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**Kremen School  
of Education and  
Human Development**

**Clinical Practice Handbook for Multiple  
Subject Program**

**Revised January 2021**

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## Kremen School of Education and Human Development Overview

### Vision

The Kremen School of Education and Human Development 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. KSOEHD fosters the candidate dispositions of collaboration, valuing diversity, critical thinking, ethical judgments, reflection, and lifelong learning. Our mission is realized through a framework of teaching, scholarship, and services that addresses regional, state, national, and international perspectives.

## Multiple Subject Credential Program Overview

The multiple subject credential program at Fresno State is 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 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 curriculum is inclusive and asset based. In other words, a culturally sustaining framework serves to disrupt deficit

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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.

## **Non-Discrimination Policy**

Fresno State's Credential Programs, as well as all of our region's school districts, are committed to the principle of equal opportunity. The program does not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, disability, and disabled veteran status. The essential attributes have been developed in compliance with the American Disabilities Act (PL 101-336), and, when requested, the University will provide reasonable accommodations to otherwise qualified candidates with disabilities. If you would like to request academic accommodations due to a disability, please contact Disabled Student Services, <http://fresnostate.edu/studentaffairs/ssd/index.html>. If you have a letter from Disabled Student Services indicating you have a disability that requires academic accommodations, please present the letter to your coursework instructor(s) so that we can discuss the accommodations you might need.

## **Tk20**

Fresno State uses Tk20 ([fresnostate.tk20.com](http://fresnostate.tk20.com)) as its online database and clinical observation system. Tk20 houses all students' placement data, formal and informal observations, FAST project portfolios, etc. The unit administrator is responsible for the building, troubleshooting, and distribution of Tk20 'binders', applications, etc., every semester. Tk20 is accessible for seven years after purchase, giving it the potential to be used by candidates throughout Induction and even onto administrative credentials if they pursue them.

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## Program Options

### Bilingual Authorization Permit (BAP)

Pursue a Bilingual Authorization in Spanish or Hmong within the preliminary multiple subject credential program.

Earning a Bilingual Authorization prepares graduates to provide academic instruction for:

- English Learner students in their primary language (Spanish and Hmong)
- English Language Development (ELD) in grades K-12, including preschool
- Using Specially Designed Academic Instruction in English (SDAIE) strategies in self-contained classes
- Building multicultural knowledge in culturally and linguistically diverse communities

In addition to the required coursework for the Multiple Subject Credential, Bilingual Authorization candidates are to take the following courses for either Spanish or Hmong. These courses must be taken before or while in the credential program or within one year of completing the credential program.

### Spanish

Course	Units
SPAN 119 Advanced Grammar	3
SPAN 121A Advanced Composition	3
SPAN 134 Spanish in Bilingual Schools	3
CLAS 120 Cultural Change and the Latino	3
LEE 136* Teaching Content in Spanish	3

\*courses to be taken while enrolled in the Multiple Subject program

### Hmong

Course	Units
HMONG 100 Intermediate Hmong Reading	3
HMONG 101 Advanced Hmong Composition	3
LEE 129 Hmong in Bilingual Schools	3
ANTH 123 Peoples and Cultures of South Asia or LING 121 Hmong Language, Culture and Identity	3
LEE 135* Teaching Content in Hmong	3

\*courses to be taken while enrolled in the Multiple Subject program

### Deaf Education

Students can earn their degree in Deaf Education and a multiple subject credential simultaneously. See the Department of Communication Sciences & Deaf Studies page on Deaf Education for more information.

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## Dual (Multiple Subject & Special Education) Credential Option

Earn your Education Specialist and Multiple Subject credentials simultaneously. Some of the courses are required for both credentials and specialized dual student teaching placements are used. Apply through the Multiple Subject credential application. See the Education Specialist Clinical Practices Handbook for more information.

## Program Contacts

### Program Coordinator

Multiple Subject Program Coordinator 2020-2021: Heather Horsley | [hhorsley@mail.fresnostate.edu](mailto:hhorsley@mail.fresnostate.edu)

### Office of Clinical Practice (OCP)

Clinical Practice Coordinator 2020-2021: Felipe Mercado, EdD | [felipemercado1@mail.fresnostate.edu](mailto:felipemercado1@mail.fresnostate.edu)

Program Assistant 2019-2020: Brenna A. Barks | ED 205C | [ocp@csufresno.edu](mailto:ocp@csufresno.edu) | 559.278.0315

### FAST Coordinator

FAST Coordinator 2020-2021-: Ricci Ulrich, MA | [rulrich@mail.fresnostate.edu](mailto:rulrich@mail.fresnostate.edu)

### Liberal Studies & Credential Advisors

For appointments with an advisor or for basic questions please email [kremenschool@csufresno.edu](mailto:kremenschool@csufresno.edu) or call 559.278.0300.

Advisors 2020-2021: Jessica McVay, Ivy Fitzpatrick, Ana Espinosa

### Tk20 Unit Administrator

Tk20 Unit Administrator 2019-2020: TBD

### Teacher Internship Program

Teacher Internship Program Assistant 2019-2020: Maria Vargas Guerrero | [internship@csufresno.edu](mailto:internship@csufresno.edu)

### Credential Admissions Analyst

Credential Admissions Analyst 2019-2020: Renee Flores | [reflores@csufresno.edu](mailto:reflores@csufresno.edu) | 559.278.0311

### Department Assistants for LEBSE, and C & I

LEBSE Department Assistant 2019-2020: Carmen Chapman | [cchapman@mail.fresnostate.edu](mailto:cchapman@mail.fresnostate.edu) | 559.278.0250

C & I Department Assistant 2019-2020: Martha Lomeli | [marthal@csufresno.edu](mailto:marthal@csufresno.edu) | 559.278.0250

### Credential Analyst

Credential Application Website: <http://fresnostate.edu/kremen/teaching-credential/cred-cert.html>

Credential Analyst 2019-2020: Sherri Nakashima | [sherrin@csufresno.edu](mailto:sherrin@csufresno.edu)

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## Role Expectations & Stakeholder Qualifications

### Clinical Practice

Clinical experiences are the cornerstone of effective teacher preparation. Participation in clinical experiences allows candidates to apply their learning from coursework and receive coaching in order to improve implementation. In all credential programs, candidates are required to increase the amount of time spent in clinical placements over the arc of the program. Candidates in Phase 1 will conduct observation hours in an assigned classroom. Phase 2 multiple subject-only candidates begin their official clinical practice working three full days per week (typically Tuesday through Thursday) in a general education classroom with an assigned mentor teacher and a university coach. Phase 2 dual candidates begin their official clinical practice working two full days per week in a general education classroom and one full day per week in an appropriate special education setting. Both settings will be with an assigned mentor teacher and a university coach. Phase 3 candidates work five full days per week in a general education setting with an assigned mentor and university coach. All clinical assignment days should be treated as “Duty Days” with candidates arriving ½ hour before first bell and leaving ½ hour after last bell. Candidates are expected to serve the full duty day with their Mentor on days in the field. If a duty day is scheduled as a professional development or buyback day, the candidate should participate with the mentor in the assigned activity. Candidates are responsible for reporting their clinical hours in TK20.

### Teacher Candidate/Resident

Every teacher candidate is expected to abide by the policies and fulfill the responsibilities and obligations outlined in this section. In addition to the professionalism guidelines, the following responsibilities should guide candidates in working with students, school site faculty and staff, colleagues and peers, and university faculty and staff.

#### General Program Responsibilities:

1. Attend all mandatory courses, seminars, events, meetings, and conferences that are part of the credential program.
2. Maintain confidentiality of students, parents, and school site staff at all times.
3. Model professional and ethical behavior, including but not limited to punctuality, participation, regular attendance, and appropriate dress. See Professionalism Policy.
4. Notify the school site, mentor teacher, and university coach by 7:30 am in the case of an absence or tardiness.
5. Learn and abide by all applicable school site policies and regulations.
6. Become familiar with classroom strategies and procedures used by the mentor teacher.
7. Become familiar with the California Teacher Performance Expectations (TPEs).



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If you would like to request academic accommodations due to a disability, please contact [Services for Students with Disabilities](#), Henry Madden Library Suite 1202, 5200 N. Barton Ave. Mail Stop ML125, 93740 (559-278-2811). If you already have a letter from SSD indicating you have a disability that requires academic accommodations, please present the letter to your coursework instructor(s), university coach, and mentor teacher so that we can arrange the accommodations you might need.

## Responsibilities to Students

As a candidate you will be interacting with students in schools throughout your program. As you are learning to teach you will be exposed to information and situations in which there may be concern for the health, safety, privacy, or psychological well-being of students and/or families. Your responsibilities to all the students you encounter, whether they are in your direct charge or not, include the following:

**Treat all students with dignity:** All students must be treated with dignity and respect at all times regardless of their race; color; creed; gender; age; disability; sexual orientation; political or religious belief; or social, cultural, or linguistic status.

- Students, including those with disabilities, must be allowed to participate on an equal basis in any program or activity for which they are qualified.
- Students must be free from harassment by teachers or other students.
- Students must have physical privacy - including freedom from unwanted or punitive touching or physical restraint. If any student needs physical guidance or assistance in performing any activity, the assistance must be provided in the most dignified and private manner possible.
- Students and their families have the right to be referenced in respectful terminology when discussing race, religion, disability, or any other social or physical characteristics.
- Students should be corrected for academic or disciplinary problems in a respectful, non-punitive manner.
- Students should not be subjected to shame or humiliation in front of peers or staff.

**Maintain privacy and confidentiality:** All students and their families have the right to privacy and to confidentiality of both all verbal and written records and information from a third party. While you may need to know certain private information for the purpose of your own academic learning or preparation for appropriate instruction, this information is not to be shared with others outside the academic or school community except as required by law.

