 1=Needs additional support/Beginning
8.1 & 8.2 Designing standards-based mathematics instruction	Provides developmentally appropriate mathematics instruction aligned to standards.	
8.3 Supporting mathematical identity and risk taking	Encourages curiosity, participation, and persistence in mathematics.	
8.4 Promoting the Standards for Mathematical Practice	Supports mathematical thinking and problem solving appropriately.	
8.6 Supporting student thinking and questioning	Uses questioning and observation to support mathematical understanding.	

Candidate Rating
 4=Exceeds expectation
 3=Meets expectation
 2=Approaches expectation
 1=Needs additional support/Beginning

Teaching Performance
 Expectation

Meets Expectations

8.7 Facilitating mathematical discourse and collaboration Supports respectful mathematical collaboration and discussion.

8.8 Promoting academic language of mathematics Supports children’s development of mathematical vocabulary and communication.

For the first semester and second semester clinical experiences (field experiences):

- Recommend Candidate to subsequent semester, based on rating standard below, with a grade of “PASS” in the clinical experience course.
- Recommend Candidate repeat current semester of clinical experience, based on the rating standard below, with a grade of “NOT PASS” in the clinical experience course. A formal Statement of Concern and Action Plan will be developed and implemented for a repeat of this clinical experience.
- DO NOT** recommend Candidate repeat clinical experience, based on the rating standard below. Candidate will receive a grade of “NOT PASS” and will be counseled out of the program.

For the final clinical experience (student teaching):

- Recommend Candidate for a grade of “PASS”, based on rating standard below in the clinical experience course.
- Recommend Candidate repeat current semester of clinical experience, based on the rating standard below, with a grade of “NOT PASS” in the clinical experience course. A formal Statement of Concern and Action Plan will be developed and implemented for a repeat of this clinical experience.
- DO NOT** recommend Candidate repeat clinical experience, based on the rating standard below. Candidate will receive a grade of “NOT PASS” and will be counseled out of the program.

For the first semester clinical experience, candidates must have a majority of scores of “2,” no single domain (e.g., TPE1) can have an average score of “1,” and all elements of TPE 6 must be scored at a level “3.” For the second clinical experience, candidates must have a majority of scores of “3,” no single domain (e.g., TPE1) can have an average score below “3,” all elements of TPE 6 must be scored at a level “3” or higher, and the candidate may not pass this experience if they have any scores of “1.” To successfully complete the third clinical experience (formal student teaching), candidates must have scores of “3” and “4,” no single domain (e.g., TPE1) can have an average score under “3,” and the candidate may not pass this experience if they have any scores of “1” or if they have a single score of “2” in two domains or more.

Candidate Signature: _____

Date: _____

University Supervisor Signature: _____

Date: _____

Mentor Teacher Signature: _____

Date: _____

PK-3 ECE Instruction Specialist Teaching Performance Expectations

TPE Domain 1: Engaging and Supporting All Young Children in Learning

TPE 1.1. Demonstrate knowledge of the range and characteristics of typical and atypical child development from birth to age eight, including competencies related to developmental progression (e.g., cognitive, social, emotional, linguistic, and physical) and use that knowledge to engage and support all children in learning.

TPE 1.2. Demonstrate and use knowledge about children's assets, including their prior experiences and interests, funds of knowledge, language, and sociocultural backgrounds, to engage and support them in learning.

TPE 1.3. Demonstrate and apply knowledge of the integral role and effects of children's interpersonal relationships (e.g., peers, school staff, parents/guardians, community) and cultural factors (e.g., traditions, beliefs) to engage and support them in learning.

TPE 1.4. Connect learning to meaningful and relevant contexts in the lives of children and facilitate both child and teacher-initiated active learning experiences which engage children's interests to deepen and extend their learning.

TPE 1.5. Engage and collaborate in partnership with families/guardians to support children's development and learning in a culturally responsive, respectful, and interactive manner.

TPE 1.6. Monitor children's active engagement in learning and adjust activities and tasks as needed to provide access to the full range of the curriculum for all children.

TPE 1.7. Promote children's thinking (e.g., creative, concrete, abstract, critical) through developmentally appropriate activities, including play-based learning activities, that provide opportunities for children to engage in effective expression, inquiry, problem solving, and reflection on their learning.

TPE Domain 2: Creating and Maintaining Effective Environments for Children's Development and Learning

TPE 2.1. Create effective, developmentally appropriate, and culturally responsive learning environments (e.g., routines, classroom norms/expectations, physical space, access to materials and equipment) that promote all children's development and learning.

TPE 2.2. Create a positive classroom climate by building rapport and a caring relationship with children and showing respect for children's perspectives, identities, and home languages, providing assistance when needed, recognizing their work and accomplishments.

