



Kremen School of Education and Human Development

Single Subject Credential Program

Handbook

March 2021: Until further notice, due to COVID-19 most Single Subject business will be conducted in virtual form.

Note: Content is subject to change.

Subject to Change Notice: This handbook, program syllabi, website and calendars are all subject to change, based on program needs and legislative mandates.

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KSOEHD Overview

Vision

The Kremen School of Education and Human Development (KSOEHD) is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will be community leaders who advocate high standards and democratic values with attention to professional ethics and diversity. Integration of educational technology and performance assessment is essential to all programs.

Mission Statement

The Kremen School of Education and Human Development's mission is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. This NCATE-accredited unit fosters the candidate dispositions of collaboration, valuing diversity, critical thinking, ethical judgments, reflection, and life-long learning. Our mission is realized through a framework of teaching, scholarship, and services that addresses regional, state, national, and international perspectives.

Goals

- ❖ To recruit qualified candidates, who are representative of the diversity in our community, into the fields of education and counseling, beginning with students in the public schools.
- ❖ To be at the cutting edge of the application of best practice models and educational technology.
- ❖ To prepare education professionals who have a command of content knowledge and pedagogy, and who continuously strive to improve their practice.
- ❖ To support the lifelong development of practicing professionals with services and programs including the doctorate.
- ❖ To prepare professionals who are committed to leadership and service in diverse community settings.
- ❖ To integrate performance assessment as a key evaluation technique in each of our programs.
- ❖ To sustain a university work environment that is exemplary in its humanity, ethics, effectiveness and intellectual vitality.
- ❖ To secure, through advancement efforts, the supplemental funding needed to provide the margin of excellence for programs and special initiatives.
- ❖ To be the higher education partner of choice for the public schools and other relevant institutions of the five counties we serve in the Central Valley.

Program Overview

The Credential programs at Fresno State are focused on preparing innovative, social justice oriented educators who are highly prepared to meet the diverse needs of students in the Central Valley. Through a program of study infused with inquiry, culturally sustaining practices, developmentally appropriate practices, and Universal Design for Learning, program graduates will be prepared to design and implement research-based curriculum that builds on student strengths and responds to student academic, social, emotional, and developmental needs.

Inquiry

Inquiry, also known as action research, is foundational to candidate preparation at Fresno State. Inquiry is a process of identifying puzzles of practice (Yun & Bennett 2018) as they arise in a classroom setting, referencing research related to the issue, collecting and analyzing data to gain a deep understanding of the issue, and methodically implementing interventions to address and resolve the issue. Inquiry is essential to elevating educators from implementers of generic curriculum to professionals who are capable of differentiating instruction to meet the range of needs present in any classroom context. Inquiry also encourages teachers to collaborate, learn from one another, and disseminate findings within their communities of practice, a necessary skill for participation in school site learning communities.

Culturally Sustaining Practices

Culturally sustaining pedagogy (Paris, 2012), is a framework that focuses on the cultural experiences and 'ways of being' that students bring with them to the classroom in order to ensure that the curriculum is inclusive and asset based. In other words, a culturally sustaining framework serves to disrupt deficit perspectives and facilitates building upon the linguistic, cultural, familial, and social capital of the children in the context.

Developmentally Appropriate Practices

A deep understanding of human development is essential to good teaching. In order for teachers to design learning opportunities that are appropriate for the learner's current level of development, candidates must understand various stages of development and know which practices will work best for learners at each of the various stages. Through a developmentally appropriate practices framework, candidates learn how to engage their learners in ways that will match current developmental levels and stretch learners' capacity within a zone of proximal development.

Universal Design for Learning

Universal Design for Learning (**UDL**) is a framework that guides the development of flexible learning environments that can accommodate individual learning differences. A UDL framework guides teachers to provide multiple means of representation, action and expression, and engagement when designing learning opportunities to ensure that all students have the ability to access the content in ways that work best for them, represent their learning in a range of ways,

and work in a manner that is most engaging in order to facilitate each student's most impactful learning.

Candidate Professional Dispositions

The Kremen School of Education and Human Development faculty aims to foster the development of the following professional dispositions among our candidates. Candidates increasingly reflect these dispositions in their work with students, families, and communities.

Reflection

Candidates develop the dispositional tendency to reflect on their professional practice. We support the development of this disposition by having candidates regularly reflect on their learning and on their practice.

Critical thinking

Candidates analyze situational contexts, resulting in a more informed decision-making thinking. We provide our candidates practice analyzing the implications of intrapersonal, interpersonal and contextual issues in educational settings.

Professional ethics

Candidates learn to make well-reasoned ethical judgments. We foster this disposition by teaching ethical decision-making that relies on reflection and results in professional action.

Valuing diversity

Candidates are able to work effectively with diverse populations and recognize the importance of valuing of cultural, linguistic, cognitive, and physiological diversity. We promote this disposition through experiences in educational settings with diverse populations and opportunities to discuss, observe, and reflect on the benefits of valuing diversity.

Collaboration

Candidates learn and practice the skills of collaboration in their classes and in their fieldwork. Furthermore, we model collaboration in our work with one another and with the larger educational community.

Life-long learning

Candidates demonstrate a commitment to lifelong learning about their profession and beyond. We foster this disposition through pre-professional experiences that bring the candidate into the profession in meaningful ways and by acquainting them with opportunities for continuing professional growth.

Note: Measurement of these dispositions will be collected via TK20 using a measurement titled Pre and Post-Dispositional Survey collected at the beginning of initial and final student teaching,

Candidates are also expected to abide by the program's [professionalism policies](#).

About the Single Subject Credential Program

The California Single Subject Teaching Credential authorizes the holder to teach the specific subject(s) named on the credential in departmentalized classes, such as those in most middle schools and high schools, in grades preschool, K–12, or in classes organized primarily for adults.

Candidates may ONLY apply to “one” of the following subject areas: Agriculture, Art, Biology, Chemistry, English, French, Geological Science, Industrial Technology, Mathematics, Music, Physical Education, Physics, Social Science, or Spanish.

Note: Due to the academic subject matter area requirements for the state-mandated assessment expectations of the FAST for Single Subject Credential Program Candidates, credential option exchanges are prohibited.

Teaching English Learners

Fresno State's Single Subject Credential Program includes content for teaching English learners that authorizes the credential holder to provide instruction for English language development and specially designed academic instruction in English within the subject area and grade level authorization of the Single Subject Teaching Credential.

Preliminary Single Subject Credential

Candidates in our program are working toward a Preliminary Single Subject Credential. Once all credential program requirements are completed, the candidate applies to the California Commission on Teacher Credentialing (CCTC) for a preliminary single subject credential. The preliminary single subject credential authorizes candidates to teach a specified subject in a departmentalized classroom for a maximum period of five years.

Single Subject Credential Program Faculty & Staff

Credentials Office: ED 100 Credentials Phone: 559-278-0300

Single Subject Credential Program Coordinator Dr. Imelda Basurto Email: ibasurto@csufresno.edu	Teacher Internship Program (TIP) Email: internship@csufresno.edu
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State Admission Requirements

California State University Executive order 1077 Revised (Section 41100) establishes standards for admission to a teacher education preliminary credential and for entrance to a student teaching experience. To be admitted to the single subject credential program, a candidate shall have met all of the following requirements:

GPA Requirement

The candidate shall have attained a grade point average of at least 2.67 in all baccalaureate and post-baccalaureate coursework or a grade point average of at least 2.75 in the last 60 semester units attempted.