- When sharing information within the school community, make sure you are doing so with the ultimate benefit of the students in mind. Gossip is never appropriate.

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- Written information should be shared only in the most limited distribution possible to attain your goal. Be especially cautious in using e-mail or social media to convey information about students. E-mail, Twitter, and Facebook are considered public media. Treat anything you write on e-mail and social media as though it were publicly available.
- Information shared with fellow Residents and faculty through papers and classroom documents or discussions should avoid personal identifiers that might enable someone to connect the information with a specific student, family, teacher, or school.

**Safeguard the physical and emotional safety of students:** Do not engage in any activity that could reasonably be thought to jeopardize the health, safety, or wellbeing of students. Check school policies on safety during field trips and investigations.

- If you have questions or concerns about a situation, ask your mentor teacher, school principal, university coach, or program coordinator. If you see or hear something that threatens the physical or emotional health or safety of a student OR if you witness an event that threatens the health or safety of a student, you must report this to the proper authorities at once. **In cases of imminent danger know and follow school emergency policies.** Know and follow your school's policy on the appropriate person to notify. Keep a record of when, how, and to whom you have talked about the situation. Examples of situations that may fall under this principle are the following:
  - Suspected child abuse
  - Weapons on campus
  - Physical or sexual contact among students or between students and adults
  - Drugs, alcohol, or tobacco being offered to students by adults or other juveniles or consumed by minors on school premises
  - Sexual harassment or harassment based on disability, sexual orientation, race, or religion
  - Derogatory name-calling or other verbal or physical humiliation
  - Students who threaten to do themselves or others bodily harm are always to be taken seriously and reported to the proper authorities immediately.

**Where a student's health or safety is threatened, individual confidentiality cannot be respected:** You are obligated by law to report these matters to the proper authorities. You should tell the student about your obligation if your knowledge of his/her situation has come about because he/she has confided in you.

## **Responsibilities to Faculty, Staff, and Fellow Candidates**

**Treat your course instructors, school faculty, and fellow candidates with respect:** Be sensitive to your position as a learner and as a guest in a school. While you may not agree with all the philosophies, policies, and practices you will encounter, refrain from public criticism of schools, personnel, or

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students. Discuss any concerns about situations in the schools with the appropriate program coordinator.

- Whenever disagreement occurs with course instructors, administrators, and/or staff members, approach the situation with respect. Be sure to understand and follow the norms of the school community in which you are placed. In general, follow the [Fresno State Student Conduct Code](#), which encourages the free expression of ideas AND also expects that candidates will conduct themselves as responsible and respectful members of the academic community. The Code further allows instructors to exclude from class anyone who is disorderly, disruptive, or dishonest. Plagiarism, in any form, is grounds for dismissal from the program.
- If you have a concern or issue with a given instructor, discuss the matter first with the instructor. If that is not possible, discuss the matter with the program coordinator. Refrain from spreading rumors or engaging in free-floating complaints either in conversation or via email.

**Plan for instruction and observation in a timely manner:** In order to help insure that students benefit from your instruction, lesson plans must be prepared for every lesson taught. Plans are to be reviewed and approved by the mentor teacher at least one day in advance of the lesson's implementation, or as requested by the mentor teacher. Plans should always be complete enough that another teacher could step in and function as a substitute.

- Scheduled Clinical Observations - Once your university coach is assigned, you will work out a clinical practice observation schedule that works for you, your mentor teacher and the University Coach. Communication is important, as the school year can be ever-changing and sometimes there are scheduling issues beyond anyone one person's control.

**Participate actively in community building:** You are preparing to join a profession that depends on collaboration. That means everyone must work together, take leadership responsibilities, and contribute to the good of the group. Be ready to do your part.

- Attend school site events such as "Back to School Night" as requested by your mentor teacher, school site administrator, university coach, and/or course instructors.
- Assist in preparations for school site events and parent conferences as needed.
- Get to know the other teachers, candidates, administrators, and staff at your school site.
- Whenever possible, get involved with extracurricular activities at your school site.

## Professionalism Policy

This section outlines the expectations of candidates for demonstrating professional attributes and responsibilities, attendance, and conflict resolution; and the process for addressing any focus of concern.

### Essential Professional Attributes

The education of a teacher requires learning complex knowledge and skills along with developing appropriate professional, behavioral, and social dispositions necessary to become both an effective independent and collaborative teacher. Candidates enrolled in the program must:

- Reason and make decisions appropriate for a classroom teacher.

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- Communicate effectively orally and through writing. Interpersonal, listening, and responding skills must be at a level sufficient for the candidate to understand and respond appropriately to different perspectives represented in diverse university and school classrooms.
- Exhibit dependability and work calmly and flexibly under stress, e.g., work under time constraints, concentrate in distracting situations, make timely subjective judgments, and ensure students' safety at all times.
- Work a teacher's contracted day on all days that you are scheduled for clinical practice and perform extended additional duties of a classroom teacher such as parent conferences, open houses, and other school-related activities.
- Organize time and materials, prioritize tasks, perform and supervise several tasks at once, and adapt to changing situations in order to effectively assess and attend to the needs of all his/her students.
- Act in a professional manner that demonstrates integrity, responsibility, and tolerance. He/she must treat all with compassion, dignity, and respect. Work collaboratively with other candidates, school and university faculty, parents and the school community.
- Satisfactorily complete all required courses in the program and meet state and district eligibility requirements for a teaching credential.

These essential attributes identify the requirements for admission, satisfactory performance, and graduation. Graduates are expected to qualify for a teaching credential in the State of California.

## Professional Responsibilities

As an aspiring teacher, you have accepted the responsibility to adhere to the highest ethical standards. The California State "Code of Conduct" and State Professional Standards guide your actions. You should familiarize yourself with them: <https://www.ctc.ca.gov/credentials/rules-of-conduct>

As a candidate you have the responsibility to present yourself and act at all times as a professional. This responsibility includes the following:

**Maintain a respectful professional distance from your students and their families:** You must maintain a professional relationship with students and their families. You cannot be their personal friend. Respect personal boundaries. Consult a trusted advisor if students are attempting to cross a personal boundary.

- Know your limitations. Refer students and families to appropriate professionals when they need assistance that you are not qualified to provide.
- It is **always** inappropriate to be involved in peer relationships with K-12 students, whether or not you have direct professional responsibility for them. Candidates may not drive their students in cars or single out any for gifts, personal written communication, or special attention without advance discussion with the mentor teacher.

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- Always meet with students in open and visible classrooms or meeting rooms where your actions cannot be misinterpreted.

**Be professional in behavior, demeanor, and appearance:** You are considered a guest at the assigned school site and we expect you to model exemplary professional and ethical behavior at all times. Your appearance and behavior should set you apart from the K-12 students and give a professional impression to the faculty, parents, and students.

- In your oral and written communication with others, present yourself as a good citizen and a literate, knowledgeable, caring individual. This includes professional discretion in ALL forms of social media. **Review all social media accounts, and remove anything that could be considered unprofessional. Do not “friend” or communicate with any student or parent using a social media tool.**
- Never make or repeat false or malicious statements about colleagues in the university or school community.

**Professional Dress:** You are expected to maintain a professional appearance. Be sure to meet school site and district dress and safety codes. School dress codes may not allow the wearing of the Bulldog insignia. A candidate may be asked to leave their assignment if appearance is not appropriate for any given school district, or a professional ethical demeanor is not maintained.

## Confidentiality of Student Records

All information that the teacher candidate receives about students in his/her class or school is to be kept confidential. Confidentiality includes all forms of communication including electronic forms such as email, text messages, blogs, and social media.

It is important to understand that the confidential records of others represent a highly sensitive area. In recognition of this sensitivity, the United States Congress passed the Family Educational Rights and Privacy Act of 1974, which made explicit the principles of confidentiality, which are summarized here.

The communication of confidential information to another person, **except within the authorized educational framework**, is a violation of individual rights which have legal protection and may lead to serious consequences. Teacher candidates are advised that they are not to discuss information derived from the educational records of students with anyone except authorized personnel including the responsible instructors, concerned administrative or individuals responsible for pupil personnel or health services. The use of actual confidential information concerning students for discussion in university classes, whether or not the students are individually identified, may also constitute a violation of privilege and should be handled with extreme caution.

It is an established legal principle that access to the records of another person may be necessary for individuals in certain types of positions in order for them to do their job. However, in granting such privilege, the courts have consistently imposed a strict duty on those to whom privilege is granted to protect the confidentiality of the information to which they have access.

Although teacher candidates may be permitted access to certain student records under responsible

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control, care must be taken to protect the confidentiality of any and all information contained in such records.

As a teacher candidate, you will at times have access to student information such as test scores, teacher reports, or even verbal comments. All such information comes under the Family Educational Rights and Privacy Act of 1974 which protects its confidentiality.

Therefore, without belaboring the technicalities of this Act, teacher candidates would be advised to protect themselves against violation of the Act as well as the tenets of professional ethics by observing the following principles:

- Treat all knowledge of students in strictest confidence.
- Discuss student information only with your Mentor Teacher and ask him/her what you may or may not do with any information.
- Do not participate in a discussion about students (verbally or electronically) anywhere outside of the classroom (e.g. staff room, with parents, after school, etc.).
- Guard carefully any records entrusted to you, such as grade books, rosters of test scores, etc.
- Do not leave them where they might get out of your possession.

**Be honest about your qualifications and those of others:** Understand your strengths and limitations.

- Do not apply for or accept positions for which you know you are not qualified. Do not falsely represent your work at the university, in schools, or during or after the job application process.
- If you know of someone who is falsifying his/her record in some way, it is your obligation to report him/her to the proper authorities.

