

Teacher Education Programs Handbook
2024-2025

2024

2025

FRESNO STATE

Kremen School of Education
and Human Development

TEACHER EDUCATION PROGRAMS HANDBOOK

Leadership for Diverse Communities

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Welcome Message

Dear Fresno State Teacher Education Candidate,

Welcome to the Fresno State Teacher Education Program!

We are thrilled you have made the choice to enter the teaching profession. As a teacher, you have the power to directly impact the future of our region and our world. Every student in your classroom has the potential to go on to do amazing things. Our hope is that, during your time in Fresno State's Teacher Education program, you will develop the knowledge and the tools to help each of your students grow and flourish.

We are also thrilled that you chose to complete your credential requirements at Fresno State. Nearly three-quarters of the teachers in the greater Fresno region were prepared at Fresno State. By completing your credential requirements here, you are joining a community of notable educators.

Our Teacher Education programs are accredited at both the state level, by the California Commission on Teacher Credentialing, and the national level, by the Association for Advancing Quality in Educator Preparation. Our faculty and staff are committed to ensuring you have the best possible preparation to reach your full potential as an educator. Whether pursuing a Multiple Subject, Single Subject, or Special Education (Education Specialist) credential, you will be taught by high-quality faculty deeply rooted in the local context. You will also have the opportunity to complete your clinical field placement experience in a local PK-12 school while being mentored by a currently-practicing PK-12 teacher and a university coach.

We know that you will have many questions throughout your time in the Teacher Education program. Our faculty and staff have worked tirelessly to try to compile the answers to as many of those questions as possible in this handbook. Our hope is that this will become your go-to source for all questions you might have. And if you cannot find the answer, there is also a directory that lists the key individuals here to support you.

We wish you all the best as you embark on this next phase of your educational journey!



Sergio La Porta, Ph.D.
Interim Dean



Song Lee, Ph.D.
Associate Dean



Juliet Michelsen Wahleithner, Ph.D.
Director, Educator Preparation Programs

Kremen School of Education and Human Development (KSOEHD)

The [Kremen School of Education and Human Development](#) is fully [accredited](#) at both the state and national levels. We are nationally accredited by the Association for Advancing Quality in Educator Preparation (AAQEP), the California Commission on Teacher Credentialing (CCTC), and the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

KSOEHD Mission Statement

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

The Kremen School of Education and Human Development prepares highly competent educators and human development specialists, while providing professional support and leadership to the community, promoting applied research, and providing experiences and opportunities that will enable employed professionals to remain current in their fields.

Students attend classes, study, and work in a state-of-the-art Education Building, which is a five-story facility that includes clinical areas and computer and micro-teaching laboratories.

Students also take classes and experience fieldwork in professional settings such as school districts and Fresno Family Counseling Center.

The Kremen School fosters the realization of human potential by preparing those who work in the field of education and human development to function more effectively and productively in a mutable and increasingly diverse society.

The Kremen School theme, "Leadership for Diverse Communities," places considerable emphasis on an educator who can function effectively as a leader in a culturally and linguistically diverse society.

KSOEHD Vision

Guided by our vision for an inclusive and equitable future, the Kremen School of Education and Human Development uses innovative models to prepare high quality teachers, counselors, and administrators who act as agents of change in our community.

Teacher Education Programs

Overview

Fresno State’s Teacher Education Programs seek applicants who have the ability to become highly intentional teachers to prepare them for the education specialist, PK3 early childhood specialist instruction, multiple subject (elementary), and single subject (secondary) credentials. Our programs emphasize culturally sustaining pedagogy, connecting educational theory with field experiences, and reflective teaching and learning. As an accredited teacher education program, the curriculum adheres to the standards and guidelines of a pre-service program outlined by the California Commission on Teacher Credentialing. After successfully completing the credential program, teacher candidates will be eligible to apply for a Preliminary Teaching Credential.

Credential Programs & Pathways

Within each program, there are various pathway options. While the specific activities and assignments may differ depending on the pathway, all teacher candidates will meet the same standards required by the state of California.

Credential Options

Education Specialist & Dual	Multiple Subject	PK-3 (starting summer 2025)	Single Subject
<ul style="list-style-type: none"> ● Combined Mild/Moderate Support Needs and Extensive Support Needs Credentials ● Dual- Multiple Subject + combined Mild/Moderate Support Needs and Extensive Support Needs 	<ul style="list-style-type: none"> ● General Education 	<ul style="list-style-type: none"> ● Early Childhood Specialist Instruction 	<ul style="list-style-type: none"> ● Agriculture ● Art ● Biology ● Chemistry ● Dance ● English ● French ● Geological Science ● Industrial Technology ● Mathematics ● Music ● Physical Education ● Physics ● Social Science ● Spanish ● Theatre
Option to add bilingual authorization			

- **Bilingual Authorization Program**

*Available for the education specialist, multiple subject, and PK-3 credential programs.
Language options: Hmong, Spanish*

The [Bilingual Authorization Program](#) (BAP) offers both Spanish and Hmong pathways for students pursuing their teaching credential to become authorized to teach in bilingual/dual immersion

classrooms. The Program embraces and honors the bi/plurilingualism and bi/pluriculturalism of preK-12 children and families. The BAP approaches the preparation of future teachers from a world languages/dialects and translanguaging perspective that represents cutting-edge research on multilingual and emergent bilingual students. We affirm, validate, and centralize anti-racist, culturally and linguistically sustaining, critical pedagogies, and prepare teacher candidates that embody this same stance.

Credential Pathways

Education Specialist & Dual	Multiple Subject	Single Subject
<ul style="list-style-type: none"> ● Traditional (Evening) ● Teacher Residency Programs ● Teacher Internship Program (TIP) 	<ul style="list-style-type: none"> ● Traditional (Evening) ● South Valley Integrated Teacher Education Program (ITEP) ● Teacher Residency Programs ● Teacher Internship Program (TIP) 	<ul style="list-style-type: none"> ● Traditional (Evening) ● Teacher Residency Programs ● Teacher Internship Program (TIP)

- **Traditional (Evening)**

Each program features at least one cohort of a Traditional Pathway. In this pathway, candidates take courses on campus in the evenings and complete their clinical practice in PK-12 schools during the day. Efforts are made to ensure candidates are placed into a cohort with whom they take all courses throughout the program.

- **South Valley Integrated Teacher Education Program (ITEP)**
Only available for the multiple subject credential program.

[The South Valley Integrated Teacher Education Program \(ITEP\)](#) allows future elementary school teachers in the South Valley to complete their first two years of college work in a carefully aligned program at one of three community colleges: College of the Sequoias, Porterville College, or West Hills College Lemoore. Students transfer to Fresno State and complete their remaining coursework in an accelerated two-year program at the Fresno State South Valley Campus (FSSVC) located in Visalia, California. ITEP allows students to complete their Bachelor of Arts in Liberal Studies and their Multiple Subject credential in a total of four years.

- **Teacher Residency Program**

Residency school districts: Clovis, Fresno, Madera, Sanger, Rural (Kerman, Firebaugh, Golden Plains, Mendota), and the Tulare County Office of Education.

[Teacher residency programs](#) offer an intensive pathway where candidates—referred to as residents—become members of a school community on day-one and contribute to the community throughout their teacher preparation. Residents take courses as a district cohort and complete their clinical practice in the same classroom for the full academic year. During this time, they are fully immersed in the full-day classroom experience and gather deep knowledge of the district’s culture, expectations, and needs. Residents are also partnered with both a

'Faculty-in-Residence' and 'Teacher-in-Residence' and are supported by a comprehensive professional development curriculum.

- ***Teacher Internship Program (TIP)***

The [Teacher Internship Program](#) (TIP) is an alternative pathway to earning a California Teaching Credential. An intern credential allows a teacher credential candidate to become a teacher of record while enrolled in an approved, professional teacher preparation program. Candidates still complete all required coursework, but they complete their clinical practice as the teacher of record. Candidates interested in becoming interns must be hired by a district. The district, university, and candidate must then sign a formal agreement.

Program Framework

The Teacher Education Credential Programs focus on preparing innovative, social justice oriented educators who are highly prepared to meet the diverse needs of culturally and linguistically diverse students in the Central Valley. Through a program of study infused with inquiry, culturally sustaining practices, Universal Design for Learning, and developmentally appropriate practices, program completers will be prepared to design and implement evidence-based curriculum that builds on children's strengths and assets as well as each child's academic, social, emotional, and developmental needs.

- ***Inquiry***

Inquiry, also known as action-oriented classroom-based research conducted by teachers, is foundational to teacher 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 a change idea to address and resolve the issue, which prompts reflection on practice and another cycle of research. 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 (CSP)***

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 builds upon the linguistic, cultural, familial, and social capital of the children in context through an inclusive and asset-based lens.

- ***Universal Design for Learning (UDL)***

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 experience.

- ***Developmentally Appropriate Practices (DAP)***

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, teacher 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, teacher 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.

Prioritized Skills

Fresno State has identified fourteen prioritized skills in which teacher 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). The principles of the [Program Framework](#) (inquiry, CSP, UDL, and DAP) are embedded within and across the prioritized skills as well as literacy development and pedagogical content knowledge (PCK).

Teacher candidates will be able to:

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

Professional Dispositions

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

- ***Reflection***

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

- ***Critical Thinking***

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

- ***Professional Ethics***

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

- ***Valuing Diversity***

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

- ***Collaboration***

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

- ***Life-long Learning***

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

Professional Dispositions Review Process

Candidates are asked to reflect on their dispositions via a survey in TK20 at multiple points during their time in the program. Mentor Teachers and University Coaches may also be asked to reflect on their observations of candidates' professional dispositions.

Program Accreditations

The Kremen School of Education and Human Development at Fresno State is [fully accredited](#) at both the state and national levels.

State Accreditation

Our credential programs are accredited by the [California Commission on Teacher Credentialing](#) (CCTC). The CCTC is an independent governmental entity that accredits educator credential preparation programs by setting standards for credential programs as well as beginning teacher performance expectations. It monitors the implementation of standards and expectations set by California state law (SB 2042) for preparing teachers. These standards and expectations are embedded in course and program assessments; in addition, they are infused with the criteria for evaluation of student teaching and other field experiences.

National Accreditation

Our credential programs are nationally accredited by the [Association for Advancing Quality in Educator Preparation](#) (AAQEP). AAQEP is a membership association and quality assurance agency that provides accreditation services and formative support to all types of educator preparation providers. [Nationally recognized](#) by the Council for Higher Education Accreditation (CHEA), AAQEP has membership of over 200 educator preparation providers in 38 states and other jurisdictions, with 126 providers in 26 states and territories currently AAQEP-accredited.

Teaching Performance Expectations (TPEs)

Our credential programs are guided by the California Teacher Performance Expectations (TPEs) and [California Standards for the Teaching Profession](#) (CSTPs).

The TPEs are directly and purposely aligned to the CSTPs that guide California's teacher induction programs and ongoing teacher development in California. This direct alignment signals to beginning teachers, preparers of beginning teachers, and those who support and mentor teachers in their first years of employment the importance of connecting initial teacher preparation with ongoing support and development of teaching practice in the induction years and beyond. The TPEs are organized by the seven CSTP domains.

Details about expectations for beginning teacher knowledge and performance is provided through TPE elements and narratives within each of the six CSTP Domains:

- Domain 1: Engaging and Supporting All Students in Learning
- Domain 2: Creating and Maintaining Effective Environments for Student Learning
- Domain 3: Understanding and Organizing Subject Matter for Student Learning
- Domain 4: Planning Instruction and Designing Learning Experiences for All Students
- Domain 5: Assessing Student Learning
- Domain 6: Developing as a Professional Educator

California Teaching Performance Expectations (TPEs)

Each California Commission on Teacher Credentialing (CCTC) credential has a set of specific TPEs, aligned with the CSTPs:

- [California Teaching Performance Expectations \(TPEs\) for Multiple and Single Subjects](#)
 - [TPE 7](#)
- [California Teaching Performance Expectations \(TPEs\) for Education Specialists](#)
 - [TPE 7](#)

TPE 7: Literacy

SB 488, passed in October 2021, led to the development of TPE 7, which addresses preparing candidates to develop students' literacy skills. Candidates will learn the content associated with TPE 7 in their coursework and have opportunities to implement their learning and then be assessed on their implementation in their clinical practice. In particular, TPE 7 requires candidates to be prepared to:

- **Plan and Implement Evidence-Based Literacy Instruction (TPE 7.2)** (and integrated content and literacy instruction) that is grounded in
 - an understanding of Universal Design for Learning
 - an understanding of an understanding of California's Multi-Tiered System of Support (Tier 1—Best first instruction, Tier 2—Targeted, supplemental instruction, and Tier 3—Referrals for intensive intervention)
 - an understanding of the *California Dyslexia Guidelines*, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics)
 - as part of their development, candidates will be expected to read portions of and become familiar with the *California Dyslexia Guidelines*
 - Candidates are expected to apply their knowledge of the *California Dyslexia Guidelines* in the clinical practice setting. If there are no students with dyslexia in the classroom, candidates are expected to work with their mentor teacher and school site administrators to identify another learner at the site with whom to practice applying their knowledge.
- **Develop students' Foundational Skills (TPE 7.5)**, including:
 - print concepts, including letters of the alphabet;
 - phonological awareness, including phonemic awareness
 - phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences
 - decoding and encoding, including morphological awareness

- text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)
- providing instruction that is structured and organized as well as direct, systematic, and explicit
- using connected, decodable text
- providing instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax
- advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.
- **Support students' Meaning Making (TPE 7.6)** by engaging students in
 - building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines
 - reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research
- **Support students' Language Development (TPE 7.7)** by
 - promoting students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression
 - creating environments that foster students' oral and written language development, including discipline-specific academic language
 - enhancing language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts
 - conducting instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.
- **Develop Students' Effective Expression (TPE 7.8)** by
 - developing students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts
 - teaching students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration.

- developing students’ use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.
- teaching young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills
- **Monitor Students’ Progress in Literacy Development (7.10) by**
 - using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making
 - understanding how to use screening to determine students’ literacy profiles and identify potential reading and writing difficulties, including students’ risk for dyslexia and other literacy-related disabilities
 - understanding how to appropriately assess and interpret results for English learner students
 - when appropriate, collaborating with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support

Literacy Performance Assessment

Also in accordance with SB 488, beginning July 1, 2025, all Multiple Subject and Education Specialist candidates will be required to pass a California Commission on Teacher Credentialing-approved Literacy Performance Assessment, aligned with key aspects of TPE 7, in order to earn their credential.

Student Support

The Teacher Education Programs provide a strong network of support to help teacher candidates complete their programs. There are various staff, faculty, and administrators working together to provide top service to all teacher candidates.

Directory

<i>Potential Applicants</i>			
All Potential Applicants	Center for Advising and Student Services	Advising Office: kremenschool@csufresno.edu	<ul style="list-style-type: none"> ● General questions about teacher credential programs, including pre-program requirements, applications, and admissions ● Questions about Basic Skills Requirement ● Questions about Subject Matter Competency

Potential Applicants			
Single Subject Applicants	Academic Subject Matter Advisors	Academic Department Coordinators/Advisors Contact List	<ul style="list-style-type: none"> • Questions specific to undergrad coursework for Single Subject credentials and/or Subject Matter Competency

Applicants			
All Applicants	Admissions Analyst	Holly Jamison, hjamison@csufresno.edu	<ul style="list-style-type: none"> • Questions specific to credential program admissions requirements and processes

Admitted Teacher Candidates			
PK-3 Credential Program (Starting Summer 2025)			
Traditional Pathway	PK3 Credential Coordinator	Dr. Pei-Ying Wu, peiwu@csufresno.edu	<ul style="list-style-type: none"> • Questions specific to the PK3 Credential Coursework and Program Requirements • Questions regarding Subject Matter Competency • Questions regarding employment status while pursuing the credential • Questions regarding equivalency options

Multiple Subject Credential Program			
Traditional/ Evening Pathway	Multiple Subject Coordinator	Dr. Christina Luna, christinal@csufresno.edu	<ul style="list-style-type: none"> • Questions specific to the Multiple Subject Credential Coursework and Program Requirements • Questions regarding application requirements and course substitution questions
ITEP	ITEP Coordinator	Dr. Patricia Lane, plane@csufresno.edu	<ul style="list-style-type: none"> • Questions specific to the Multiple Subject Integrated Teacher Education Program in the South Valley
Residencies	Residency Coordinator	Dr. Heather Horsley, hhorsley@csufresno.edu	<ul style="list-style-type: none"> • Questions specific to Fresno State's Teacher Education Residency Programs
	Professors-in-Residence (PIR)		

Multiple Subject Credential Program			
	Fresno Teacher Residency PIR	Dr. Lindsay Meeker, lmeeker@csufresno.edu	<ul style="list-style-type: none"> • Questions specific to the Fresno Teacher Residency Program (a partnership with Fresno Unified)
	Sanger Teacher Residency PIR	Dr. Steve Hart, smhart@csufresno.edu	<ul style="list-style-type: none"> • Questions specific to the Sanger Teacher Residency Program (a partnership with Sanger Unified)
	Madera Dual-Language Immersion Teacher Residency PIR	Prof. Gladys Vallanueva, gladux17@csufresno.edu	<ul style="list-style-type: none"> • Questions specific to the Madera Dual-Language Immersion Teacher Residency Program (a partnership with Madera Unified)
	Rural Teacher Residency PIR	Prof. Christy Macias, clmacias@csufresno.edu	<ul style="list-style-type: none"> • Questions specific to the Rural Teacher Residency Program (a partnership with Fresno County Superintendent of Schools and Kerman, Firebaugh-Las Deltas, Golden Plains, and Mendota Unifieds)

Single Subject Credential Program			
Traditional Pathway	Single Subject Coordinator	Dr. Imelda Basurto, ibasurto@csufresno.edu	<ul style="list-style-type: none"> • Questions specific to the Single Subject Credential Coursework and Program Requirements
Residencies	Residency Coordinator	Dr. Heather Horsley, hhorsley@csufresno.edu	<ul style="list-style-type: none"> • Questions specific to Fresno State's Teacher Education Residency Programs
	Fresno Teacher Residency PIR	Dr. Lindsay Meeker, lmeeker@csufresno.edu	<ul style="list-style-type: none"> • Questions specific to the Fresno Teacher Residency Program (a partnership with Fresno Unified)
	Teacher Residency for Rural Educators (TRRE) Professor-in-Residence	Dr. Melanie Wenrick, mwenrick@csufresno.edu	<ul style="list-style-type: none"> • Questions specific to the Teacher Residency for Rural Educators Single Subject residency (a partnership with Tulare County Office of Education)

Education Specialist and Dual Credential Programs

Traditional Pathway	Education Specialist Coordinator	Dr. Michael Mahoney, mwmm@csufresno.edu	<ul style="list-style-type: none"> • Questions specific to the Education Specialist (Mild-to-Moderate and Extensive Support Needs) Credential Coursework and Program Requirements • Questions specific to the Dual (Education Specialist and Multiple Subject) Credential Coursework and Program Requirements
Residencies	Residency Coordinator	Dr. Heather Horsley, hhorsley@csufresno.edu	<ul style="list-style-type: none"> • Questions specific to Fresno State’s Teacher Education Residency Programs
	Professors-in-Residence (PIR)		
	Clovis Teacher Residency Professor-in-Residence	Dr. Kristina Rios, krios@csufresno.edu	<ul style="list-style-type: none"> • Questions specific to the Clovis Teacher Residency Program (a partnership with Clovis Unified)
	Fresno Teacher Residency PIR	Dr. Lindsay Meeker, lmeeker@csufresno.edu	<ul style="list-style-type: none"> • Questions specific to the Fresno Teacher Residency Program (a partnership with Fresno Unified)
	Teacher Residency for Rural Educators (TRRE) Professor-in-Residence	Dr. Kristina Rios, krios@csufresno.edu	<ul style="list-style-type: none"> • Questions specific to the Teacher Residency for Rural Educators Education Specialist residency (a partnership with Tulare County Office of Education)

Bilingual Authorization Program (BAP)

Hmong BAP	Hmong BAP Coordinator	Dr. Vicky Xiong-Lor, vxionglor@csufresno.edu	<ul style="list-style-type: none"> • Questions specific to the Hmong Bilingual Authorization Coursework and Program Requirements
Spanish BAP	Spanish BAP Coordinator (Interim)	Dr. Nadia Hoover, nmhoover@csufresno.edu	<ul style="list-style-type: none"> • Questions specific to the Spanish Bilingual Authorization Coursework and Program Requirements • Questions about/requests to schedule a language proficiency interview

Office of Clinical Practice (OCP)			
Clinical Practice/ Student Teaching	Office of Clinical Practice	ocp@csufresno.edu	<ul style="list-style-type: none"> • Questions specific to clinical practice, including: <ul style="list-style-type: none"> - placement applications - district/school/mentor teacher assignments - clinical practice requirements
FAST	FAST Coordinator	Suzie Brandl, sbrandl@csufresno.edu	<ul style="list-style-type: none"> • Questions specific to the FAST, including <ul style="list-style-type: none"> - SVP/TSP requirements, guideline, or other questions
Teacher Internship	Teacher Internship Program	internship@csufresno.edu	<ul style="list-style-type: none"> • Questions specific to becoming an intern, including how to apply and specific requirements for interns
Tk20	Tk20 Administrator	tk20support@csufresno.edu	<ul style="list-style-type: none"> • Questions specific to Tk20

Department Chairs			
Curriculum & Instruction	C&I Department Chair	Dr. Patricia D. López, pdlopez@csufresno.edu 559-278-0115	<ul style="list-style-type: none"> • Questions regarding courses—schedule, modality—in the Curriculum & Instruction Department (labeled CI and EHD) • Concerns with faculty and classroom experiences in CI and EHD courses
Literacy, Early, Bilingual, & Special Education	LEBSE Department Chair	Dr. Imelda Basurto, ibasurto@csufresno.edu	<ul style="list-style-type: none"> • Questions regarding courses in the Literacy, Early, Bilingual, & Special Education (LEBSE) Department (labeled LEE, SPED, or ECE) • Concerns with faculty teaching LEE, SPED, or ECE courses

Program Completers			
Center for Advising and Student Services	Credential Analyst	Pea Vang, pavang@csufresno.edu	<ul style="list-style-type: none"> • Questions related to applying for your credential with the California Commission on Teacher Credentialing upon program completion

Role Descriptions

- **Course Instructor**

Course instructors provide teacher candidates with evidence-based, high-leverage practices to be prepared to engage, motivate, and teach their students. Instructors are encouraged to

incorporate their coursework with clinical experiences and to partner with mentor teachers and university coaches. Instructors' roles are multifaceted and include application of Universal Design for Learning principles, Culturally Sustaining Pedagogy, and Developmentally Appropriate Practices. All course instructors are expected to collaborate with other instructors, engage in ongoing cycles of continuous improvement, and regularly attend program meetings, including orientations and program events.

