

Protocol for Support and Remediation of Teacher Candidates in a Clinical Practice Course

In certain situations, a teacher candidate may face difficulties and need additional support to be successful. Difficulties may include—but are not limited to—the following: discrepant expectations, excessive absences, inadequate performance, breach of professional ethics, and insurmountable discipline problems. In the event of a placement challenge, all teacher candidates, university coaches, and mentor teachers should follow the procedures outlined in this section.

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](#).

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.

School 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 School 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 School Dispute Resolution Committee, which consists of at least -

- two Teacher Education faculty
- one department chair or the Academic Subject Matter Chair (*EHD 155B - Single Subject)
- a Teacher Education program coordinator and/or subject matter coordinator (MS, SS, or ES)
- the Office of Clinical Practice liaison

- the Assistant Director of Teacher Education
- 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 School Dispute Resolution Committee 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.

The School 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 School Dispute Resolution Committee may request a meeting with the teacher candidate in question and/or contact other faculty for input.

Clinical Practice Reassignment or Removal

If a teacher candidate is removed from their clinical practice site for any reason, Kremen and/or the teacher candidate will take the following actions.

1. If a teacher candidate is asked by school site personnel to be removed from their classroom placement and/or school site, the teacher candidate will immediately stop all contact with anyone at the school site. A joint conference will be held with the Teacher Education placement coordinator and/or program coordinator, university coach, and teacher candidate.
2. A dismissal meeting at the school site can be held whenever necessary. It may include the teacher candidate, mentor teacher, and university coach. The school site will also notify the Teacher Education placement coordinator, program coordinator, site principal, and, when applicable, the academic advisor who may be asked to attend.
3. Following the dismissal meeting, the university coach will conduct a debrief with the program coordinator, the mentor teacher, and the Teacher Education placement 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 School Dispute Resolution Committee to determine the best next steps for the candidate, which may include reassignment or dismissal from the program. The School Dispute Resolution Committee will review all documentation, decide, and inform the teacher candidate of its decision.

Clinical Practice Reassignment:

- a. If the School Dispute Resolution Committee determines the candidate should be reassigned to a new clinical practice. In that case, a reassignment meeting with the teacher candidate, program coordinator, university coach, and Teacher Education Placement Coordinator will be held to determine the most appropriate placement for the candidate. When appropriate, the Mentor Teacher may be asked to join.
- b. During the meeting, the group will prepare or revise an Individual Plan of Assistance, following the above mentioned process.

Program Dismissal

If the School Dispute Resolution Committee determines the Individual Plan of Assistance requirements have not been met, the School Dispute Resolution 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 School Dispute Resolution Committee concludes that dismissal is in order, the School Dispute Resolution 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 Dean of Student Affairs and the Deans 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 **School Dispute Resolution Committee** will consult with the Department Chair, program coordinator, and other relevant campus resources. If the **School Dispute Resolution 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 School 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. A Special Consideration form is required if the teacher candidate wishes to continue in the program and repeat the course. This form, available on the KSOEHD website, must be completed and turned in to ED 100 by the first day of registration for the following semester. Once the Special Consideration Form is completed and submitted, a Special Consideration meeting will review the form for approval. Candidates who have their Special Consideration form denied will be removed from the Credential Program. Teaching candidates granted Special Consideration approval who receive a grade of “No credit” (NC) a second time will be dismissed from the Credential Program by the School Dispute Resolution Committee. Furthermore, teacher candidates whose placements are terminated after the date for tuition refund are responsible for full tuition regardless of circumstances leading to termination.
- c. If the teacher candidate believes the NC grade has been assigned unfairly. 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.

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 Keirseay 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 Keirseay 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.

INDIVIDUAL PLAN OF ASSISTANCE TEMPLATE



Individual Plan of Assistance

If the candidate continues to face challenges in meeting the program or field study course requirements, the university coach will schedule a meeting for the candidate, university coach, and program coordinator to **co-construct** an Individual Plan of Assistance for the candidate. The university coach will monitor the candidate's progress on the Plan of Assistance. The Individual Plan of Assistance should never be filled out by a coach or coordinator without the candidate present and contributing. Contact Tanis Matlock, Director of Student Conduct, at tmatlock@csufresno.edu for credential candidates involved in disciplinary actions.