## Teacher Candidate Commitment

The California Commission on Teacher Credentialing (CCTC) requires all candidates to demonstrate personality and character traits that satisfy the standards of the teaching profession. Developing as a Professional Educator (TPE 6) discusses the importance of how your personality and character traits may influence your professionalism as a teacher. A condition of your acceptance into the credential program required that you read and initialed that you understand TPE 6: Developing as a Professional Educator. Your initials represent your commitment to working toward developing as a professional educator while in the teaching credential program.

1. As a candidate in this program, I will seek opportunities to reflect on and improve my practice through collaborative inquiry, observation feedback, and my own performance data.

2. As a candidate in this program, I will aim to develop an awareness of my own potential implicit and explicit biases, and the potential impact (positive and/or negative) they may have on my expectations for and relationships with students, families, and colleagues.

3. As a candidate in this program, I will work toward becoming a lifelong learner. I understand it will be my responsibility for ongoing professional learning and for maintaining my certification as a member of the teaching profession.

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4. As a candidate in this program, I aim to develop an understanding of the fundamental responsibilities I need to possess as a professional educator, as well as my accountability to students, families, colleagues, and employers.

5. As a candidate in this program, I aim to develop an understanding in how to participate as a team member with my future colleagues and families. I recognize that this begins with how I conduct myself as a teacher candidate in this credential program; specifically with fellow classmates, staff and faculty.

6. As a candidate in this program, I aim to develop an understanding in how to take responsibility for all students' academic learning outcomes, recognizing that I will need to hold high expectations for all students.

7. As a candidate in this program, I aim to develop an understanding on how to articulate and practice the teaching profession's professional standards of practice. I understand that this will mean upholding relevant laws and policies, including but not limited to those related to:

- professional conduct and moral fitness;
- use of digital content and social media;
- education and rights of all stakeholders, including students with disabilities, English learners, and those who identify as LGBTQ+;
- privacy, health, and safety of students, families, and school professionals;
- mandated reporting; and
- students' acts of intolerance and harassment such as bullying, racism, and sexism.

8. As a candidate in this program, I aim to develop an understanding in how to be a productive member of a complex organization. I also aim to become familiar with issues of equity and justice within the structures and contexts of public education, including state, district, and school governance; curriculum and standards development; testing and assessment systems; and basic school finance.

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## University Coach

University Coaches are responsible for holistically supporting candidate development. Coaching involves providing differentiated holistic supports to ensure each candidate's success. Becoming a teacher requires identity shifts, personal sacrifices, and is often a transformational experience. Coaches are candidate advocates, mentors, and allies. As such, coaches focus on developing their candidates in a supportive and nurturing manner with a growth mindset. This is accomplished by checking-in with the candidate on a weekly basis (may include face-to-face, email, phone, and/or virtual), providing a minimum of six formal coaching sessions with the aligned formative feedback rubric, and ensuring regular availability to the candidate. Coaches are prepared to provide comprehensive supports beyond feedback. These may include advocating for the candidate, providing resources for wellness and basic needs, and sometimes an ear or a shoulder. Coaches have experience as a teacher, site-based administrator, and/or a teacher educator. The coach is a direct link between clinical practice and coursework.

## State Requirements

The California Commission on Teacher Credentialing (CTC) requires all University Coaches be credentialed or have equivalent experience in educator preparation; be expert in the content area of the candidate being supervised; have recent professional experiences in school settings where the curriculum aligns with California's adopted content standards, frameworks, and reflects the diversity of California's student population; and maintain current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.

## Role Expectations of University Coaches:

1. Meets with Mentor Teachers for an orientation to go over course requirements, discusses expectations, roles, and Co-Teaching during the first two weeks of the semester or after student teaching begins.
2. Makes regular visits to the school site for the purpose of meeting with Teacher Candidates, Mentor Teachers, Administrators/designee, or visiting/observing Teacher Candidates. Visits include holding small group, individual, or virtual discussions to review pertinent information. University Coaches may enhance communication and contacts with teacher candidates (via phone, webinar, online community, etc.).
3. Completes (in TK20) a minimum of six formal lesson observations using the observation rubric to provide formative, action-oriented, feedback through scripted field notes. Lesson observations may be face-to-face or synchronous/asynchronous video observation. Have a debriefing meeting with the candidate after each observation.
4. Maintains communication with the Teacher Candidate and Mentor Teacher throughout the semester to ensure that the candidate is progressing; provide feedback on growth areas.
5. Reviews lesson plans and responds to reflections, when applicable.
6. Uses his or her experience and knowledge to assist (consult, collaborate) the student in understanding and applying current teaching methods, related materials and resources.



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7. Uses effective questioning and coaching strategies to help the Teacher Candidate become skillful in continuous self-assessment, self-reflection, and goal setting.
8. Discuss and document “areas for improvement” at the first sign of need. Monitor progress and contact the Coordinator if the “areas for improvement” does not yield expected growth. Review the [Credential Candidate or Concerns](#) section of the Single Subject Program Handbook to determine if a “Statement of Concern” is warranted.
9. Support candidates in basic needs, emotional, and mental health areas (if you are concerned about a candidate’s well-being, please notify the program coordinator). Become familiar with resources available at the Fresno State Student Health and Counseling Center:  
<https://www.fresnostate.edu/studentaffairs/health/index.html>
10. Evaluates the Teacher Candidate’s Site Visitation Project, submits the scores on TK20, and schedules time to debrief the results with the Teacher Candidate (EHD 155A only). This may be counted as one of the six formal lesson observations. Provide remediation if necessary.
11. Evaluates the Teacher Candidate’s Teaching Sample Project and schedules time to debrief results with the Teacher Candidate (EHD 155B only). Provide remediation if necessary.
12. Formally evaluates the Teacher Candidate twice per semester using the Mid-semester & Final semester evaluation rubric in TK20.
13. Assists the Teacher Candidate with meeting the TPEs and assigns a CR/NC grade through PeopleSoft/MyFresnoState.
14. Attend all mandatory program events, meetings, trainings, and obtain reliability as a rater; participate in FAST training, calibration, and scoring.
15. Interact with candidates and mentor teachers with respect at all times.
16. Submits all proper documentation digitally through TK20 (<https://fresnostate.tk20.com/>).

## Evaluation

All university coaches will be evaluated by their candidates at the end of the semester. This evaluation will be submitted by each candidate on Tk20.

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## **Mentor/Cooperating 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. Mentor Teachers are expected to support candidates in developing the skills and knowledge to meet these standards. Thank you for serving in this capacity!

### **Mentor Teacher Expectations**

1. Introduces and acquaints the Teacher Candidate with school and classroom management procedures including the dress code, child abuse reporting, incident reports, specialized programs, library resources, technology, state and/or district frameworks, content standards, disciplinary and emergency procedures.
2. Models effective teaching methods for a given school subject before asking Teacher Candidate to teach the subject.
3. Assigns responsibilities to the Teacher Candidate and assists the Teacher Candidate in meeting competencies.
4. Arranges for the Teacher Candidate to attend grade level and or Professional Learning Communities, Student Study Team/IEP, faculty, parent/school meetings and to participate in parent conferences, as needed to fulfill coursework requirements.
5. Arranges a weekly planning period with the Teacher Candidate. Discusses and plans for opportunities for Co-teaching. Gives continuous feedback to the Teacher Candidate- both written and verbal. Uses effective questioning strategies to help the student become skillful in self-assessment and goal setting.
6. Maintains communication with the University Coach regarding the student's progress. Changes the class schedule when necessary to facilitate the observation of the Teacher Candidate by the University Supervisor.
7. Arranges for the Teacher Candidate to have ample teaching opportunities. Reviews all lesson plans of Teacher Candidate at least one day prior to teaching.
8. Agrees to complete required Mid-semester Evaluation and Final Evaluation online forms by a designated date, as set by the University Coach. When evaluating, the Mentor Teacher considers the candidate's stage as a beginning teacher and gives input regarding course credit to the University Supervisor. A letter of reference is optional.
9. Participates in a Mid-semester Evaluation conference and Final Evaluation conference with the University Coach and Teacher Candidate.

Informs University Supervisor of Teacher Candidate's absences, inappropriate dress or concerns regarding professionalism.

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## Mentor Teacher Responsibilities

Mentor Teacher responsibilities fall under three domains: 1) providing a practice space, 2) making practice visible, and 3) engaging as a teacher educator.

Providing a practice space	Making Practice Visible	Engaging as a Teacher Educator
<ul style="list-style-type: none"> <li>• Allow candidates to take instructional risks</li> <li>• Give opportunities for candidates to try out new methods they are learning in program</li> <li>• Support candidates as they learn and apply ideas about child development &amp; how to work in diverse, high-needs schools</li> <li>• Support candidates in successfully completing their course requirements, as needed.</li> <li>• Retain the legal responsibility for the classroom at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Model unit and lesson planning and share rationale for sequence, strategies, etc.</li> <li>• Model instruction and share rationale for teaching moves</li> <li>• Model fostering a positive classroom climate</li> <li>• Debrief lessons after teaching and describe how this informs subsequent lessons</li> <li>• Utilize co-planning and co-teaching methods</li> <li>• Model how to work with an instructional team (other teachers, SPED, EL, coaches, parents, etc.)</li> <li>• Model how to create appropriate teacher-student relationships with students in order to enhance student learning</li> </ul>	<ul style="list-style-type: none"> <li>• Plan weekly structured meetings with candidates</li> <li>• Build in opportunities to talk with candidates about planning and instruction</li> <li>• Observe candidates and provide formative feedback</li> <li>• Continuously provide feedback on planning and instruction once the candidate takes the lead</li> <li>• Participate actively in classroom (observing, modeling classroom management, and co-teaching)</li> <li>• Participate in collaborative learning</li> <li>• Ensure that candidate demonstrates Professional Expectations</li> <li>• Engage in at least two (2) joint meetings with the candidate and university coach</li> <li>• Provide mid-semester evaluation and input toward the final evaluation</li> <li>• Provide recommendation letters as requested by candidates</li> </ul>

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In addition to the mentor teacher responsibilities outlined in the table, here are some pointers to help you have a smooth semester:

Organization: How do we manage our time and stay organized? How do we share physical and mental space?