- ***iPOP Instructor/Liaison***

Applicable to the multiple subject and dual credential programs.

The iPOP instructor is a course instructor (see above) with additional duties focused on providing differentiated support to members of their cohort. iPOP instructors work to build a supportive and safe professional community for the cohort and provide whole-person support for each teacher candidate. Whenever possible, iPOP instructors stay with their cohort across all phases of the credential program and become the first stop for teacher candidates who need assistance, guidance, or other support.

- ***University Coach***

The University Coach (often referred to as “Coach”) is responsible for supporting teacher candidate development as professionals and colleagues. Coaches usually have had several years of experience as a classroom teacher and may also have experience as a teacher leader, course instructor, or district administrator. Coaches are responsible for providing multifaceted support for their assigned teacher candidates in their placements, including academic, clinical, emotional, and resource-related assistance and problem-solving. Coaches are expected to complete six observations of candidates per semester, four of which must be in-person. For more details of Coach expectations, please see the [University Coach Clinical Practice Guide](#).

- ***Mentor Teacher***

The mentor teacher is a key element in preparing the next generation of professional educators. The role of the mentor teacher is a complex blend of modeling, coaching, instructing, collaborating, and encouragement as teacher candidates build competency in program standards. In addition to providing regular feedback and support for teacher candidates in the classroom, mentor teachers are expected to engage in at least three (3) joint meetings with the teacher candidate and university coach, attend the annual mentor teacher conference, and fulfill all the responsibilities and obligations outlined in the [Mentor Teacher Clinical Practice Guide](#).

- ***Educational Programs Coordinator***

The Educational Programs Coordinator, in collaboration with Program Coordinators, is responsible for ongoing program development and improvement, specifically focused on developing and managing three key aspects of the program: (1) the coaching and evaluation of teacher candidates, (2) curriculum-clinical integration, and (3) mentor and partner school support. The Education Programs Coordinator provides essential on-the-ground support to teacher candidates, coaches, and mentors, and collaborates with training leadership in partner schools to ensure fidelity of program implementation. The Educational Programs Coordinator also collaborates with the FAST Coordinator works closely with coaches to ensure consistency of teacher candidate progress evaluation.

- ***FAST Coordinator***

The FAST Coordinator oversees all aspects of the Fresno Assessment of Student Teachers (FAST), including providing orientations to candidates, coaches, and faculty; providing ongoing support to candidates throughout the semester; administering the FAST; calibrating scorers; and overseeing the scoring of the Site Visitation Projects and Teaching Sample Projects.

- ***Tk20 Unit Administrator***

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

- ***Single Subject Academic Department Advisors***

Applicable to the Single Subject credential program.

Single Subject Academic Department Advisors are responsible for providing pre-credential advising to undergraduate students interested in pursuing a Single Subject credential.

- ***Program Coordinator***

The Program Coordinator is responsible for overseeing all facets of their specified credential program. To begin, Program Coordinators lead recruitment efforts and support the admissions process. Once candidates are admitted to a credential program, the Program Coordinator is their primary point of contact for advising and support. The Program Coordinator also regularly communicates with candidates and monitors candidates' progress through the program. When appropriate, the Program Coordinator provides candidates with additional support. In collaboration with the Department Chairs, the Program Coordinator oversees program coursework, ensuring courses meet the Commission on Teacher Credentialing requirements. The Program Coordinator also meets regularly with University Coaches to provide ongoing support in coaching candidates in their clinical practice. To support continuous improvement efforts, the Program Coordinator oversees the programmatic collection and analysis of data to inform program practices.

- ***Residency Director***

The Residency Director is responsible for leading partners in the design, development, and implementation of the residency program—and positioning the program for long-term success and sustainability.

- ***Professor-in-Residence (PIR)***

Each Residency has a university-appointed Professor-in-Residence (PIR) who provides ongoing support to the candidates enrolled in that specific residency program. Working in collaboration with the district-designated coordinator, the PIR is responsible for all logistics, resident support, and mentor teacher support at the residency school sites.

- ***Department Chair***

Fresno State's Teacher Credential Programs are housed across the Literacy, Early, Bilingual, and Special Education (LEBSE) department, the Curriculum and Instruction (CI) department, and the Liberal Studies (LS) department. Courses for each program are housed in one of these departments. The Department Chair is responsible for overseeing all courses taught in their respective departments, including ensuring courses align with Commission on Teacher Credentialing requirements, scheduling courses, and hiring and evaluating part-time faculty and coaches.

Teacher Education Programs Policies & Procedures

Handbooks and Syllabi

Teacher candidates are expected to comply with the procedures, regulations, and deadlines of the [Fresno State General Catalog](#), this Teacher Education Programs Handbook, and the applicable [FAST handbook](#). In addition, teacher candidates must adhere to policies as described in faculty course syllabi.

Teacher candidates are individually responsible for the information contained in these documents. Information in these documents is subject to change as university and program rules, policies, and curricula change. Failure to keep informed of such changes will not exempt teacher candidates from whatever consequences may result.

Advising Plans

The advising plan is an invaluable tool that guides the candidate through the program. The advising plan informs the candidate of the program's prerequisites and required coursework by phases. It also lists additional program information including grade and GPA requirements, eligibility for the candidate's final clinical practice course, eligibility for internship, and requirements to apply for the preliminary credential.

To locate your advising plan, visit your credential program's webpage:

- [Education Specialist and Dual Advising Plans](#)
- [Multiple Subject and Dual \(Education Specialist and Multiple Subject\) Advising Plans](#)
- [Single Subject Advising Plans](#)

Revisions to Advising Plans

Due to unforeseen circumstances, a candidate may need a revision to their advising plan. All revisions must be discussed and approved by the candidate's program coordinator.

Course Registration

Teacher candidates are responsible for registering for all courses by the "last day to add/drop" deadline dates as listed on the University's [academic calendar](#). It is best to register for courses during the regular registration time to assure classes are open and available. Failure to register for student teaching and other courses by the deadline could result in removal from student teaching and/or possibly removal from the program.

If a candidate has any issues registering for a course, they should contact their [program coordinator](#). If a student needs to request special accommodations, refer to the [Services for Students with Disabilities](#) section.

Coursework Registration

Teacher candidates will follow their [advising plan](#) to determine which courses to register for in each semester of their credential program. The credential program will provide registration course numbers to teacher candidates prior to the start of the semester. If candidates have questions, they should contact their program coordinator.

Coursework must be taken in the order of the phases shown on the advising plan, regardless of whether the candidate attends full-time or part-time. For example, all prerequisite and Phase 1 courses must be passed prior to beginning Phase 2, all prerequisite and Phase 1 & 2 courses must be completed prior to Phase 3, etc.

Candidates requesting to take more than 18 units of credential classes need to complete Fresno State's [Excess Unit Form](#) and email it to the program coordinator for approval. If approved, the coordinator will send the form back to the candidate. The candidate will follow the remaining instructions on the form.

Clinical Practice Registration

It is highly recommended that candidates register for their clinical practice course as soon as registration opens. Failure to register for a clinical practice course before the semester starts may result in the cancellation of the candidate's placement and a delay in the candidate's progress in their program. In addition to registering for a clinical practice course, candidates will also need to submit a [clinical practice application](#) to alert the Office of Clinical Practice (OCP) that a placement and/or university coach is needed. In order to secure a placement, candidates should enroll one week prior to the start of the semester. If OCP is unaware of a candidate's placement needs prior to the semester starting, the candidate may have to delay their clinical practice course.

New Admits

If a new admit decides not to enroll, or drops their classes prior to the admitted semester's Census date, they must complete the [application process](#) again (Cal State and Program Application).

If a new admit enrolled in the semester they were admitted to, attended classes until after Census and then, decided to drop, the candidate can continue the following semester and would not need to reapply. However, it is recommended that the candidate contact the Registrar's office to make sure they have all the correct paperwork on file to continue the following semester.

Teacher Education Orientation

Upon acceptance into a credential program, candidates are invited to a Teacher Education Orientation, which will provide additional details about the program. Discuss the details, i.e. held on Saturday, duration, purpose

Candidates may also be required to attend a program-specific orientation (e.g. residency, ITEP, etc.). Candidates should review their credential program's section of this handbook for further information.

Professionalism Policy

This policy outlines the expectations of candidates for demonstrating professional attributes, responsibilities and the process for addressing any focus of concern.

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:

1. 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.
2. Exhibit dependability, and work calmly and flexibly under stress, e.g., be able to work under time constraints, concentrate in distracting situations, make timely subjective judgments, and ensure students' safety at all times.
3. 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 students.
4. Act in a professional manner that demonstrates integrity, responsibility, and tolerance. Treat all with compassion, dignity, and respect.
5. Work collaboratively with other candidates, school and university faculty, parents, and the greater school community.

These essential attributes identify the expected behaviors of candidates throughout their time in the program. Please note that a breach of professional attributes could result in immediate dismissal or disqualification of the program.

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. Thus, be sure to familiarize yourself with them.

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

1. **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.
 - a. Know your limitations. Refer students and families to appropriate professionals when they need assistance that you are not qualified to provide.
 - b. It is always inappropriate to be involved in peer relationships with PK-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.

- c. Always meet with students in open and visible classrooms or meeting rooms where your actions cannot be misinterpreted.
 - d. It is always inappropriate to connect with PK-12 students through personal social media outlets. You may consider creating a professional social media account(s), but you are encouraged to discuss this with your mentor teacher and coach.
2. **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.
- a. 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.
 - i. Review all social media accounts, and remove anything that could be considered unprofessional.
 - ii. Do not “friend” or communicate with any student or parent using a social media tool.
 - b. Never make or repeat false or malicious statements about colleagues in the university or school community.
 - c. School site dress codes must be followed with no exceptions. You are expected to maintain a professional appearance. Appropriate dress is defined as clothing that models professionalism for K12 students and does not distract K12 students from learning. Please be aware that school dress codes may not allow the wearing of the Bulldog insignia.
 - d. A candidate may be asked to leave their assignment if appearance is not appropriate for any given school district or a professional demeanor is not maintained.
3. **Perform the duties of a classroom teacher**
- a. Work a teacher's contracted day on all days that you are scheduled for clinical practice
 - b. Perform extended additional duties of a classroom teacher such as participating in PLCs, and staff meetings; attending parent conferences, including IEPs; and attending open houses and other school-related activities.
 - c. Remember that teacher candidates are mandated reporters, with the responsibility to report any information received about suspected abuse, neglect, or harm of a student. Know the school site’s policy for addressing self-harm and suicide.
4. **Keep up with program expectations**

- a. Satisfactorily complete all required courses in the program and meet state and district eligibility requirements for a teaching credential.
 - b. Gradually assume clinical practice responsibilities by observing, assisting, planning, and solo teaching or co-teaching with the mentor teacher.
 - c. Complete all FAST (SVP and TSP) requirements
5. **Be honest about your qualifications and those of others:** Understand your strengths and limitations.
- a. 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.
 - b. If you know of someone who is falsifying their record in some way, it is your obligation to report them to the program coordinator.

Attendance & Absences Policy for Credential Courses

Teacher candidates are expected to attend and participate in all scheduled university classes and clinical placement experiences. The following general policies for program attendance are required of all teacher candidates. It is recognized, of course, that faculty will continue to set attendance policies as appropriate for their individual courses. Please also review the [Attendance & Absences Policy for Clinical Practice](#).

Attendance Policy

1. If an illness or other emergency situation arises that necessitates an absence, the relevant persons should be notified as soon as possible.
 - a. In case of absence from an academic class, notify the instructor prior to the beginning of class.
 - b. For absence from or late arrival to clinical practice, notify the mentor teacher, university coach, and anyone else who will be affected by your absence as soon as possible.
 - i. Please note that attendance in the field is required and that partner school colleagues hold these expectations of you.
 - ii. Multiple absences/late arrivals/early departures may result in a performance contract or dismissal.
2. Make appropriate arrangements for missed work with your instructor, mentor teacher, and/or university coach.
3. Attendance will be tracked on mid and final evaluations.

Types of Absences

- ***Excused absences***

- Teacher candidates will be excused from attending program activities (both coursework and clinical) in the event of serious illness, the illness of a child that requires the teacher candidates' care, a family death, or similar crisis requiring their presence.
 - It is expected that teacher candidates will make an effort to schedule medical appointments outside of program commitments; it is understood that this will not always be possible. Verification from a physician should be acquired for appointments as well as extended absence due to illness.
 - Candidates anticipating an absence should notify their instructor, coach, and/or mentor teacher within the first two weeks, or as soon as possible.
 - When a student is absent for an extended time period (over a week of classes), a viable make-up plan may not be feasible; in some extreme circumstances, other actions such as dropping the class or withdrawing from the University for serious and compelling reasons may be appropriate ([Fresno State APM 232](#)).
- **Unexcused absences**

Unexcused absences and tardiness compromise the integrity of the program and represent a breach of responsibilities to both colleagues and students we serve in partner schools. A pattern of unexcused absences or tardiness will result in an administrative referral for an [Individual Plan of Assistance](#) and possible removal from clinical placement.

In some cases teacher candidates may wish to be absent from a program day in order to attend special professional development activities. Absence from program activities to attend these events is acceptable in principle. As with any absence, it is the responsibility of the teacher candidate to secure permission for the absence from each faculty member, university coach, and/or mentor teacher. In all cases, teacher candidates will be expected to make up coursework assignments and practicum work as negotiated with course instructors, coaches, and/or mentor teachers.

Statement on Plagiarism and Cheating/Academic Dishonesty

The Teacher Education Programs follow Fresno State's [Cheating and Plagiarism](#) policies. Therefore teacher candidates should review the [Policy and Procedures on Cheating & Plagiarism](#) and become familiar with what constitutes cheating and plagiarism. Adjudicating cases of cheating and plagiarism involves at least two aspects of the student's status within the University. The first directly affects the student's academic status in the University. The second may involve disciplinary action, which also may jeopardize the student's ability to remain enrolled in the University. When an instructor believes a student is cheating and/or plagiarizing, he/she must still preserve the student's right to due process and confidentiality in handling the situation according to this policy on cheating and plagiarism and [Executive Order 1098](#), Student Disciplinary Procedures for the California State University.

Outside Commitments

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

Leaves of Absence

Unforeseen circumstances may cause candidates to have to pause their progress in the program. In order to ensure candidates receive the most-up-to-date coursework and preparation, all coursework and program requirements must be completed within five years of beginning the program.

The following steps are required for candidates who wish to take a leave of absence:

- Contact their program coordinator
- Complete and submit the [Teacher Education Program Withdrawal Form](#)
- If enrolled in courses, [officially drop/withdraw](#) from coursework
- Contact the [Financial Aid Office](#) to determine if additional steps are required.

Returning from Leave

- **One-Semester Leave**

Candidates who return to the program after one semester should contact their program coordinator to register for courses.

- **Two or More Semester Leave**

Candidates planning to return to the program after two or more semesters must submit a [Cal State Apply](#) application and a [Program Revision Request Form](#). The application must be approved before readmission into the program.

GPA Requirement

Candidates with a grade “I”, “IC”, “WU”, “NC”, “D”, or “F” are not eligible for final clinical practice until the incomplete is resolved or the course is retaken with a passing grade.

Courses with an “IC”, “WU”, “NC”, “D”, or “F” grade must be repeated and passed with a grade no lower than a “C” or a “CR” (see policy for [Unsatisfactory Grades](#)). Credit classes (CR) or classes with a “C” or above may only be repeated once.

For more information regarding grading for clinical practice courses, review the [Grading Policy for Clinical Practice Courses](#) section.

Incomplete Grades for Coursework

It is at the course instructor’s discretion to determine if a candidate qualifies for an Incomplete grade. Instructors should review Fresno State’s [Policy on Incomplete Grades](#). According to university policy, Incomplete grades must be completed within one calendar year. However, in order for candidates to move on to the next phase of the program, all coursework for the Incomplete course must be submitted to the instructor prior to the start of the next semester and must receive a grade that meets the GPA requirement. Special considerations may be granted on a program by program basis, at the discretion of the program coordinator.

Also see the [Grading Policy for Clinical Practice Courses](#) section.

Unsatisfactory Grades for Coursework

Unsatisfactory grades include “WU”, “IC”, “NC”, “D”, or “F.” All courses with unsatisfactory grades must be retaken. After grades are posted for the semester and an unsatisfactory grade is earned, candidates will receive an email from their program coordinator with the following steps outlined.

For courses where an unsatisfactory grade is earned, candidates must obtain approval to retake/enroll in the credential course(s) by completing a [Program Revision Request](#) form.

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

Difficulties in Courses

Candidates may experience difficulties in their coursework. If this occurs, the candidate should reach out to the course instructor. If the issue is with the specific instructor, the candidate should reach out to the department chair, whose information can be found on the course syllabus.

Third attempt form (TBD)

Individual Plan of Assistance

At the first sign of a teacher candidate experiencing a challenge with program expectations, university coursework, and/or a clinical practice placement, the university representative (university coach, course instructor, program coordinator, etc.) who first becomes aware of the situation will explicitly address the challenge area with the teacher candidate in either written or verbal communication. The university representative will schedule a meeting with the teacher candidate and the program coordinator to review the situation and work together to develop an Individual Plan of Assistance.

[Individual Plan of Assistance Form](#)

The Individual Plan of Assistance will include, at a minimum:

- the areas of concern
- recommended actions
- resources to support the teacher candidate
- date to review progress/outcomes

The teacher candidate, university coach, and program coordinator must sign and date the Individual Plan of Assistance. All pertinent evidence must be submitted with the Individual Plan of Assistance, including copies of all evaluations, Teacher Performance Assessments (FAST-SVP & TSP), weekly block plans, competency logs, lesson plans, and any pertinent paperwork. The Office of Clinical Practice will give copies of the documents to the teacher candidate, university coach, and program coordinator and kept on file in the department office and the Office of Clinical Practice.

The university coach will monitor the teacher candidate's progress on the Individual Plan of Assistance and, in consultation with the mentor teacher, will document the teacher candidate's progress toward identified area(s) of concern. The university coach will conduct weekly formal observations and evaluations. Additionally, a conference to review progress will be conducted with the university coach and/or program coordinator, as stipulated in the Individual Plan of Assistance.

Teacher Education Dispute Resolution Committee

If the teacher candidate does not meet the [Individual Plan of Assistance](#) conditions or if additional concerns need to be addressed immediately, the teacher candidate will be referred to the Teacher Education Dispute Resolution Committee by the university coach or program coordinator for remediation.

In some situations, the university coach or program coordinator may refer the teacher candidate directly to the Office of Student Affairs and/or other appropriate campus entities when appropriate.

The Teacher Education Dispute Resolution Committee, which consists of at least:

- two Teacher Education faculty
- one department chair
- a Teacher Education program coordinator (MS, SS, or ES)
- the Education Programs Coordinator
- the Director of Educator Preparation Programs & Accreditation
- other members at the discretion of the chair of the committee

meets throughout the semester to support candidates who face difficulties or need additional help.

The Teacher Education Dispute Resolution Committee, guided by Fresno State's [Title IX policies related to student concerns and actions](#), will address concerns related to the following:

1. academic misconduct or performance issues,
2. personal/professional disposition issues,
3. unethical or unprofessional conduct,
4. mental health, family concerns, substance abuse, or other personal reasons significantly impacting the candidate's ability to perform the duties of a professional educator.
5. other issues that may arise

The Teacher Education Dispute Resolution Committee will review the candidate's progress in meeting the conditions outlined in the [Individual Plan of Assistance](#) and determine the teacher candidate's appropriateness for the teaching program and profession. The Committee may request a meeting with the teacher candidate in question and/or contact other faculty for input.

Program Dismissal

If the Teacher Education Dispute Resolution Committee determines the [Individual Plan of Assistance](#) requirements have not been met, the Committee, in consultation with the program coordinator and the Department Chair, may recommend one or more of the following:

- a. That the candidate is temporarily suspended for a period of time to allow the candidate to set their personal and/or professional interests in order.
- b. If the Committee concludes that dismissal is in order, the Committee will send the teacher candidate a written statement recommending dismissal from the credential program and/or Kremen School of Education and Human Development. The statement will be copied to the Associate Dean of the Kremen School of Education and Human Development.

Before recommending dismissal from the program and/or the Kremen School of Education and Human Development, the Committee will consult with the Department Chair, program coordinator, and other relevant campus resources. If the Committee concludes and recommends dismissal for the teaching candidate, the candidate can appeal the decision to the Dean of the Kremen School of Education and Human Development.

Program Credit:

- a. If the Teacher Education Dispute Resolution Committee determines the teacher candidate is to be dismissed from the program, the candidate will receive “No Credit” (NC) for any current coursework.
- b. If the teacher candidate believes the NC grade has been assigned unfairly, the candidate can protest this with the University. [Information about the University’s policy and procedure](#) for protesting a final grade may be obtained in the Office of Advising Services, Joyal Administration, Room 224.
- c. The Kremen School of Education and Human Development dismissal process will not be extended beyond the California State University, Fresno semester term.

Reinstatement Appeal Process for Dismissed/Disqualified Candidates

If dismissed or disqualified (clinical practice or program), the teacher candidate is not eligible for reinstatement for a minimum of one academic year. Once the time passes, the process for reinstatement is as follows:

1. The dismissed candidate should schedule an advising meeting with the Career Development Center: Jody Burum, MA, GCDF, Career Counselor (jburum@csufresno.edu). Program candidates will take the Keirseley Temperament Sorter II assessment and review the results with the Career Counselor.
2. Upon completing #1, the dismissed candidate should draft a “letter of appeal,” which includes the following:
 - a. A detailed explanation regarding the unsatisfactory grades earned

- b. A self-reflective narrative on what was learned through the Keirsey Temperament Sorter II assessment and why a decision was made to continue pursuing a teaching career.
3. Reapply for university and credential program admission, including the letter of appeal and proof of advising meeting with the Career Counselor. Candidates should include these items with the credential program application and submit to ED 100. Only complete applications will be accepted for reinstatement appeal.

It is recommended that during the dismissal/disqualification time, the candidate take prescriptive measures that address the dismissal/disqualification issues or concerns.

Candidates who are readmitted/reinstated MUST satisfy the following before completing the credential program:

- Receive a “credit” in clinical practice
- Repeat any coursework if the candidate received the following: “IC”, “WU”, “NC”, “D” or an “F”
- Complete incomplete (I) courses by faculty and program determined deadlines
- Ensure that overall GPA is a 3.0 or above

Depending on the circumstances, candidates dismissed from a school district forfeit this appeal process, as a “district dismissal” is considered immediate grounds for termination from the program. Candidates with two “school district” dismissals are not eligible for a second appeal under any circumstances. Candidates who become academically disqualified a second time will not be readmitted/reinstated and are no longer eligible to complete a credential program at Fresno State.