TPE 2.3. Communicate and collaborate effectively with peers, colleagues, specialists, families/guardians, and community service providers to support children's development and learning.

TPE 2.4. Promote positive relationships and effective learning for all children by creating culturally and linguistically responsive, flexible learning environments and establishing classroom routines, procedures, expectations, and norms with children, in partnership with families/guardians.

TPE 2.5. Nurture children's positive and developmentally appropriate social behavior, selfregulation, and social emotional development, including emotional literacy, by modeling and using respectful language to communicate and encourage positive student-to-student and student-to-teacher interactions.

TPE 2.6. Establish, maintain, and monitor inclusive learning environments that are safe (e.g., physically and emotionally) and foster a caring community where each child is treated fairly and respectfully by adults and peers by using positive interventions and supports (e.g., restorative justice, peer collaboration, developmentally appropriate conflict resolution practices).

TPE 2.7. Identify and access resources that provide inclusive support for all children, including those who have experienced trauma inside or outside of school (e.g., homelessness, foster care, serious medical needs, exposure to violence, abuse).

TPE Domain 3: Understanding and Organizing Core Curriculum for Children’s Learning

TPE 3.1. Demonstrate knowledge of current state adopted standards (e.g., Preschool Learning Foundations and Curriculum Frameworks, as well as the K-3 Student Content Standards and Frameworks), and use that knowledge to organize curriculum and create developmentally appropriate play-based activities, cross disciplinary activities/lessons, both child-led and teacher guided activities to promote all children’s learning.

TPE 3.2. Use subject specific pedagogy in accordance with the Preschool Learning Foundations and applicable K-3 Student Content Standards within and across the core curriculum, including a focus on language, literacy, and mathematics.

TPE 3.3. Consult, collaborate, and/or co-teach with other educators to provide and support opportunities for children to learn and demonstrate their knowledge of the core curriculum.

TPE 3.4. Set individualized goals and objectives for content learning and make appropriate instructional adaptations to promote access to the core curriculum for all children.

TPE 3.5. Promote core curriculum knowledge in all children, including monolingual and multilingual children, children with disabilities and children with other learning needs, by adapting the curriculum, implementing differentiated instruction, and providing explicit support for vocabulary and academic language development.

TPE 3.6. Remove barriers to development and learning and provide access through instructional strategies which include, but are not limited to, the following:

- using developmentally appropriate instructional technology,
- applying principles of Universal Design for Learning (UDL): multiple means of engagement, representation, and action and expression,
- using Multi-Tiered System of Supports (MTSS), including assistive technology.

TPE 3.7. Model and promote critical digital literacy and digital citizenship where developmentally appropriate by applying the principles of the internationally recognized International Society of Technology in Education (ISTE) standards to engage children and support multiple ways to demonstrate their learning.

TPE Domain 4: Planning Instruction and Designing Developmentally Appropriate Learning Experiences for All Children

TPE 4.1. Plan activities and lessons that build on what children know, accommodate children’s developmental needs and learning preferences and provide opportunities for large group, small group, and individual hands-on learning experiences.

TPE 4.2. Ensure opportunities for both teacher- and child-initiated experiences that are engaging for young children and that contribute to children’s content knowledge, language development, and social, emotional growth.

TPE 4.3. Provide learning experiences, including those that may be informed by parents/guardians, that incorporate and help validate children’s backgrounds (e.g., cultural, linguistic, ethnic, economic, gender), as well as their diverse learning preferences, skills, and levels of social development to meet children’s individual needs.

TPE 4.4. Provide opportunities for children to express their needs and to successfully participate in activities/lessons based on education plans (e.g., IEP and 504 plans) within the general education classroom setting to promote learning and social, emotional development.

TPE 4.5. Integrate movement, kinesthetic activities, and other types of multisensory experiences within activities/lessons to support the development of different dimensions of children’s development.

TPE 4.6. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich activities/lessons to engage children in learning, promote digital literacy, and offer multiple means for children to demonstrate their learning.

TPE 4.7. Plan and adapt developmentally, linguistically, and culturally responsive learning activities / lessons, instructional materials, and resources for all children including mono- and multi-lingual learners to provide access to the core curriculum.

TPE 4.8. Apply information based on observation as well as information that may be provided by parents/guardians about children’s current levels of development, language proficiency, cultural background, content-specific learning goals and needs, and assessment data to plan and implement daily learning activities.

TPE Domain 5: Assessing and Documenting Children’s Development and Learning

TPE 5.1. Demonstrate and apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer culturally responsive, developmentally and linguistically appropriate classroom assessments, including use of scoring rubrics, and use the results to help plan and modify instruction and to document children’s learning over time.

TPE 5.2. Assess each child’s learning and development as part of an ongoing cycle of observation, analysis, documentation, planning, implementation, and reflection.

TPE 5.3. Analyze and interpret formative and summative assessment data to determine children’s progress toward meeting learning goals.