- Be flexible
- Provide a workspace or area for the candidate
- Establish SACRED planning time – but keep scheduling FLEXIBLE - Planning time is essential so a formal consistent time each week is critical
- Have a pre-arranged time to communicate, plan, debrief, and assess
- Find creative or technological solutions for communicating
- Come prepared with ideas, questions, dilemmas
- Recognize the priorities that may pull you away from scheduled planning times and establish alternatives
- Use technology (email, phone, etc.) if needed to create/preserve planning time
- Prioritize obligations (meetings, etc.) at school to ensure success of co-teaching
- Communicate openly and honestly about what your needs are (e.g., alone time vs. collaborative time)
- Advocate for candidate to assist with technological resources

Communication: How do we establish clear communication in light of dynamic evolving role of Resident?

- Have and express clear expectations from the beginning and continue evolving them
- Assign roles
- Be open & kind to each other
- Discuss what you and your candidate are learning together in your classroom
- Use planning/prep/conference period to delegate and accomplish tasks for preparing for next class, grading, corresponding with families, etc.
- Ask questions

Opportunities: How do we create opportunities for the candidate to try out methods when the Mentor Teacher does not practice methods taught in the teacher education program?

- Be open to new ideas
- Use the university coach to help in planning

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- Ask clarifying questions to push candidate thinking and planning
- Ask for justifications and rationales for new ideas with data
- Focus efforts where strengths exist

Approaches to Teaching: How do we reconcile two different approaches to teaching, especially when you have strong-willed individuals? What happens when a mentor and candidate disagree on approaches?

- Be open to new ideas
- Compromise and negotiate
- Communicate: talk about approaches as early as possible
- Figure it out before/after class, NOT in class; avoid conflict during class
- Be metacognitive about your teaching approaches
- Listen to the candidate's experiences and feelings
- Reflecting protocols on how the lesson went after
- Don't take things personally! Assume good intentions
- Bring in an outside individual if candidate doesn't respond to feedback
- Allow plenty of time ahead to review materials and lesson plans
- Prevent conflicting messages to students by talking about differences ahead of time (e.g., regarding discipline)
  - It's like parents – talk about differences ahead of time (or discuss after the fact); communication between Mentor Teacher and Candidate is critical; differences can be ok!

Expectations for Students: How do we manage different expectations for students' behavior and performance between candidates and mentors?

- Communicate the school site's rules
- Develop norms together before school starts
- Reflect if those norms are working in the first week with each other & students
- Never disagree in front of the students
- Figure out who has a lower or higher behavior threshold
- Have clarity on amount of candidate ownership and mentor support; have open and flexible communication about roles in classroom

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- Assist candidate in establishing explicit expectations and consistency

Lesson Planning: How do we ensure that the candidate develops lesson planning skills and address issues such as when the candidate submits a late and/or underdeveloped lesson to mentor?

- Plan ahead
- Refer back to submission date and have a conversation with the candidate about what you expect for next time (ask why the lesson plan was late and under-developed)
- If it happens again, alert the university coach

**\*\*If you are experiencing a challenging situation with a candidate, please contact the candidate's university coach as soon as possible.**

## **Mentor Teacher Professional Development Requirement**

The Commission on Teacher Credentialing requires that all Mentors participate in a minimum of ten (10) professional development hours in order to serve as a mentor.

“The program provides district employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program ensures that district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations.”

[From CTC Preliminary Multiple Subject and Single Subject Credential Program Standards](#)

Fresno State is currently developing a database of mentor teachers so that we can track which mentors already meet this requirement. Some mentors are also BTSA/Induction Mentors and have been through district-sponsored training. We plan to count this training as part of the State's required hours. As we determine a process for tracking these hours, we will notify you.

## **Mentor Teacher Conference**

In addition to the initial 10 hours of mentor teacher professional development, the CTC requires all mentor teachers to participate in two (2) hours of program-specific professional development every year. This requirement will be met through attendance at the annual Mentor Teacher Conference at Fresno State. You will receive an invitation through email.

## ***End of Semester Survey***

All mentor teachers will be surveyed by their candidates at the end of the semester. This survey will be submitted by each candidate on Tk20.

## **Mentor Teacher Incentives from Fresno State**

\$150 stipend for attending the Mentor Teacher Conference (invitation will be emailed);  
\$450 refund on registration fees for courses taken at Fresno State within a two-year period beginning Fall 2018 for qualified mentor teachers; and Fresno State library privileges.  
For more information, please contact the Office of Clinical Practice: [ocp@csufresno.edu](mailto:ocp@csufresno.edu)

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## Characteristics of an Effective Mentor Teacher

1. Introduce the teacher candidate to the classroom and the students. Encourage the teacher candidate to introduce themselves to the students as soon as possible.
2. Introduce the teacher candidates to other staff members in the school and give them an opportunity to regularly interact with others.
3. Help the candidate locate resource materials, equipment, and the key staff members on campus.
4. Accept the teacher candidate as a co-worker of equal status. Prepare the class to treat the teacher candidate the same way they treat you
5. Provide opportunities for the teacher candidate to study children and how they learn.
6. Structure responsibilities which gradually induct the teacher candidate into full time teaching. Help the teacher candidate to plan at least a week ahead.
7. Encourage the teacher candidate to explore and take risks. Start out with a lot of structure, and then allow this person to take flight on their own. After a few weeks, encourage him/her to take initiative and design materials to extend lessons.
8. Conference regularly with the teacher candidate to discuss how things are going with lessons, preparation, or specific students and how things could be improved.
9. Work with the teacher candidate in developing lesson delivery skills.
10. Work with the teacher candidate in developing classroom management skills. Explain your system and devise a way to work together.
11. Demonstrate sensitivity to the emotional needs of the teacher candidate during the stressful period of student teaching.
12. Observe the teacher candidate and provide honest, specific, and constructive feedback on lessons. Encourage the teacher candidate to reflect on what went well in the lesson, then come up with strategies to improve their effectiveness. For example, don't say, "Your lesson was pretty good", but try to get the teacher candidate to come up with specifics of what went well and then guide them to specifically what could be improved. Have the Teacher Candidate pick one or at the most two ideas for improving the next lesson.
13. Familiarize the teacher candidate to district and school programs (e.g., RSP, GATE, Special Education, etc.).
14. Provide curriculum frameworks, and district guidelines.

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15. Inform the teacher candidate of district and school testing programs and their place in the curriculum.
16. Build and maintain trust.
17. Help parents understand the valuable role the teacher candidate plays in the classroom.

Have fun! A good laugh can really help a rough day go smoother! View this experience as an opportunity to exchange ideas and learn from one another – not as a competition or free labor.



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## Program Policies

### General Placement Policies

Candidates may not make their own placements – placements must be made by the Office of Clinical Practice, only. No teacher candidate can be placed or assigned a coach without a clinical practice application, this includes university interns working as the teacher of record in their own classrooms. Applications have a section for university interns to provide their employment details including school site, district, and grade level.

All clinical practice applications can be found on Tk20 ([fresnostate.tk20.com](http://fresnostate.tk20.com)) and links to application-specific instructions are found in the Student Online Resources. Alternative applications are available when necessary through the Office of Clinical Practice; email [ocp@csufresno.edu](mailto:ocp@csufresno.edu) for a direct link.

A priority deadline for placements can be found on the semester calendar. Wish list requests received up to this date will be honored to the best of the Office of Clinical Practice's ability, but no request can be guaranteed. We cannot consider any requests received after the priority deadline. Confirmed placements cannot be altered except in extenuating circumstances, and with program coordinator approval.

### Formal Observations & Meetings

California Commission on Teacher Credentialing Guidelines for clinical practice state that all candidates, whether student teachers or university interns, must do six (6) formal observations per semester (even if you are completing final student teaching part time). Guidelines stipulate that these formal observations should ideally be scheduled every three weeks, but the time in between can vary based on individual circumstances.

In addition, the Kremen School of Education and Human Development requires at least two informal observations, three meetings between yourself, your coach, and your mentor teacher, and a mid-term and a final evaluation. The mid-term and final evaluation are typically the focus of your second and third meeting.

Ideally your coach will check in with you every week (possibly via phone or email), even if a formal observation is not scheduled.

### Attendance

Candidates are expected to attend and participate in all scheduled university classes and field assignments. The following general policies for program attendance are required of all candidates in the multiple subject and dual programs. Individual instructors will set the policy for your regular courses. These policies may be appealed when unusual circumstances warrant in individual cases.

- Candidates are expected to be at their school site from a half hour before the first bell on site until half an hour after the last bell on site.

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- If an illness or other emergency situation arises that necessitates an absence, the relevant persons (typically your coach and your mentor teacher) should be notified as soon as possible. They should be notified 24 hours in advance, or by 7:30 the morning of at the latest.
- It is your responsibility to make sure any lesson plans or other materials are delivered to the school site.
- Multiple absences may result in a performance contract or dismissal from your school site or even from the program.
- Candidates are automatically excused from their clinical practice placements for required seminars, orientations, workshops, and other events sponsored or supported by the Kremen School of Education and required for the program. However, if you fail to attend these required events AND do not go to your placement it will be counted as an unexcused absence.

Candidates are allowed one (1) day per semester that they do not have to make up. All other absences must be made up on the candidates own time, whether during dead days and finals week, or on a holiday that is honored at Fresno State but not at the school site.