Program Revision Request for Teacher Candidates

Teacher candidates must submit a [Program Revision Request Form](#) for any of the reasons listed below and must include a written justification for their request.

- requesting a change in their credential pathway.
- requesting a change in cohort.
- returning to the credential program after a break of two or more semesters.

Candidates will sign the completed form and email it to their program coordinator. Submitting this form is not a guarantee that the candidate’s request will be approved.

Upon receipt of the form, the program coordinator will consider the request. The coordinator will email the candidate with the decision. If the candidate would like to appeal the decision, they may re-submit the form to the [Teacher Education Dispute Resolution Committee](#).

Credential Program Transfer

Candidates interested in transferring to one of Fresno State’s Teacher Education Programs from another credential program (including course substitutions) must submit a letter of recommendation from the program coordinator at their previous institution, a completed [Program Revision Request Form](#), and all

required admission documents. Materials will be reviewed for consideration by the program coordinator; credential program transfer is not guaranteed.

Candidates interested in transferring to Fresno State's Teacher Education program from another institution must still complete both elements of the FAST (Site Visitation Project and Teaching Sample Project) to be recommended for a credential. Candidates may be allowed to transfer up to 9 units of coursework if the coursework was completed within the California State University system or 6 units if the coursework was completed outside the California State University and meets course substitution requirements.

Within the Single Subject program, candidates who are interested in switching from one content area to another must still demonstrate subject matter competency.

Program Completion

As a result of successful completion of the credential program, teacher candidates will be eligible to apply for a [Preliminary Teaching Credential](#).

The following items are requirements for completing your program:

1. All courses must be completed within five years of beginning the program.
2. Candidates must successfully pass their required FAST projects (SVP and TSP).

Clinical Practice Experience Policies & Procedures

Overview of Clinical Practice Experiences

Clinical practice experiences are the cornerstone of effective teacher preparation. Participation in clinical practice experiences allows teacher candidates to apply their learning from coursework in a classroom setting. As they do so, they receive coaching and guidance from their Mentor Teachers and University Coaches aligned to the [California Teaching Performance Expectations \(TPE\)](#) & [California Standards for the Teaching Profession \(CSTP\)](#) and engage in self-reflection. Clinical practice experiences include observations, gathering information about the students, developing lesson plans, preparing materials, teaching lessons, co-teaching, assessing student progress, self-reflection, attending meetings with the mentor teacher, participating in professional development workshops, etc. Teacher candidates are required to increase the amount of time spent in clinical practice placements over the arc of the program while they advance through each phase of the program.

Candidates in the [Multiple Subject](#) and [Single Subject](#) programs complete two semesters of clinical practice. The first semester is referred to as the Initial Phase of Clinical Practice, while the second semester is referred to as the Final Phase of Clinical Practice.

Candidates in the [Education Specialist](#) program complete one semester of clinical practice in a General Education setting, followed by two semesters (Initial and Final) of clinical practice in a Special Education setting.

Candidates completing the [Dual](#) program, which includes both a Multiple Subject credential and Education Specialist credentials, complete two semesters in General Education settings (SPED 111 and EHD 170), followed by one semester in a Special Education setting.

Credential Program	Initial Clinical Practice Course(s)	Final Clinical Practice Course(s)
Multiple Subject	EHD 178/ECE	EHD 170/160A/160B
Education Specialist	SPED 111/171/172/173	SPED 175/176/178
Dual	SPED 111	EHD 170, SPED 178
Single Subject	EHD 155A	EHD 155B

The Office of Clinical Practice

The Office of Clinical Practice (OCP) is responsible for organizing clinical practice placements² and assigning University Coaches³. The OCP partners with local districts in Fresno, Kings, Madera, and Tulare counties to place each teacher candidate with a mentor teacher at their clinical practice site.

Once placements are finalized, OCP pairs all candidates with a University Coach. OCP also assists candidates and districts with any issues that may arise with a placement throughout the semester.

² Placements for candidates enrolled in a Teacher Residency Program and Single Subject Agriculture programs are made by their respective programs.

³ Coach assignments for Single Subject Ag candidates are made by the Single Subject Agriculture program.

Clinical Practice Site Selection Process & Requirements

The Office of Clinical Practice partners with local school districts to select sites where candidates can complete their clinical practice. Districts are responsible for selecting appropriate mentor teachers.

Per [California Commission on Teacher Credentialing guidelines](#), clinical practice sites must:

1. Provide candidates with significant exposure to school settings that reflect the full diversity of California public schools, including:
 - a. race, ethnicity of the students
 - b. number of students from families below the federal poverty level, number or percentage of students on scholarship, tuition assistance, or other proxy that demonstrates that the school serves students from families in lower socio-economic income ranges
 - c. languages spoken by the students, including English learners
 - d. the inclusiveness of the school for students with disabilities and the process for students to receive additional
2. Employ curriculum that aligns with state-adopted content standards
3. Demonstrate commitment to collaborative evidence-based practices and continuous program improvement
4. Employ site administrators and teachers who are willing to work cooperatively and collaboratively with University Coaches and Teacher Candidates.

Clinical Practice Clearance

In compliance with California Education Code and CCTC credential requirements, Teacher candidates are responsible for making sure they have met all requirements and are eligible for teaching in their clinical practice placement. Candidates must have the following:

1. Valid TB Risk Assessment Certificate on file. These are valid for 4 years.
2. Valid Mandated Reporter Certificate (General Training and School Personnel) on file. These are valid for 2 years.
3. Valid Certificate of Clearance on file. These are valid for 5 years.
4. Proof of Subject Matter Competency. This includes all CSET test scores, appropriate degree, or course verification.
5. Proof of Basic Skills Requirements. This includes all CBEST test scores or coursework equivalent.
6. Completion of all prerequisite courses with no D or F grades.

Teacher candidates are responsible for the efforts and costs of ensuring that these eligibility requirements are met.

To enroll in the Final Phase of clinical practice, candidates must have completed all previous phases with a 3.00 GPA and no 'D', 'F', 'W', 'WU', 'NC' 'IC' or 'I' grades.

Placement Rules

Clinical practice placements are made in public school settings that reflect the rich socioeconomic and cultural diversity of the Central Valley. Placements include opportunities for candidates to teach and provide support to students with disabilities and English Learner/Emergent Bilingual students. Placement sites must have a fully qualified administrator who oversees the school.

The following rules apply to all clinical practice placements:

1. Teacher candidates (excluding interns) are strictly prohibited from finding their own placements. There are several factors that go into making high quality placements that the district leadership and Fresno State collaborate on to ensure that the program meets State requirements.
2. Candidates are not permitted to contact any district personnel (principal, mentor teacher, etc.) to request a placement. Doing so is unprofessional and could jeopardize the partnerships and agreements between Fresno State and our school district partners.
3. Fresno State does not place candidates in schools or districts that have not been pre-approved.
4. Fresno State does not place candidates in private schools.
5. Some school districts may require additional paperwork and/or policies to teach on their campus.
6. Candidates may indicate placement preferences on the [Clinical Practice Application](#), but preferences are not guaranteed.
7. Credential candidates may not be placed in the classroom of an individual who formally supervises them for employment purposes, such as a school site administrator.
8. Credential candidates may not be placed in classrooms supervised or under the control of an immediate family member.
9. Credential candidates may not be placed in classrooms in which a family member is enrolled.
10. Placements are subject to change based on mentor availability and district approval. Any changes will be communicated by OCP.

Candidates who do not follow the rules outlined above risk a delay in clinical practice placement and the possibility of removal from the program.

Clinical Practice Applications

The Clinical Practice Application is completed by all teacher candidates (excluding teacher residents) to (a) confirm their intent to enroll in a clinical practice course (including Inquiry and Puzzles of Practice A) the following semester and (b) communicate their placement preferences to the Office of Clinical Practice (OCP). The application allows candidates to communicate district, school site, and grade preferences and any special accommodations regarding their placement needs. The application also

allows student interns to communicate their internship site details so a University Coach can be assigned. The OCP uses the information from the application to collaborate with districts in making placements.

The Clinical Practice Application is available two weeks after the previous semester's census date. The OCP will email links to program-specific applications and notify candidates of the priority deadline date. Placement preferences submitted before the priority deadline will be sent to your selected district(s). The OCP will make every attempt to honor your preferences but cannot guarantee that all requests are possible. Candidates who do not complete the application by the priority deadline date will be placed at the discretion of the OCP.

Refer to the [Placement Rules](#) section to review which requests are not allowed.

Tk20 Registration

Tk20 by Watermark is a clinical practice data system that collects attendance data, assessment data, clinical observation feedback, and clinical placement evaluations. Teacher candidates are responsible for purchasing an account and submitting all required materials throughout the duration of their program. Candidates' accounts are accessible for seven (7) years from the date of purchase, which ensures candidates can access their program data for induction after they complete the program.

Purchase an Account

Teacher Candidates are required to purchase their Tk20 account prior to the start of the semester of their first clinical practice course. To purchase an account, candidates must be accepted into a Fresno State credential program and enrolled in a credential course.

To purchase a Tk20 account, Teacher Candidates should follow the step-by-step instructions on the [How to Purchase a Tk20 Account](#) guide. Candidates will need their Fresno State email address, student ID number, and must be enrolled in a credential course to register a Tk20 account. A Tk20 account is approximately \$110.00+ sales tax (calculated based on the ZIP code entered for the billing address).

Placement Announcements

The Office of Clinical Practice (OCP) is responsible for communicating placement information to teacher candidates. Announcements are only sent to candidates enrolled in a clinical practice course. Failure to communicate placement needs to the OCP and/or enroll in a clinical practice course two weeks prior to the beginning of the semester may result in the candidate not having a placement and/or coach, resulting in the potential delay of their credential program.

University Coach Assignments

The Office of Clinical Practice (OCP) is responsible for assigning University Coaches to all teacher candidates. Candidates should anticipate hearing from their University Coach directly within the first two weeks of the semester. Candidates who have not heard from their University Coach by the end of the second week of the semester should reach out to OCP (ocp@mail.fresnostate.edu).

Responsibility of Classroom

For the duration of the clinical practice experience, the Mentor Teacher serves as the Teacher of Record for the classroom. According to California Education Code, all public school classrooms in the State of California must be under the care of a certificated employee (Mentor Teacher) of the school district (California Codes, CHAPTER 4. Employment—Certificated Employees 44800-45061.5). Teacher Candidates are not certificated employees. Consequently, they are not to be left alone in their clinical practice classroom for long periods of time.

Classroom Start & End Dates

Start Dates

Classroom start dates are dependent upon the candidate's phase in the program. Candidates may begin their clinical practice on the district's first day of instruction if arrangements are made with the Mentor Teacher. However, any hours completed prior to Fresno State's start date do not count towards the total required hours and should not be logged in Tk20, per CCTC Clinical Practice guidelines.

Phase	Classroom Start Dates
Initial Phase	Candidates in the Initial Phase begin their clinical practice on the first day of Fresno State instruction, depending on placement availability.
Final Phase	Candidates in their Final Phase begin their clinical practice on the first day of Fresno State's semester, depending on placement availability.
Student Interns	Candidates are expected to remain in compliance with their district contract.
Teacher Residents	Candidates should follow their program directive as communicated by the Professor in Residence.

End Dates

Credential Program	Classroom End Dates
Education Specialist	Candidates are expected to remain in their clinical placements until the end of the semester, regardless of accumulated clinical practice hours. (Addendum 2)
Multiple Subject	Candidates are expected to remain in their clinical placements for 14 to 15 weeks, regardless of accumulated clinical practice hours. (Addendum 2)
Single Subject	Candidates are expected to remain in their clinical placements until the end of the semester, regardless of accumulated clinical practice hours. (Addendum 2)

Credential Program	Classroom End Dates
Student Interns	Candidates are expected to remain in compliance with their district contract.
Teacher Residents	Candidates should follow their program directive as communicated by the Professor-in-Residence.

Clinical Practice Hours

Each phase of clinical practice has a required number of clinical practice days, with a minimum number of hours per day, and a required total number of clinical practice hours. Teacher Candidates are responsible for reporting their clinical hours in TK20 and must meet the required number of hours each semester in order to successfully complete that phase of clinical practice. Hours do not transfer over from one phase of the program to the next, as each phase has its own specific requirements. For specific day and hour requirements, review your program’s Clinical Practice Hours Requirements section.

- [Dual](#)
- [Education Specialist](#)
- [Multiple Subject](#)
- [Single Subject](#)

Clinical practice experiences can occur with or without students and include time spent before, during, and after instructional time planning with the Mentor Teacher, attending school site meetings and/or professional development, and observing instructional activities.

Clinical practice hours can be completed by substitute teaching only when the candidate is substitute teaching for their Mentor Teacher, upon approval by the University Coach, as long as the activities:

- are supervised/reviewed
- support the development of skills aligned to the TPE
- are documented by the candidate with a written reflection on the experience that is uploaded to the candidate’s Tk20 time log.

If extenuating circumstances arise and a candidate needs to make alternative arrangements to meet their required hours, they should contact their program coordinator to discuss possible accommodations.

Attendance & Absences Policy for Clinical Practice

Regular attendance is imperative during clinical practice. Teacher Candidates are expected to arrive at the school site on time and to remain at the school for the full-designated period.

If a Teacher Candidate is going to be absent, he or she must notify the University Coach and the Mentor Teacher by 7:30 AM on the day of their assigned class time. It may be necessary to have someone bring

materials and/or lesson plans to the classroom to be used in the Teacher Candidate's absence. Teacher Candidates will be required to make up any absences before the last day of finals week. Failure to make up the missed hours will result in a No Credit for the clinical practice course.

More than five (5) unexcused absences may result in a No Credit for the course.

If a candidate has an extenuating medical circumstance that prevents them from completing their required hours by the end of the semester, they should contact their program coordinator and the university Title IX coordinator to make arrangements.

Please also review the [Attendance & Absences Policy for Credential Courses](#) section.

Duty Days

All clinical practice days should be treated as Duty Days, with candidates serving the full Duty Day with their Mentor. 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 should meet with their Mentor Teacher and University Coach to determine their specific Duty Days at the beginning of the semester.

Flex Days

Within each phase of each program, Flex Days are built into the clinical practice experience. These days may be spent studying, meeting with their Mentor Teacher or University Coach, subbing, or taking care of personal business. These days do not count as absences because they are built into the weekly schedule.

Confidentiality of Student Records

All information that the Teacher Candidate receives about students in their class or school is to be kept confidential. Confidentiality includes all electronic communication, including 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, summarized here.

As a Teacher Candidate, you will at times have access to student records, including 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. Consequently, care must be taken to protect the confidentiality of any and all information contained in such records.

Teacher candidates should observe the following principles:

- Treat all knowledge of students in strictest confidence.
- Discuss student information only with your mentor teacher and ask 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.
- Do not download student records to your personal computer or other electronic device

Adhere to the site and/or district policies pertaining to student records

Classroom Rules for Teacher Candidates

1. No outside classwork is permitted during clinical practice hours. This may result in immediate disciplinary action and could result in immediate program disqualification.
2. Candidates should refrain from using personal technology while in their clinical practice setting. In particular, candidates should not use social media.

Substitute Teaching

Substitute teaching is an excellent way for teacher candidates to gain experience, learn about the schools and districts in the region, and earn an income in their chosen profession while completing their credential program. Subbing also enables candidates to showcase their teaching to prospective employers. Although substitute teaching is enticing, candidates must remain mindful of the following guidelines and policies.

Substitute teaching includes managing students and classrooms during teacher absences under a [substitute permit](#). Substitute teaching includes lesson plan interpretation and delivery, taking attendance, following a schedule, managing behavior, and maintaining the classroom environment. By default, substitute teaching is executed by a substitute teacher. A substitute teacher is a person who teaches a school class when the regular teacher is unavailable; e.g., because of illness, personal leave, or other reasons.

Please review which [Permits](#) are not valid for clinical practice.

Substitute Teaching Policies

1. On required clinical practice days, candidates may substitute teach only for their mentor teacher. In order for the hours to count towards clinical practice requirements, candidates must:
 - a. Submit a 200-300 word reflection linked to the [Teaching Performance Expectations](#) (TPEs) to their University Coach at the end of the week in which they substitute taught. [Reflection Template](#)
 - b. Enter substitute teaching hours in Tk20 time log for University Coach approval.
2. When candidates are required to be in courses or professional development workshops associated with their program, substitute teaching is not an acceptable reason to be absent.

3. Teacher candidates may serve as substitute teachers in any classroom on flex days; these hours may not be used to meet clinical practice requirements.
4. Candidates are not permitted to serve as a substitute teacher for more than 15 consecutive days, as the CCTC considers that [temporary employment](#) under the jurisdiction of the employer, not the university.

Substitute Teaching Guidelines

The following guidelines are in place to ensure that teacher candidates achieve their goal of becoming a credentialed teacher in a timely manner:

1. Candidates should plan ahead and consider the demands of the program before agreeing to substitute teach. The priority is to be placed on university coursework and clinical practice experience with an experienced mentor teacher. **Credential Program first, Substitute Teacher second.**
2. Candidates should ensure they are current with their coursework prior to agreeing to substitute teach.
3. Candidates should ensure they are able to succeed in completing their FAST task for the semester (SVP or TSP).
4. Candidates should ensure they do not miss any part of their university coursework/classes to substitute teach. Failure to abide by this policy will result in a mark of unexcused absence and may lead to disciplinary action.

Failure to follow these guidelines and policies may result in disciplinary action at the university. If a candidate needs help determining if they are ready to substitute teach, they should ask their university coach or program coordinator before engaging in substitute teaching.

Substitute Teaching Permit

Each district has its own process for how to apply for a substitute teaching permit. Teacher candidates will follow the instructions given by their school site district office when applying for a substitute teaching permit. Candidates may also review their hiring districts' County Office of Education websites for possible information:

- Fresno County Superintendent of Schools: [New CA Educators webpage](#)
- Kings County Office of Education: [Substitute Information webpage](#)
- Madera County Superintendent of Schools: [Substitute Services](#)
- Tulare County Office of Education: [Substitute Teacher webpage](#)

Grading Policy for Clinical Practice Courses

In order for a candidate to receive a passing grade for a clinical practice course, they must complete all of the following:

- Pass the FAST SVP/TSP (depending on which phase of the program they are in)

- Log all required Clinical Practice hours in TK20
- Complete all required assignments/assessments (formal observations, reflections, mid-semester and final-semester evaluations) in TK20

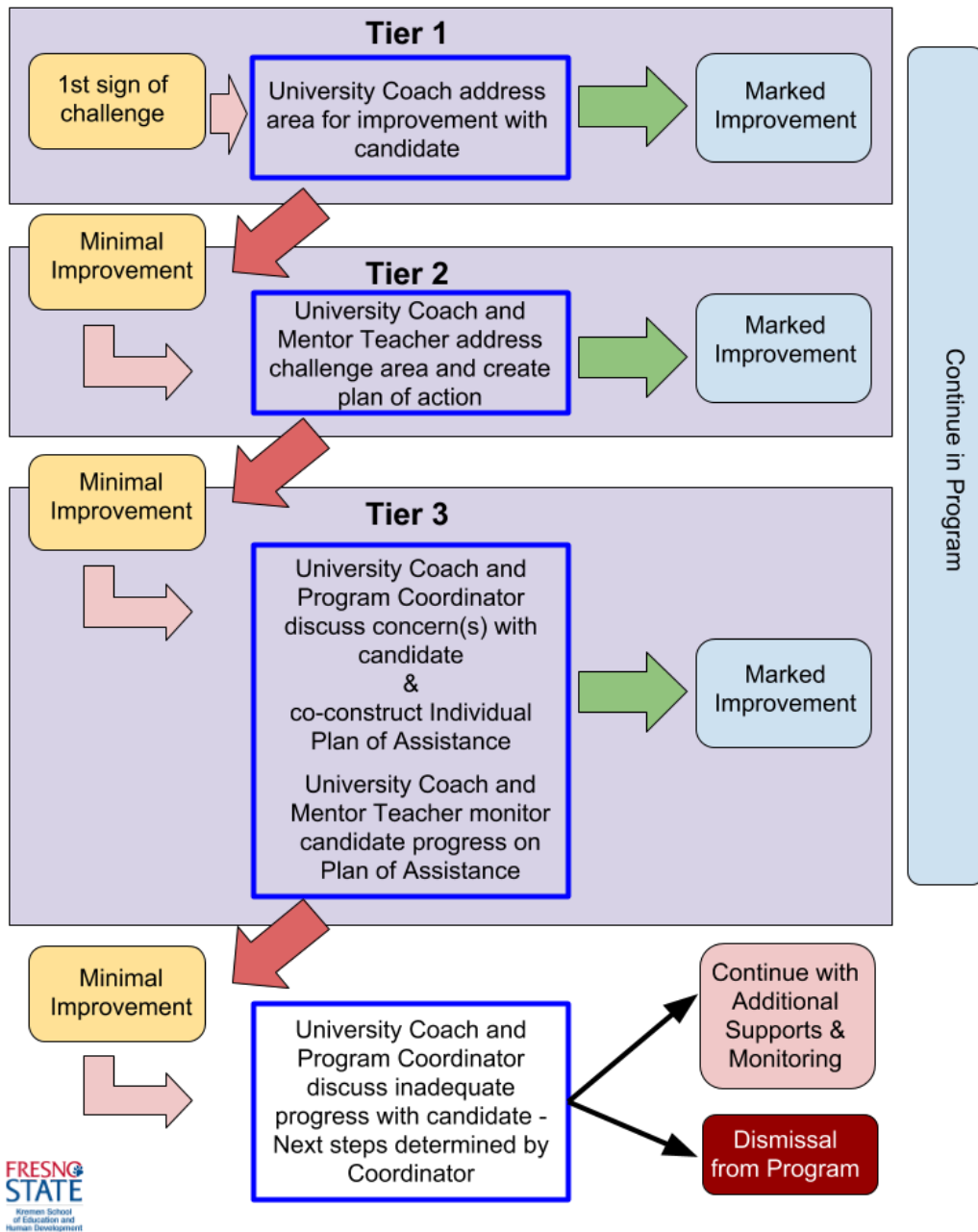
If a candidate fails to complete any of these requirements, then they will receive a No Credit (NC) for the clinical practice course and must retake it the following semester.

Candidates may receive an Incomplete for a clinical practice course ONLY when a candidate has not passed the SVP/TSP (depending on the phase) OR when a candidate has an [extenuating medical circumstance](#). In either case, a plan of action must have been established with the University Coach, FAST Coordinator, and Program Coordinator. A candidate may not begin their Final Phase of clinical practice until the Incomplete for the Initial Phase has been cleared.

Candidates who wish to contest a grade for a clinical practice course should follow [Fresno State's university grading policies guidelines](#).

Clinical Practice Support

Throughout the clinical practice experience, the university coach and mentor teacher are responsible for providing direct support to the candidate following the Tiers of Support model outlined in the graphic below. Also refer to the [Individual Plan of Assistance](#).