TPE 5.4. Apply assessment data and information from children’s IEP, and/or 504 plans to establish learning goals and to differentiate and adapt instruction.

TPE 5.5. Collaborate with specialists to interpret assessment results from formative and summative assessments to appropriately identify monolingual-and multilingual children, as well as children with language or other disabilities.

TPE 5.6. Guide and monitor children in developmentally appropriate self-assessment to help them reflect on their learning goals and progress and to provide children with opportunities to revise or reframe their work based on assessment feedback.

TPE 5.7. Communicate assessment information in an appropriate and timely manner to assist families/guardians in understanding children's progress in meeting social, emotional, content specific, and language development goals.

TPE Domain 6: Developing as a Professional Early Childhood Educator

TPE 6.1. Reflect on one's own practice and use this information to improve teaching and learning in the ECE context.

TPE 6.2. Exhibit and support acceptance and fairness toward all children, families/guardians, and colleagues to mitigate implicit and explicit biases and the ways they could negatively affect teaching and learning.

TPE 6.3. Demonstrate professional responsibility for learning environments, including responsibility for the learning outcomes of all children along with appropriate concerns and policies regarding the privacy, health, and safety of children.

TPE 6.4. Act with integrity in an honest and ethical manner with children's and families/guardians' well-being as a central concern. Comply with all laws concerning professional responsibilities, professional conduct, and moral fitness (i.e., mandated reporting, use of social media, and digital platforms).

TPE 6.5. Co-plan, co-teach, and communicate effectively with colleagues, mentors, and/or specialists in the early childhood setting to reflect on practices and gain feedback about one's own effectiveness in meeting children's learning needs.

TPE Domain 7: Effective Literacy Instruction for PK-3 Settings

TPE 7.1. Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of California's English Language Arts and Literacy Standards, English Language Development Standards, and Preschool Learning Foundations; the themes of the English Language Arts/English Language Development Framework (Foundational Literacy comprises reading, writing, speaking, and listening; these processes are closely intertwined and should be understood to include oral, written, multimodal, and visual communication. The themes of the ELA/ELD Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) crosscut the four strands of the ELA/literacy standards (Reading [Literature, Informational Text, Foundational Skills], Writing, Speaking and Listening, and Language) and the three parts of the ELD standards (Interacting in Meaningful Ways [Communicative Modes], Learning About How English Works [Language Processes], and Using Foundational Literacy Skills). In practice, these themes, strands and parts are overlapping and should be integrated among themselves and across all disciplines. For children with disabilities the terms reading, writing, listening, and speaking should be broadly interpreted. For example, reading could include the use of braille, screen-reader technology, or other communication technologies or assistive devices, while writing could include the use of a scribe, computer, or speech to text technology. In a similar vein, speaking and listening could include American Sign Language, sign-supported speech, or other means of communication. Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the Preschool Curriculum Framework.

TPE 7.2. Plan and implement evidence-based literacy instruction appropriate to children’s age, grade, and development (including children’s linguistic, cognitive, and social strengths) that is grounded in an understanding of Universal Design for Learning; California’s Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3-Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for children at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

TPE 7.3. Incorporate asset-based pedagogies and inclusive approaches and culturally and linguistically affirming and sustaining practices in literacy instruction, recognizing and incorporating the diversity of children’s cultures, languages, dialects, and home communities. Promote children’s literacy development in languages other than English in multilingual (dual language and bilingual education) programs.

TPE 7.4. Provide literacy instruction for all children that is active, motivating, and engaging; responsive to children’s age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on children’s assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards. Create literacy environments for young children that encourage active, playful exploration; interaction with others; child-initiated, self-directed activities; and imaginative and dramatic play.

TPE 7.5. Foundational Skills. Develop children’s foundational skills according to standards and expectations specified for children’s age and grade. Develop children’s skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity). Asset-based pedagogies view the diversity that children bring to the classroom, including culture, language, disability, socio-economic status, immigration status, and sexuality as characteristics that add value and strength to classrooms and communities. Culturally relevant pedagogy, culturally responsive teaching, culturally sustaining pedagogy, and funds of knowledge are all approaches that affirm children’s cultural lives—both family and community—and incorporate this knowledge into the classroom and collectively deem children’s lived experiences as assets. These practices affirm the diversity that children bring to the classroom and include instructional approaches that leverage the cultural and linguistic experiences of children to make learning more relevant and effective through instruction that structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. (See updated Bilingual Authorization Program Standards and new Bilingual Teaching Performance Expectations for program standards and teaching expectations specific to multilingual programs. See also the Resource Guide to Foundational Skills of the California Common Core State Standards for English Language Arts.) Create literacy environments that are print rich and that foster interest in print; engage young children actively and deliberately with games, books, poetry, oral storytelling, and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance children’s 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.

TPE 7.6. Meaning Making. Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral) that are appropriately complex and that mirror children’s backgrounds, including their cultures, languages, genders, and abilities. Engage children in questioning and discussion to develop their literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing. Engage children in reading, listening, speaking, writing, and viewing closely to draw information from texts, ask and answer questions, and support analysis, reflection, and research. Ensure that literacy experiences for young children include reading aloud,

modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts.

TPE 7.7. Language Development. Promote children’s oral and written language development by providing rich exposure to and experience with varied forms of language and responding attentively to children’s language use. Develop children’s language by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as children listen, speak, read, and write with comprehension and effective expression. Create environments that foster oral and written language development, including discipline-specific academic language. Enhance language development by engaging children in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages children’s existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

TPE 7.8. Effective Expression. Develop children’s effective expression as they discuss, present, write, and use language conventions. Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children’s early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. Teach children in ways appropriate for their age and development to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion, information, and narration. In transitional kindergarten and beyond, teach children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. Develop children’s use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.

TPE 7.9. Content Knowledge. Promote children’s content knowledge by engaging children in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia; discussions; experimentation; hands-on explorations; and wide and independent reading and read alouds and by providing choices that reflect and expand their interests. Teach children to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.

TPE 7.10. Monitor children’s progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine children’s literacy profiles and identify potential reading and writing difficulties, including children’s risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for children who need more intensive support.

TPE 7.11. Provide instruction in English language development (ELD) for children identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards, Preschool Learning Foundations, or other content standards and ELD standards in tandem to plan instruction that attends to children’s literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on children’s cultural and linguistic assets and develops children’s abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

TPE Domain 8: Effective Mathematics Instruction in a PK-3 Setting

TPE 8.1. Plan and implement mathematics instruction appropriate to children's age, grade, and developmental levels (including children's linguistic, cognitive, social and emotional strengths and learning needs) that is grounded in an understanding of California's most current Mathematics Standards and Framework and the most current Preschool Learning Foundations and Curriculum Framework.

TPE 8.2. Provide learning opportunities, consistent with Universal Design for Learning principles, for children to develop knowledge related to: 1) number and operations, including counting and cardinality, 2) mathematical thinking and understanding relationships, 3) algebra and functions, 4) measurement and data analysis, and 5) geometry, as described in the California's Mathematics Standards and the Preschool Learning Foundations.

TPE 8.3. Provide a secure environment for children to take intellectual risks, foster positive attitudes toward mathematics and encourage student curiosity, academic discourse, and persistence in solving mathematical problems.

TPE 8.4. Consistent with California's Standards for Mathematical Practice, develop children's abilities according to their individual developmental levels, linguistic, cognitive, social and emotional strengths and learning needs, to: 1) make sense of problems and persevere in solving them 2) reason abstractly and quantitatively 3) construct viable arguments and critique the reasoning of others 4) model with mathematics 5) use appropriate tools strategically 6) attend to precision 7) look for and make use of structure 8) look for and express regularity in repeated reasoning 9) Make and test conjectures to solve problems; and 10) recognize relationships within and among concepts.

TPE 8.5 Differentiate and provide developmentally appropriate instruction and tasks to meet individual children's learning needs and engage children in self-initiated as well as teacher-led learning activities, including play-based activities, that use manipulatives and other tools to solve problems.

TPE 8.6. Observe and interpret children's strategies in solving problems and ask thought-provoking questions that lead to deeper understanding (e.g., analysis, synthesis, evaluation). provide follow-up activities and ensure access to manipulatives and other tools, including education technology to further develop and build on children's mathematical thinking.

TPE 8.7. Support respectful child-to-child interactions as students engage with their classmates to figure out ways to solve problems and explain or show how they arrived at their solution and provide ways for children to demonstrate their ability to construct mathematical arguments based on sound reasoning and relevant evidence.

TPE 8.8. Support all children to develop the academic language of mathematics, ensuring access for all children to the content of mathematics appropriate to grade level expectations and encourage parents/guardians to use the home language to talk about mathematics (especially numbers, arithmetic, spatial relations, and patterns) and share with children where mathematics is used in the home and the community.

**PK-3 ECE SPECIALIST INSTRUCTION TEACHING CREDENTIALS
PROGRAM HANDBOOK
SIGNATURE PAGE
COLLEGE of EDUCATION**

Teacher Candidates: please acknowledge that you have read and reviewed this PK-3 ECE Specialist Instruction Program Field Handbook. Submit this signed page to Dr. E'leva Gibson at the 2nd in person session for EDMS236A.

For any questions, please contact the PK-3 ECE Specialist Instruction Program Co-Coordinator: Dr. Pia Wong (wongp@csus.edu)

Signature: _____

Name: _____

Date: _____