## Employment

To ensure that your credential program completion is not delayed, if you are made an offer of employment you must discuss the offer with the program coordinator before accept the job or sign a contract. This is so the credential coordinator can determine if the position meets both Kremen and State requirements for a clinical practice environment, and to ensure that there is a university coach to support you in the new position.

Once your position is approved and you have accepted it, you **must** inform the Office of Clinical Practice immediately so that they can place you on the employed students list, and cancel any placement requests on your behalf.

## Professionalism

As a guest at the assigned school site or as a teacher of record, it is expected that teacher candidates 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 Teacher Code of Ethics (Resources, page 31-32), and the professionalism policy outlined on pages 12 through 15 of this handbook can serve as a guide.

## Grading

Candidates in the multiple subject credential program must maintain a grade point average (GPA) of 3.0 within the program.

Candidates will receive a letter grade in all course work; and receive a grade of credit (CR) or no-credit (NC) in all clinical practice/field work as a result of their performance of the course requirements and evaluations.

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Course-related assignments may be drawn from students in your clinical practice; however, additional time outside of required clinical practice hours will likely be necessary to complete some of these assignments. Failure to comply with any requirement for student teaching will result in a teacher candidate having to withdraw from student teaching and receiving a grade of No Credit (NC).

## Substitute Teaching

Candidates may NOT substitute teach while they are earning clinical practice hours. This means that you may not substitute teach during a day you are scheduled for clinical practice, even for your mentor teacher. In iPOPA you may substitute teach on any day when you are not scheduled for observation hours; in EHD 178/110D, you may substitute teach on Monday and Friday.

## Outside Commitments

Employment, coursework, or family and personal responsibilities cannot be excuses for failing to meet the requirements of clinical practice or practicum. Such interference may result in having to withdraw from EHD 178/110D, 170, 160A, and 160B, or that the candidate make the adjustments necessary to fulfill the requirements of the program.

## Extenuating Circumstances

We understand that sometimes life events may happen that are beyond the teacher candidate's ability to control. Examples of extenuating circumstances can include (but are not limited to) medical or family emergencies, or a delay in Financial Aid leading to the student being administratively dropped from all courses. In these circumstances you must inform the program coordinator, the Office of Clinical Practice, and your university coach as soon as you are able.

## Candidate Support

In certain situations, a candidate may need to be remediated, reassigned, or dismissed from a clinical practice/practicum placement or showing signs of struggling to meet their clinical practice/practicum requirements while working full time as the teacher of record. Difficulties may include (but are not limited to): personality conflicts, conflicting expectations, excessive absences, inadequate performance, breach of professional ethics, and insurmountable discipline problems. In the event of a placement challenge all candidates, coaches, and mentor teachers should follow the following procedures:

- Step One: At the first sign of a candidate experiencing a challenge in clinical placement, they university coach will explicitly address the challenge area with the candidate either during an observation debrief, regular check in meeting, or a specific meeting to address the issue.
- Step Two: If the candidate shows minimal improvement, the university coach will schedule a meeting with the candidate, their mentor teacher, and the university coach to address the challenge area with a specific plan of action.
- Step Three: If the candidate continues to show minimal improvement, the university coach will schedule a meeting for the candidate, university coach, and program coordinator to complete an Individual Plan of Assistance (Resources, page XX). This plan will outline the issue and the specific course of action the candidate must take to improve, and will include various resources to be used to support the candidate. The university coach, in consultation with the mentor

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teacher, will document the candidate's progress in line with the Plan of Assistance and regular conferences to review progress may be conducted.

## **Reassignment/Dismissal from Clinical Placement/Practicum Placement**

In some cases, a clinical practice/practicum placement may be a mismatch for the candidate. In such cases, the university coach will contact the Office of Clinical Practice to discuss possible reassignment. The Office of Clinical Practice, in consultation with the placement liaison and the program coordinator, will make final decisions regarding reassignment and will notify the university coach, candidate, and mentor teacher and site administrator. The Candidate Reassignment/Dismissal form will be completed if the candidate is reassigned.

In the rare case that a teacher candidate is asked by a mentor teacher not to return to their classroom, the university coach will inform the candidate and the candidate will cease contact with the mentor teacher. If the candidate is asked by the school site administrator not to return to the site, the university coach will inform the candidate and the candidate will not return. Any belongings left will be collected by arrangement with the school site. The Candidate Reassignment/Dismissal Form (Resources, page XX) will be completed as appropriate for the situation.

## **Retaking a Clinical Practice/Field Work/Practicum Course**

If the candidate shows minimal improvement after the Plan of Assistance has been initiated, they may either receive a letter grade of No Credit (NC) in clinical practice. The candidate may submit a Special Consideration form when required to repeat the practicum or clinical practice course. A committee will meet to review the special consideration and will either approve or deny the candidate's request.

## **Student Dispute Resolution Process**

In the event that candidates experience 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 candidates feel that the issue has not been resolved, they may bring the matter to the program coordinator, and then to the department chair if the coordinator is unable to resolve the matter.

After completing this appeal process from their own program to department, candidates who feel the issue has not been resolved or who wish to appeal the department decision may, within 30 days, submit a written appeal to the special assistant to the Dean or Associate Dean. The special assistant 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, one program coordinator, 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.

## **Dismissal from the Program**

If a candidate is approved to repeat a clinical practice/practicum course and fails it a second time, this may result in automatic dismissal from the program. Candidates can also be dismissed from the program for violating the Teacher Code of Ethics, or the Professionalism or other University policies. Dismissal

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from the program will result in an automatic grade of F or No Credit (NC) for the clinical practice/practicum course, and the Candidate Reassignment Dismissal Form (Resources, page XX) will be completed to reflect the decision.

Candidates who are dismissed after the date for refund of tuition are responsible for full tuition regardless of the circumstances leading to termination.

Candidates may follow the Dispute Resolution Process above to appeal dismissal from the program.

## FAST

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). The TPEs will be taught in your coursework and applied and practiced in your fieldwork. The Kremen School of Education and Human Development has designed its own assessment system to evaluate your master of the TPEs, the ***Fresno Assessment of Student Teachers (FAST)***. The system consists of two tasks or “projects”, the Site Visitation Project (SVP) and the Teaching Sample Project (TSP).

The SVP will be done during your EHD 178 or 110D clinical practice, and the TSP will be done in EHD 170, or in 160A or 160B if you are an intern. The projects are required to receive a grade of Credit (C) for your clinical practice course. Failure to receive a passing score on your SVP will result in a grade of No Credit (NC) for EHD 178/110D, or on your TSP will result in a grade of NC in EHD 170/160A/160B, and thus you will have to complete a special consideration form to repeat the course.

More information on FAST is available in your FAST Manual.

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## EHD 178: Field Study B

### Syllabus

#### Course Description:

EHD 178 is a supervised clinical experience in a general education classroom. It is the second of three clinical practice placements preparing teacher candidates pursuing an Multiple Subject Credential (second of four for dual candidates) to teach in culturally and linguistically diverse classrooms. EHD 178 requires a minimum of 20 hours a week (3 full school days), plus seminars/lab as scheduled. Assignments are typically Tuesday through Thursday.

<b>Course Information</b> \$7.00 lab fee	Instructor Name:
EHD 178 2 units	Office Number:
Time: Tuesday – Thursday, 7:45am – 3:45pm + Seminars as scheduled	Email:
Location: School Site:	Telephone:
Website:	Office Hours:

#### Required Texts and Instructional Materials:

- Candidates will be required to access Canvas for syllabus, assignments, resources, etc. The University provides free email accounts to all students. Internet accounts are available for a fee through [unWired Broadband \(https://www.unwiredbb.com/\)](https://www.unwiredbb.com/).
- Refer to (or download when necessary) the California Department of Education website: <http://www.cde.ca.gov/re/pn/fd/>
  - *Common Core State Standards*
  - *Next Generation Science Standards*
  - *Visual and Performing Arts Content Standards*
  - *Reading/Language Arts Frameworks for California Public Schools, 2000 Revised Edition*
  - *Core Curriculum*
- Lesson planning
- Fresno Assessment of Student Teachers, FAST (received in Phase I, available at the Kennel Book Store)
- Active Tk20 account (can be purchased at [fresnostate.tk20.com](http://fresnostate.tk20.com))

#### Primary Learning Outcomes

The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), Teaching Performance Expectations (TPE), and the National Council for Accreditation of Teacher

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Education (NCATE) Standards, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-Long Learning.

- Teacher Candidates will demonstrate specific pedagogical skills for the instruction of reading, language arts, math, and science, visual and performing arts (TPE 1; NCATE 1.1, 1.3, 1.4, and 1.7).
- Teacher Candidates will monitor student learning during instruction (TPE 2; NCATE 1.7).
- Teacher Candidates will interpret and use assessments for planning instruction (TPE 3; NCATE 1.7).
- Teacher Candidates will make content accessible (TPE 4; NCATE 1.3, 1.4).
- Teacher Candidates will engage students in the learning process (TPE 5; NCATE 1.3).
- Teacher Candidates will utilize developmentally appropriate teaching practices (TPE 6; NCATE 1.3, 1.7).
- Teacher Candidates will allocate instructional time to maximize student learning (TPE 10).
- Teacher Candidates will develop and maintain clear expectations for academic and social behavior and create a positive environment for learning (TPE 11).
- Teacher Candidates will exhibit appropriate ethical and legal behavior (TPE 12; NCATE 1.6 Professional Ethics).
- Teacher Candidates will evaluate and reflect upon his/her own teaching practices for the purpose of improvement (TPE 13; NCATE 1.7, 1.6 Reflection).
- Teacher Candidate will utilize Co-Teaching strategies.