Clinical Practice Reassignment or Removal

If a teacher candidate is removed from their clinical practice site for any reason, the following protocols will be followed, as appropriate:

1. If a teacher candidate is asked by school site personnel to leave their classroom placement or school site, the candidate must immediately cease all contact with anyone at the school site. The Teacher Education Program will convene a meeting with the Education Programs Coordinator,

Program Coordinator, University Coach, and Teacher Candidate to decide whether the candidate will be reassigned or dismissed.

2. The School Site Administration may also hold a dismissal meeting at the school site. This meeting should include the Teacher Candidate, Mentor Teacher, and University Coach. The school site will also notify the Education Programs Coordinator, Program Coordinator, and Site Principal.
3. Following the meeting, the University Coach will conduct a debrief with the Program Coordinator, the Mentor Teacher, and the Education Programs Coordinator. They will then prepare a [Clinical Practice Dismissal Form](#) stating the reasons for dismissal, including supporting documents.
4. Once the Dismissal Form is completed, the Program Coordinator will advance the case to the Teacher Education Dispute Resolution Committee to determine the best next steps for the candidate, which may include reassignment or dismissal from the program. The Committee will review all documentation, decide, and inform the teacher candidate of its decision.

Reassignment

1. If the Teacher Education Dispute Resolution Committee determines the candidate should be reassigned to a new clinical practice, a reassignment meeting with the Teacher Candidate, Program Coordinator, University Coach, and Educational Programs Coordinator will be held to determine the most appropriate placement for the candidate. When appropriate, the Mentor Teacher may be asked to join.
2. During the meeting, the group will prepare or revise an [Individual Plan of Assistance](#).

Program Termination

If a candidate is removed from two different clinical practice placement sites in one semester or three times over the arc of the program, they will be terminated from the program for a minimum of one year. At the completion of one year absence from the Teacher Education Program, the individual may re-apply for possible program re-enrollment. During this absence, the individual is not eligible to apply to another Fresno State Teacher Education Program. Prior to re-applying, the individual must first meet with the Program Coordinator to discuss why they were removed and their plans for addressing the problematic behavior. An [Individual Plan of Assistance](#) may be required if the individual is readmitted to the program.

Drug Policy

Candidates must comply with all site and school district regulations regarding alcohol, tobacco, and drug use when at their clinical practice sites. Failure to do so may result in removal from the clinical practice site.

Arrest Policy

In the event that a candidate is arrested or detained either at a school site or off-campus, the following policies will take effect:

- [Fresno State Mandatory Employer Notification \(Policy 333\)](#)
- [California Commission on Teacher Credentialing - Educator Misconduct Policy](#)

Teaching Performance Assessments

Overview of Teaching Performance Assessments

The California Commission on Teacher Credentialing (CCTC) requires that every credential program candidate seeking recommendation for a Preliminary California Credential show mastery of the Teacher Performance Expectations (TPEs) through passing a state-approved Teacher Performance Assessment (TPA). Competency with the TPEs develops over time through coursework and clinical practice.

Fresno Assessment of Student Teachers (FAST)

The Kremen School of Education and Human Development has its own CCTC-approved Teaching Performance Assessment (TPA) to evaluate candidate mastery of the Teacher Performance Expectations (TPEs). The Fresno Assessment of Student Teachers (FAST) is completely embedded into the credential programs, with formative assessments included as part of course work, and the summative assessments required as part of the field work.

FAST Handbooks

Program-specific FAST Handbooks, which include detailed information about the assessments, what is required of candidates, and the rubrics used for scoring, are available [here](#).

FAST Projects

The FAST consists of two projects. Both projects are completed in the candidate's clinical practice courses and submitted in Tk20.

- ***Site Visitation Project***

This task assesses teacher candidates' ability to plan, implement, and evaluate instruction. The three parts of the project include:

1. Planning: planning documentation for a single lesson incorporating state-adopted content standards and English language development,
2. Implementation: an in-person observation and videotaping of the teaching of the lesson,
3. Reflection: a review of the entire video, selection of a 3- to 5-minute video segment, and a written evaluation of the lesson.

- ***Teaching Sample Project***

This task assesses teacher candidates' ability to:

1. identify the context of the classroom,
2. plan and teach a series of at least five cohesive lessons with a focus on content knowledge and literacy,
3. assess students' learning related to the unit,

4. document their teaching and their students' learning, and
5. reflect on the effectiveness of their teaching.

Teacher candidates document how they are addressing the needs of all their students in the planning, teaching, and assessing of the content.

FAST Scoring

Each project is scored by a Fresno State Teacher Education faculty member who has been calibrated using a task-specific four-point rubric. The rubric levels are:

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

- ***Passing Scores***

Candidates must earn a minimum score of “2” on each section evaluated in order to receive credit for the clinical experience in which the assessment was completed.

- ***Non-Passing Scores***

If a candidate earns a non-passing score of “1” on any TPE or section of a FAST project, they will have the opportunity to revise and resubmit that section. If the candidate still does not earn a passing score in the resubmission, they may email the FAST Coordinator to request approval to submit a third attempt (for a total of 3 possible attempts in a semester).

A history of candidate scores will be available through Tk20 for sharing with a candidate's professional induction program supervisor.

Education Specialist Credential Program Specific Policies & Procedures

This section is not fully updated. Your program coordinator will inform you when it is complete.

The Education Specialist Credential Program can be earned as a traditional evening Teacher Candidate or a Teacher Resident. Both pathways are completed in 3 phases. At the end of the program, candidates are eligible to earn preliminary credentials in Education Specialist MMSN and ESN. Candidates have the option of adding a Spanish or Hmong Bilingual Authorization.

Traditional Evening Pathway

Advising Plan

- [Education Specialist MMSN & ESN Advising Plan](#)
- ES Spanish
- ES Hmong

Clinical Practice Hours Overview

MMSN & ESN Credential	Course	Setting and Hour Requirements	Total Hours
Phase 1	SPED 111	Clinical Practice in a General Ed setting: Teacher candidates complete 3 days of clinical practice per week for 15 weeks regardless of accumulated hours.	315
Phase 2	SPED 172	Initial Clinical Practice in an Extensive Support Needs setting: Teacher candidates complete 3 days of clinical practice per week for 15 weeks regardless of accumulated hours.	315
Phase 3	SPED 178	Initial Clinical Practice in an Mild Moderate Support Needs setting: Teacher candidates complete 5 days of clinical practice per week for 15 weeks regardless of accumulated hours.	600
Bilingual Authorization		Minimum of 20 hours in any phase in a dual immersion setting	
Total Clinical Hours Over the Arc of the Program:			1230

Coursework

Phase 1

MMSN & ESN Phase 1	Course	Course Description
Coursework	LEE 158, Literacy Foundation TK-8 (3 units)	Teacher candidates will define literacy and investigate influential factors in becoming literate in multiple subject areas. Using Universal Design for Learning guiding principles, candidates will design and implement integrated, thematic literacy instruction and engage in cycles of reflective practice.
	LEE 159, Culturally and Linguistically Sustaining Pedagogy in the TK-8 Context (3 units)	This course will address: 1) the impact of language and culture on teaching and learning in the elementary school, 2) language acquisition theory, socio-cultural context in teaching and instructional strategies for Emergent Bilinguals in the classroom, and 3) strategies to promote student success.
	CI 176, Mathematics Instruction and Applied Assessment (3 units)	This course is designed to prepare teacher candidates to plan instruction based on the assessment of students' mathematical understanding and to teach mathematics using multiple strategies and methods in culturally and linguistically diverse elementary classrooms.
	SPED 145, Special Education, Law and Ethics (3 units)	In this course, students will analyze federal, state, and local statutes, policies and case law which affect the funding and direction of special education programs particularly as related to the development and implementation of Individualized Education Programs (IEPs) for students with disabilities.
Hmong Bilingual Authorization		
Spanish Bilingual Authorization		
Clinical Practice Course & FAST	SPED 111, General Education and Special Education Clinical Experience (3 units)	SPED 111 is the first of three supervised clinical experiences [21 hours per week] preparing Teacher Candidates pursuing the Education Specialist Credential or Multiple Subject and Education Specialist Credential to teach in culturally and linguistically diverse general education classrooms.

MMSN & ESN Phase 1	Course	Course Description
	FAST	N/A

Phase 2

MMSN & ESN Phase 2	Course	Course Description
Coursework	LEE 166, Disciplinary Literacies and Integrated Curriculum (3 units)	Teacher candidates will examine how reading, writing, talking, listening and viewing are tools for learning content across the disciplines. A disciplinary literacy framework will guide an inquiry-based approach to curriculum planning, curriculum implementation, and assessment principles.
	SPED 125, Positive Behavioral and Social Supports (3 units)	Addresses effective behavior and social supports, emphasizing philosophical approach, prevention, intervention, and corrective strategies for teaching new behaviors. Completion of implementation with special education students required.
	SPED 130, Assessing Students with Special Needs (3 units)	This course is designed to provide teacher candidates with knowledge and skills of formal and informal assessment that addresses special education students’ strengths and needs, cultural, ethnic and language characteristics; as well as the environments used by the students and their families.
	SPED 137, Curriculum and Instruction for Students with Mild/Moderate and Extensive Learning Needs (4 units)	This course prepares candidates to design and deliver effective instruction and assessment for students with mild/moderate and extensive support needs using a knowledge base of strategies and interventions for students who are not responding to the current instructional environment, a focus on response to instruction, universal design for learning and evidence-based curricula.
Hmong Bilingual Authorization		
Spanish Bilingual Authorization		
Clinical Practice Course & FAST	SPED 172, Initial Practicum in	This course is the third of four required supervised field experiences in the program. Teacher candidates will take

MMSN & ESN Phase 2	Course	Course Description
	Moderate/Severe Disabilities (3 units)	part in a 16 hour/week, full semester experience in K-12 classroom or SDC, serving students identified with Moderate/Severe disabilities.
	Site Visitation Project	This project includes a written lesson plan, observation by the university supervisor, video recorded portion of the lesson, and a reflection on the lesson taught that is written by the candidate and submitted in Tk20.

Phase 3

MMSN & ESN Phase 3	Course	Course Description
Coursework	SPED 219, Effective Communication and Collaborative Partnerships (3 units)	Examines educational, psychological, and political issues that arise when developing collaborative relationships with families, general educators, and other professionals. Primary focus is on the development of materials, strategies, and skills to work with families, including the culturally and linguistically diverse.
	SPED 233, Seminar in the Special Educator as Researcher (3 units)	Examines the special educator as researcher from several perspectives through reading and analysis of contemporary and emerging research in special education; attending colloquia with special educators who are conducting research; and developing and beginning implementation of pilot research and project designs.
	SPED 280T, Advanced Topics in Special Education (1-3 units) or SPED 248	Topics may include special education legislation, parenting, transitional programming, parents as teachers, adolescents and adults with disabilities, current research, child abuse, gifted and talented.
Hmong Bilingual Authorization		
Spanish Bilingual Authorization		

MMSN & ESN Phase 3	Course	Course Description
Clinical Practice Course & FAST	SPED 178, Final Practicum in Mild/Moderate and Extensive Support Needs (6 units)	SPED 178 is the final supervised clinical experience in the combined Mild/Moderate Support Needs and Extensive Support Needs Credentials Program.
	Teaching Sample Project	For this project you are required: (a) to identify the context of your classroom (i.e. students and classroom environment), (b) to plan and teach a series of at least 5 cohesive lessons (a unit of study) with a focus on content knowledge and literacy, (c) to assess students' learning before, during, and after the unit, (d) to document your teaching and your students' learning, and (e) reflect on the effectiveness of your teaching. The candidate will submit a written report and submit it in Tk20.

Clovis Teacher Residency Program

Advising Plan

- [Education Specialist Clovis Residency Advising Plan](#)
- Spanish
- Hmong

Clinical Practice Hours Overview

CTRP ES Credential	Course	Setting and Hour Requirements	Total Hours
Phase 1	SPED 111	Clinical Practice in a General Ed setting: Teacher candidates complete 3 days of clinical practice per week for 15 weeks.	315
Phase 2	SPED 172	Initial Clinical Practice in an Extensive Support Needs setting: Teacher candidates complete 3 days of clinical practice per week for 15 weeks.	315
Phase 3	SPED 178	Initial Clinical Practice in an Mild Moderate Support Needs setting: Teacher candidates complete 5 days of clinical practice per week for 15 weeks.	600
Total Clinical Hours Over the Arc of the Program:			1230

Coursework

Phase 1

CTRP ES Phase 1	Course	Course Description
Coursework	LEE 158, Literacy Foundation TK-8 (3 units)	Teacher candidates will define literacy and investigate influential factors in becoming literate in multiple subject areas. Using Universal Design for Learning guiding principles, candidates will design and implement integrated, thematic literacy instruction and engage in cycles of reflective practice.
	LEE 159, Culturally and Linguistically Sustaining Pedagogy in the TK-8 Context (3 units)	This course will address: 1) the impact of language and culture on teaching and learning in the elementary school, 2) language acquisition theory, socio-cultural context in teaching and instructional strategies for Emergent Bilinguals in the classroom, and 3) strategies to promote student success.
	CI 176, Mathematics Instruction and Applied Assessment (3 units)	This course is designed to prepare teacher candidates to plan instruction based on the assessment of students' mathematical understanding and to teach mathematics using multiple strategies and methods in culturally and linguistically diverse elementary classrooms.
	SPED 125, Positive Behavioral and Social Supports (3 units)	Addresses effective behavior and social supports, emphasizing philosophical approach, prevention, intervention, and corrective strategies for teaching new behaviors. Completion of implementation with special education students required.
	SPED 145, Special Education, Law and Ethics (3 units)	In this course, students will analyze federal, state, and local statutes, policies and case law which affect the funding and direction of special education programs particularly as related to the development and implementation of Individualized Education Programs (IEPs) for students with disabilities.
Clinical Practice Course & FAST	SPED 111, General Education and Special Education Clinical Experience (3 units)	SPED 111 is the first of three supervised clinical experiences [21 hours per week] preparing Teacher Candidates pursuing the Education Specialist Credential or Multiple Subject and Education Specialist Credential to teach in culturally and linguistically diverse general education classrooms.
	FAST	N/A

Phase 2

CTRP ES Phase 2	Course	Course Description
Coursework	LEE 166, Disciplinary Literacies and Integrated Curriculum (3 units)	Teacher candidates will examine how reading, writing, talking, listening and viewing are tools for learning content across the disciplines. A disciplinary literacy framework will guide an inquiry-based approach to curriculum planning, curriculum implementation, and assessment principles.
	SPED 130, Assessing Students with Special Needs (3 units)	This course is designed to provide teacher candidates with knowledge and skills of formal and informal assessment that addresses special education students’ strengths and needs, cultural, ethnic and language characteristics; as well as the environments used by the students and their families.
	SPED 137, Curriculum and Instruction for Students with Mild/Moderate and Extensive Learning Needs (4 units)	This course prepares candidates to design and deliver effective instruction and assessment for students with mild/moderate and extensive support needs using a knowledge base of strategies and interventions for students who are not responding to the current instructional environment, a focus on response to instruction, universal design for learning and evidence-based curricula.
	SPED 233, Seminar in the Special Educator as Researcher (3 units)	Examines the special educator as researcher from several perspectives through reading and analysis of contemporary and emerging research in special education; attending colloquia with special educators who are conducting research; and developing and beginning implementation of pilot research and project designs.
Clinical Practice Course & FAST	SPED 172, Initial Practicum in Moderate/Severe Disabilities (3 units)	This course is the third of four required supervised field experiences in the program. Teacher candidates will take part in a 16 hour/week, full semester experience in K-12 classroom or SDC, serving students identified with Moderate/Severe disabilities.
	Site Visitation Project	This project includes a written lesson plan, observation by the university supervisor, video recorded portion of the lesson, and a reflection on the lesson taught that is written by the candidate and submitted in Tk20.

Phase 3

CTRP ES Phase 3	Course	Course Description
Coursework	SPED 219, Effective Communication and Collaborative Partnerships (3 units)	Examines educational, psychological, and political issues that arise when developing collaborative relationships with families, general educators, and other professionals. Primary focus is on the development of materials, strategies, and skills to work with families, including the culturally and linguistically diverse.
	SPED 248	
Clinical Practice Course & FAST	SPED 178, Final Practicum in Mild/Moderate and Extensive Support Needs (6 units)	SPED 178 is the final supervised clinical experience in the combined Mild/Moderate Support Needs and Extensive Support Needs Credentials Program.
	Teaching Sample Project	For this project you are required: (a) to identify the context of your classroom (i.e. students and classroom environment), (b) to plan and teach a series of at least 5 cohesive lessons (a unit of study) with a focus on content knowledge and literacy, (c) to assess students' learning before, during, and after the unit, (d) to document your teaching and your students' learning, and (e) reflect on the effectiveness of your teaching. The candidate will submit a written report and submit it in Tk20.

Tulare Residency for Rural Education Program

Advising Plan

- [Education Specialist TRRE Advising Plan](#)

Clinical Practice Hours Overview

TRRE ES Credential	Course	Setting and Hour Requirements	Total Hours
Phase 1	SPED 111	Clinical Practice in a General Ed setting: Teacher candidates complete 3 days of clinical practice per week for 15 weeks.	315

TRRE ES Credential	Course	Setting and Hour Requirements	Total Hours
Phase 2	SPED 172	Initial Clinical Practice in an Extensive Support Needs setting: Teacher candidates complete 3 days of clinical practice per week for 15 weeks.	315
Phase 3	SPED 178	Initial Clinical Practice in an Mild Moderate Support Needs setting: Teacher candidates complete 5 days of clinical practice per week for 15 weeks.	600
Total Clinical Hours Over the Arc of the Program:			1230

Coursework

Phase 1

TRRE ES Phase 1	Course	Course Description
Coursework	LEE 158, Literacy Foundation TK-8 (3 units)	Teacher candidates will define literacy and investigate influential factors in becoming literate in multiple subject areas. Using Universal Design for Learning guiding principles, candidates will design and implement integrated, thematic literacy instruction and engage in cycles of reflective practice.
	LEE 159, Culturally and Linguistically Sustaining Pedagogy in the TK-8 Context (3 units)	This course will address: 1) the impact of language and culture on teaching and learning in the elementary school, 2) language acquisition theory, socio-cultural context in teaching and instructional strategies for Emergent Bilinguals in the classroom, and 3) strategies to promote student success.
	CI 176, Mathematics Instruction and Applied Assessment (3 units)	This course is designed to prepare teacher candidates to plan instruction based on the assessment of students' mathematical understanding and to teach mathematics using multiple strategies and methods in culturally and linguistically diverse elementary classrooms.
	SPED 125, Positive Behavioral and Social Supports (3 units)	Addresses effective behavior and social supports, emphasizing philosophical approach, prevention, intervention, and corrective strategies for teaching new behaviors. Completion of implementation with special education students required.
	SPED 145, Special Education, Law and	In this course, students will analyze federal, state, and local statutes, policies and case law which affect the funding and

TRRE ES Phase 1	Course	Course Description
	Ethics (3 units)	direction of special education programs particularly as related to the development and implementation of Individualized Education Programs (IEPs) for students with disabilities.
Clinical Practice Course & FAST	SPED 111, General Education and Special Education Clinical Experience (3 units)	SPED 111 is the first of three supervised clinical experiences [21 hours per week] preparing Teacher Candidates pursuing the Education Specialist Credential or Multiple Subject and Education Specialist Credential to teach in culturally and linguistically diverse general education classrooms.
	FAST	N/A

Phase 2

TRRE ES Phase 2	Course	Course Description
Coursework	LEE 166, Disciplinary Literacies and Integrated Curriculum (3 units)	Teacher candidates will examine how reading, writing, talking, listening and viewing are tools for learning content across the disciplines. A disciplinary literacy framework will guide an inquiry-based approach to curriculum planning, curriculum implementation, and assessment principles.
	SPED 130, Assessing Students with Special Needs (3 units)	This course is designed to provide teacher candidates with knowledge and skills of formal and informal assessment that addresses special education students' strengths and needs, cultural, ethnic and language characteristics; as well as the environments used by the students and their families.
	SPED 137, Curriculum and Instruction for Students with Mild/Moderate and Extensive Learning Needs (4 units)	This course prepares candidates to design and deliver effective instruction and assessment for students with mild/moderate and extensive support needs using a knowledge base of strategies and interventions for students who are not responding to the current instructional environment, a focus on response to instruction, universal design for learning and evidence-based curricula.
	SPED 233, Seminar in the Special Educator as Researcher (3 units)	Examines the special educator as researcher from several perspectives through reading and analysis of contemporary and emerging research in special education; attending colloquia with special educators who are conducting

TRRE ES Phase 2	Course	Course Description
		research; and developing and beginning implementation of pilot research and project designs.
Clinical Practice Course & FAST	SPED 172, Initial Practicum in Moderate/Severe Disabilities (3 units)	This course is the third of four required supervised field experiences in the program. Teacher candidates will take part in a 16 hour/week, full semester experience in K-12 classroom or SDC, serving students identified with Moderate/Severe disabilities.
	Site Visitation Project	This project includes a written lesson plan, observation by the university supervisor, video recorded portion of the lesson, and a reflection on the lesson taught that is written by the candidate and submitted in Tk20.

Phase 3

TRRE ES Phase 3	Course	Course Description
Coursework	SPED 219, Effective Communication and Collaborative Partnerships (3 units)	Examines educational, psychological, and political issues that arise when developing collaborative relationships with families, general educators, and other professionals. Primary focus is on the development of materials, strategies, and skills to work with families, including the culturally and linguistically diverse.
	SPED 248	
Clinical Practice Course & FAST	SPED 178, Final Practicum in Mild/Moderate and Extensive Support Needs (6 units)	SPED 178 is the final supervised clinical experience in the combined Mild/Moderate Support Needs and Extensive Support Needs Credentials Program.
	Teaching Sample Project	For this project you are required: (a) to identify the context of your classroom (i.e. students and classroom environment), (b) to plan and teach a series of at least 5 cohesive lessons (a unit of study) with a focus on content knowledge and literacy, (c) to assess students' learning before, during, and after the unit, (d) to document your teaching and your students' learning, and (e) reflect on the effectiveness of your teaching. The candidate will submit a

TRRE ES Phase 3	Course	Course Description
		written report and submit it in Tk20.

Multiple Subject Credential Program Specific Policies & Procedures

This section is not fully updated. Your program coordinator will inform you when it is complete.

Multiple Subject Policies

The Multiple Subject Credential Program can be earned as a traditional evening Teacher Candidate or a Teacher Resident. At the end of the program, candidates are eligible to earn a preliminary credential for Multiple Subject.

Traditional Evening Pathway

The Multiple Subject Credential Program's traditional pathway is completed in 3 phases. Candidates have the option of adding a Spanish or Hmong Bilingual Authorization.