Teacher Candidate's Name:	Date:
Course:	

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

Teacher Candidate's Signature:	Date:
Coach's Signature:	Date:

Program Coordinator's Signature:	Date:
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TPE 1: Engaging and Supporting All Students in Learning

Elements

Beginning teachers:

1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
2. Maintain ongoing communication with students and families, including using technology to communicate with and support students and families and to communicate achievement expectations and student progress.
3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem-solving, responding to and framing meaningful questions, and reflection.
6. Provide a supportive learning environment for the student's first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts as appropriate to the content and context of learning.
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

Elements

Beginning teachers:

1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

Elements

Beginning teachers:

1. Demonstrate knowledge of the subject matter, including the adopted California State Standards and curriculum frameworks.
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of the subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.
4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
7. Model and develop digital literacy by using technology to engage students, support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.
8. Demonstrate knowledge of effective teaching strategies aligned with internationally recognized educational technology standards.

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

Elements

Beginning teachers:

1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
 - appropriate use of instructional technology, including assistive technology;
 - applying principles of UDL and MTSS;
 - use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
 - appropriate modifications for students with disabilities in the general education classroom;
 - opportunities for students to support each other in learning; and
 - use of community resources and services as applicable.
5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to participate successfully in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

TPE 5: Assessing Student Learning

Elements

Beginning teachers:

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
7. Interpret English learners' assessment data to identify their level of academic proficiency in English and their primary language, as applicable, and use this information in planning instruction.
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

TPE 6: Developing as a Professional Educator

Elements

Beginning teachers:

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

Clinical Practice Reassignment/Dismissal Form

Date _____ Time _____ Place _____

Teacher Candidate _____ I.D.# _____

Cooperating/Mentor Teacher _____

University Supervisor _____

Principal /School _____

This conference is taking place because, in the opinion of the Cooperating/Mentor Teacher and/or Principal, and the University Supervisor, _____, has shown insufficient progress or lack of improvement in remediation.
(teacher candidate)

Concerns recorded on the Individual Plan of Assistance form were discussed at the meeting on _____.
(date)

Candidate was asked to leave the clinical practice school site by a school or district administrator.

You are being officially notified that you will be

reassigned to a new clinical practice site

removed from your clinical practice, and receive No Credit for the course

for the following reasons (summarize concerns and attach supporting documents, as needed):

OPTIONAL: To be prepared for and successful in your next clinical practice experience, you must meet the following expectations:

Teacher Candidate Response:

Signatures:

Teacher Candidate

Date

University Coach

Date

Cooperating/Mentor Teacher

Date

Teacher Education Placement Coordinator

Date

The coach will retain the original and a copy will be provided to the teacher candidate and cooperating/mentor teacher.

SPECIAL CONSIDERATION REQUEST

Education Specialist, Multiple Subject, Dual, and Single Subject Credential Programs

Submitting this form is NOT a guarantee NOR a promise that your request will be approved.

Date of request: _____ Semester/Year admitted to the credential program: _____

Candidate and Program Information

Last Name, First Name, and Fresno State ID#

Candidate's Credential Program (Check all that apply)

- ☐ Education Specialist MMSN & ESN
☐ Dual MMSN & ESN

- ☐ Multiple Subject
☐ Single Subject: _____

FAST-PETITION FOR THIRD REVISION	<i>Notes:</i>
ADMISSION GPA TOO LOW	<i>My current GPA:</i>
CREDENTIAL PATHWAY CHANGE	<i>Current pathway:</i>
	<i>Requested pathway:</i>
REQUEST TO REPEAT A COURSE	<i>Course[s] to be re-taken:</i>
	<i>Semester course was taken:</i>
RETURN TO CREDENTIAL PROGRAM <i>[after a break of one or more semesters]</i>	<i>Semester/Year Admitted:</i>
	<i>Semester/Year last enrolled:</i>
COHORT CHANGE REQUEST	<i>Current cohort:</i>
	<i>Requested cohort:</i>

Candidate Justification Request

Include a typed, well-written justification for your request and include reasons why your request should be considered. (Documentation can be attached or written below this section)

Applicant Signature _____

Attach this form with your credential application if a request is for admission with a low GPA. For other requests, email the form to reflores@csufresno.edu

Office Use Only	
☐ Request approved ☐ Request denied Date: _____	If completer needs to continue, remove service indicator & ask Mariana Yepez to term activate.
Coordinator signature: _____	
Comments: _____	