## **Examinations and Major Assignments:**

1. Write lesson plans and have them approved by your university coach and/or mentor teacher before each lesson is taught per specific field work requirements.
2. A minimum of six formal lesson observations by university coach in a general education placement.
3. Teacher candidate assumed responsibility of the morning routine on a daily basis as documented by the coach/ mentor teacher observation. Activities may include: walking the students to the classroom, taking attendance, collecting and correcting homework, and morning review, calendar etc.
4. The Site Visitation Project Scheduled Visit/Observation will document the teacher candidate's effective use of instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals, and scheduled academic tasks. Teacher Candidates will implement procedures for routine

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tasks and manage transitions to maximize instructional time. Teacher Candidates will reflect on their lessons using the TPEs as a framework. (TPE 1, 2, 3, 4, 5, 6, 11, 12, 13)

## Assignment and Examination Schedule

Date	Assignment
<b>Weeks 1-15</b>	Performance Assessment Scheduled Visit/Observations
<b>Weeks 7-8</b>	Mid-Semester Assessment/ Goal Setting Meeting Complete 50% of the EHD 178 Teaching Competencies Documented attendance at all required seminars
<b>Weeks 8-15</b>	Site Visitation Observation/Conference
<b>Weeks 14-15</b>	Final Assessment/Goal Setting Meeting All competencies and the Performance Assessment Scheduled Visit/Observation must be completed and verified by the last day of instruction.

## Site Visitation Project (SVP)

### FAST Overview

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). The TPEs will be taught in your coursework and applied and practiced in your clinical experience. The Kremen School of Education and Human Development has designed its own assessment system to evaluate your mastery of the TPEs, the **Fresno Assessment of Student Teachers (FAST)**. The system consists of two tasks or “projects”, the Site Visitation Project (SVP) and the Teaching Sample Project (TSP).

The Site Visitation Project [SVP] is the only FAST assessment required for Education Specialist only candidates. The SVP will be scored by trained scorers (typically your university coach) using a specific four-point rubric:

- 1 = Does not meet expectations
- 2 = Meets expectations
- 3 = Meets expectations at a high level
- 4 = Exceeds expectations

In order to receive credit for EHD 178, you must meet all fieldwork expectations AND you must earn a minimum score of “2” on each of the three sections of the SVP. Should you earn a score of “1” on any section, 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 a *Special Consideration* using the *FAST Non-Passing Score Procedure* (outlined in the FAST Manual – you will receive this in your CI 176 course or from your coach). **Remember** you must pass *all* sections of the assessment before you can receive credit for the associated fieldwork course.



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## Site Visitation Project Overview

The SVP assesses the candidate's ability to plan, implement, and reflect upon instruction. The Teaching Performance Expectations (TPE) elements being evaluated are:

- TPE 1 – Engaging and Supporting All Students in Learning (1.1, 1.3, 1.5, 1.8)
- TPE 2 – Creating and Maintaining Effective Environments for Student Learning (2.2, 2.6)
- TPE 3 – Understanding and Organizing Subject Matter for Student Learning (3.1, 3.2, 3.3, 3.5)
- TPE 4 – Planning Instruction and Designing Learning Experiences for All Students (4.1, 4.2, 4.7)
- TPE 6 – Developing as a Professional Educator (6.1)

For this project you will plan, teach, and evaluate a 20- to 45-minute lesson that is observed by your university coach, and videotaped. The lesson plan and instruction should address goals and skills aligned with the state-adopted subject matter standards, English Language Development (ELD) and/or English Language Arts (ELA) standards and frameworks.

You will teach a lesson in mathematics that infuses English language development. You will submit your written lesson plan at least three (3) days prior to implementation. The lesson will be observed by your university coach and/or subject-matter expert and videotaped. After you watch the video, you will evaluate your planning and implementation by selecting a segment of the video to demonstrate subject-specific pedagogy and responding to questions about your lesson. The project will be submitted on Tk20 and evaluated using the Scoring Rubrics in the FAST Manual.

More information about the SVP is found in your FAST Manual and will be gone over in your CI 176 class.

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## EHD 110D: Field Study B

### Syllabus

#### Course Description:

EHD 110D is a supervised field experience in an elementary level classroom. It is the second of four field placements preparing dual teacher candidates pursuing both education specialist and general education credentials to teach in culturally and linguistically diverse classrooms. EHD 110D requires a minimum of 20 hours a week (three full school days), plus seminars/lab as scheduled. Assignments are typically Tuesday through Thursday, with two days in a general education classroom and one in a special education environment appropriate for the education specialist credential the candidate is pursuing.

<b>Course Information</b> \$7.00 lab fee	Instructor Name:
EHD 110D 4 units	Office Number:
Time: Tuesday – Thursday, 7:45am – 3:45pm + Seminars as scheduled	Email:
Location: School Site:	Telephone:
Website:	Office Hours:

#### Required Texts and Instructional Materials:

- Candidates will be required to access Canvas for syllabus, assignments, resources, etc. The University provides free email accounts to all students. Internet accounts are available for a fee through [unWired Broadband \(https://www.unwiredbb.com/\)](https://www.unwiredbb.com/).
- Refer to (or download when necessary) the California Department of Education website: <http://www.cde.ca.gov/re/pn/fd/>
  - *Common Core State Standards*
  - *Next Generation Science Standards*
  - *Visual and Performing Arts Content Standards*
  - *Reading/Language Arts Frameworks for California Public Schools, 2000 Revised Edition*
  - *Core Curriculum*
- Fresno Assessment of Student Teachers, FAST (received in Phase I, available on Task Stream or at the Kennel Book Store)
- Active Tk20 account (can be purchased at [fresnostate.tk20.com](http://fresnostate.tk20.com))

#### Primary Learning Outcomes

*The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), Teaching Performance Expectations (TPE), and the National Council for Accreditation of Teacher*

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*Education (NCATE) Standards, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-Long Learning.*

- Teacher Candidates will demonstrate specific pedagogical skills for the instruction of reading, language arts, math, and science, visual and performing arts (TPE 1; NCATE 1.1, 1.3, 1.4, and 1.7).
- Teacher Candidates will monitor student learning during instruction (TPE 2; NCATE 1.7).
- Teacher Candidates will interpret and use assessments for planning instruction (TPE 3; NCATE 1.7).
- Teacher Candidates will make content accessible (TPE 4; NCATE 1.3, 1.4).
- Teacher Candidates will engage students in the learning process (TPE 5; NCATE 1.3).
- Teacher Candidates will utilize developmentally appropriate teaching practices (TPE 6; NCATE 1.3, 1.7).
- Teacher Candidates will allocate instructional time to maximize student learning (TPE 10).
- Teacher Candidates will develop and maintain clear expectations for academic and social behavior and create a positive environment for learning (TPE 11).
- Teacher Candidates will exhibit appropriate ethical and legal behavior (TPE 12; NCATE 1.6 Professional Ethics).
- Teacher Candidates will evaluate and reflect upon his/her own teaching practices for the purpose of improvement (TPE 13; NCATE 1.7, 1.6 Reflection).
- Teacher Candidate will utilize Co-Teaching strategies.

## **Examinations and Major Assignments:**

1. Write lesson plans and have them approved by your university coach and/or mentor teacher before each lesson is taught per specific field work requirements.
2. A minimum of six formal lesson observations by university coach in a general education placement.
3. Teacher candidate assumed responsibility of the morning routine on a daily basis as documented by the coach/ mentor teacher observation. Activities may include: walking the students to the classroom, taking attendance, collecting and correcting homework, and morning review, calendar etc.
4. The Site Visitation Project Scheduled Visit/Observation will document the teacher candidate's effective use of instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals, and scheduled academic tasks. Teacher Candidates will implement procedures for routine tasks and manage

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transitions to maximize instructional time. Teacher Candidates will reflect on their lessons using the TPEs as a framework. (TPE 1, 2, 3, 4, 5, 6, 11, 12, 13)

## Assignment and Examination Schedule

Date	Assignment
<b>Weeks 1-15</b>	Performance Assessment Scheduled Visit/Observations
<b>Weeks 7-8</b>	Mid-Semester Assessment/ Goal Setting Meeting Complete 50% of the EHD 178 Teaching Competencies Documented attendance at all required seminars
<b>Weeks 8-15</b>	Site Visitation Observation/Conference
<b>Weeks 14-15</b>	Final Assessment/Goal Setting Meeting All competencies and the Performance Assessment Scheduled Visit/Observation must be completed and verified by the last day of instruction.

## Site Visitation Project (SVP)

### FAST Overview

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). The TPEs will be taught in your coursework and applied and practiced in your fieldwork. The Kremen School of Education and Human Development has designed its own assessment system to evaluate your master of the TPEs, the ***Fresno Assessment of Student Teachers (FAST)***. The system consists of two tasks or “projects”, the Site Visitation Project (SVP) and the Teaching Sample Project (TSP).

Both the Site Visitation Project and the Teaching Sample Project are required for Dual credential candidates. The SVP take place in the EHD 110D clinical practice and will be scored by trained scorers (typically your university coach) using a specific four-point rubric:

- 1 = Does not meet expectations
- 2 = Meets expectations
- 3 = Meets expectations at a high level
- 4 = Exceeds expectations

In order to receive credit for EHD 110D, you must meet all fieldwork expectations AND you must earn a minimum score of “2” on each of the three sections of the SVP. Should you earn a score of “1” on any section, 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 a *Special Consideration* using the *FAST Non-Passing Score Procedure* (outlined in the FAST Manual – you will receive this in your CI 176 course or from your

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coach). **Remember** you must pass *all* sections of the assessment before you can receive credit for the associated fieldwork course.