Advising Plans

- [Multiple Subject Credential Evening 3-Semester Pathway](#)
- Spanish advising plan
- Hmong advising plan

Clinical Practice Hours Overview

Teacher candidates have specific classroom hour requirements per phase. Candidates will also engage in professional learning and professional learning communities with their mentor teachers at their sites adding additional clinical experience to the arc of the program.

Multiple Subject Credential	Course	Setting and Hour Requirements	Total Hours
Phase 1	LEE 160	Pre-Service: Teacher candidates complete 10 hours of field-based experience per week for 12 weeks	120
Phase 2	EHD 178	Initial Clinical Practice: Teacher candidates complete 3 full days of clinical practice or the equivalent to 20 hours per week for 15 weeks (includes collaborative planning time with Mentor Teacher)	280
Phase 3	EHD 170	Final Clinical Practice: Teacher candidates complete 4 full days of clinical practice per week + 1 flex day or the equivalent to 30 hours per week for 15 weeks (includes collaborative planning time)	420
Total Clinical Hours Over the Arc of the Program:			820

Coursework

Phase 1

TYPE Phase 1	Course	Course Description
Coursework		
Clinical Practice Course & FAST		
	Site Visitation Project	This project includes a written lesson plan, observation by the university supervisor, video recorded portion of the lesson, and a reflection on the lesson taught that is written by the candidate and submitted in Tk20.

Phase 2

TYPE Phase 2	Course	Course Description
Coursework		
Clinical Practice		

TYPE Phase 2	Course	Course Description
Course & FAST	Site Visitation Project	This project includes a written lesson plan, observation by the university supervisor, video recorded portion of the lesson, and a reflection on the lesson taught that is written by the candidate and submitted in Tk20.

Phase 3

TYPE Phase 3	Course	Course Description
Coursework		
Clinical Practice Course & FAST		
	Teaching Sample Project	For this project you are required: (a) to identify the context of your classroom (i.e. students and classroom environment), (b) to plan and teach a series of at least 5 cohesive lessons (a unit of study) with a focus on content knowledge and literacy, (c) to assess students’ learning before, during, and after the unit, (d) to document your teaching and your students’ learning, and (e) reflect on the effectiveness of your teaching. The candidate will submit a written report and submit it in Tk20.

Teacher Residency Programs

Fresno Teacher Residency Program

Multiple Subject TK Emphasis

Advising Plan

[Multiple Subject TK Emphasis](#)

Clinical Practice Hours Overview

FTRP MS TK Credential	Course	Setting and Hour Requirements	Total Hours
Phase 1	LEE 160	Pre-Service: Teacher candidates complete 10 hours of field-based experience per week for 12 weeks	120
Phase 2	EHD 178	Initial Clinical Practice: Teacher candidates complete 3 full days of clinical practice or the equivalent to 20 hours per week for 14 weeks (includes collaborative planning time with Mentor Teacher)	280
Phase 3	EHD 170	Final Clinical Practice: Teacher candidates complete 4 full days of clinical practice per week + 1 flex day or the equivalent to 30 hours per week for 14 weeks (includes collaborative planning time)	420
Total Clinical Hours Over the Arc of the Program:			820

Coursework

Phase 1

FTRP MS TK Phase 1	Course	Course Description
Coursework		
Clinical Practice Course & FAST	Clinical Practice Course	N/A
	FAST	N/A

Phase 2

FTRP MS TK Phase 2	Course	Course Description
Coursework		
Clinical Practice Course & FAST	EHD 178, Field Study B/Grades K-3 (2 units)	Supervised field experience in a K-3 classroom. Second of three field placements preparing teacher candidates to teach in culturally and linguistically diverse classrooms. Requires a minimum of 12 hours a week (weekday mornings), plus seminars.
	Site Visitation Project	This project includes a written lesson plan, observation by the university supervisor, video recorded portion of the lesson, and a reflection on the lesson taught that is written by the candidate and submitted in Tk20.

Phase 3

FTRP MS TK Phase 3	Course	Course Description
Coursework		
Clinical Practice	EHD 170, Field Study C	Supervised full-day, semester-long student teaching experience that culminates in assuming all classroom

FTRP MS TK Phase 3	Course	Course Description
Course & FAST	(9 units)	responsibilities for at least two weeks. Minimum required hours are Monday through Friday from 1/2 hour before school starts until at least 1/2 hour after the school day ends.
	Site Visitation Project	This project includes a written lesson plan, observation by the university supervisor, video recorded portion of the lesson, and a reflection on the lesson taught that is written by the candidate and submitted in Tk20.

Multiple Subject and Math Authorization

Advising Plan

[Multiple Subject and Math Authorization](#)

Clinical Practice Hours Overview

FTRP MS (Math) Credential	Course	Setting and Hour Requirements	Total Hours
Phase 1	LEE 160	Pre-Service: Teacher candidates complete 10 hours of field-based experience per week for 12 weeks	120
Phase 2	EHD 178	Initial Clinical Practice: Teacher candidates complete 3 full days of clinical practice or the equivalent to 20 hours per week for 15 weeks (includes collaborative planning time with Mentor Teacher)	280
Phase 3	EHD 170	Final Clinical Practice: Teacher candidates complete 4 full days of clinical practice per week + 1 flex day or the equivalent to 30 hours per week for 15 weeks (includes collaborative planning time)	420
Total Clinical Hours Over the Arc of the Program:			820

Coursework

Phase 1

FTRP MS (Math) Phase 1	Course	Course Description
Coursework		

FTRP MS (Math) Phase 1	Course	Course Description
Seminar		
Clinical Practice Course & FAST	Clinical Practice Course	N/A
	FAST	N/A

Phase 2

FTRP MS (Math) Phase 2	Course	Course Description
Coursework		
Seminar		
Clinical Practice Course & FAST	EHD 178, Field Study B/Grades K-3 (2 units)	Supervised field experience in a K-3 classroom. Second of three field placements preparing teacher candidates to teach in culturally and linguistically diverse classrooms. Requires a minimum of 12 hours a week (weekday mornings), plus seminars.

FTRP MS (Math) Phase 2	Course	Course Description
	Site Visitation Project	This project includes a written lesson plan, observation by the university supervisor, video recorded portion of the lesson, and a reflection on the lesson taught that is written by the candidate and submitted in Tk20.

Phase 3

FTRP MS (Math) Phase 3	Course	Course Description
Coursework		
Clinical Practice Course & FAST	EHD 170, Field Study C (9 units)	Supervised full-day, semester-long student teaching experience that culminates in assuming all classroom responsibilities for at least two weeks. Minimum required hours are Monday through Friday from 1/2 hour before school starts until at least 1/2 hour after the school day ends.
	Site Visitation Project	This project includes a written lesson plan, observation by the university supervisor, video recorded portion of the lesson, and a reflection on the lesson taught that is written by the candidate and submitted in Tk20.

Multiple Subject and Foundational Level Science

Advising Plan
[Multiple Subject and Foundational Level Science](#)

Clinical Practice Hours Overview

FTRP MS (Sci) Credential	Course	Setting and Hour Requirements	Total Hours
Phase 1	LEE 160	Pre-Service: Teacher candidates complete 10 hours of field-based experience per week for 12 weeks	120
Phase 2	EHD 178	Initial Clinical Practice: Teacher candidates complete 3 full days of clinical practice or the equivalent to 20 hours per week for 15 weeks (includes collaborative planning time with Mentor Teacher)	280
Phase 3	EHD 170	Final Clinical Practice: Teacher candidates complete 4 full days of clinical practice per week + 1 flex day or the equivalent to 30 hours per week for 15 weeks (includes collaborative planning time)	420
Total Clinical Hours Over the Arc of the Program:			820

Coursework

Phase 1

FTRP MS (Sci) Phase 1	Course	Course Description
Coursework		
Seminar		
Clinical Practice Course & FAST	Clinical Practice Course	N/A
	FAST	N/A

Phase 2

FTRP MS (Sci) Phase 2	Course	Course Description
Coursework		
Seminar		
Clinical Practice Course & FAST	EHD 178, Field Study B/Grades K-3 (2 units)	Supervised field experience in a K-3 classroom. Second of three field placements preparing teacher candidates to teach in culturally and linguistically diverse classrooms. Requires a minimum of 12 hours a week (weekday mornings), plus seminars.
	Site Visitation Project	This project includes a written lesson plan, observation by the university supervisor, video recorded portion of the lesson, and a reflection on the lesson taught that is written by the candidate and submitted in Tk20.

Phase 3

FTRP MS (Sci) Phase 3	Course	Course Description
Coursework		

FTRP MS (Sci) Phase 3	Course	Course Description
Clinical Practice Course & FAST	EHD 170, Field Study C (9 units)	Supervised full-day, semester-long student teaching experience that culminates in assuming all classroom responsibilities for at least two weeks. Minimum required hours are Monday through Friday from 1/2 hour before school starts until at least 1/2 hour after the school day ends.
	Site Visitation Project	This project includes a written lesson plan, observation by the university supervisor, video recorded portion of the lesson, and a reflection on the lesson taught that is written by the candidate and submitted in Tk20.

Multiple Subject with Spanish Bilingual Authorization

Advising Plan
[BAP Spanish Residency](#)

Clinical Practice Hours ROverview

FTRP MS (Span) Credential	Course	Setting and Hour Requirements	Total Hours
Phase 1	LEE 160	Pre-Service: Teacher candidates complete 10 hours of field-based experience per week for 12 weeks	120
Phase 2	EHD 178	Initial Clinical Practice: Teacher candidates complete 3 full days of clinical practice or the equivalent to 20 hours per week for 15 weeks (includes collaborative planning time with Mentor Teacher)	280
Phase 3	EHD 170	Final Clinical Practice: Teacher candidates complete 4 full days of clinical practice per week + 1 flex days or the equivalent to 30 hours per week for 15 weeks (includes collaborative planning time)	420
Total Clinical Hours Over the Arc of the Program:			820

Coursework

Phase 1

FTRP MS (Span) Phase 1	Course	Course Description
Coursework		
Clinical Practice Course & FAST	Clinical Practice Course	N/A
	FAST	N/A

Phase 2

TYPE Phase 2	Course	Course Description
Coursework		
Clinical Practice Course & FAST	EHD 178, Field Study B/Grades K-3 (2 units)	Supervised field experience in a K-3 classroom. Second of three field placements preparing teacher candidates to teach in culturally and linguistically diverse classrooms.

TYPE Phase 2	Course	Course Description
		Requires a minimum of 12 hours a week (weekday mornings), plus seminars.
	Site Visitation Project	This project includes a written lesson plan, observation by the university supervisor, video recorded portion of the lesson, and a reflection on the lesson taught that is written by the candidate and submitted in Tk20.

Phase 3

FTRP MS (Span) Phase 3	Course	Course Description
Coursework		
Clinical Practice Course & FAST	EHD 170, Field Study C (9 units)	Supervised full-day, semester-long student teaching experience that culminates in assuming all classroom responsibilities for at least two weeks. Minimum required hours are Monday through Friday from 1/2 hour before school starts until at least 1/2 hour after the school day ends.
	Site Visitation Project	This project includes a written lesson plan, observation by the university supervisor, video recorded portion of the lesson, and a reflection on the lesson taught that is written by the candidate and submitted in Tk20.

Multiple Subject with Hmong Bilingual Authorization

Advising Plan
[BAP Hmong Residency](#)

Clinical Practice Hours Overview

FTRP MS (Hmng) Credential	Course	Setting and Hour Requirements	Total Hours
Phase 1	LEE 160	Pre-Service: Teacher candidates complete 10 hours of field-based experience per week for 12 weeks	120
Phase 2	EHD 178	Initial Clinical Practice: Teacher candidates complete 3 full days of clinical practice or the equivalent of 20 hours per week for 15 weeks (includes collaborative planning time with Mentor Teacher)	280
Phase 3	EHD 170	Final Clinical Practice: Teacher candidates complete 4 full days of clinical practice per week + 1 flex day or the equivalent of 30 hours per week for 15 weeks (includes collaborative planning time)	420
Total Clinical Hours Over the Arc of the Program:			820

Coursework

Phase 1

FTRP MS (Hmng) Phase 1	Course	Course Description
Coursework		
Seminar		
Clinical Practice Course & FAST	Clinical Practice Course	N/A
	FAST	N/A

Phase 2

FTRP MS (Hmng) Phase 2	Course	Course Description
Coursework		
Clinical Practice Course & FAST	EHD 178, Field Study B/Grades K-3 (2 units)	Supervised field experience in a K-3 classroom. Second of three field placements preparing teacher candidates to teach in culturally and linguistically diverse classrooms. Requires a minimum of 12 hours a week (weekday mornings), plus seminars.
	Site Visitation Project	This project includes a written lesson plan, observation by the university supervisor, video recorded portion of the lesson, and a reflection on the lesson taught that is written by the candidate and submitted in Tk20.

Phase 3

FTRP MS (Hmng) Phase 3	Course	Course Description
Coursework		

FTRP MS (Hmng) Phase 3	Course	Course Description
Clinical Practice Course & FAST	EHD 170, Field Study C (9 units)	Supervised full-day, semester-long student teaching experience that culminates in assuming all classroom responsibilities for at least two weeks. Minimum required hours are Monday through Friday from 1/2 hour before school starts until at least 1/2 hour after the school day ends.
	Site Visitation Project	This project includes a written lesson plan, observation by the university supervisor, video recorded portion of the lesson, and a reflection on the lesson taught that is written by the candidate and submitted in Tk20.

Madera Teacher Residency Program

Advising Plan

Madera Teacher Residency Program (3 Phases) (BAP-SPAN)

Clinical Practice Hours Overview

MTRP MS (Span) Credential	Course	Setting and Hour Requirements	Total Hours
Phase 1	LEE 160	Pre-Service: Teacher candidates complete 10 hours of field-based experience per week for 12 weeks	120
Phase 2	EHD 178	Initial Clinical Practice: Teacher candidates complete 3 full days of clinical practice or the equivalent of 20 hours per week for 15 weeks (includes collaborative planning time with Mentor Teacher)	280
Phase 3	EHD 170	Final Clinical Practice: Teacher candidates complete 4 full days of clinical practice per week + 1 flex day or the equivalent of 30 hours per week for 15 weeks (includes collaborative planning time)	420
Total Clinical Hours Over the Arc of the Program:			820

Coursework

Phase 1

MTRP MS (Span) Phase 1	Course	Course Description
Coursework		
Clinical Practice Course & FAST		
	Site Visitation Project	This project includes a written lesson plan, observation by the university supervisor, video recorded portion of the lesson, and a reflection on the lesson taught that is written by the candidate and submitted in Tk20.

Phase 2

MTRP MS (Span) Phase 2	Course	Course Description
Coursework		
Clinical Practice Course & FAST		

MTRP MS (Span) Phase 2	Course	Course Description
	Site Visitation Project	This project includes a written lesson plan, observation by the university supervisor, video recorded portion of the lesson, and a reflection on the lesson taught that is written by the candidate and submitted in Tk20.

Phase 3

MTRP MS (Span) Phase 3	Course	Course Description
Coursework		
Clinical Practice Course & FAST		
	Site Visitation Project	This project includes a written lesson plan, observation by the university supervisor, video recorded portion of the lesson, and a reflection on the lesson taught that is written by the candidate and submitted in Tk20.

Rural Teacher Residency Program

Advising Plan

Two Semester Pilot Residency (Rural, Sanger)

Clinical Practice Hours Overview

RTRP MS Credential	Course	Setting and Hour Requirements	Total Hours
Phase 1	LEE 160	Pre-Service: Teacher candidates complete 10 hours of field-based experience per week for 12 weeks	120

RTRP MS Credential	Course	Setting and Hour Requirements	Total Hours
Phase 2	EHD 178	Initial Clinical Practice: Teacher candidates complete 3 full days of clinical practice or the equivalent of 20 hours per week for 15 weeks (includes collaborative planning time with Mentor Teacher)	280
Phase 3	EHD 170	Final Clinical Practice: Teacher candidates complete 4 full days of clinical practice per week + 1 flex day or the equivalent of 30 hours per week for 15 weeks (includes collaborative planning time)	420
Total Clinical Hours Over the Arc of the Program:			820

Coursework

Phase 1

RTRP MS Phase 1	Course	Course Description
Coursework		
Clinical Practice Course & FAST		
	Site Visitation Project	This project includes a written lesson plan, observation by the university supervisor, video recorded portion of the lesson, and a reflection on the lesson taught that is written by the candidate and submitted in Tk20.

Phase 2

RTRP MS Phase 2	Course	Course Description
Coursework		
Clinical Practice Course & FAST		
	Site Visitation Project	This project includes a written lesson plan, observation by the university supervisor, video recorded portion of the lesson, and a reflection on the lesson taught that is written by the candidate and submitted in Tk20.

Phase 3

RTRP MS Phase 3	Course	Course Description
Coursework		
Clinical Practice Course & FAST		
	Site Visitation Project	This project includes a written lesson plan, observation by the university supervisor, video recorded portion of the lesson, and a reflection on the lesson taught that is written

RTRP MS Phase 3	Course	Course Description
		by the candidate and submitted in Tk20.

Sanger Teacher Residency Program

Advising Plan

Two Semester Pilot Residency (Rural, Sanger)

Clinical Practice Hours Overview

STRP MS Credential	Course	Setting and Hour Requirements	Total Hours
Phase 1	EHD 178	Initial Clinical Practice: Teacher candidates complete 3 full days of clinical practice or the equivalent to 20 hours per week for 15 weeks (includes collaborative planning time with Mentor Teacher)	280
Phase 2	EHD 170	Final Clinical Practice: Teacher candidates complete 4 full days of clinical practice per week + 1 flex days or the equivalent to 30 hours per week for 15 weeks (includes collaborative planning time)	420
Total Clinical Hours Over the Arc of the Program:			820

Coursework

Phase 1

STRP MS Phase 1	Course	Course Description
Coursework		

STRP MS Phase 1	Course	Course Description
Seminar		
Clinical Practice Course & FAST		
	Site Visitation Project	This project includes a written lesson plan, observation by the university supervisor, video recorded portion of the lesson, and a reflection on the lesson taught that is written by the candidate and submitted in Tk20.

Phase 2

STRP MS Phase 2	Course	Course Description
Coursework		
Seminar		
Clinical Practice Course & FAST		
	Site Visitation Project	This project includes a written lesson plan, observation by the university supervisor, video recorded portion of the lesson, and a reflection on the lesson taught that is written by the candidate and submitted in Tk20.

Dual Credential Program Specific Policies & Procedures

This section is not fully updated. Your program coordinator will inform you when it is complete.

Dual Policies

Dual Combined Education Specialist MMSN and ESN with Multiple Subject Credential Program

The Dual (Education Specialist and Multiple Subject) Credential Program can be earned as a traditional evening Teacher Candidate or a Teacher Resident. Both pathways are completed in 4 phases. At the end of the program, candidates are eligible to earn preliminary credentials for Education Specialist MMSN, ESN and Multiple Subject. Candidates have the option of adding a Spanish or Hmong Bilingual Authorization.

Traditional Evening Pathway

Advising Plans

- [Dual Preliminary Credential Program Roadmap](#)
- Spanish advising plan
- Hmong advising plan

Clinical Practice Hours Overview

Dual MMSN, ESN, & MS Credential	Course	Setting and Hour Requirements	Total Hours
Phase 2	SPED 111	General Ed setting: Teacher candidates complete 3 days of clinical practice per week for 15 weeks.	315
Phase 3	EHD 170	Final Clinical Practice in a Multiple Subject setting: Teacher candidates complete 4 days of clinical practice per week + 1 flex day or the equivalent to 30 hours per week for 15 weeks (includes collaborative planning time)	420
Phase 4	SPED 178	Final Clinical Practice in an Mild Moderate Support Needs setting: Teacher candidates complete 5 days of clinical practice per week for 15 weeks.	600
Total Clinical Hours Over the Arc of the Program:			1230

Coursework

Phase 1

Dual MMSN, ESN, & MS Phase 1	Course	Course Description
Coursework	LEE 158, Literacy Foundation TK-8 (3 units)	Teacher candidates will define literacy and investigate influential factors in becoming literate in multiple subject areas. Using Universal Design for Learning guiding principles, candidates will design and implement integrated, thematic literacy instruction and engage in cycles of reflective practice.
	LEE 159, Culturally and Linguistically Sustaining Pedagogy in the TK-8 Context (3 units)	This course will address: 1) the impact of language and culture on teaching and learning in the elementary school, 2) language acquisition theory, socio-cultural context in teaching and instructional strategies for Emergent Bilinguals in the classroom, and 3) strategies to promote student success.
	LEE 160, Inquiry and Puzzles of Practice A (3 units)	This course will focus on action research, situate it within an equity-based paradigm, and focus on development of inquiry as a stance. Students will explore problems of practice through engagement in cycles of inquiry from their fieldwork. In order to develop the stance necessary for reflective teaching, students need time to explore their own field-based problems of practice with an eye on critical, data-driven problem solving.
	CI 162, Understanding Children, Learning, and Development in TK-8 Classrooms (3 units)	This course focuses on the principles of educational psychology and their relations with recent research and school practice. It provides diverse theoretical perspectives on learning and development in children and adolescents, as well as their implementation and application in school settings.
	CI 163, Curriculum and Pedagogy: Designing for Successful Teaching TK-8 (3 units)	This course examines the design and development of interdisciplinary and integrated curriculum in K-8 classrooms. The course content includes background information on curriculum theories and multiple pedagogical approaches with a focus on the integration of curriculum and instruction.