Pre-Program Field Experience

The candidate shall have completed a documented field experience of at least 45 hours in a K-12 classroom or a documented field experience deemed equivalent by Fresno State.

Prerequisite Coursework

The candidate shall have completed the following prerequisite courses: EHD 50 (or equivalent) and CI 149.

Academic Department Interview & Recommendation Forms

The candidate shall have demonstrated suitable aptitude for teaching in public schools, as determined by the campus. The process of making this determination shall include at least one interview with one or more campus faculty members and two recommendations.

Demonstrated Personality and Character Traits

The candidate shall have demonstrated personality and character traits that satisfy the standards of the teaching profession. The assessment of the candidate shall be made by the teacher education faculty of the campus, who may also consider information from public school

personnel and others. The campus may use tests, observations, and interviews for this assessment. Fresno State requires candidates to sign a "Teacher Candidate Commitment" as part of the admission process.

California Basic Educational Skills Test (CBEST) Examination

The candidate shall have demonstrated proficiency in written and spoken English, as determined by the campus, and shall have taken an examination which has been determined by the Commission on Teacher Credentialing (CTC) to meet the California basic skills requirement. Fresno State requires candidates to write a personal narrative and participate in an interview to demonstrate proficiency in written and spoken English.

CTC Clearance

The candidate shall have obtained a certificate of clearance as evidence of having undergone the fingerprint and character and identification process required by the CTC.

Subject Matter Competency

The candidate shall have demonstrated subject matter competency by the means appropriate to the preliminary credential sought. The single subject credential candidate shall have achieved a passing score on any California Subject Examination for Teachers that is required for the credential sought, or satisfactorily completed a subject matter program appropriate to the credential and approved by the CTC. There may be additional departmental requirements.

Admission Exceptions for GPA Requirements Only

The only admission exception considered is for a low GPA that does not meet the requirement. If a candidate has met all other admission requirements, but has a low GPA, a special consideration form may be completed and submitted along with the credential application. Candidates accepted under special consideration may be placed on a three (3) semester program.

Course Substitution Requests

Fresno State will only accept a request of up to 6 equivalent units from colleges and universities outside of the California State University System (CSU) and up to 12 units if the courses were taken within the CSU system. All course substitutions for the Single Teaching Credential Program are at the discretion of the Single Subject Credential Program Coordinator. Courses beyond five years from the date of graduation are not accepted.

With the exception of LEE 157, and student teaching (these are the only courses that CAN NOT be substituted due to California's EL authorization affirmation requirement and SS Program Policy), requested courses to be substituted must be compatible in units, equivalent in content, passed with a C or better, and must have been taken within the last 3-5 years in order to meet the most recent CTC TPE's requirements (see page 16) .

Interested applicants seeking a course substitution request must submit a Course Substitution Request FORM along with transcripts, catalog description, course outline, and syllabus for each course under consideration to the Single Subject Credential Program Coordinator before or at the time of admission, as courses will not be accepted after admission.

Credential Program Transfer (including course substitutions)

Candidates interested in transferring to Fresno State's Single Subject Credential Program from another credential program must submit a letter of "Good Standing" along with all admission requirements.

Program Advising

Upon acceptance into the Single Subject Credential Program, candidates will be invited to an orientation which will include a group advising session to determine their educational plan.

Offers of Employment

Should you receive an offer of employment at any point during the program, please schedule an advising session with the Single Subject Credential Program Coordinator so that next steps can be determined. An offer of employment *does not automatically grant* a teacher credential candidate an "intern," as all university interns must be "intern" eligible and meet Academic Subject Matter Area Department "internship" requirements, this includes prior approval from the Academic Subject Matter Area Department. Internships are not approved mid-semester.

Additionally, each academic subject matter area has its own rules and requirements regarding employed students, whether they are working on an internship credential, STSP, or other permit (see the [single subject website](#) for more information). Keep in mind that in order to qualify for an internship, a student must not only have a job offer in hand; but, must also have obtained subject matter competency, have completed 9 units of coursework, be "intern" eligible, as well as have met any other departmental requirements for university internship.

The Single Subject Credential Program Coordinator or your Subject Matter Academic Department Coordinator/Advisor reserve the right and may, upon review of your transcripts and job offer, inform you that you are not able to continue in the program. In addition, job offer locations must meet both Fresno State and the California Commission on Teacher Credentialing (CCTC) requirements and regulations.

State regulations also demand that all employed students be enrolled in a field placement course during the duration of their internship, and must follow Single Subject Program requirements and CCTC regulations.

Notes:

- 1) Student teaching and/or clinical practice/field placement hours (EHD 155A/155B) CAN NOT BE WAIVED (replaced or substituted) with "subbing, or teaching hours incurred outside the program teaching experience."

- 2) Fresno State does not accept internships in private schools, public or non-public schools, or charter schools that have not been pre-approved or are outside of the university's service area. (CCTC Intern Specific Preconditions, May 2011, page 3).
- 3) The University and the Academic Subject Matter Area Departments are under no obligations to accept employed students as “university interns” as the Teacher Internship Program is an auxiliary service provided to the teacher credential candidate.

Tk20

Fresno State’s Office of Clinical Practices utilizes a comprehensive data management system called [Tk20](https://fresnostate.tk20.com) by Watermark (fresnostate.tk20.com). Tk20 is used to collect professional development dispositional data, attendance data, assessment data, clinical observation feedback, and clinical placement evaluations. All candidates are required to purchase a Tk20 account that they will use throughout the program. Tk20 accounts are accessible by candidates for seven (7) years from the date of purchase so that candidates can access their program data for induction after they complete the program. [Information on Tk20 can be found on this document.](#)

Program Structure

The Fresno State Credential programs seeks applicants who have the ability to become highly effective teachers. As an accredited teacher education program, the curriculum adheres to the standards and guidelines of a pre-service program outlined by the California Commission on Teacher Credentialing. Within these guidelines, the program has the freedom and ultimate responsibility for the selection and evaluation of its candidates; the design, implementation, and evaluation of its curriculum; and the determination of who should be recommended for state certification and a degree. Admission and retention decisions are based not only on prior satisfactory academic achievement and teaching performance, but also on a range of factors that serve to ensure that a candidate for the degree can demonstrate the essential attributes required in the teaching profession.

All Single Subject candidates receive the same research-based course of study. While the specific activities and assignments will reflect the context in which the candidate is placed, all candidates will meet the same standards (TPEs) required by the state of California for licensure, and must receive Single Subject Program Coordinator approval to take courses out of sequence as the program was purposely designed to meet the TPE’s.

Program Pathways

Single Subject Credential - Traditional Program: designed for candidates who want to complete the credential program in 2 or 3 semesters. Coursework is offered during the day, evening or online. Courses may be taken at Fresno State’s main campus, Visalia campus (availability varies by semester), a partnering K12 District campus or online. Student teaching placements are made in partnering districts. Note: Candidates can not select their school

placement sites.

Single Subject Credential - Residency Program: designed for candidates who are interested in the single subject credential and MA in Education, option in Curriculum & Instruction. This is an accelerated program that requires an interview with Fresno Unified School District. The program requires completion in 18 months and is a full-time commitment (7:30AM - 4:30PM), with some Saturdays.

Single Subject Credential - Internship Program: designed for employed students who have met the 120 hour state required coursework requirement and are subject matter competent. Each subject area has slightly different intern-eligibility requirements. Internships are not approved mid-semester.