## Site Visitation Project Overview

The SVP assesses the candidate's ability to plan, implement, and reflect upon instruction. The Teaching Performance Expectations (TPE) elements being evaluated are:

- TPE 1 – Engaging and Supporting All Students in Learning (1.1, 1.3, 1.5, 1.8)
- TPE 2 – Creating and Maintaining Effective Environments for Student Learning (2.2, 2.6)
- TPE 3 – Understanding and Organizing Subject Matter for Student Learning (3.1, 3.2, 3.3, 3.5)
- TPE 4 – Planning Instruction and Designing Learning Experiences for All Students (4.1, 4.2, 4.7)
- TPE 6 – Developing as a Professional Educator (6.1)

For this project you will plan, teach, and evaluate a 20- to 45-minute lesson that is observed by your university coach, and videotaped. The lesson plan and instruction should address goals and skills aligned with the state-adopted subject matter standards, English Language Development (ELD) and/or English Language Arts (ELA) standards and frameworks.

You will teach a lesson in mathematics that infuses English language development. You will submit your written lesson plan at least three (3) days prior to implementation. The lesson will be observed by your university coach and/or subject-matter expert and videotaped. After you watch the video, you will evaluate your planning and implementation by selecting a segment of the video to demonstrate subject-specific pedagogy and responding to questions about your lesson. The project will be submitted on Tk20 and evaluated using the Scoring Rubrics in the FAST Manual.

More information about the SVP is found in your FAST Manual and will be gone over in your CI 176 class.

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## EHD 170/160A/160B: Field Work C

### Syllabus

#### Course Description:

The EHD 170/160A/160B is a supervised full day, student teaching experience that culminates in a minimum of solo or co-teaching for four weeks. These four weeks include planning, implementing, and assuming all classroom duties/responsibilities. EHD 170/160A/160B requires a minimum of 30 hours a week (five full school days). Candidates report ½ hour before school starts until at least ½ hour after the school day ends. In order to learn and assume all the responsibilities of a full-time teacher it may be necessary for the candidates to attend meetings, trainings and school functions beyond the school day for specialized training from district trainers and or university faculty. It is hoped that each graduate will continue striving toward educational leadership and professional growth through lifelong learning.

EHD 170/160A/160B is the final multiple subject student teaching experience, which involves practicing the theory and methods learned in coursework and promotes the analysis of the teacher candidate's own teaching. For teacher candidates to make progress, it is important that mentor teachers and teacher candidates share in all aspects of classroom management, receive ample time to work with students, and demonstrate the ability to use a variety of methods and techniques. Co-Teaching is encouraged. EHD 170 offers continuing opportunities for teacher candidates to apply what they have learned and to assume responsibilities of full-time teachers.

Teacher candidates should assume primary responsibility for co-teaching and solo teaching on a consecutive basis only when they have been recommended to do so by the mentor teacher and the university supervisor.

#### Multiple Subject Program Requirements:

*This course is a required course in Phase 3 of the Multiple Subject Program. Field Study C is designed to be taken concurrently with SPED 179, and LEE 169.*

#### Prerequisites:

Successful completion Phase 2 of the Multiple Subject or Dual Credential Program. Teacher Candidates must have passed all three CSET Subtests or have graduated from an approved liberal studies program and have been CLEARED for final student teaching.

Course Information: \$10.00 lab fee	Instructor Name:
Units: 9(170) 5(160A/B)	Office Number:
Time: Mon.-Fri. 8:00-4:00 + Seminars as assigned.	Email:
Location: School Site:	Telephone:
Website:	Office Hours:

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## Required Texts and Instructional Materials:

- Candidates will be required to access Canvas for syllabus, assignments, resources, etc. The University provides free email accounts to all students. Internet accounts are available for a fee through [unWired Broadband](https://www.unwiredbb.com/) (<https://www.unwiredbb.com/>).
- Refer to (or download when necessary) the California Department of Education website: <http://www.cde.ca.gov/re/pn/fd/>
  - *Common Core State Standards*
  - *Next Generation Science Standards*
  - *Visual and Performing Arts Content Standards*
  - *Reading/Language Arts Frameworks for California Public Schools, 2000 Revised Edition*
  - *Core Curriculum*
- Lesson planning
- Fresno Assessment of Student Teachers, FAST (received in Phase I, available at the Kennel Book Store)
- Active Tk20 account (can be purchased at [fresnostate.tk20.com](http://fresnostate.tk20.com))

## Primary Learning Outcomes

*The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), Teaching Performance Expectations (TPE), and the National Council for Accreditation of Teacher Education (NCATE) Standards, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-Long Learning.*

- Teacher Candidates will formulate specific pedagogical skills for the instruction of reading language arts, math, and science (TPE 1; NCATE 1.1, 1.3, 1.4, 1.7)
- Teacher Candidates will monitor student learning during instruction (TPE 2; NCATE 1.7).
- Teacher Candidates will interpret and use assessments for planning instruction (TPE 3; NCATE 1.7).
- Teacher Candidates will make content accessible (TPE 4; NCATE 1.3, 1.4).
- Teacher Candidates will engage students in the learning process (TPE 5; NCATE 1.3).
- Teacher Candidates will utilize developmentally appropriate teaching practices (TPE 6; NCATE 1.7).
- Teacher Candidates will apply pedagogical theories, principals and instructional practices for comprehensive instruction of English learners. (TPE 7; NCATE 1.6 Valuing Diversity)
- Teacher Candidates will draw upon an understanding of patterns of child and adolescent development to understand their students. (TPE 8; NCATE 1.4)
- Teacher Candidates plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. (TPE 9; NCATE 1.1)

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- Teacher Candidates will allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. (TPE 10)
- Teacher Candidates will develop and maintain clear expectations for academic and social behavior and create a positive environment for learning. (TPE 11).
- Teacher Candidates will exhibit appropriate ethical and legal behavior (TPE 12; NCATE 1.6 Professional Ethics, Life Long Learning).
- Teacher Candidates will evaluate and reflect upon his/her own teaching practices for the purpose of improvement (TPE 13; NCATE 1.6 Reflection, Life Long Learning 1.7).
- Teacher Candidate will utilize Co-Teaching strategies.

## **Examinations and Major Assignments:**

Teacher Candidates will be assessed through written work but the majority of assessments will be performance based. These performance-based assessments will verify the application of theory and research in making instructional decisions and improving pedagogical practices in the candidate's assigned classroom.

Teaching Sample Project (TSP) (NCATE 1.1, 1.3, 1.4, 1.6, 1.7). Passing score of 2 or above. More information on the TSP can be found in your FAST Manual.

## **Assignment and Examination Schedule**

<b>Date</b>	<b>Assignment</b>
Weeks 1-15	University Supervisors will observe, provide feedback and verify attainment of Teacher Performance Competencies on a weekly basis.
Weeks 7-8	Mid-Semester Assessment/ Goal Setting Meeting Complete 50% of the Multiple Subject Teaching Competencies Documented attendance at all required seminars.
Week 10	Teaching Sample Project Due – Hardcopy and submitted on Task Stream
Weeks 13-15	Supervisor Evaluation, Master Teacher Survey, and Dispositions Survey submitted on Task Stream
Weeks 14-15	Final Assessment/Goal Setting Meeting  All competencies including Holistic Proficiency Project (TPA 3, TPE 12, 13), Teaching Sample Project Written Plan (CCTC 3a; TPE 2, 3, 8, 9, 10, 11, 13), Teaching Sample Project Classroom Performance Assessment Observation (CCTC 3b; TPE 2, 3, 8, 9, 10, 11, 13), Competencies for Literacy Development – EHD 170 and required University Supervisor observations must be successfully completed and verified by the last day of instruction.



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Assignment completion: Course-related assignments may be drawn from students in your final student teaching/practicum placement; however, additional time outside of required field placement hours will likely be necessary to complete some of these assignments.

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## Resources

### Teacher Code of Ethics

#### Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designed by the NEA or its affiliates.

#### Principle I

##### Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator –

- Shall not reasonably restrain the student from independent action in the pursuit of learning.
- Shall not unreasonably deny the student access to varying points of view.
- Shall not deliberately suppress or distort subject matter relevant to the student's progress.
- Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
- Shall not intentionally expose the student to embarrassment or disparagement.
- Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religion beliefs, family, social, or cultural background, or sexual orientation unfairly –
  - Exclude any student from participation in any program
  - Deny benefits to any student
  - Grant any advantage to any student.
- Shall not use professional relationships with students for private advantage.
- Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

#### Principle II

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## **Commitment to the Profession**

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgement, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator –

- Shall not in any application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
- Shall not misrepresent their professional qualifications.
- Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
- Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
- Shall not assist a noneducator in the unauthorized practice of teaching.
- Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
- Shall not knowingly make false or malicious statements about a colleague.
- Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

—Adopted by the NEA

1975 Representative Assembly

Adapted from the California Teachers Association Website (<https://www.cta.org/About-CTA/Who-We-Are/Code-of-Ethics.aspx>), Accessed 23 July 2019.

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## Prioritized Skills

Fresno State has identified 14 prioritized skills in which candidates are expected to develop competency over the course of the program. These prioritized skills are in line with the California Teacher Performance Expectations (TPEs) and California Standards for the Teaching Profession (CSTPs) and incorporate our program frameworks of inquiry, Universal Design for Learning (UDL), culturally sustaining pedagogy (CSP), and developmentally appropriate practices (DAP). Principles of inquiry, UDL, CSP, and DAP are embedded within and across the 14 prioritized skills as well as literacies development and pedagogical content knowledge (PCK). The TPEs specifically address the application of DAP, literacies development, and pedagogical content knowledge (PCK) through integrated standards.