Dual MMSN, ESN, & MS Phase 1	Course	Course Description
	SPED 145, Special Education, Law and Ethics (3 units)	In this course, students will analyze federal, state, and local statutes, policies and case law which affect the funding and direction of special education programs particularly as related to the development and implementation of Individualized Education Programs (IEPs) for students with disabilities.
Clinical Practice Course & FAST	Clinical Practice	N/A
	FAST	N/A

Phase 2

Dual MMSN, ESN, & MS Phase 2	Course	Course Description
Coursework	LEE 166, Disciplinary Literacies and Integrated Curriculum (3 units)	Teacher candidates will examine how reading, writing, talking, listening and viewing are tools for learning content across the disciplines. A disciplinary literacy framework will guide an inquiry-based approach to curriculum planning, curriculum implementation, and assessment principles.
	CI 175, Science Instruction and Applied Technology (3 units)	This course is designed to prepare teacher candidates to effectively and equitably teach elementary school science and to use contemporary instructional technologies in culturally and linguistically diverse classrooms.
	CI 176, Mathematics Instruction and Applied Assessment (3 units)	This course is designed to prepare teacher candidates to plan instruction based on the assessment of students' mathematical understanding and to teach mathematics using multiple strategies and methods in culturally and linguistically diverse elementary classrooms.
	SPED 125, Positive Behavioral and Social Supports (3 units)	Addresses effective behavior and social supports, emphasizing philosophical approach, prevention, intervention, and corrective strategies for teaching new behaviors. Completion of implementation with special education students required.
Clinical Practice Course & FAST	SPED 111, General Education and Special Education Clinical	SPED 111 is the first of three supervised clinical experiences [21 hours per week] preparing Teacher Candidates pursuing the Education Specialist Credential or Multiple Subject and

Dual MMSN, ESN, & MS Phase 2	Course	Course Description
	Experience (3 units)	Education Specialist Credential to teach in culturally and linguistically diverse general education classrooms.
	FAST	N/A

Phase 3

Dual MMSN, ESN, & MS Phase 3	Course	Course Description
Coursework	SPED 130, Assessing Students with Special Needs (3 units)	This course is designed to provide teacher candidates with knowledge and skills of formal and informal assessment that addresses special education students’ strengths and needs, cultural, ethnic and language characteristics; as well as the environments used by the students and their families.
	SPED 137, Curriculum and Instruction for Students with Mild/Moderate and Extensive Learning Needs (4 units)	This course prepares candidates to design and deliver effective instruction and assessment for students with mild/moderate and extensive support needs using a knowledge base of strategies and interventions for students who are not responding to the current instructional environment, a focus on response to instruction, universal design for learning and evidence-based curricula.
Clinical Practice Course & FAST	EHD 170, Field Study C (9 units)	Supervised full-day, semester-long student teaching experience that culminates in assuming all classroom responsibilities for at least two weeks. Minimum required hours are Monday through Friday from 1/2 hour before school starts until at least 1/2 hour after the school day ends.
	Site Visitation Project	This project includes a written lesson plan, observation by the university supervisor, video recorded portion of the lesson, and a reflection on the lesson taught that is written by the candidate and submitted in Tk20.

Phase 4

Dual MMSN, ESN, & MS Phase 4	Course	Course Description
Coursework	SPED 219, Effective Communication and Collaborative Partnerships (3 units)	Examines educational, psychological, and political issues that arise when developing collaborative relationships with families, general educators, and other professionals. Primary focus is on the development of materials, strategies, and skills to work with families, including the culturally and linguistically diverse.
	SPED 233, Seminar in the Special Educator as Researcher (3 units)	Examines the special educator as researcher from several perspectives through reading and analysis of contemporary and emerging research in special education; attending colloquia with special educators who are conducting research; and developing and beginning implementation of pilot research and project designs.
	SPED 280T, Advanced Topics in Special Education (1-3 units) or SPED 248	Topics may include special education legislation, parenting, transitional programming, parents as teachers, adolescents and adults with disabilities, current research, child abuse, gifted and talented.
Clinical Practice Course & FAST	SPED 178, Final Practicum in Mild/Moderate and Extensive Support Needs (6 units)	SPED 178 is the final supervised clinical experience in the combined Mild/Moderate Support Needs and Extensive Support Needs Credentials Program.
	Teaching Sample Project	For this project you are required: (a) to identify the context of your classroom (i.e. students and classroom environment), (b) to plan and teach a series of at least 5 cohesive lessons (a unit of study) with a focus on content knowledge and literacy, (c) to assess students' learning before, during, and after the unit, (d) to document your teaching and your students' learning, and (e) reflect on the effectiveness of your teaching. The candidate will submit a written report and submit it in Tk20.

Fresno Teacher Residency Dual Credential Program

Advising Plans

- [Education Specialist FTRP Advising Plan](#)
- Spanish advising plan
- Hmong advising plan

Clinical Practice Hours Overview

Dual MMSN, ESN, & MS Credential	Course	Setting and Hour Requirements	Total Hours
Phase 2	EHD 178	General Ed setting: Teacher candidates complete 3 days of clinical practice per week for 15 weeks.	315
Phase 3	EHD 170	Final Clinical Practice in a Multiple Subject setting: Teacher candidates complete 4 days of clinical practice per week + 1 flex day or the equivalent to 30 hours per week for 15 weeks (includes collaborative planning time)	420
Phase 4	SPED 178	Final Clinical Practice in an Mild Moderate Support Needs setting: Teacher candidates complete 5 days of clinical practice per week for 15 weeks.	600
Total Clinical Hours Over the Arc of the Program:			1230

Coursework

Phase 1

Dual MMSN, ESN, & MS Phase 1	Course	Course Description
Coursework	LEE 158, Literacy Foundation TK-8 (3 units)	Teacher candidates will define literacy and investigate influential factors in becoming literate in multiple subject areas. Using Universal Design for Learning guiding principles, candidates will design and implement integrated, thematic literacy instruction and engage in cycles of reflective practice.
	LEE 159, Culturally and Linguistically Sustaining Pedagogy in the TK-8 Context (3 units)	This course will address: 1) the impact of language and culture on teaching and learning in the elementary school, 2) language acquisition theory, socio-cultural context in teaching and instructional strategies for Emergent Bilinguals in the classroom, and 3) strategies to promote student success.
	LEE 160, Inquiry and Puzzles of Practice A (3 units)	This course will focus on action research, situate it within an equity-based paradigm, and focus on development of inquiry as a stance. Students will explore problems of practice through engagement in cycles of inquiry from their fieldwork. In order to develop the stance necessary for reflective teaching, students need time to explore their own field-based problems of practice with an eye on critical, data-driven problem solving.

Dual MMSN, ESN, & MS Phase 1	Course	Course Description
	CI 162, Understanding Children, Learning, and Development in TK-8 Classrooms (3 units)	This course focuses on the principles of educational psychology and their relations with recent research and school practice. It provides diverse theoretical perspectives on learning and development in children and adolescents, as well as their implementation and application in school settings.
	CI 163, Curriculum and Pedagogy: Designing for Successful Teaching TK-8 (3 units)	This course examines the design and development of interdisciplinary and integrated curriculum in K-8 classrooms. The course content includes background information on curriculum theories and multiple pedagogical approaches with a focus on the integration of curriculum and instruction.
	SPED 145, Special Education, Law and Ethics (3 units)	In this course, students will analyze federal, state, and local statutes, policies and case law which affect the funding and direction of special education programs particularly as related to the development and implementation of Individualized Education Programs (IEPs) for students with disabilities.
Clinical Practice Course & FAST	Clinical Practice	N/A
	FAST	N/A

Phase 2

Dual MMSN, ESN, & MS Phase 2	Course	Course Description
Coursework	LEE 166, Disciplinary Literacies and Integrated Curriculum (3 units)	Teacher candidates will examine how reading, writing, talking, listening and viewing are tools for learning content across the disciplines. A disciplinary literacy framework will guide an inquiry-based approach to curriculum planning, curriculum implementation, and assessment principles.
	CI 175, Science Instruction and Applied Technology (3 units)	This course is designed to prepare teacher candidates to effectively and equitably teach elementary school science and to use contemporary instructional technologies in culturally and linguistically diverse classrooms.
	CI 176, Mathematics Instruction and Applied Assessment (3 units)	This course is designed to prepare teacher candidates to plan instruction based on the assessment of students' mathematical understanding and to teach mathematics

Dual MMSN, ESN, & MS Phase 2	Course	Course Description
	units)	using multiple strategies and methods in culturally and linguistically diverse elementary classrooms.
	SPED 125, Positive Behavioral and Social Supports (3 units)	Addresses effective behavior and social supports, emphasizing philosophical approach, prevention, intervention, and corrective strategies for teaching new behaviors. Completion of implementation with special education students required.
Clinical Practice Course & FAST	SPED 111, General Education and Special Education Clinical Experience (3 units)	SPED 111 is the first of three supervised clinical experiences [21 hours per week] preparing Teacher Candidates pursuing the Education Specialist Credential or Multiple Subject and Education Specialist Credential to teach in culturally and linguistically diverse general education classrooms.
	FAST	N/A

Phase 3

Dual MMSN, ESN, & MS Phase 3	Course	Course Description
Coursework	SPED 130, Assessing Students with Special Needs (3 units)	This course is designed to provide teacher candidates with knowledge and skills of formal and informal assessment that addresses special education students' strengths and needs, cultural, ethnic and language characteristics; as well as the environments used by the students and their families.
	SPED 137, Curriculum and Instruction for Students with Mild/Moderate and Extensive Learning Needs (4 units)	This course prepares candidates to design and deliver effective instruction and assessment for students with mild/moderate and extensive support needs using a knowledge base of strategies and interventions for students who are not responding to the current instructional environment, a focus on response to instruction, universal design for learning and evidence-based curricula.
Clinical Practice Course & FAST	EHD 170, Field Study C (9 units)	Supervised full-day, semester-long student teaching experience that culminates in assuming all classroom responsibilities for at least two weeks. Minimum required hours are Monday through Friday from 1/2 hour before school starts until at least 1/2 hour after the school day ends.
	Site Visitation Project	This project includes a written lesson plan, observation by the university supervisor, video recorded portion of the

		lesson, and a reflection on the lesson taught that is written by the candidate and submitted in Tk20.
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Phase 4

Dual MMSN, ESN, & MS Phase 4	Course	Course Description
Coursework	SPED 219, Effective Communication and Collaborative Partnerships (3 units)	Examines educational, psychological, and political issues that arise when developing collaborative relationships with families, general educators, and other professionals. Primary focus is on the development of materials, strategies, and skills to work with families, including the culturally and linguistically diverse.
	SPED 233, Seminar in the Special Educator as Researcher (3 units)	Examines the special educator as researcher from several perspectives through reading and analysis of contemporary and emerging research in special education; attending colloquia with special educators who are conducting research; and developing and beginning implementation of pilot research and project designs.
	SPED 280T, Advanced Topics in Special Education (1-3 units) or SPED 248	Topics may include special education legislation, parenting, transitional programming, parents as teachers, adolescents and adults with disabilities, current research, child abuse, gifted and talented.
Clinical Practice Course & FAST	SPED 178, Final Practicum in Mild/Moderate and Extensive Support Needs (6 units)	SPED 178 is the final supervised clinical experience in the combined Mild/Moderate Support Needs and Extensive Support Needs Credentials Program.
	Teaching Sample Project	For this project you are required: (a) to identify the context of your classroom (i.e. students and classroom environment), (b) to plan and teach a series of at least 5 cohesive lessons (a unit of study) with a focus on content knowledge and literacy, (c) to assess students' learning before, during, and after the unit, (d) to document your teaching and your students' learning, and (e) reflect on the effectiveness of your teaching. The candidate will submit a written report and submit it in Tk20.

Single Subject Credential Program Specific Policies & Procedures

The Single Subject Credential Program can be earned as a traditional evening Teacher Candidate or a Teacher Resident. Both pathways are completed in 2 phases. At the end of the program, candidates are eligible to earn a preliminary credential for Single Subject in the designated subject matter area.

Specific Policies for Single Subject

Absenteeism Duration Policy: Depending on the duration of time spent in the classroom, a one day absence for EHD 155A equals 3-4 hours.

Traditional Pathway

Single Subject Credential Program

Art, Biology, Chemistry, English, French, Geological Science, Industrial Technology, Mathematics, Music, Physical Education, Physics, Social Science, Spanish, and Theatre.

Advising Plans

- [Preliminary Single Subject Credential Program Advising Plan](#)

Clinical Practice Hours Overview

Single Subject Credential	Course	Setting and Hour Requirements	Total Hours
Phase 1	EHD 155A	Initial Clinical Practice: Student Teachers complete 3 full days of clinical practice or the equivalent to 15 hours per week for 15 weeks (includes collaborative planning time with Mentor Teacher) regardless of accumulated hours.	210
Phase 2	EHD 155B	Final Clinical Practice: Student Teachers complete 4 full days of clinical practice per week + 1 flex days or the equivalent to 32 hours per week for 15 weeks (includes collaborative planning time) regardless of accumulated hours.	490
Total Clinical Hours Over the Arc of the Program:			700

Coursework

Phase 1

Single Subject Phase 1	Course	Course Description
Coursework	CI 151, Social Contexts of Teaching & Learning (3 units)	Foundations of education contemporary issues; legal responsibilities; effective involvement with family and community.
	CI 152, Adolescent Learning & Development (3 units)	Psychological theories of teaching and learning, growth and development of adolescents, motivation, classroom management, and student performance and assessment issues.
	LEE 157, Teaching English Learners in Secondary Classrooms (3 units)	Educational issues, methodologies, and materials to improve students' listening, speaking, reading, and writing in content areas at the secondary level (7-12). Special emphasis on skills necessary to deliver comprehensive instruction to English learners.
	CI 161, Methods in Secondary Teaching (3 units)	Planning, delivering, and assessing content-specific instruction; academic and common core standards; identifying specific standards that require literacy strategies.
Seminar	EHD 154A, Initial Student Teaching Seminar (1 unit)	Seminar to accompany initial student teaching that provides opportunities for candidates to investigate and discuss a variety of topics and strategies and to reflect on issues that surface during their student teaching experience.
Clinical Practice Course & FAST	EHD 155A, Initial Student Teaching (4 units)	Student teaching under clinical supervision; assignment requires 15 hours per week, typically 3 consecutive hours per day, Monday through Friday, in their academic subject matter area. This course is a CR/NC grading only.
	Site Visitation Project	This project includes a written lesson plan, observation by the university supervisor, video recorded portion of the lesson, and a reflection on the lesson taught that is written by the candidate and submitted in Tk20.

Phase 2

Single Subject Phase 2	Course	Course Description
Coursework	SPED 158, Differentiated Instruction in Secondary (3 units)	For the purpose of establishing an inclusive community of teachers and learners, teacher candidates will appreciate their responsibilities related to IDEA/ADA, and design instruction and learning environments that provide

Single Subject Phase 2	Course	Course Description
		differentiation and choice to meet the needs of all learners, with a focus on special populations.
	LEE 156, Content Area Literacy & Communication in Secondary Classrooms (3 units)	Research-based literacy strategies; vocabulary development; academic language; reading comprehension; writing using discipline-specific formats. Teaching content-based reading and writing skills to a full range of students.
Seminar	EHD 154B, Final Student Teaching Seminar (1 unit)	Seminar to accompany final student teaching that provides opportunities for candidates to investigate and discuss a variety of topics and strategies and to reflect on issues that surface during their student teaching experience.
Clinical Practice Course & FAST Assessment	EHD 155B, Initial Student Teaching (4 units)	Supervised teaching in a single subject classroom; assignment is for the full day; five days per week.
	Teaching Sample Project	Student teachers are required to plan and teach a one-to four-week unit (depending on appropriateness for the grade level and subject matter, and program requirements), to assess students' learning related to the unit, and to document their teaching and students' learning by completing all sections of this project. The TSP is submitted in Tk20.

Agriculture with Agriculture Specialist

Advising Plans

- [Preliminary Agriculture Single Subject & Ag Specialist Credential Program Advising Form](#)

Clinical Practice Hours Overview

Ag SS Credential	Course	Setting and Hour Requirements	Total Hours
Phase 1	EHD 155A	Initial Clinical Practice: Student Teachers complete 3 full days of clinical practice or the equivalent to 15 hours per week for 15 weeks (includes collaborative planning time with Mentor Teacher) regardless of accumulated hours.	210

Ag SS Credential	Course	Setting and Hour Requirements	Total Hours
Phase 2	EHD 155B	Final Clinical Practice: Student Teachers complete 4 full days of clinical practice + 1 flex days or the equivalent to 32 hours per week for 15 weeks (includes collaborative planning time) regardless of accumulated hours.	510
Total Clinical Hours Over the Arc of the Program:			700

Coursework

The Agriculture Department determines which semester the individual teacher candidate will complete their coursework and clinical practice.

Ag SS Program	Course	Course Description
Coursework	AGED 135, Introduction to Agricultural Education (3 units)	Survey of agricultural education in California, including qualifications for teaching agriculture, structure and content of vocational agriculture programs. Supervision of vocational youth organizations.
	AGED 187, Organization, Administration, and Supervision of Agricultural Education (3 units)	A study of the California and federal plans for vocational education as they pertain to agricultural education.
	AGED 189, Education in Agricultural Mechanics (3 units)	Strategies for organizing, teaching, and administering educational programs in agricultural mechanics for youth and adults.
	CI 151, Social Contexts of Teaching & Learning (3 units)	Foundations of education contemporary issues; legal responsibilities; effective involvement with family and community.
	CI 152, Adolescent Learning & Development (3 units)	Psychological theories of teaching and learning, growth and development of adolescents, motivation, classroom management, and student performance and assessment issues.

Ag SS Program	Course	Course Description
	CI 161, Methods in Secondary Teaching (3 units)	Planning, delivering, and assessing content-specific instruction; academic and common core standards; identifying specific standards that require literacy strategies.
	LEE 156, Content Area Literacy & Communication in Secondary Classrooms (3 units)	Research-based literacy strategies; vocabulary development; academic language; reading comprehension; writing using discipline-specific formats. Teaching content-based reading and writing skills to a full range of students.
	LEE 157, Teaching English Learners in Secondary Classrooms (3 units)	Educational issues, methodologies, and materials to improve students' listening, speaking, reading, and writing in content areas at the secondary level (7-12). Special emphasis on skills necessary to deliver comprehensive instruction to English learners.
	SPED 158, Differentiated Instruction in Secondary (3 units)	For the purpose of establishing an inclusive community of teachers and learners, teacher candidates will appreciate their responsibilities related to IDEA/ADA, and design instruction and learning environments that provide differentiation and choice to meet the needs of all learners, with a focus on special populations.
Initial Student Teaching	EHD 154A, Initial Student Teaching Seminar (1 unit)	Seminar to accompany initial student teaching that provides opportunities for candidates to investigate and discuss a variety of topics and strategies and to reflect on issues that surface during their student teaching experience.
	EHD 155A, Initial Student Teaching (4 units)	Student teaching in middle school under clinical supervision; assignment requires 3 hours per day, Monday through Friday.
	Site Visitation Project	This project includes a written lesson plan, observation by the university supervisor, video recorded portion of the lesson, and a reflection on the lesson taught that is written by the candidate and submitted in Tk20.

Ag SS Program	Course	Course Description
Final Student Teaching	EHD 154B, Final Student Teaching Seminar (1 unit)	Seminar to accompany final student teaching that provides opportunities for candidates to investigate and discuss a variety of topics and strategies and to reflect on issues that surface during their student teaching experience.
	EHD 155B, Initial Student Teaching (10 units)	Supervised teaching in a single subject classroom; assignment is for the full day; five days per week.
	Teaching Sample Project	Student teachers are required to plan and teach a one-to four-week unit (depending on appropriateness for the grade level and subject matter, and program requirements), to assess students' learning related to the unit, and to document their teaching and students' learning by completing all sections of this project. The TSP is submitted in Tk20.

Teacher Residency Program

Fresno Teacher Residency Program

Art, English, Math, Music, Science

Advising Plans

- [Preliminary Single Subject Credential Program Advising Form](#)

Clinical Practice Hours Overview

TRRE SS Credential	Course	Setting and Hour Requirements	Total Hours
Phase 1	EHD 155A	Initial Clinical Practice: Student Teachers complete 3 full days of clinical practice or the equivalent to 15 hours per week for 15 weeks (includes collaborative planning time with Mentor Teacher) regardless of accumulated hours.	190
Phase 2	EHD 155B	Final Clinical Practice: Student Teachers complete 4 full days of clinical practice + 1 flex day or the equivalent to 32 hours per week for 15 weeks (includes collaborative planning time) regardless of accumulated hours.	510

TRRE SS Credential	Course	Setting and Hour Requirements	Total Hours
Total Clinical Hours Over the Arc of the Program:			700

Coursework

Phase 1

TRRE SS Phase 1	Course	Course Description
Coursework	CI 151, Social Contexts of Teaching & Learning (3 units)	Foundations of education contemporary issues; legal responsibilities; effective involvement with family and community.
	CI 152, Adolescent Learning & Development (3 units)	Psychological theories of teaching and learning, growth and development of adolescents, motivation, classroom management, and student performance and assessment issues.
	LEE 157, Teaching English Learners in Secondary Classrooms (3 units)	Educational issues, methodologies, and materials to improve students' listening, speaking, reading, and writing in content areas at the secondary level (7-12). Special emphasis on skills necessary to deliver comprehensive instruction to English learners.
	CI 161, Methods in Secondary Teaching (3 units)	Planning, delivering, and assessing content-specific instruction; academic and common core standards; identifying specific standards that require literacy strategies.
Seminar	EHD 154A, Initial Student Teaching Seminar (1 unit)	Seminar to accompany initial student teaching that provides opportunities for candidates to investigate and discuss a variety of topics and strategies and to reflect on issues that surface during their student teaching experience.
Clinical Practice Course & FAST	EHD 155A, Initial Student Teaching (4 units)	Student teaching under clinical supervision; assignment requires 15 hours per week, typically 3 consecutive hours per day, Monday through Friday, in their academic subject matter area. This course is a CR/NC grading only.
	Site Visitation Project	This project includes a written lesson plan, observation by the university supervisor, video recorded portion of the lesson, and a reflection on the lesson taught that is written by the candidate and submitted in Tk20.

Phase 2

TRRE SS Phase 2	Course	Course Description
Coursework	SPED 158, Differentiated Instruction in Secondary (3 units)	For the purpose of establishing an inclusive community of teachers and learners, teacher candidates will appreciate their responsibilities related to IDEA/ADA, and design instruction and learning environments that provide differentiation and choice to meet the needs of all learners, with a focus on special populations.
	LEE 156, Content Area Literacy & Communication in Secondary Classrooms (3 units)	Research-based literacy strategies; vocabulary development; academic language; reading comprehension; writing using discipline-specific formats. Teaching content-based reading and writing skills to a full range of students.
Seminar	EHD 154B, Final Student Teaching Seminar (1 unit)	Seminar to accompany final student teaching that provides opportunities for candidates to investigate and discuss a variety of topics and strategies and to reflect on issues that surface during their student teaching experience.
Clinical Practice Course & FAST Assessment	EHD 155B, Initial Student Teaching (10 units)	Supervised teaching in a single subject classroom; assignment is for the full day; five days per week.
	Teaching Sample Project	Student teachers are required to plan and teach a one-to four-week unit (depending on appropriateness for the grade level and subject matter, and program requirements), to assess students' learning related to the unit, and to document their teaching and students' learning by completing all sections of this project. The TSP is submitted in Tk20.

Tulare Residency for Rural Education Program

Biology, Chemistry, English, Geological Science, Mathematics, Physics

Advising Plans

- Advising Plan (pending)

Clinical Practice Hours Overview

Single Subject Credential	Course	Setting and Hour Requirements	Total Hours
Phase 1	EHD 155A	Initial Clinical Practice: Student Teachers complete 3 full days of clinical practice or the equivalent to 15 hours per week for 15 weeks (includes collaborative planning time with Mentor Teacher) regardless of accumulated hours.	190
Phase 2	EHD 155B	Final Clinical Practice: Student Teachers complete 4 full days of clinical practice + 1 flex day or the equivalent to 32 hours per week for 15 weeks (includes collaborative planning time) regardless of accumulated hours.	510
Total Clinical Hours Over the Arc of the Program:			700

Coursework

Phase 1

Single Subject Phase 1	Course	Course Description
Coursework	CI 151, Social Contexts of Teaching & Learning (3 units)	Foundations of education contemporary issues; legal responsibilities; effective involvement with family and community.
	CI 152, Adolescent Learning & Development (3 units)	Psychological theories of teaching and learning, growth and development of adolescents, motivation, classroom management, and student performance and assessment issues.
	LEE 157, Teaching English Learners in Secondary Classrooms (3 units)	Educational issues, methodologies, and materials to improve students' listening, speaking, reading, and writing in content areas at the secondary level (7-12). Special emphasis on skills necessary to deliver comprehensive instruction to English learners.
Seminar	EHD 154A, Initial Student Teaching Seminar (1 unit)	Seminar to accompany initial student teaching that provides opportunities for candidates to investigate and discuss a variety of topics and strategies and to reflect on issues that surface during their student teaching experience.

Single Subject Phase 1	Course	Course Description
Clinical Practice Course & FAST	EHD 155A, Initial Student Teaching (4 units)	Student teaching under clinical supervision; assignment requires 15 hours per week, typically 3 consecutive hours per day, Monday through Friday, in their academic subject matter area. This course is a CR/NC grading only.
	Site Visitation Project	This project includes a written lesson plan, observation by the university supervisor, video recorded portion of the lesson, and a reflection on the lesson taught that is written by the candidate and submitted in Tk20.

Phase 2

Single Subject Phase 2	Course	Course Description
Coursework	SPED 158, Differentiated Instruction in Secondary (3 units)	For the purpose of establishing an inclusive community of teachers and learners, teacher candidates will appreciate their responsibilities related to IDEA/ADA, and design instruction and learning environments that provide differentiation and choice to meet the needs of all learners, with a focus on special populations.
	LEE 156, Content Area Literacy & Communication in Secondary Classrooms (3 units)	Research-based literacy strategies; vocabulary development; academic language; reading comprehension; writing using discipline-specific formats. Teaching content-based reading and writing skills to a full range of students.
	CI 161, Methods in Secondary Teaching (3 units)	Planning, delivering, and assessing content-specific instruction; academic and common core standards; identifying specific standards that require literacy strategies.
Seminar	EHD 154B, Final Student Teaching Seminar (1 unit)	Seminar to accompany final student teaching that provides opportunities for candidates to investigate and discuss a variety of topics and strategies and to reflect on issues that surface during their student teaching experience.
Clinical Practice Course & FAST Assessment	EHD 155B, Initial Student Teaching (10 units)	Supervised teaching in a single subject classroom; assignment is for the full day; five days per week.
	Teaching Sample Project	Student teachers are required to plan and teach a one-to four-week unit (depending on appropriateness for the grade level and subject matter, and program requirements), to assess students' learning related to the unit, and to

Single Subject Phase 2	Course	Course Description
		document their teaching and students' learning by completing all sections of this project. The TSP is submitted in Tk20.

South Valley Integrated Teacher Education Program Specific Policies & Procedures

Teacher Candidates in the ITEP Program will complete their first two years of college work in a carefully aligned program at one of three community colleges (College of the Sequoias, Porterville College, West Hills College Lemoore). Candidates transfer to Fresno State and complete their remaining coursework in an accelerated two-year program at the Fresno State South Valley Campus (FSSVC). At the end of the program, candidates will complete their Bachelor of Arts in Liberal Studies and their Multiple Subject credential. Candidates have the option of adding a Spanish or Hmong Bilingual Authorization.

Traditional Evening Pathway

Advising Plan

- [Preliminary Education Specialist Credential Program Roadmap](#)
- ES Spanish (contact the [Spanish BAP Coordinator](#))

Clinical Practice Hours Overview

ITEP MS Credential	Course	Setting and Hour Requirements	Total Hours
Phase 1	LEE 160	Pre-Service: Teacher candidates complete 10 hours of field-based experience per week for 12 weeks	120
Phase 2	EHD 178	Initial Clinical Practice: Teacher candidates complete 3 full days of clinical practice or the equivalent to 20 hours per week for 15 weeks (includes collaborative planning time with Mentor Teacher) regardless of accumulated hours.	280
Phase 3	EHD 170	Final Clinical Practice: Teacher candidates complete 4 full days of clinical practice per week + 1 flex day or the equivalent to 30 hours per week for 14 weeks (includes collaborative planning time) regardless of accumulated hours.	420
Bilingual Authorization		Minimum of 20 hours in any phase in a dual immersion setting	
Total Clinical Hours Over the Arc of the Program:			820

Phase 1

ITEP MS Phase 1	Course	Course Description
Coursework	LEE 158, Literacy Foundation TK-8 (3 units)	Teacher candidates will define literacy and investigate influential factors in becoming literate in multiple subject areas. Using Universal Design for Learning guiding principles, candidates will design and implement integrated, thematic literacy instruction and engage in cycles of reflective practice.
	LEE 159, Culturally and Linguistically Sustaining Pedagogy in the TK-8 Context (3 units)	This course will address: 1) the impact of language and culture on teaching and learning in the elementary school, 2) language acquisition theory, socio-cultural context in teaching and instructional strategies for Emergent Bilinguals in the classroom, and 3) strategies to promote student success.
	LEE 160, Inquiry and Puzzles of Practice A (3 units)	This course will focus on action research, situate it within an equity-based paradigm, and focus on development of inquiry as a stance. Students will explore problems of practice through engagement in cycles of inquiry from their fieldwork. In order to develop the stance necessary for reflective teaching, students need time to explore their own field-based problems of practice with an eye on critical, data-driven problem solving.
	CI 162, Understanding Children, Learning, and Development in TK-8 Classrooms (3 units)	This course focuses on the principles of educational psychology and their relations with recent research and school practice. It provides diverse theoretical perspectives on learning and development in children and adolescents, as well as their implementation and application in school settings.
	CI 163, Curriculum and Pedagogy: Designing for Successful Teaching TK-8 (3 units)	This course examines the design and development of interdisciplinary and integrated curriculum in K-8 classrooms. The course content includes background information on curriculum theories and multiple pedagogical approaches with a focus on the integration of curriculum and instruction.

ITEP MS Phase 1	Course	Course Description
Spanish Bilingual Authorization	Confirm with Spanish BAP Coordinator	
Clinical Practice Course & FAST	Clinical Practice Course	N/A
	FAST	N/A

Phase 2

ITEP MS Phase 2	Course	Course Description
Coursework	LEE 166, Disciplinary Literacies and Integrated Curriculum (3 units)	Teacher candidates will examine how reading, writing, talking, listening and viewing are tools for learning content across the disciplines. A disciplinary literacy framework will guide an inquiry-based approach to curriculum planning, curriculum implementation, and assessment principles.
	LEE 167, Inquiry and Puzzles of Practice B (3 units)	This course will focus on action research, situate it within an equity-based paradigm, and focus on development of inquiry as a stance. Students will explore problems of practice through engagement in cycles of inquiry from their fieldwork. In order to develop the stance necessary for reflective teaching, students need time to explore their own field-based problems of practice with an eye on critical, data-driven problem solving.
	CI 175, Science Instruction and Applied Technology (3 units)	This course is designed to prepare teacher candidates to effectively and equitably teach elementary school science and to use contemporary instructional technologies in culturally and linguistically diverse classrooms.
	CI 176, Mathematics Instruction and Applied Assessment (3 units)	This course is designed to prepare teacher candidates to plan instruction based on the assessment of students' mathematical understanding and to teach mathematics using multiple strategies and methods in culturally and linguistically diverse elementary classrooms.

ITEP MS Phase 2	Course	Course Description
Spanish Bilingual Authorization	Confirm with Spanish BAP Coordinator	
Clinical Practice Course & FAST	EHD 178, Field Study B/Grades K-3 (2 units)	Supervised field experience in a K-3 classroom. Second of three field placements preparing teacher candidates to teach in culturally and linguistically diverse classrooms. Requires a minimum of 12 hours a week (weekday mornings), plus seminars.
	Site Visitation Project	This project includes a written lesson plan, observation by the university supervisor, video recorded portion of the lesson, and a reflection on the lesson taught that is written by the candidate and submitted in Tk20.

Phase 3

ITEP MS Phase 3	Course	Course Description
Coursework	LEE 169s, Inquiry and Puzzles of Practice C (3 units)	This course will focus on formal engagements with inquiry and the development of teacher-as-researcher identity. In order to develop the stance necessary for reflective teaching, students will explore puzzles of practice through engagement in cycles of inquiry while conducting a service-learning project at their school site
	SPED 179, Differentiated Instruction and Classroom Management (3 units)	Through collaboration with others, for the purpose of establishing an inclusive community of learners, teacher candidates will adapt instruction and manage the learning environment to meet the needs of all learners, with focus on students with special needs.
Spanish Bilingual Authorization	Confirm with Spanish BAP Coordinator	

ITEP MS Phase 3	Course	Course Description
Clinical Practice Course & FAST	EHD 170, Field Study C (9 units)	Supervised full-day, semester-long student teaching experience that culminates in assuming all classroom responsibilities for at least two weeks. Minimum required hours are Monday through Friday from 1/2 hour before school starts until at least 1/2 hour after the school day ends.
	Teaching Sample Project	For this project you are required: (a) to identify the context of your classroom (i.e. students and classroom environment), (b) to plan and teach a series of at least 5 cohesive lessons (a unit of study) with a focus on content knowledge and literacy, (c) to assess students' learning before, during, and after the unit, (d) to document your teaching and your students' learning, and (e) reflect on the effectiveness of your teaching. The candidate will submit a written report and submit it in Tk20.

Teacher Internship Program Specific Policies & Procedures

Overview

In accordance with the CCTC’s policy on [University Internship Credentials](#), Kremen’s [Teacher Internship Program](#) (TIP) is an alternative pathway to prepare high quality teachers who are employed by a local district while completing the requirements to earn their preliminary teaching credential. Intern credentials are available to teacher candidates already admitted into one of the Teacher Education Programs: Multiple Subject, Single Subject, and Education Specialist. Teacher candidates are responsible for securing their own employment in a public school setting.

Acceptance Policy Provision

1. Internship credentials cannot be issued to candidates not working in their teacher credential program-identified area (i.e., a candidate with Math CSETs cannot be issued a Science internship credential, or a candidate in a SPED classroom cannot be issued a multiple subject internship credential).
2. Internship credentials cannot be issued for teachers of record working under a temporary [permit](#).
3. Internship credentials cannot be issued for internship positions at private schools, charter schools, or online schools not affiliated with a public school district.
4. Internship credentials cannot be issued to teacher candidates who have completed all credential coursework.
5. Internship credentials may be denied if the internship position is outside of the university's 45 mile radius service area.

Intern Eligibility Requirements

Teacher candidates who have met the [Subject Matter Requirements](#) and the following program-specific requirements may be eligible to become interns.

Credential Program	Program-Specific Requirements
Education Specialist and Dual	<ul style="list-style-type: none">• Must be enrolled in the second phase of the credential program
Multiple Subject	<ul style="list-style-type: none">• Must be enrolled in the final phase of the credential program• Must have successfully completed EHD 50, CI 100, CI 163, LEE 158, LEE 159
Single Subject	<ul style="list-style-type: none">• Internship eligibility requirements vary by academic subject matter area. Refer to the Academic Subject Matter Area Department Internship Specifications.

Applying to the Teacher Internship Program

Applying to the Teaching Internship Program (TIP) is a 3-step process.

Step 1: Eligibility Approval Application

All offers of employment/contracts and approved TIP Educational plans must be submitted onto the TIP Eligibility Approval Application via Google Forms found on the [TIP website](#) (located in the “Step 1: Eligibility Approval” dropdown menu).

In order to be eligible for an intern credential, candidates must submit the following:

- An offer of employment from a public school district located in Fresno, Tulare, Kings, and Madera Counties (Candidates may not sign an employment contract until their eligibility has been approved)
- Teacher Internship Program Eligibility Form specific to their program found on the TIP [website](#) (located in the “Step 1: Eligibility Approval” dropdown menu).

Please note: Internships are not approved at the end of the semester.

Step 2: Preliminary Approval

After the application is reviewed, the TIP Office will send the candidate a Preliminary Approval. The District Memorandum of Understanding (MOU) and a District Contact sheet will be attached.

Step 3: Final Approval

When the MOU and the District Contact sheet are received in the TIP Office, the candidate will then receive the Final Approval with the Intern Credential Application.

Applying for Intern Credential

After approval to become an intern, candidates must submit the Intern Credential Application to the credential analyst within two weeks. The credential analyst verifies the candidate’s eligibility and then submits the application to the Commission on Teacher Credentialing (CCTC).

The CCTC will notify the candidate to complete the ‘Personal and Professional Fitness’ questionnaire and payment portion of the process. The CCTC processing system requires both an email address and a credit card to complete this step. Payment of \$100 must be made within 90 days of the recommendation date or CCTC will cancel the recommendation. After the payment is made, the CCTC will forward a payment confirmation number to the candidate.

Upon approval of the intern credential, the CCTC will send the candidate an email confirming the credential has been issued. The candidate will then receive an additional email notice that provides the details of their credential; this final notice must be shared with the employing district.

Expiration & Extension

Expiration: An Intern Credential is only valid for two years. Interns may not take a break from the credential program while utilizing an intern credential. If, for any reason, the intern stops credential coursework, the intern credential becomes invalid and cannot be reinstated.

Extension: In the event an intern is unable to complete the teacher credential program requirements within the allotted time frame, they may request a one year extension. For information on this process, please contact the [Credential Analyst](#).

Intern Responsibilities

Interns are responsible for the following every semester:

1. Agree to remain in their assignment for the duration of their internship program. If an intern needs to change assignments, they will need to request for approval for the transfer from the TIP Office prior to making the change.
2. Interns must be enrolled in a clinical practice course and must maintain their student status. If an Intern withdraws from the university during the course of the program, the internship credential will be terminated.
3. Interns must maintain a 3.0 grade point average in the credential program, and earn no grades below a "C" in any credential courses.
4. Interns can not hold a second teaching job during their internship year(s).
5. All Interns must maintain a professional demeanor, including reading and responding to written communication from the internship office, returning phone calls and turning in paperwork in a timely manner.
6. Interns must attend the professional development workshops hosted by the Teacher Internship Program as part of the Intern support log hours.
7. Interns cannot apply for their Preliminary Credential until all required paperwork has been turned in to the Teacher Internship Program office, have attended all intern professional development seminars, and retaken courses with a grade of D, F, W, IC, NC or completed makeup assignments for those classes that are deemed as "I."
8. Multiple Subject interns working at the Middle School level who teach Math and Science in a block or core delivery system agree to fulfill specific course requirements. The University Coach/supervisor and school administration must be involved in the mechanism of fulfilling those requirements.
9. Single Subject interns must ensure their internship assignment is in the area of their subject matter competency.

TIP Fees

Once accepted into the Teacher Internship Program, interns are charged a non-refundable \$1,600 fee per semester, in addition to regular tuition. Funds are used to provide additional support to interns as required by the California Commission on Teacher Credentialing. The fees are paid through a monthly proration through the hiring district. ([Addendum 3](#))

Clinical Practice Courses

Interns must be enrolled in their credential program's applicable clinical practice course to maintain their internship status. These courses are identified as follow:

Credential Program	Clinical Practice Course(s)
Education Specialist and Dual	SPED 171, SPED 172, SPED 173, SPED 175, SPED 176, SPED 178, SPED 160F*
Multiple Subject	EHD 170, EHD 160A/B*
Single Subject	EHD 155B

*EHD 160A may be used by Multiple Subject interns and SPED 160F may be used by Education Specialist interns who have completed all program-specific requirements but who have not passed the RICA, and wish to continue as an intern until this requirement is met for applying for a preliminary credential. Enrollment in either course must be approved by the candidate's Program Coordinator and TIP office.

TIP Events

Interns are required to attend professional development sessions, conferences, and/or orientations offered by the Teacher Internship Program (TIP) office and any professional development events presented by the Kremen School of Education and Human Development Teacher Credentialing Programs every semester.

Makeup Events

If an intern is not able to attend any of the professional development events hosted by the Teacher Internship Program (TIP) office, the candidate will be required to submit a Makeup Assignment.

Required Paperwork

Interns are expected to attend a Teacher Internship Program (TIP) orientation every semester they are an intern.

During these orientations, Interns will be provided with specific documents that must be submitted by the assigned due date:

- **Cooperating Teacher MOU**

Due the fourth week of the semester

The Cooperating Teacher Memorandum of Understanding (MOU) is a document that gets completed by the school district. Its purpose is to outline the responsibilities of the assigned “school district support provider.” This document is due in the fourth week of the semester.

- **Orientation Agreement**

Due the fourth week of the semester

The Orientation Agreement is a document that lists all of the responsibilities of the intern. By signing and returning the document, the intern agrees to fulfill all of the responsibilities required for the Teacher Internship Program. This document is submitted to the TIP Office by the fourth week of the semester.

- **Professional Development Plan**

Due the second week of the academic year

The Professional Development Plan details exactly what must be completed by the intern in order to earn a preliminary credential. It also provides details about when/how the intern will be evaluated by school/district personnel. This document is to be completed and signed by the intern in cooperation with the mentor and site/district administrator.

- **School Assignment**

Due the fourth week of semester

The School Assignment is a document that lists the school site where the intern is employed, the principal, the cooperating teacher, the university intern coach, the teaching schedule, and the teacher candidates schedule. The purpose of this document is to ensure that the intern is teaching in their appropriate credential area and is enrolled in the proper field placement course. This document is due the fourth week of the semester.

- **Intern Support Log**

Due on the last day of instruction

The Intern Support Log is a document required by the California Commission on Teacher Credentialing (CCTC) in which interns must receive 144 hours per year or 72 hours per semester of professional support. Its purpose is to ensure that interns are receiving professional development support as they participate in the internship program. Support hours come from a combination of time spent with the Intern’s, Cooperating Teacher at the school site and University Intern Coach. The Intern Support Log is due on the last day of instruction.

- **Tk20 Time Log**

Due on the last day of instruction

Tk20 Time Log is an electronic timesheet of a candidate’s clinical practice hours. Its purpose is to record attendance at the field placement site as it is expected that all teacher candidates including interns complete a minimum of 600 clinical practice hours over the “arc” of the program. Therefore, Interns must adhere to the required number of hours. Completion of the time log is due on the last day of instruction.

University Coach Responsibilities

As credential candidates, interns are assigned [university coaches](#) who provide the same support and guidance to interns as non-intern candidates receive.

Cooperating Teacher

Interns are assigned a Cooperating Teacher by the school district. This individual must hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience.

General Program Policies

1. Interns must be enrolled in a [clinical practice course](#).
2. Interns must abide by all credential program requirements and expectations. Employment contracts do not supersede teacher credential and internship program requirements.
3. Clinical practice hours can not be waived with subbing, [permits](#), or teaching hours incurred outside the clinical practice experience, other than those incurred under the university intern credential.
4. Interns must maintain a minimum GPA of 3.00 in all credential coursework and receive a CR in all designated NC/CR courses. CR courses with a NC grade and courses with a grade of "C" or lower will need to be retaken.
5. Interns can only repeat a course once to remain eligible for the program (APM 233). Interns with a low GPA and/or on academic probation for a second time will have their intern credentials revoked. The only exception to this policy is EHD 160 and SPED 160F, both of which are clinical practice courses for interns who have completed all requirements except passing the RICA.
6. Interns released from their school contracts in the middle of the semester will also be released from the program (credential and internship). Interns dismissed or disqualified from their school sites are not eligible for reinstatement for a minimum of one academic year
7. Teacher candidates who have completed all credential coursework are not allowed to apply to the Teacher Internship Program.

Continuing Interns

Interns who have not completed their credential program and need to continue as an intern the following semester must receive clearance from the TIP Office. To be eligible to continue as an intern, the individual must have:

- attended all events hosted by the TIP Office
- submitted all the required paperwork by the due dates.

After the TIP Office has cleared an intern for continuation in the program, the intern will receive a Continuing Intern application. The completed application must be submitted within two weeks.

Permits

School districts may offer teacher candidates employment opportunities that do not meet the Teacher Education Programs policies. Per the California Commission on Teacher Credentialing and Kremen guidelines, candidates are not able to receive clinical practice hours while being employed as a [teacher of record](#) under the following permits:

- [Short-Term Staff Permit](#) (STSP)
- [Provisional Internship Permit](#) (PIP)
- [Emergency Substitute Permits](#)
- other permits

The candidate must move to a [university internship credential](#) to receive credit for clinical practice while working as a teacher of record. If a candidate decides to work under a STSP, PIP, or Emergency Substitute permit, they are not allowed to enroll in a clinical practice course that semester. The candidate should discuss with their HR/Employer/District to move onto a University Internship position/permit to receive credit for clinical practice experience while employed as the teacher of record.

Clearance for Preliminary Credential

Once an intern has completed their teacher credential program, the Teacher Internship Program (TIP) Office will issue clearance. To receive clearance, an intern must have:

- attended all events hosted by the TIP Office
- submitted all the required paperwork by the due dates.

After clearance has been granted, the intern will follow the steps to apply for a [preliminary credential](#) application. If the intern does not apply for the preliminary credential in a timely manner, the credential analyst will terminate the internship credential.

Early Completion Option

In accordance with the CCTC, the [Early Completion Option](#) (ECO) provides individuals who have requisite skills and knowledge an opportunity to challenge the course work portion of a Multiple Subject (MS) or Single Subject (SS) Intern Credentialing Program. The Early Completion Option does not waive the entire program but allows for an expedited pathway by waiving preparation program coursework for those candidates who meet the criteria.

Requirements for the Early Completion Option

Individuals must meet all of the following requirements:

1. Be enrolled in the Fresno State Teacher Internship Program, which includes having an offer of employment from a partnering district
2. Successfully pass the National Evaluation Series (NES) Assessment of Professional Knowledge (APK): Elementary (Test code 051) for Multiple Subjects candidates or Secondary (Test code 052)

for Single Subject candidates (See Terms and Definitions). An intern who elects to use the early completion option must first pass the required APK in order to qualify to take the teaching performance assessment required for the ECO, as specified in Education Code section 44468.

3. Successfully pass both components of the Fresno Assessment of Student Teaching (FAST): the Site Visitation Project and the Teaching Sample Project. Candidates must pass the FAST within their first year of the program, on their first attempt in order to be eligible for the ECO. Candidates must remain enrolled in the program coursework and participate in the supervised clinical placement until the FAST is passed. If a candidate does not pass either section of the FAST on the first attempt, they are no longer eligible to participate in the ECO program and must complete the full teacher preparation program.
4. Complete [requirements for the early completion option](#)
5. Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject candidates only)
6. Successfully complete CI 100: Educational Applications of Technology
7. Recommendation from Fresno State using the CTC online system.

Application

Once all of the requirements are met, the intern can apply for the Early Completion Option by completing [this form](#).

Preliminary Credential

After completing all requirements of your program, you are eligible to apply for your preliminary credential. Fresno State aids teacher candidates in submitting their application.

Program Requirements

Teacher candidates can apply for Preliminary Credential upon:

1. Successfully completing all coursework with 3.0 GPA with all grades 'C' or higher
2. Passing of the Site Visitation Project and Teaching Sample Project of the Fresno Assessment of Student Teachers, as required by the candidate's credential program
3. Meeting [Basic Skills Requirement](#) with verification of a baccalaureate degree from a regionally accredited institution of higher education
4. Demonstrating [subject matter competency](#) through passage of appropriate CSETs, an appropriate undergraduate degree from a regionally accredited institution of higher education, or a coursework evaluation
5. For Multiple Subject and Education Specialist: Passing the RICA
6. Passing a college level U.S. Constitution course with 'C' grade or higher or passing score on college level US Constitution exam
7. Completing an Individual Development Plan
8. Obtaining a valid Certificate of Clearance
9. Completing a TB Risk Assessment
10. Completing a CPR certificate for infants, children and adults. The only online CPR training provider we accept is www.cprtoday.com.

To clear the preliminary credential, candidates must complete an Induction Program as advised by the employing district.

Application Requirements

The Fresno State Preliminary Credential Applications are listed on Kremen's [Applying for Your Credential](#) webpage. Please note that teacher candidates will not send the Fresno State application directly to the Commission on Teacher Credentialing (CTC).

The website provides current processing fees, applications for each credential program, resources, and FAQs.

University Coaches

Role Expectations

University Coaches are responsible for holistically supporting teacher candidates' development. Becoming a teacher requires identity shifts and personal sacrifices and is often a transformational experience. Building on their experiences as teachers, site-based administrators, and/or teacher educators, coaches support teacher candidates through this process, providing a direct link between clinical practice and coursework.

Coaches are candidate advocates, mentors, and allies. As such, coaches focus on developing their teacher candidates in a supportive and nurturing manner with a growth mindset. A growth mindset support system is accomplished by checking in with each candidate weekly and ensuring regular availability to the candidate.

Coaches also provide comprehensive support beyond feedback, including advocating for the candidate and providing resources for wellness and basic needs.

Responsibilities

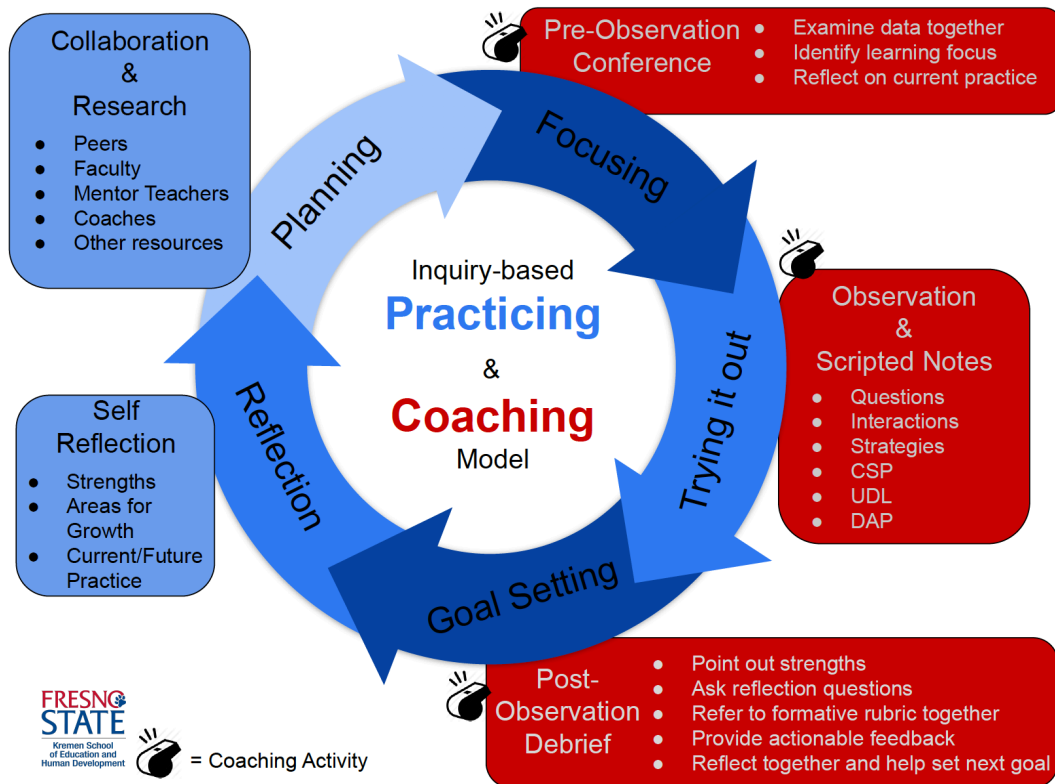
1. Meet with Mentor Teachers for an initial triad meeting during the first two weeks of the semester or after clinical field experience begins to (1) review course requirements and (2) discuss expectations, roles, and co-teaching.
2. Attend Fresno State and the Kremen School of Education and Human Development's Teacher Education Orientation and Induction held at the beginning of the Fall and Spring semesters.
3. Regularly visit the school site to observe teacher candidates and meet with mentor teachers and/or administrators/designees.
 - Visits should include a minimum of six formal and 2 informal observations of teacher candidates (4 in-person), but they may also include holding small group or individual discussions to review pertinent information. University Coaches may enhance communication and contact with teacher candidates (via phone, webinar, online community, etc.).
 - Have a debriefing meeting with the candidate after each observation.
 - Complete (in TK20) a minimum of six formal lesson observations using the observation rubric to provide formative, action-oriented feedback through scripted field notes.
 - It is expected that the observations are spread out over the course of the semester in order to give candidates the opportunity to apply the theory and skills introduced to them in their coursework to that of their clinical practice.
4. Formally evaluate the Teacher Candidate twice per semester using the Mid-Semester & Final Semester Evaluation Rubric in TK20.
5. Maintain communication with the Teacher Candidate and Mentor Teacher throughout the semester to ensure the candidate progresses in the credential program; provide feedback on growth areas. **Text messages are not an approved means for university communication.**

6. Review lesson plans and respond to reflections in a timely manner.
7. Use their experience and knowledge to assist (consult, collaborate) the teacher candidate in understanding and applying current teaching methods, related materials, and resources.
8. Use effective questioning and coaching strategies to help the Teacher Candidate become skillful in continuous self-assessment, self-reflection, and goal setting.
9. Discuss and document “areas for improvement” at the first sign of need. Monitor progress and contact the Coordinator if the “areas for improvement” do not yield expected growth. Determine if an [Individual Plan of Assistance](#) is warranted.
10. Support candidates in basic needs, emotional well-being, and mental health areas (if you are concerned about a candidate’s well-being, please notify the appropriate program coordinator). Become familiar with resources available at the Fresno State Student Health and Counseling Center: <https://www.fresnostate.edu/studentaffairs/health/index.html>
11. Evaluate the Teacher Candidate’s Site Visitation Project for candidates in their initial phase of field experience, submit the scores on TK20, and schedule time to debrief the results with the Teacher Candidate. This may be counted as one of the six formal lesson observations. Provide remediation if necessary.
12. Evaluates the Teacher Candidate’s Teaching Sample Project for candidates in their final phase of field experience, submit the scores on TK20, and schedule time to debrief results with the Teacher Candidate (EHD 155B only). Provide remediation if necessary.
13. Assist the Teacher Candidate with meeting the TPEs and assign a CR/NC grade through PeopleSoft/MyFresnoState. Candidates must pass the site visitation project/teaching sample project to receive a CR for their clinical experience.
14. Develop an Individual Induction Plan [IDP] in collaboration with each final practicum Teacher Candidate. A copy shall be provided to the candidate, a copy shall be uploaded in Tk20, and the original form is to be submitted electronically by the University Coach to the Office of Clinical Practice.
15. Attend all mandatory program events, meetings, and training, and obtain reliability as a FAST rater; participate in FAST training, calibration, and scoring.
16. Initiate a statement of concern if there needs to be a [plan of assistance](#) put in place for credential candidates performing below par. Implement the Plan of Assistance and complete it in a timely manner.
17. Interact with candidates and mentor teachers with respect at all times.
18. Submit all proper documentation digitally through TK20 (<https://fresnostate.tk20.com/>).
19. Approve candidate’s hours submitted via their time log in Tk20.

20. Assign the final grade for each candidate on the University Grade Roster through 'PeopleSoft/MyFresnoState' within the window of time specified by the Registrar's Office ONLY AFTER the candidate has successfully completed the Site Visitation Project or the Teaching Sample Project.

Coaching Cycle

Coaching cycles consist of a pre-observation conference where data is examined and goals are set, a formal observation using scripted notes, and a post-observation debrief where strengths and reflections of areas of improvement are discussed and documented in Tk20 (see Figure below). In total, the university coach facilitates a minimum of six (6) coaching cycles during initial and final student teaching. Each coaching cycle should take no more than 60-minutes to complete per Teacher Candidate. For example, the coach may spend 5-10 minutes conferencing with the candidate before the conference, 25-30 minutes observing the candidate and taking scripted notes, and 25-30 minutes de-briefing the observation with the candidate.



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.

Evaluation

All University Coaches will be evaluated by their Teacher Candidates at the end of the semester. This evaluation will be submitted by each candidate on Tk20.

University Coaches are also responsible for arranging at least one peer review each semester to be completed by a Tenured/Tenure-Track faculty member in their hiring department (LEBSE or C&I).

Resources

Specific resources to support coaches are available within the OCP Canvas site.

Program Calendars

Each program has a calendar for each semester that provides details about program-specific meetings, due dates, and deadlines. These calendars are available within the Office of Clinical Practice Canvas site.

Faculty Help Center

[Technology Services Service Desk](#) offers extensive online resources for supporting faculty and staff. They offer many guides and information. The most helpful being the [My Fresno State](#) guide reviewing how to access a class roster, record grades, change grades, etc.

Mentor Teachers

Role and Expectations

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 encouragement as candidates build competency in the [CTC Teaching Performance Expectations \(TPEs\)](#). Mentor Teachers are expected to support candidates in developing the skills and knowledge to meet the TPEs. Thank you for serving in this capacity!

Requirements to Become a Mentor Teacher

1. Hold a California Clear Credential in the grade level/content area for which they are providing support and supervision.
2. Have a minimum of three years of content area PK-12 teaching experience
3. Demonstrate exemplary teaching practices (as determined by the employer and Fresno State) to provide the best possible role model for credential candidates
4. Be current in their knowledge of the subject matter, California State Frameworks, California Standards for the Teaching Profession, Common Core Standards, and district guidelines. Prospective and current Mentor Teachers should be current with the latest teaching methodologies and be involved in curriculum development.
5. Attend a beginning-of-the semester Mentor Teacher Orientation

Mentor Teacher Expectations

1. Introduce and acquaint the 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, and disciplinary and emergency procedures.
2. Arrange for the Candidate to attend grade level and/or Professional Learning Communities, Student Study Team/IEP, faculty, parent/school meetings, and participate in parent conferences to fulfill coursework requirements. Provide the Candidate with curricular frameworks, materials, and district guidelines.
3. Arrange a weekly planning period with the Candidate. Discuss and plan for opportunities for Co-teaching with the candidate. Give continuous feedback to the Candidate- both written and verbal. Use effective questioning strategies to help the Candidate become skillful in self-assessment and goal setting.
4. Maintain communication with the University Coach regarding the Candidate's progress. Change the clinical field experience schedule when necessary to facilitate the observation of the Candidate by the University Coach.
5. Arrange for the Candidate to have ample teaching opportunities. Review all lesson plans of the Candidate at least one day prior to teaching.

6. Agree to complete the required Mid-Semester Evaluation and Final Evaluation online forms by a designated date, as set by the University Coach. When evaluating, the Mentor Teacher should consider the candidate’s stage as a beginning teacher and give input regarding course credit to the University Coach. A letter of reference is optional.
7. Participate in the Mid-Semester Evaluation and Final Evaluation conferences with the University Coach and Candidate.
8. Inform the University Coach of the Candidate’s absences, inappropriate dress, or concerns regarding professionalism.

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

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

- **Opportunities**

What can be done to provide opportunities for candidates to practice methods taught in the teacher education program, even if the Mentor Teacher does not use them?

- Be open to new ideas
- Use the university coach to help with planning
- Ask clarifying questions to push candidate thinking and planning
- Ask for justifications and rationales for new ideas with data
- Focus efforts where strengths exist
- Develop norms together before school starts
- Reflect if those norms are working in the first week with each other & students

- **Approaches to Teaching**

What should be done 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
- Reflect on protocols about how the lesson went after
- Don't take things personally! Assume good intentions
- Bring in an outside individual if the candidate doesn't respond to feedback
- Allow plenty of time ahead to review materials and lesson plans
- Prevent conflicting messages to classroom students by discussing differences ahead of time (e.g., regarding discipline)
 - Talk about differences ahead of time (or discuss after the fact); communication between Mentor Teacher and Candidate is critical; differences can be ok!

Professional Development Requirements

The Commission on Teacher Credentialing (CTC) requires that all Mentor Teachers (district-employed supervisors) participate in a minimum of ten (10) professional development hours to serve as mentors.

“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 aware a majority of Mentor Teachers have also participated in professional development

related to BTS/Induction, Mentorship, and other applicable areas through their district. This professional development will be counted towards the necessary hours required by the CCTC. Fresno State is creating a mentor teacher database to keep track of those who meet the CTC requirements. We will inform your district office as soon as we are able to implement our tracking process.

Candidate Expectations

The following are requirements expected of the Candidate assigned to you. If you are experiencing a challenging situation with a candidate, please contact the candidate's university coach as soon as possible.

1. Candidates in their initial or final phase of clinical field experience are expected to be at their school site per their program's phase requirements regarding days and hours per week. Please see the program-specific section of this handbook for the specific details of your candidates' clinical experience requirements.
 - a. The Mentor Teacher, candidate, and University Coach will collaborate to determine the schedule, taking into account the specific program and phase requirements for field experience hours. It is important to note that these hours will vary. Please also see the Clinical Practice Experience and program-specific sections of this handbook.
2. The University Coach will also hold three triad meetings during the semester for the Mentor Teacher, Candidate, and Coach.
 - a. The purpose of the first triad meetings is to familiarize everyone with the Clinical Practice expectations.
 - b. In the second and third triad meetings, the Coach and Mentor Teacher will review the Mid-Semester and Final Evaluations with the Candidate, highlighting current strengths and areas for growth based on recent observations.
3. Candidates are required to work towards taking on full teaching responsibilities in their assigned classroom, as per the approval and recommendation of their Mentor Teacher and University Coach. Typically, this responsibility will be granted to most Candidates by the middle of the semester. To ensure continuity, the Candidate should teach the same group of students for the entire semester.
 - a. Single Subject only - In addition to teaching, Candidates are designated a floating period where they can use the time to conference with their Mentor Teacher, observe other teachers at the school, talk with staff, and/or prepare instructional materials for teaching.
4. Candidates must also participate in non-teaching activities that are typically part of a teacher's responsibilities, such as participating in parent-teacher conferences, attending extra-curricular school events, attending staff or department meetings, and supervising students outside of classrooms. These non-teaching activities are integrated as assignments throughout the credential coursework and clinical practice.
5. The Candidate is assigned to a University Coach. The University Coach will complete a minimum of six formal lesson observations and provide documentation of contact for each Candidate under their supervision.

6. During their Clinical Practice Experience, the Candidate is required to complete the Fresno Assessment of Student Teachers (FAST), a performance-based assessment.
 - a. In their first phase of Clinical Practice, this assessment is called the Site Visitation Project (SVP). It includes a written/typed lesson plan, video recorded portion of the lesson, observation by the University Coach, and a written/typed reflection of the lesson that was taught. Candidates must score 2 or above on the SVP to advance to final clinical field experience.
 - b. In the final phase of Clinical Practice, Candidates must complete the Teaching Sample Project, which includes planning, teaching, and reflecting on a five-lesson instructional unit that addresses literacy and content-area standards.

Clinical Practice Experience Timeline

Week	Candidate Expectations
Weeks 1-2	Meet with Mentor Teacher & University Coach; observe throughout the school; become familiar with the classes to be taught; observe, assist the mentor teacher, and plan with the mentor teacher.
Weeks 3-4	Observing, assisting, planning, and solo teaching or co-teaching occasionally.
Week 5-9	Teaching (solo or co-teaching) at least one class daily; Mentor Teacher completes a mid-semester evaluation.
Week 10-13	Teaching (solo or co-teaching) at least one class daily; Site Visitation Project (initial) or TSP (final) depending on credential program requirements
Weeks 14-16	Teaching (solo or co-teaching) at least two classes daily; Coach completes an end-of-semester evaluation with input from the Mentor Teacher.

End-Of-The-Semester Evaluation Surveys

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, the online data management system used by the university for initial and final clinical field experience.

Mentor Teacher Incentives

- \$450 refund on registration fees for courses taken at Fresno State within a two-year period, for qualified mentor teachers ([Addendum 1](#)); and
- Fresno State library privileges.

For more information, please contact the [Office of Clinical Practice](#).

University Resources

Title IX

The California State University does not discriminate on the basis of gender, which includes sex and gender identity or gender expression, or sexual orientation, in its education programs or activities.

Title IX of the Education Amendments of 1972, and certain other federal and state laws, prohibit discrimination on the basis of gender or sexual orientation in employment, as well as in all education programs and activities operated by the University (both on and off campus), including admissions. The protection against discrimination on the basis of gender or sexual orientation includes sexual harassment, sexual misconduct, sexual exploitation, dating and domestic violence, and stalking.

At Fresno State, the Office of Compliance and Civil Rights addresses issues of discrimination, harassment, and/or retaliation, and oversees the University's compliance with federal and state laws and regulations and CSU system policies, including Title IX policies.

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to have experienced the conduct that could constitute sex discrimination or sexual harassment), in-person, by mail, by telephone, or by e-mail, using the contact information listed on the [Office of Compliance and Civil Rights website](#), or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or e-mail address, or by mail to the office address listed for the Title IX Coordinator. Reports may also be made by using the Submit a Report button on the [Office of Compliance and Civil Rights website](#).

The [Office of Compliance and Civil Rights website](#) also provides information about supports available for individuals who have been victims of sexual assault.

Accidents/Injuries

Injuries incurred by candidates during their clinical practice experience may be eligible for workman's compensation from the university. As soon as possible after the injury occurs, the candidate should report the injury to the Office of Clinical Practice. The Office of Clinical Practice will support the candidate in notifying the appropriate university offices.

Medical

In the instance that a candidate experiences a medical emergency or a medical situation, including pregnancy, that limits or inhibits their ability to continue with the program, the candidate should notify their program coordinator, the Office of Clinical Practice, and their coach (if assigned) as soon as possible. The Teacher Education program will work with the candidate to develop a plan that will provide the candidate with the support they need to successfully complete their credential.

In some cases, a medical situation may mean the candidate is eligible for additional accommodations. In this situation, please apply to the [Office of Services of Students with Disabilities](#). If the candidate wishes to withdraw from the program because of the medical situation, they will need to submit a Special Circumstance Withdrawal ([form](#) and [instructions](#)).

Pregnancy

Candidates who become pregnant during their time in the program should review the pregnancy resources and policies available on the [Office of Compliance and Civil Rights website \(pregnancy\)](#).

Services for Students with Disabilities

Fresno State's Teacher Education Programs, as well as all of our region's school districts, are committed to the principle of equal opportunity. The programs do not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, disability, and disabled veteran status. In compliance with the American Disabilities Act (PL 101-336), the University, when requested by the teacher candidate, will provide reasonable accommodations to otherwise qualified teacher candidates with disabilities.

The [Services for Students with Disabilities](#) (SSD) has an online application where candidates may request academic accommodations due to a disability. Once a candidate has a letter from SSD indicating they have a disability that requires academic accommodations, the letter must be presented to all course instructors. Upon identifying themselves with the instructor and the university, candidates with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the University Library, Room 1202 (278-2811)."

In addition to choosing to provide accommodation notices to faculty, candidates may also choose to provide a notice of accommodations to the Office of Clinical Practice. If there are questions or concerns regarding accommodations or the process of accommodations in the clinical setting, candidates are encouraged to reach out to their Access Specialist to have an interactive discussion. The Access Specialist will contact the faculty and the Office of Clinical Practice when necessary.

Student Support

The Kremen School of Education and Human Development and Fresno State as a whole offer a number of supports to ensure candidate success. Please see the [Teacher Candidate Support Services](#) for a comprehensive listing of available resources.

Appendix

Appendix A: Conflict Resolution Guide

Conflict is a natural part of life. 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).

1. 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.

2. Taking Action:

- a. Contact the individual you wish to speak to.
- b. "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?"
- c. Once the appointment is made, distract yourself with other things.
- d. As the day approaches, go back to A, B, C, and E.
- e. 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.
- f. "Is there somewhere we can find to talk privately?"
- g. Present your perspective with an "I" statement. **ATTACK THE PROBLEM, NOT THE PERSON.**
- h. "I felt _____ when _____. I'd like to _____. I'm willing to _____."
- i. Ask for his/her perspective.
- j. "How do you feel?" or "What do you think?"
- k. As he/she presents his/her point of view, breathe, listen actively, then paraphrase.
- l. "So it sounds like you feel _____ about _____ and you'd prefer _____ and you'd like me to _____. Is that right? "
- m. Be aware of your emotions as well as the other person's.

3. After the Interaction:

- a. 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.
- b. "I just wanted to say thanks for our conversation the other day. I'm feeling so much better about _____."
- c. In a productive problem-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.
- d. For difficult situations (you've tried with the individual at least 3X with unsatisfactory results), consider a neutral third party, skilled in facilitation. Resist the urge to seek a third party as a first step.

Addendum

Addendum 1

August 29, 2024: [Mentor Teacher Incentives](#)

Due to budget constraints, the [mentor teacher reimbursement](#) is paused until further notice.

Addendum 2

September 30, 2024: [End Dates](#)

Teacher candidates must remain in their clinical placement until the last day of instruction at Fresno State. Please review the [Current Academic Year calendar](#) for the specific date.

Addendum 3

October 3, 2024: [TIP Fees](#)

Invoices are sent to the intern's hiring district after Fresno State's census date (review the Registrar's [Important Dates and Deadlines Calendar](#)). The fees are paid through a monthly proration through the hiring district. Since districts cannot charge without an invoice, interns should anticipate deductions to be taken over a period shorter than the 5-month semester. Interns should consult with their district's payroll/HR department to clarify how they will handle their fee withholdings.