All Single Subject Credential Candidates must have met the U.S. Constitution requirement and be “intern” eligible BEFORE applying to the Teacher Internship Program. Intern eligibility for most Single Subject Teacher Credential Candidates includes EHD 50, CI 149, and LEE 157 in addition to the Academic Subject Matter Area Department internship specifications.

EHD 155A and EHD 155B internships will require academic subject matter department and Single Subject Program Coordinator approval *BEFORE* a school district contract has been signed. Internships beyond a 45 mile radius from the university will be denied. Interns falling below a 3.00 GPA and earn grades lower than a “C” will have their internship credential temporarily suspended or permanently revoked.

In addition, student teaching and/or clinical practice/field placement hours (EHD 155A/155B) CAN NOT BE WAIVED (replaced or substituted) with "subbing, permits of any kind, or teaching hours incurred outside the program teaching experience.”

Program Note: The University and the Academic Subject Matter Area Departments are under no obligation to accept teacher credential candidates as “university interns” as the Teacher Internship Program (TIP) is an auxiliary service provided to the teacher credential candidate.

Program Faculty

Program Coordinator

The Program Coordinator leads the development and ongoing management of the single subject program, including partnerships and residencies. This includes management across all dimensions of the program while building and maintaining collaborative, solution-oriented relationships with the university, school district, local education fund, host schools, community organizations, teachers union and principals’ association. Responsibilities include management of program development and implementation, attending to finance and budgeting, hiring and

supervising of coaches, and program governance. The Program Coordinator is also responsible for overseeing candidate progress and making final program decisions regarding candidate performance.

Tk20 Unit Administrator

The Tk20 Unit Administrator provides Tk20-related support to candidates, university coaches, mentor teachers, and course instructors in the program. The Tk20 Unit Administrator is responsible for maintaining program data using the Tk20 data management system and for acting as the liaison between the university and the Tk20 client support team. The Tk20 Unit Administrator provides initial training and ongoing support for using Tk20.

University Coach

The University Coach (often referred to as “Coach”) is responsible for supporting candidate development as professionals and colleagues. The coach usually has had several years of experience as a classroom teacher and may also have experience as a teacher leader, course instructor, or district administrator. Coaches are responsible for providing multifaceted support for their assigned candidates in their placements as selected by the university. This support includes academic, clinical, emotional, and resource-related assistance and puzzle-solving. Coaches are expected to fulfill all the responsibilities and obligations outlined under the Qualifications of Stakeholders section of this handbook.

Mentor Teacher

The Mentor Teacher is a key element in preparing the next generation of professional educators. The role of the Mentor Teacher is a complex blend of modeling, coaching, instructing, collaborating, and encouraging as candidates build competency in program standards. In addition to providing regular feedback and support for candidates in the classroom, Mentor Teachers are expected to engage in at least three (3) joint meetings with the candidate and university coach, attend the annual Mentor Teacher Conference, and fulfill all the responsibilities and obligations outlined under the Qualification of Stakeholders section of this handbook.

Course Instructor

Course instructors provide candidates with evidence-based, high-leverage practices to be prepared to engage, motivate, and teach their students. Instructors are encouraged to incorporate their coursework with clinical experiences and to partner with mentor teachers at the partner school site. Instructors’ roles are multifaceted and include application of Universal Design for Learning principles, Culturally Sustaining Pedagogy, and Developmentally Appropriate Practices for our candidates. All course instructors in the program are expected to collaborate with other instructors, engage in ongoing cycles of continuous improvement, and regularly attend program meetings, including orientations and program events.

Single Subject Credential Coursework

Students must maintain a minimum GPA of 3.00 in all credential coursework and receive a CR in all designated NC/CR courses (EHD 155A/154A and EHD155B/154B). CR courses with a NC grade will need to be repeated. Students can only repeat a course “once” to remain eligible for the program (see Unsatisfactory Grade policy). Courses can not be taken out of sequence unless special permission is received from the Single Subject Program Coordinator. Candidates with a low GPA may be asked to enter a three semester program.

Prerequisite Courses (3 - 6 units)

EHD 50, Introduction to Teaching (3 units)

Description: Orientation to role of teacher in public schools; 45 observation hours of teacher-pupil interaction.

Other options: Equivalent course OR Pre-Program Field Experience Form

CI 149, Curriculum, Instruction & Technology in Secondary Classrooms (3 units)

Description: Use of research to inform decisions about instructional planning, pedagogical strategies, assessment, and classroom organization to facilitate learning for all students in secondary classrooms. Use of current and emerging technologies to enhance learning.

Program Coursework (34 units)

Phase 1 (17 units)

CI 151, Social Contexts of Teaching & Learning (3 units)

Description: Foundations of education contemporary issues; legal responsibilities; effective involvement with family and community.

CI 152, Adolescent Learning & Development (3 units)

Description: Psychological theories of teaching and learning, growth and development of adolescents, motivation, classroom management, and student performance and assessment issues.

LEE 157, Teaching English Learners in Secondary Classrooms (3 units)

Description: Educational issues, methodologies, and materials to improve students' listening, speaking, reading, and writing in content areas at the secondary level (7-12). Special emphasis on skills necessary to deliver comprehensive instruction to English learners.

CI 161, Methods in Secondary Teaching (3 units)

Description: Planning, delivering, and assessing content-specific instruction; academic and common core standards; identifying specific standards that require literacy strategies. Fall offering: Agriculture, Art, English, Foreign Language, Industrial Technology, Math, Music, Science, Social Science. Spring offering: English & Physical Education.

[EHD 155A](#), Initial Student Teaching (4 units)

Description: Student teaching under clinical supervision; assignment requires 15 hours per week, typically 3 consecutive hours per day, Monday through Friday, in their academic subject

matter area. This course is a CR/NC grading only. The EHD 155A syllabus is available in Single Subject website under the CURRENT STUDENT tab.

[EHD 154A](#), Initial Student Teaching Seminar (1 unit)

Description: Seminar to accompany initial student teaching that provides opportunities for candidates to investigate and discuss a variety of topics and strategies and to reflect on issues that surface during their student teaching experience. Enrolled students must attend “all” seminars and functions listed on the **EHD 154A** calendar. The dates for these seminars/functions can be found in the EHD 155A calendar accessible via the hyperlink and can be found in the Single Subject Website under the CURRENT STUDENT tab.

EHD 154A Notes:

1. All Single Subject Credential University Interns must be “cleared” for EHD 155B. EHD 155B Clearance Application forms will be provided in EHD 154A seminars.
2. *There are no make-ups for missed seminars as EHD 154A is a credit/no credit course.*

Program Notes:

1. Phase 1 coursework must be “**successfully completed**” prior to beginning Phase 2 coursework.
2. CI 161 & EHD 154A MUST be taken concurrently with EHD 155A.
3. All EHD 155A candidates with a 3.00 or less, or a grade lower than a “C” will not be “cleared” for final student teaching (EHD 155B) or could have their intern credential temporarily suspended. Candidates with a low GPA may be asked to complete the program in three semesters.
4. CR courses with a NC grade will need to be repeated.
5. Single Subject Credential Candidates who have NOT met the U.S. Constitution requirement will need to complete it before they can apply for their Preliminary SS Credential.
6. Credential candidates are not allowed to self-select school site placement outside of the semester’s partnered school site options.
7. Initial student teaching and/or clinical practice/field placement hours CAN NOT BE WAIVED (replaced or substituted) with “subbing, or teaching hours incurred outside the program teaching experience.”
8. Pre-disposition survey is completed in TK20 at the beginning of initial student teaching or initial field placement for interns (EHD 155A).
9. Initial student teaching hours must be met “full-time.”
10. Outside class work is not permitted during initial student teaching
11. **No more** than two courses can be taken with final student teaching.

Phase 2 (17 units)

SPED 158, Differentiated Instruction in Secondary (3 units)

Description: For the purpose of establishing an inclusive community of teachers and learners, teacher candidates will appreciate their responsibilities related to IDEA/ADA, and design instruction and learning environments that provide differentiation and choice to meet the needs

of all learners, with a focus on special populations.

LEE 156, Content Area Literacy & Communication in Secondary Classrooms (3 units)

Description: Research-based literacy strategies; vocabulary development; academic language; reading comprehension; writing using discipline-specific formats. Teaching content-based reading and writing skills to a full range of students.

[EHD 155B](#), Final Student Teaching (10 units)

Description: Supervised teaching in single subject classroom; assignment is for the full day; five days per week. This course is a CR/NC grading only. EHD 155B syllabus is available in the hyperlink and can be found in the Single Subject website under CURRENT STUDENT tab.

EHD 154B, Final Student Teaching Seminar (1 unit)

Description: Seminar to accompany final student teaching that provides opportunities for candidates to investigate and discuss a variety of topics and strategies and to reflect on issues that surface during their student teaching experience. Students enrolled in EHD 154B are expected to attend all seminars and functions preempted by the program and the Academic Subject Matter Area Department. EHD 154B must be taken concurrently with EHD 155B. Contact the Academic Subject Matter Area Department for syllabus

Notes:

1. CR courses with a NC grade will need to be repeated.
2. EHD 154B MUST be taken concurrently with EHD 155B.
3. Phase 1 coursework must be **successfully completed** prior to beginning Phase 2 coursework.
4. **No more** than two courses can be taken with final student teaching
5. Single Subject Credential Candidates who have NOT met the U.S. Constitution requirement will need to complete it before they can apply for their Preliminary SS Credential.
6. EHD 155B students must reach full-time teaching capacity and pass the Teaching Sample Project (TSP) in order to receive full credit for the course. Non-completion of either one of these requirements will result in NC.
7. EHD 154B students must attend all functions and events preempted by the program and the Academic Subject Matter Area Department to receive full credit for the course.
8. Post-disposition Survey must be completed before the end of final student teaching and/or final field placement for interns (EHD 155B).
9. Final student teaching hours must be met "full-time."
10. Outside class work is not permitted during final student teaching.
11. Final student teaching and/or clinical practice/field placement hours CAN NOT BE WAIVED (replaced or substituted) with "subbing, or teaching hours incurred outside the program teaching experience."

Assessment

Fresno State's program is guided by the framing principles of inquiry, Universal Design for Learning, culturally sustaining pedagogy, developmentally appropriate practices.

Program Standards

The program is guided by the [California Teacher Performance Expectations](#) (TPEs), and [California Standards for the Teaching Profession](#) (CSTPs).

“The Teaching Performance Expectations (TPEs) comprise the body of knowledge, skills, and abilities that beginning general education teachers have the opportunity to learn in approved teacher preparation programs in California. Beginning teachers demonstrate their knowledge of the TPEs by successfully completing course work, engaging in clinical practice, and passing a Teaching Performance Assessment (TPA) based on the TPEs. Beginning teachers must meet these requirements prior to being recommended for a preliminary teaching credential in California. TPEs guide teacher preparation program development; candidate competency with respect to the TPEs is measured through the TPA. The TPEs are research-based and aligned to national teaching standards expectations. They link to expectations set forth in California's adopted content standards for students. They require beginning teachers to demonstrate the knowledge, skills, and abilities to provide safe, healthy, and supportive learning environments to meet the needs of each and every student and to model digital literacy and ethical digital citizenship. In addition, the TPEs explicitly require beginning teachers to know and be able to apply pedagogical theories, principles, and instructional practices for the comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development to assist students to achieve literacy in English within the content area(s) of their credential(s). They create inclusive learning environments, in person or online, and use their understanding of all students' developmental levels to provide effective instruction and assessment for all students, including students with disabilities in the general education classroom.

The TPEs are directly and purposely aligned to the California Standards for the Teaching Profession (CSTP) that guide California's teacher induction programs and ongoing teacher development in California. This direct alignment signals to beginning teachers, preparers of beginning teachers, and those who support and mentor teachers in their first years of employment the importance of connecting initial teacher preparation with ongoing support and development of teaching practice in the induction years and beyond. The TPEs are organized by the six CSTP domains. Detail about expectations for beginning teacher knowledge and performance is provided through TPE elements and narratives within each of the six CSTP Domains:

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning

4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Student Learning
6. Developing as a Professional Educator”

From [Commission on Teacher Credentialing. \(2016\). *California Teaching Performance Expectations* \(version June 2016\). Sacramento, CA: Author.](#)

TPEs/CSTPs and TPE Elements

1. Engaging and Supporting All Students in Learning. Beginning teachers:
<i>1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.</i>
<i>1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress</i>
<i>1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.</i>
<i>1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.</i>
<i>1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.</i>
<i>1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.</i>
<i>1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.</i>
<i>1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.</i>
2. Creating and Maintaining Effective Environments for Student Learning. Beginning teachers:
<i>2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.</i>
<i>2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.</i>
<i>2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.</i>
<i>2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.</i>

<i>2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.</i>
<i>2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.</i>
3. Understanding and Organizing Subject Matter for Student Learning. Beginning teachers:
<i>3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.</i>
<i>3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.</i>
<i>3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. (See Subject- Specific Pedagogical Skills in Section 2 for reference)</i>
<i>3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.</i>
<i>3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.</i>
<i>3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.</i>
<i>3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet Security</i>
<i>3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.</i>
4. Planning Instruction and Designing Learning Experiences for All Students. Beginning teachers:
<i>4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.</i>
<i>4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.</i>
<i>4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.</i>

<p>4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:</p> <ul style="list-style-type: none"> • appropriate use of instructional technology, including assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and • use of community resources and services as applicable.
<p>4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)</p>
<p>4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.</p>
<p>4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.</p>
<p>4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.</p>
<p>5. Assessing Student Learning. Beginning teachers:</p>
<p>5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.</p>
<p>5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.</p>
<p>5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.</p>
<p>5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.</p>
<p>5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.</p>
<p>5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.</p>
<p>5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.</p>
<p>5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.</p>

6. Developing as a Professional Educator. Beginning teachers:
<i>6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.</i>
<i>6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.</i>
<i>6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.</i>
<i>6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.</i>
<i>6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.</i>
<i>6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.</i>
<i>6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.</i>

Developmentally Appropriate Practices

“Beginning teachers understand that students' development varies across and within age ranges; is influenced by social, cultural, linguistic, and other contexts; and that these factors influence each other in complex ways. Beginning teachers understand that students' learning and development are also influenced by the interaction between their prior experiences; ethnic, cultural, and linguistic backgrounds; maturational status; and the range of environmental and cultural experiences that they bring to the classroom. Beginning teachers approach classroom practice with the belief that all students can learn, and they recognize that the social and academic environment within their classroom has tremendous impact on learning.”

English Language Development

“Beginning teachers know and can apply pedagogical theories, principles, and instructional strategies for comprehensive instruction of students whose first language is English, English learners, and Standard English learners. They know and can apply theories, principles, and instructional strategies for English language development leading to academic literacy in English in relation to the subject-specific content area. Beginning teachers are familiar with the philosophy, design, goals, and characteristics of programs for English language development.

They implement an instructional program that facilitates integrated English language development, including all domains (reading, writing, listening, and speaking).”

Subject-Specific Pedagogical Skills

“Beginning teachers in all disciplines demonstrate knowledge of and the ability to teach content aligned with the California State Standards and the English Language Development Standards. The interdisciplinary nature of these standards requires beginning teachers to demonstrate both the capacity and a disposition to collaborate with their colleagues to assure that all students are provided curriculum and instruction that effectively merges literacy within each content area. Moreover, beginning teachers embrace the concept that English Language and literacy development is a shared responsibility of all content area educators.”

From [Commission on Teacher Credentialing. \(2016\). California Teaching Performance Expectations \(version June 2016\). Sacramento, CA: Author.](#)

Observation Rubric & Evaluations

[EHD 155A/155B Observation Rubric](#)

This is what your University Coach will use to observe you in the classroom.

[EHD 155A Mid-Term Evaluation of Student Teacher](#)

[EHD 155A Final Semester Evaluation of Student Teacher](#)

[EHD 155B Mid-Term Evaluation of Student Teacher](#)

[EHD 155B Final Semester Evaluation of Student Teacher](#)

This is what your University Coach will complete within TK20 at mid-semester and again at the end of the semester. You will receive access to this information within your TK20 account.

Overview of Teacher Performance Assessments

The California Commission on Teacher Credentialing (CCTC) requires that every credential program candidate seeking recommendation for a Preliminary California Credential show mastery of the Teacher Performance Expectations (TPEs) through passing a state-approved Teacher Performance Assessment (TPA). Competency with the TPEs develops over time through coursework and clinical practice. The Kremen School of Education and Human Development has designed its own TPA to evaluate candidate mastery of the TPEs, the Fresno Assessment of Student Teachers (FAST). The FAST consists of two tasks or “projects” that you will complete during EHD 155A and EHD 155B.

Each project will be scored by an experienced and trained scorer using a task-specific four-point rubric. The rubric levels are:

1 = Does not meet expectations

- 2 = Meets expectations
- 3 = Meets expectations at a high level
- 4 = Exceeds expectations

Candidates must earn a minimum score of “2” on each TPE or section evaluated in a project in order to receive credit for the clinical experience in which the assessment is required (i.e., Phase 2 or 3) and to advance to the next phase of the program. If you earn a non-passing score of “1” on any TPE or section of a FAST project, you will have the opportunity to revise and resubmit that section. If you still do not earn a passing score in the resubmission, you may apply for Special Consideration using the FAST Non-Passing Score Procedure (for a total of 3 possible attempts in a semester). Please be aware that the CCTC requires that your scores and any notation of the necessity for retakes on the FAST projects be sent to them.

A history of your scores will be available to you through Tk20 for sharing with your professional induction program supervisor as you see fit.

Please note that success on FAST is just one of several requirements for earning a California Preliminary Single Subject Credential. Earning a passing score on the FAST does not guarantee that you will receive your credential. You must be able to meet all other state credentialing requirements.

Two projects will be used in the assessment of the candidate:

- 1.) **EHD 155A (Initial Student Teaching):** [SITE VISITATION PROJECT](#)
This project includes a written lesson plan, observation by the university supervisor, video recorded portion of the lesson, and a reflection on the lesson taught that is written by the candidate. Resources accessible via hyperlink.
- 2.) **EHD 155B (Final Student Teaching):** [TEACHING SAMPLE PROJECT](#)
Student teachers are required to plan and teach a one- to four-week unit (depending on appropriateness for the grade level and subject matter, and program requirements), to assess students’ learning related to the unit, and to document their teaching and students’ learning by completing all sections of this project. Resources accessible via hyperlink.

Note: Due to the academic subject matter area requirements for the state-mandated assessment expectations of the FAST for Single Subject Credential Program Candidates, credential option exchanges are not allowable.

General Credential Program Policies for all Coursework & Clinical Practice

Grade Point Average Requirement

Credential candidates must maintain a 3.00 GPA in all credential courses with no individual grade lower than a “C”. Any grade listed as “I”*, “IC”, “WU”, “NC”, “D”, or “F” does not meet Fresno State’s credential program requirements.

Candidates with a grade “I”, “IC”, “WU”, “NC”, “D”, or “F” are **not eligible** for “final” student teaching or final clinical practice/field placement clearance until the incomplete is resolved, or the unsatisfactory grade course is retaken with a passing grade.

Courses with an “IC”, “WU”, “NC”, “D”, or “F” grade will need to be repeated and passed with a grade no lower than a “C” or a “CR” (see policy under Unsatisfactory Grades).

Incomplete Grades

It is at the course instructor’s discretion to determine if a candidate qualifies for an “Incomplete” grade. Instructors should review the [Policy on Incomplete Grades](#). According to university policy, the “Incomplete” grade must be completed within one calendar year following the end of the term during which it was assigned; however, Single Subject Candidates **cannot** progress to their next phase of the credential program until a final grade has been earned in the course. Therefore, the program encourages all credential candidates to complete the “incomplete” as soon as possible.

Unsatisfactory Grades

All courses with unsatisfactory grades must be retaken. For courses where an “WU”, “IC”, “NC”, “D”, or “F” was earned, candidates must obtain approval to retake/enroll in the credential course(s). Candidates can only repeat a course once to remain eligible for the program (see Program Completion policy).

To obtain approval, candidates must submit a [special consideration request](#) and include a justification statement. This completed request must be submitted to the Credential Admissions Analyst (ED 100) by the first day of the following semester. Once received, a decision will be made to determine if the candidate may retake the course(s) in question

If approval is granted, the candidate will be allowed only one semester to retake/enroll in credential course(s) to improve the grade(s) earned (APM 233). If the candidate again earns a grade listed as “WU”, “IC”, “NC”, “D” or “F”, for a second time, the candidate is subject to disqualification from the credential program.

“NC” Fieldwork Course Grades.

Fieldwork courses (Initial or final) listed as “NC” **do not meet** credential program requirements and can disqualify the candidate from the credential program. Candidates who receive a “NC” during the middle of the semester are also subject to program disqualification. In addition, credential candidates with a “NC” in initial student teaching or initial field placement **CAN NOT PROCEED** into final student teaching or final field placement until a credit is earned..

Clinical Practice Obligations

Clinical (Student Teaching) Placement

During the clinical practice phase of the credential program, credential candidates must be available to begin and end their “final” phase of student teaching on the school district calendar. The beginning and ending final student teaching date is dependent upon the specific school district site.

ALL Single Subject Credential Candidates must be available to begin student teaching on the school district calendar. **Initial student teaching start date is dependent upon the district in which they are placed.** Most often the start date for initial student teaching can be found in the EHD 154A calendar. **Final student teachers will begin and end with the school district calendar.**

Student teaching placements (initial and final) are only designated to school districts that have a signed agreement with Fresno State and meet the Single Subject program standards. In addition, school site preferences are not guaranteed as candidates **can not** choose outside of the available partnering options.

Student teaching placements also may not be formally requested, nor self-selected, and are at the discretion of the Single Subject Credential Program Coordinator, the Office of Clinical Practice, and the Academic Subject Matter Area Department Coordinators/Advisers, as the university has its own student teaching/field placement districts in place.

No credential candidate shall be assigned a clinical (student teaching) field placement under the supervision or control of anyone who has or may have a direct effect on the individual’s progress or performance. As a result, credential candidates can not be placed in classrooms supervised or under the control of an immediate family member -or- in classrooms supervised or under the control of the credential candidate’s direct supervisor at their place of employment.

In accordance with CTC regulations, ALL candidates must be cleared for final student teaching before they can enroll in EHD 155B regardless of academic and/or employment status. Candidates with a grade “I”, “WU”, “NC,” “D”, or “F” are not eligible for clearance until the Incomplete is resolved or the course is retaken with a passing grade.

Candidates are cleared using the EHD 155B Clearance Application Form. This form is provided at the appropriate EHD 154A seminar. It must be signed by your subject matter department advisor/coordinator, and submitted to ED 100 for review by the Credential Admissions Analyst. You will receive a letter from the Credential Admissions Analyst when you are cleared for final student teaching.

Candidates who receive a “No Credit” in final student teaching or final field placement during the semester could be subject to program disqualification (see policy under “NC Fieldwork Course Grades).

No outside classwork is permitted during initial and or final student teaching, as this may result in immediate disciplinary action, and could result in immediate program disqualification.

Student teaching and/or clinical practice/field placement hours (EHD 155A/155B) CAN NOT BE WAIVED (replaced or substituted) with "subbing, or teaching hours incurred outside the program teaching experience.

All public school classrooms in the State of California are under the care of a "certificated employee of the school district," (California Codes, CHAPTER 4. Employment—Certificated Employees 44800-45061.5). "Student teachers" are not considered certificated employees; thus are under the supervision of certificated employees during student teaching, and are not to be left alone in their field placement classroom for long periods of time.

Fresno State does not accept placements in private schools, public or non-public schools, or charter schools that have not been pre-approved, are outside of the university's service area. (CCTC Intern Specific Preconditions, May 2011, page 3), and/or not affiliated with an accredited public school district. School district placements can not be requested as the university has its own student teaching/field placement districts in place.

Substitute Teaching

Teacher candidates are not permitted to serve as a substitute while on duty as a student teacher; this also applies to 30 day or long term subbing permits. During initial student teaching, candidates may substitute once all 15 hours of clinical practice have been completed for the week. During "final" student teaching, approval to substitute teach will only be granted if all course requirements have been met, along with a recommendation from the University Coach, and the time frame falls in the last 4-6 weeks of the semester.

Credential Candidate Misconduct or Concerns

At any point during the credential program, a Teacher Candidate may need to be remediated, reassigned or dismissed for not meeting coursework or fieldwork expectations. Difficulties may include, but are not limited to the following: personality conflicts, conflicting expectations, excessive absences, inadequate performance, breach of professional ethics, and insurmountable discipline problems. In this event, the faculty member must follow the steps outlined in this section.

Step 1: At the first sign of a candidate experiencing a challenge in their course or clinical placement, the faculty member will explicitly address the challenge area with the candidate in person.

Step 2: If after Step 1, the candidate shows only minimal improvement, the faculty member will complete a Statement of Concern form and schedule a conference with the Teacher Candidate. Others that may be included within the meeting include the Program Coordinator, Academic Department Coordinator/Advisor, University Coach, and/or Mentor Teacher. The Statement of Concern is designed to clearly identify issues that may prevent the Teacher Candidate from successfully completing a credential program.

This Statement of Concern is accompanied by an Action Plan/Contract that provides guidelines for the Teacher Candidate to address the identified issue(s). Should the stipulations in this

Action Plan/Contract not be met, the Teacher Candidate may be subject to disqualification from the program. Copies will be given to all concerned parties.

The Statement of Concern and Performance Contract can be located by [clicking here](#).

Note: Some Academic Subject Matter Area Departments may choose to complete a “Student Pacing and Schedule Guide” rather than a Statement of Concern.

Dismissal from Clinical Practice Placement

In rare cases, candidates may be asked to not return to the school site by the “mentor teacher, cooperating teacher, or site administrator.” If this is the case, and the candidate is asked by the school site personnel to be removed from his/her clinical placement (initial or final) and/or school site, the candidate will IMMEDIATELY stop all contact with anyone at the school site.

All dismissals by a school district will be reviewed by one or more of the following: the Office of Clinical Practice, the Academic Subject Matter Area Department and/or the Program. If necessary, a joint meeting may be held with the program coordinator, the academic subject matter advisor, university coach/supervisor, and the candidate before a final dismissal decision is rendered. The review could result in the candidate being reassigned to another site, withdrawing and repeating clinical practice, or receiving a “No Credit.” In addition, depending on the circumstances, a “no credit” for a second or third time resulting from a dismissal could result in immediate program disqualification and/or program dismissal, or even program termination if dismissed twice from a school district. A no credit in either initial or final student teaching/field placement for the lack of professionalism at a school district could/will result in immediate dismissal from the credential program.

Credential Program Dismissal/Disqualification

If a candidate is dismissed from student teaching or field placement (initial or final) for the first time, this action could and can result in one of the following actions: the candidate could be reassigned to another site, be asked to withdraw and repeat clinical practice, or receive a “No Credit.” A “no credit” in **initial or final** student teaching/field placement could dismiss and/or disqualify the candidate from the Single Subject Teaching Credential Program. If the candidate is dismissed from student teaching or field placement for a second time, this action **will** result in an automatic disqualification from the program.

Under program dismissal/disqualification of any kind, the candidate is then not eligible to continue with any coursework or fieldwork, and must withdraw or drop the course(s) if the timeline falls prior to the add/drop deadline date set by the university. If a candidate is dismissed/disqualified after the add/drop date for refund of tuition, they are still responsible for full tuition regardless of circumstances leading to their dismissal or disqualification.

Reinstatement Appeal Process for Disqualified Candidates

If disqualified (clinical practice or program), the student is not eligible for reinstatement for a minimum of one academic year.

Once the time passes, the process for reinstatement is as follows:

1. Schedule an advising meeting with the Career Development Center:
Jody Burum, MA, GCDF, Career Counselor (jburum@csufresno.edu)
Program students will take the **Keirsey Temperament Sorter II** assessment and then review the results with the Career Counselor.
2. Upon completing #1, draft a "letter of appeal" which should include the following:
 - a.) A detailed explanation regarding the unsatisfactory grades earned
 - b.) A self-reflective narrative on what was learned through the Keirsey Temperament Sorter II assessment and why you've decided to continue pursuing a career in teaching.
3. Reapply for admission to the university and credential program, be sure to include your letter of appeal and proof of advising meeting with the Career Counselor. These items should be included with the credential program application and submitted to ED 100. Only complete applications will be accepted for reinstatement appeal.
4. A committee will review your reinstatement appeal and you will be informed via email of your status within 30 days of receipt of your completed application.

Students who are readmitted/reinstated, **MUST** satisfy the following prior to completing the credential program:

- Repeat any coursework if the following were received: "IC", "WU", "NC", "D" or an "F"
- Complete incomplete (I) courses by faculty and program determined deadlines
- Ensure that overall GPA is a 3.0 or above

Candidates who become **academically disqualified a second time** will not be readmitted/reinstated and are no longer eligible to complete a credential program at Fresno State.

Grounds for Program Termination

Candidates dismissed "twice" from a school district. Under these conditions, candidates forfeit their right to an appeal.

Student Dispute Resolution Process

In the event that a credential candidate experiences problems with their program, they must first make a good faith effort to solve the matter informally by talking directly with the individual(s) (such as the University Coach/Supervisor, the Academic Subject Matter Advisor/Coordinator, and/or the Instructor of Record) concerned. If a candidate feels that the issue has not been resolved, they can bring the matter to the program coordinator, and then to the department chair.

If the candidate feels the issue still has not been resolved, or wishes to appeal a department decision, the candidate may submit a written appeal to the Associate Dean of KSOEHD within 30 days.

The Associate Dean will then convene a School Dispute Resolution Committee which includes at least two additional faculty not associated with the prior appeal process, including one department chair, the program coordinator, the Office of Clinical Practice Liaison, and others at the discretion of the convener. Candidates have the option of meeting with the School Dispute Resolution Committee in person or through electronic means. The School Dispute Resolution Committee will make a recommendation to the Dean, whose decision is final.

Depending on the circumstances, candidates dismissed from a school district, forfeit this appeal process, as a “district dismissal” can be considered immediate grounds for termination from the program. Candidates with two “school district” dismissals are not eligible for an appeal.

Qualifications of Stakeholders

Qualifications for School Site Field Placements

The selection of school sites and Mentor Teachers is done through collaborative efforts between the Single Subject Credential Program Coordinator, Field Placements Coordinator, University Coach and local school administrators. Fresno State follows all school district placement procedures to place teacher candidates. Teacher Candidates are not assigned to schools in which their children are enrolled or those in which family members are employed, nor can placement sites be self-selected..

Fresno State uses the established criteria for selection of school site placements and the qualifications for Mentor Teachers. Sites are selected based on the following criteria:

1. Demonstrate commitment to collaborative evidence-based practices and continuous program improvement.
2. Student population provides variety for teacher candidates such as age, gender, ethnicity, language, special needs and socioeconomic backgrounds. Students with disabilities are in the Least Restrictive Environment (LRE) and there is robust support for English Learners.
3. District personnel, fully qualified school-site administrators and teachers are willing to work cooperatively and collaboratively with University Supervisors and Teacher Candidates.
4. Teachers are willing to attend: initial orientations, university workshops (including co-teaching) and Cooperating/Master Teacher conferences. These conferences and workshops include opportunities for learning/improving cognitive coaching and giving effective feedback.
5. Area, location and size of sites meet current Teacher Candidate training needs including socio-economic and cultural diversity.

6. Data from sources such as Educational Research, Academic Performance index and Fresno State Mentor Teachers databases (qualitative feedback from supervisors and students) are also considered.

California State University, Fresno also follows selection criteria as described in CCTC Standards for the Preparation of Teaching Credential Candidates for Reading, Writing and Related Language Instruction in English. The University provides resources to staff reading and language arts courses, including sufficient numbers of positions (including permanent positions) for instructional faculty and field supervisors, and provides sufficient resources to build communication and cooperation between faculty members, school district personnel and classroom teachers that reinforce connections between coursework and field experiences pertaining to reading and language arts instruction.

Qualifications and Role Expectations for Principals & School Site Administrators

The Single Subject Credential Program Coordinator, designees, and local school administrators assign teacher candidates to a school site partner or mentor teacher.

Holds an orientation meeting to acquaint the Teacher Candidate with:

- ❖ School and community demographics
- ❖ School/district policies and philosophies
- ❖ School site facilities, staff and resources
- ❖ School dress code
- ❖ Parking
- ❖ Sign in and identification
- ❖ Procedures for emergencies, reporting accidents, child abuse, sexual harassment, appropriate/inappropriate touching and interactions, discipline and bullying

Responsibility of Classroom:

The legal responsibility for the classroom remains with the paid employees. Teacher Candidates should accompany Mentor Teachers while on duty, but should not serve as a substitute for their Mentor Teacher.

All public school classrooms in the State of California are under the care of a "certificated employee of the school district," (California Codes, CHAPTER 4. Employment—Certificated Employees 44800-45061.5). "Student teachers" are not considered certificated employees; thus are under the supervision of certificated employees during student teaching, and are not to be left alone in their field placement classroom for long periods of time.

Substitute Teaching

Teacher candidates are not permitted to serve as a substitute while on duty as a student

teacher. During initial student teaching, candidates may substitute once all 15 hours of clinical practice have been completed for the week, preferably during the last four weeks of the semester. However, approval to substitute teach in final student teaching will only be granted once final student teaching clinical practice has been completed --or-- if all course requirements have been met, along with a recommendation from the University Coach (and the Academic Subject Matter Area Advisor), *and the time frame falls in the last 4 weeks of the semester.*

Qualifications and Role Expectations for University Coaches

The University Coach is a faculty member of the Kremen School of Education and Human Development. She or he is assigned Teacher Candidates by the Program Coordinator (or designee). The University Coach has access to office space in the Education Building but is generally visiting or meeting with student teachers at their assigned school sites. Serving as a liaison between the University and cooperating schools, she or he provides the schools with information about Teacher Candidates and the program. In turn, she or he communicates the cooperating schools' suggestions and needs to the University for the improvement of the teacher education program.

Coaches are Individuals who are credentialed in educator preparation. Supervisors are experts in the content area of the candidate being supervised and have professional experiences in public school settings. They have training in effective supervision approaches; good communication skills; ability to articulate the University's philosophy of teacher education; and knowledge of current content -specific pedagogy and instructional practices. They receive on-going training and are knowledgeable about the program assessments including in the TPE's and TPA's.

For additional details, please view the University Coach Roles and Responsibilities ([LINK](#))

Qualifications for Mentor Teachers

When identifying district-employed teachers to mentor credential candidates during their student teaching, Fresno State collaborates with district personnel, carefully analyzes their pedagogical practices, and selects mentor teachers whose instructional approaches and strategies are balanced, comprehensive, and consistent with current research as reflected in state policy.

Mentor teachers who supervise candidates' field experiences must hold a California Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience. The mentor teacher must have demonstrated exemplary teaching practices (as determined by the employer and Fresno State) to provide the best possible role model for credential candidates. School district databases (i.e. Atlas) and Fresno State's field placement databases which include supervisor and mentor teacher feedback, are also consulted before field placements are finalized.

Mentor Teachers demonstrate positive leadership qualities, such as intelligence, good oral and written communication skills, acceptance of multiple alternative solutions to complex problems, decisiveness, clarity of vision, and well-developed interpersonal skills and sensitivities.

Mentor Teachers are able to collaborate effectively with adults and ask the right questions of beginning teachers in order to stimulate their growth and independence. Having a knowledge base about accepted practice is important for Mentor Teachers, but a big part of a Mentor Teacher's job is to help foster the Teacher Candidate's reflective practice and independence.

Mentor Teachers are receptive of Teacher Candidate's use of a variety of methods and encourage them to develop their own style of teaching. Co-teaching is encouraged. Mentor Teachers emphasize the principles of continuous learning and reflection.

Mentor Teachers play an important role in modeling desirable attitudes and values, as well as in helping Teacher Candidates to understand specific practices. For example, Mentor Teachers should be current in their knowledge of the subject matter, California State Frameworks, California Standards for the Teaching Profession, Common Core Standards and district guidelines. They should be current in the latest teaching methodologies and be involved in curriculum development.

For additional details, please view the Mentor Teacher Roles and Responsibilities ([LINK](#))

Program Policies

Program Completion

Failure to comply with any requirements for courses or student teaching including student teaching seminars may result in a candidate withdrawing or being withdrawn from the program.

Candidates unable to complete the program due to an excessive number of repeated courses with an "unsatisfactory grade" will be placed on program probation. Program probation for more than one semester could result in program disqualification.

Courses must be taken within a reasonable time period from the date of anticipated graduation as new Teacher Performance Expectations (TPE's) and subject-matter competencies set by the State of California vary every 3-5 years. Therefore, coursework exceeding five years from the last TPE or program change are not admissible.

Program Notes:

- Single Subject Credential Candidates who have NOT met the U.S. Constitution requirement will need to complete it before they can apply for their Preliminary SS Credential.

- CI 161 & EHD 154A must be taken concurrently with EHD 155A.
- EHD 154B must be taken concurrently with EHD 155B.
- School district placements can not be requested.
- Accepting an offer of employment with any school district does not guarantee admission into the Teacher Internship Program, nor automatic acceptance by the Academic Subject Matter Area Department or the Single Subject Credential Program.
- Candidates admitted into the program with a low GPA under Special Consideration will be asked to complete the program in three (3) semesters.
- Candidates are not permitted to complete outside class work during student teaching, as this may result in disciplinary action or immediate disqualification from the program, if the problem persists.
- Due to the academic subject matter area requirements for the state-mandated assessment expectations of the FAST for Single Subject Credential Program Candidates, credential option exchanges are not allowable.

Program Assignment Completion

Course-related assignments may be drawn from students in their field placement; however, additional time outside of required field placement hours will likely be necessary to complete some assignments. In addition, outside course outside class work during initial and/or final student teaching is not permitted as it is expected that candidates will gradually assume student teaching responsibilities by observing, assisting, planning, and solo teaching or co-teaching with the mentor teacher.

Outside Commitments

Since the program requires a full-time commitment, outside employment, coursework, family or personal responsibilities can not be used as excuses for failing to meet program requirements, and can result in program dismissal.

Absences

Regular attendance is imperative. Teacher Candidates are expected to arrive at the school site on time and to remain at the school for the full-designated period. Absences, leaving early, or tardiness are dealt with on an individual basis. Teacher Candidates will be required to make-up time absent by adding days to the field placement experience, which must be completed by the last day of finals week and in agreement with the University Coach and Mentor Teacher.

If a Teacher Candidate is going to be absent (**personal or excused**), he or she must notify the University Coach, the school, and the Mentor Teacher by 7:30AM on the day of their assigned class time. It may be necessary to have someone bring materials and/or lesson plans to the classroom to be used in the Teacher Candidate's absence. **More than 3 absences may result in a No Credit for the course. An absence for EHD 155A (Initial student teaching) equals 3 hours.** Extenuating circumstances must be discussed with the University Coach and Program Coordinator. Fieldwork absences require mentor teacher, university coach, and/or fieldwork seminar instructor of record approval.

"Personal" days: Candidates may take one day per semester as needed to attend to personal business, family commitments and other discretionary activities--provided they obtain

permission from each course instructor, mentor teacher, and/or university coach with whom they would normally be expected to work with on that day.

"Excused" absences: Candidates will be excused from attending program activities (both coursework and student) in the event of serious illness, the illness of a child that requires the candidates' care, a family death, or similar crisis requiring their presence. It is expected that candidates will make an effort to schedule medical/dental appointments outside of program commitments; though it is understood that sometimes this will not always be possible. Therefore, verification from a physician/dentist will be required for all medical/dental instances, medical/dental appointments as well as extended absences due to illness or surgery.

"Unexcused" absences: Unexcused absences and tardiness compromise the integrity of the program and often represent an abrogation of responsibilities to all involved. A pattern of unexcused absences or tardiness (more than two) will result in an administrative referral and possible re-enrollment or removal from student teaching placement and can lead to disqualification from the credential program.

In some cases candidates may wish to be absent from a program day in order to attend special professional development activities. Absence from program activities to attend these events is acceptable in principle. As with personal days, it is the responsibility of the candidate to secure permission for his/her absence from each course instructor, mentor teacher, and/or university coach with whom the candidate would otherwise work with on that day.

In all cases, when candidates are absent from scheduled program activities, they will be expected to make up coursework assignments and practicum work as negotiated with the course instructor, mentor teacher, and/or university coach in order to receive attendance credit; otherwise, the absence is documented as "unexcused."

Substitute Teaching

Teacher candidates are not permitted to serve as a substitute while on duty as a student teacher. During initial student teaching, candidates may substitute once all 15 hours of clinical practice have been completed for the week. During final student teaching, approval to substitute teach will only be granted if all course requirements have been met, along with a recommendation from the University Coach, and the time frame falls in the last 4-6 weeks of the semester.

Final Student Teaching Clearance

All initial student teachers must submit an application for EHD 155B to be cleared for final student teaching. The deadline to submit this application will be on your EHD 155A/154A Calendar.

Candidates with a grade "I", "IC", "NC," "WU", "D", or "F" are not eligible for final student teaching or final clinical practice/field placement clearance until the Incomplete is resolved or the course is retaken with a passing grade.

Professional Dress

The Teacher Candidate is expected to maintain a professional appearance. An appropriate appearance is defined as clothing that models professionalism for students and does not distract students from learning. Be sure to meet your school site dress and safety codes. School dress codes may not allow the wearing of the Bulldog insignia. A Teacher Candidate may be asked to leave their assignment if appearance is not appropriate or a professional ethical demeanor is not maintained.

Professional Ethical Behavior

As a guest at the assigned school site, it is expected that the Teacher Candidate model exemplary professional and ethical behavior at all times. Professional behavior includes not receiving and/or making cell phone calls or texting during class time. It is recommended that all forms of social media communication should be kept professional and account settings should be set to private. The Candidate Professional Dispositions in this handbook can serve as a guide. It is also expected that all candidates will abide by the program's [professionalism policies](#).

Program Resolution Process

In the event that a credential candidate experiences problems with their program, they must first make a good faith effort to solve the matter informally by talking directly with the individual(s) concerned. If a candidate feels that the issue has not been resolved, they may bring the matter to the program coordinator, and then to the department chair. If the candidate feels the issue still has not been resolved, or wishes to appeal a department decision, the candidate may submit a written appeal to the KSOEHD Associate Dean within 30 days.

The Associate Dean will then convene a School Dispute Resolution Committee which includes at least two additional faculty not associated with the prior appeal process, including one department chair, the program coordinator, the Office of Clinical Practice Liaison, and others at the discretion of the convener. Candidates have the option of meeting with the School Dispute Resolution Committee in person or through electronic means. The School Dispute Resolution Committee will make a recommendation to the Dean, whose decision is final.

Note: Candidates dismissed from a school district, forfeit this appeal process, as a “district dismissal” can be considered immediate grounds for termination from the program. Candidates with two “school district” dismissals are not eligible for an appeal.

UNIVERSITY STUDENT SUPPORT INFORMATIONAL LINKS:

- STUDENT AFFAIRS AND ENROLLMENT MANAGEMENT SYSTEM: <http://fresnostate.edu/studentaffairs/>
- UNIVERSITY POLICIES: <http://fresnostate.edu/mapp/iii/e/>