### 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.](#)

### **Fresno State's 14 Prioritized Skills:**

Candidates will be able to:

1. Foster a caring community within the classroom where all students are respected.

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2. Develop inclusive learning environments that are culturally, physically, mentally, intellectually, and emotionally healthy for all students.
3. Maintain high expectations with appropriate support for all learners.
4. Establish and maintain positive behavior expectations and non-punitive supports.
5. Facilitate student reflection, assessment, and self-assessment.
6. Leverage students' funds of knowledge to support learning.
7. Connect subject matter to real-life contexts and provide active learning experiences.
8. Use a variety of developmentally and ability appropriate strategies including MTSS and UDL.
9. Employ research-based instruction that provides a supportive learning environment for all students.
10. Promote critical and creative thinking through inquiry.
11. Demonstrate a knowledge of subject matter, including relevant standards and frameworks.
12. Adapt subject matter curriculum to ensure content accessibility for all students.
13. Design and implement integrated interdisciplinary learning opportunities for all students.
14. Monitor student learning and adjust instruction in-action.

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## Co-Teaching Strategies

Strategy	Definition/Example
<b>One Teach, One Observe</b>	One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. <u><b>Example:</b></u> One teacher can observe students for their understanding of directions while the other leads.
<b>One Teach, One Assist</b>	An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. <u><b>Example:</b></u> While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.
<b>Station Teaching</b>	The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. <u><b>Example:</b></u> One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.
<b>Parallel Teaching</b>	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. <u><b>Example:</b></u> Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
<b>Supplemental Teaching</b>	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated. <u><b>Example:</b></u> One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.
<b>Alternative (Differentiated)</b>	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. <u><b>Example:</b></u> One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.
<b>Team Teaching</b>	Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. <u><b>Example:</b></u> Both instructors can share the reading of a story or text so that the students are hearing two voices.

***The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom.***

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## **“The Understanding by Design® framework” (UbD™ framework)**

“The Understanding by Design® framework” (UbD™ framework) offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum “backward” from those ends.

### **The UbD framework is based on seven key tenets:**

1. Learning is enhanced when teachers think purposefully about curricular planning. The UbD framework helps this process without offering a rigid process or prescriptive recipe.
2. The UbD framework helps focus curriculum and teaching on the development and deepening of student understanding and transfer of learning (i.e., the ability to effectively use content knowledge and skill).
3. Understanding is revealed when students autonomously make sense of and transfer their learning through authentic performance. Six facets of understanding—the capacity to explain, interpret, apply, shift perspective, empathize, and self-assess—can serve as indicators of understanding.
4. Effective curriculum is planned backward from long-term, desired results through a three-stage design process (Desired Results, Evidence, and Learning Plan). This process helps avoid the common problems of treating the textbook as the curriculum rather than a resource, and activity-oriented teaching in which no clear priorities and purposes are apparent.
5. Teachers are coaches of understanding, not mere purveyors of content knowledge, skill, or activity. They focus on ensuring that learning happens, not just teaching (and assuming that what was taught was learned); they always aim and check for successful meaning making and transfer by the learner.
6. Regularly reviewing units and curriculum against design standards enhances curricular quality and effectiveness, and provides engaging and professional discussions.
7. The UbD framework reflects a continual improvement approach to student achievement and teacher craft. The results of our designs—student performance—inform needed adjustments in curriculum as well as instruction so that student learning is maximized. The Understanding by Design framework is guided by the confluence of evidence from two streams—theoretical research in cognitive psychology, and results of student achievement studies.”

From: [http://www.ascd.org/ascd/pdf/siteascd/publications/ubd\\_whitepaper0312.pdf](http://www.ascd.org/ascd/pdf/siteascd/publications/ubd_whitepaper0312.pdf)



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## Conflict Resolution Guide

Conflict is a natural part of life...in the workplace, too! Take ownership for the interpersonal challenges you encounter by taking responsibility for doing something about it, if you feel it's advisable. Develop the personal confidence (through practice) to ask the individual to address the issue WITH you. Try this recommended procedure when issues arise with colleagues, faculty, students, parents, and mentor teachers (allowing for developmental and cultural differences, of course).

### On Your Own:

- A. Identify the specific issue(s) troubling you.
- B. Specifically identify your associated feelings (formulate "I" statements in your mind).
- C. Decide if this is an issue worth addressing (pick your battles). Think about the relationship. If it is to continue, your sensitive handling of the puzzle-solving process can have the effect of making the relationship work more easily in the future.
- D. Think about appropriate time and place for discussion.
- E. Take a minute to relax. Envision yourself communicating effectively and listening well. Envision the issue being successfully resolved.

### Taking Action:

1. Contact the individual you wish to speak to. "Are you in the middle of something? I'd like to arrange a time to visit with you about a concern I have. When would be the best time for you?"
2. Once the appointment is made, distract yourself with other things.
3. As the day approaches, go back to A, B, C, and E.
4. Come to the appointment on time, appropriately dressed. Wait to begin your issue-related conversation until sitting with the individual in a private place. If the individual is not sensitive to your need for privacy, ask for what you need. "Is there somewhere we can find to talk privately?"
5. Present your perspective with an "I" statement. ATTACK THE PROBLEM, NOT THE PERSON. "I felt \_\_\_\_\_ when \_\_\_\_\_. I'd like to \_\_\_\_\_. I'm willing to \_\_\_\_\_."
6. Ask for his/her perspective. "How do you feel?" or "What do you think?"
7. As he/she presents his/her point of view, breathe, listen actively, then paraphrase. "So it sounds like you feel \_\_\_\_\_ about \_\_\_\_\_ and you'd prefer \_\_\_\_\_ and you'd like me to \_\_\_\_\_. Is that right? "
8. Be aware of your emotions as well as the other person's.

### After the Interaction:

9. On a later occasion, thank the individual for his/her time and willingness and let him/her know about the positive shift in your feelings resulting from the communication. "I just wanted to say thanks for our conversation the other day. I'm feeling so much better about \_\_\_\_\_."
10. In a productive puzzle-solving process, "homework" often emerges ...especially if each person is willing to do something. Do your homework and show the individual that you have done so.
11. For difficult situations (you've tried with the individual at least 3X with unsatisfactory results), consider a neutral third party, skilled in facilitation. NEVER seek a third party as a first step.

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## Guide to Observing Your Mentor Teacher

During the first part of your clinical practice or practicum placement , while you are getting to know both your mentor and your students, you will be primarily an observer. This should be an active learning experience for you. During your observations, make notes for yourself about things you found particularly interesting or effective, or see if you can recognize certain teaching strategies and methodologies you are learning about in your coursework in practice. Be sure to ask your mentor and your coach any questions you might have. You will be able to discuss these observations with your university coach and in your seminar courses.

As you are observing your mentor, ask yourself some of the following questions:

- How does the teacher gain the students' attention at the beginning of class?
- How does the teacher capture the interest of the students?
- How does the teacher convey the objective of the lesson?
- How is the lesson organized?
- What types of questions does the teacher ask—and how does the teacher elicit student responses?
- How does the teacher get students actively involved in the lesson?
- What materials are used?
- How are students grouped?
- What classroom management strategies does the teacher use?
- How does the teacher individualize instruction for students with special needs? (Gen Ed setting)
- How does the teacher meet the special needs of English learners?
- What does the teacher do to recognize and affirm cultural diversity?
- What does the teacher do to avoid discipline problems?
- How does the teacher handle discipline problems when they occur?
- How does the teacher assess whether the lesson objective has been achieved?
- How does the teacher bring closure to the lesson?

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## Lesson Plan Template

Name:	
Date of Lesson:	
Grade Level(s):	
Title/Lesson Topic:	
Subject/Content Area:	
Duration:	
Unit Description:	
Lesson Description (in student-friendly language):	
State Standards:	
Co-Teaching Strategy (optional)	

### Goals

<b><i>Unit Goals (expected outcomes for unit in observable/measurable terms):</i></b>	
<b>Lesson Goals (expected outcomes for lesson in observable/measurable terms):</b>	

### Vocabulary

<b><i>Word</i></b>	<b><i>Student-Friendly Definition</i></b>

### Materials

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### Methods

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<b>Anticipatory Set:</b>	
<b>Introduce and Model New Knowledge</b>	
<b>Provide Guided/Collaborative Practice</b>	
<b>Provide Independent Practice:</b>	
<b>Closure (review what was learned)</b>	

**Assessment** (How will you assess student learning for this lesson? How will you know students have met the objective(s) [What's the criteria?]?)

<b>Formative/Ongoing Assessment:</b>	
<b>Summative/End Of Lesson Assessment:</b>	

## Classroom/Behavior Management Strategies

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## Supports for students with disabilities and/or English Learners

Student's disability or diversity	Support (including accommodations or modifications)

## Reflection

<b>What went well? (strengths/successes of lesson)</b>	
<b>Were all students successful? Did they meet your learning objective(s)? How do you know?</b>	
<b>Were the supports you provided for students appropriate? Did they improve access to the content and activities? How do you know?</b>	
<b>What areas of the lesson need improvement? What might you do differently if you were to teach this lesson again?</b>	
<b>What did you learn from teaching this lesson?</b>	
<b>Additional Comments:</b>	

### Individual Plan of Assistance Form



#### Individual Plan of Assistance

If the candidate continues to show minimal improvement, the university coach will schedule a meeting for the candidate, university coach, and program coordinator to **co-construct** an Individual Plan of Assistance for the candidate. The university coach will monitor the candidate's progress on the Plan of Assistance. The Individual Plan of Assistance should never be filled out by a coach or coordinator without the candidate present and contributing.

Teacher Candidate's Name:	Date:
Course:	

Areas of Concern:	Recommended Actions:	Resources to Support Teacher Candidate:
TPE:		
TPE:		
TPE:		
Date to Review Progress/outcome:	Reviewed on:	Outcome:

Teacher Candidate's Signature:	Date:
Coaches Signature:	Date:
Program Coordinator Signature:	Date: